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## THE QUALITY OF MODERN PEDAGOGICAL TEACHINGS AND ITS MAIN INDICATORS

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### ABSTRACT

*In this article, the quality of education and education in modern pedagogy, pedagogical principles of education, quality of education, quality education criteria, quality management criteria, quality management such as strategy. The interpretation of the quality and efficiency of the education system, as a social category characterizing the state of education, will inevitably impoverishment of the subjectivity of quality indicators inevitably the subjectivity. The needs of different social groups can vary, and this creates a contradiction between the hopes of education and their implementation*

**KEYWORDS:** *Quality of education, Pedagogical principles of education, Quality management strategy, Modern pedagogy, Basic entities, Quality education criteria.*

### INTRODUCTION

The generalization of the current interpretation of the understanding of the education leads to the following conclusion: this is the integral feature of the educational process and its consequences representing the measure of its compliance with ideas in society and what goals they should serve. The dependence of education includes the propagandics of the composition of the education: education systems, educational process, students, research and innovative activities and management systems. The quality of education this is a comprehensive indicator:

- Interesting of educational purposes and results;
- Ensuring the level of meeting the requirements of the educational process of the submitted educational services;
- Achieving certain knowledge, skills, competent and powers, mental, physical and moral development.

V.V. Kazakov, focusing on the development of the quality of education, focuses on the development of many metalistics: Educational standards, scientific organization, the most new technical textbooks and pedagogical technologies. In addition, the quality of education comes from external factors: Training and production base, marketing, social partnership, financing<sup>1</sup> [1, 56 p].

### **THE GOAL**

The interpretation of the quality and efficiency of the education system, as a social category characterizing the state of education, will inevitably impoverishment of the subjectivity of quality indicators inevitably the subjectivity. The needs of different social groups can vary, and this creates a contradiction between the hopes of education and their implementation. When considering the quality of education in terms of state, society, employers, parents, teachers, students, receive a new quality, i.e., different sets of quality education. In addition, social dynamics inevitably leads to the evolution of ideas about it. We can say that as a social category, the concept of education and variationificationis given to the concept of education. This means that an Invasion is a feature of education that allows you to ensure life and professional success. Then those who are specific to the concepts of success in each specific historical period will be variability features.

At the same time, the concept of the quality of education, which is derived from the uncertainty of the quality philosophical category, does not exclude the need to object ideas on quality education. Such objectivity should be the result of social dialogue, a wide social partnership.

### **THE MAIN PART**

The concept conducted in modern pedagogy is given the following indicators of quality education, summarizing different approaches:

- Conceptual degree that corresponds to the level of scientific and technological development;
- Interdisciplinary, competent and activity description;
- Individual orientation;
- Variable, alternative and problematic description of training;
- Creation of different cultural environment;
- Independent assessment of the level of development of the learner.

Based on the above, pedagogical principles of quality education are formed as follows:

### **RESULTS:**

- Optional of the content of the educational content;
- Personal or development of educational programs and educational technologies;
- Interaction of subjects of the educational process in the interview process;
- Constant activism of students as an educational subject and the level of independence;
- understanding the students of education, specific changes in the educational process;

Advising the focus of quality education in the work of foreign scientists inviting:

- Healthy and well-eating learners ready to participate in the educational process with the support of family and community;
- Educational environment, which provides healthy, safe, protection, necessary resources, and favorable conditions;
- Content reflected in the relevant curricula and materials to develop key skills;
- the process of using approaches that teachers are prepared using the approaches to the first place; Training in specially equipped acadia and schools; Uses the ability assessment methods to encourage reading and minimize the differences in learning students;
- the results involving national goals and positive participation in the field of education, which includes knowledge, skills and personal positions, are related to the positive participation in the field of education.

The list includes a favorable environment for the Quality Indicator of Quality, the educational symptoms that ensure favorable conditions for human development.

Analysis analysis of the quality of education will allow it to highlight the following symptoms:

Quality in potentially result of the final result of education and achievement of this quality;

We have the results of educational education; quality of educational process, quality of educational content, education technology, and human quality;

Multiplicity of final results - the quality of professional school and general secondary school graduates;

Most of the quality of education, i.e. the quality of education, is carried out by many entities. Majbles: students and student graduates themselves, higher education institutions and doctoral education graduates of various additional curricula; their parents; employers in general society and government agencies; the education system itself; representatives of its various levels and stages; Researchers of the education system;

multine criteria - the quality of education is evaluated by a set of criteria;

High level of subjectivity in understanding the quality of education;

Invasion and variability - between all graduates of each specialization, their graduates, stands for each graduates of each study, each historical period.

Apparently, there are common grounds in the philosophical, economic and pedagogical definitions of quality. In addition, the idea of the quality of education is a reflection of the philosophical and practical approach. Thus, the quality is determined as an integral feature of modern education. In this sense, it does not have an appraisal characteristics, it includes the quality of alumni, the quality, structure and technology of the educational process, not bad, and is not good.

When using an economic approach, the quality of education will have the meaning of assessment. In this case, the results of educational services and the educational process can be

assessed, the quality of graduates. As an economic category, education is determined by the sum of objective quality properties and characteristics.

Based on the general concept of education, the quality of higher education can be explained as follows:

- In a particular state standard, as well as compliance of the "products" and services established by other consumers of other consumers;
- Accurately and measurable variability, for example, the professionalism of students;
- The ratio of expenses and results obtained;
- Ability to meets the hidden needs of customers;
- The result of the interaction of the teacher and student.

Higher education also stands in internal goals. Indeed, the quality of requirements for high quality education must be provided, i.e. the quality of the conditions must be ensured. The quality of educational processes, which provides direct training of specialists, plays an important role in following these two aspects of quality. Thus, the quality of higher education is the general indicator, including:

#### **Quality of Conditions:**

- Standards, normative bases, quality of curricula (education content);
- The nature of the teaching, laboratory, material and technical base of higher education;
- Personnel potential;

#### **Processes:**

- Quality of education technology;
- the nature of the interaction in the "Teacher - Student" system;
- quality management of the educational process;

#### **Results of the Activities of Higher Education Institutions:**

- quality of training of graduates;
- The degree of development of their personal qualities, upbringing, professional culture;
- Professional self-democracy, the need for its need age in the labor market, the level of satisfaction.

However, it should be noted that the quality of the learning results cannot be considered separately the quality of the learning process and the conditions of its implementation. The opposite is also true: determination of the efficiency and the results of its implementation without evaluating the effectiveness and conditions of its implementation. Therefore, the quality of the education is the level of identification and identification of students, which meets and responds to the conditions of state and society, reflecting the conditions, reflecting the conditions that reflect the conditions that meet the needs of the state and society, reflecting the conditions that

reflect the conditions that reflect students. It should be understood that there is no clearly uniformity between the conditions, organization and results of educational activities.

It should be noted that the quality of the training of graduates is the inner core of the system. The remaining qualities provide the necessary level of education systems, the results of the result.

Quality higher education must meet a number of requirements:

- Able to conduct fundamental and applied research, training of highly qualified personnel in all sectors of knowledge and the economy;
- Training of highly qualified specialists who are able to effectively solve standard and non-standard practical tasks in various fields of activity;
- Education of higher education, cultural, spiritual and physical developers.

When called quality education, it is usually as follows: the demand for high employment and young professionals; rational use of limited sources; Effectiveness and monitoring of educational services; Quality management strategy.

The composition of science quality is the composition of the quality of education - results, conditions, acceptance of the quality of the process, as it is to add another important, system component. Relying on philosophical traditions stronger: What is the substantive characteristics of the educational process (its quality)? The answer to this question seems very simple: the educational process without the learner and the learner without the education and education-treating relationship is impossible to do not interact. It is this attitude that forms the essence of the educational process, its essence. In the pedagogical education system, we operate something that the all components can't exist immediately, even when all components are in a good functional position.

## CONCLUSION

The quality of relations between the main entities of the educational process should be considered as the results, conditions and an important component of the quality of education rather than the quality of education. In fact, the quality of the results depends on the quality of this relationship between the quality and quality of the educational process and the quality of its organization. At the same time, the reflection of the reflection is not exercised: the teacher cannot be fully covered by the rational organization of the learning process, or using additional technical means that the qualification of his motivation or not willing to work under new circumstances. Accordingly, in terms of management theory, the relationship between this "teachers - educated" should be the core of the quality management system.

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