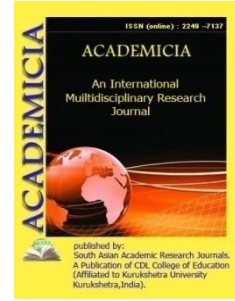




**ACADEMICIA**  
**An International  
 Multidisciplinary  
 Research Journal**  
 (Double Blind Refereed & Peer Reviewed Journal)



**DOI: 10.5958/2249-7137.2021.01990.X**

## DEVELOPMENT TRENDS OF THE SCHOOL EDUCATION QUALITY CONCEPT IN MODERN EDUCATION

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### ABSTRACT

*Nowadays, the systematic quality control of the educational process enters an important issue of management of the entire educational process. Without special tracking using a single methodology, it is rather difficult to predict the correctness of the actions of teachers in comparison with other colleagues, as well as the success of mastering the relevant knowledge by each student. In modern conditions of improving the system of school education in the Republic of Uzbekistan, quality becomes a category that predetermines the prospects of the tasks and the effectiveness of their implementation. The article provides information on the concept of the quality of education, the main criteria for its assessment, the essence, parameters and structural elements of the quality of education, as well as analytical information on the role of modern innovative pedagogical technology in ensuring the quality of education*

**KEYWORDS:** *Quality Of Education, Demand, Supply, Quality Concept, Set Of Services, Private Sector, General And Private Expenses.*

### INTRODUCTION

The development of the Republic of Uzbekistan as a modern state largely depends on the quality of school education of its citizens. The principle of quality is considered to be conscious not only in improving secondary education, but also in higher education based on relevant achievements of learners of the prosperous society. Amount of studies show that today the assessment of the quality of education has become one of the most important indicators of the education system effectivity in any modern country all over the world. Year by year, monitoring of an object at the international level is becoming more popular as a research or evaluation tool.<sup>1</sup>

From the results of practical science and pedagogical research it is very valuable to pay attention to the basic theoretical concepts and methodological basis of education quality. In particular, it is beneficial to sum up the main approaches of methodologists and theorists on the studied issue, to determine the meaning of the concepts, quality, including school education. Certainly, here the concept of education is basic. To remain the stability and continuity of this term usage and meaning still requires serious scientific analysis, foundation and interpretation. In this regard, according to Begimkulov U., Ismadiyarov Y.U., Inoyatov U.I., Potashnik M.M., Lansova N.S. and others, education is to be the basis of human development, a priority sphere of the country policy. Education and the future are two main and interrelated notions; it is worth considering the current situation of the school education, including its development and in accordance with the legal improvement. The authors point out to the education as followings:

- the results and process of improving the behavior and abilities of the student in terms of social maturity and individual growth;
- the process of socialization in society, the acquisition of life and professional skills and abilities, the systematization and acquisition of knowledge;
- an important social role of society and the state in preparing people for life and work.<sup>2</sup>

According to Usmanova M.N., Bafoev M.M., Bakhmutsky A.E. the content of education as a social phenomenon is manifested in the following main aspects:

- as a result of a set of socially important knowledge;
- education as a process of imparting information and knowledge, acquiring skills and competencies;
- organizational and economic system of education, as a branch of socio-economic activity.

Education, as a system of knowledge and as the conditions of its transformation directly, as a specific organizer of scientific and technological progress, as well as an effective condition and opportunity use over all of the country development.

The sector of educations requires large financial investments, and probably that is why education services are mainly provided by the government. On the other hand, the citizens' demand for education, as a rule, serves to significantly increase the capacity of the education system. On the contrary, the supply in the education system, based on the state demand for the quality of educational services, does not refer to the demand. That is why the private sector of education is developing in this direction; Now a days, such kind of systems are popular in many countries, and its total amount varies significantly. In order to provide the population with this social benefit the governmental support is required.

Firstly, to find out the volume of its production;

Secondly, to achieve effectiveness of educational system.

According to volume points, it is not considered that governmental support is limited for creating circumstances. From the point of education degree, compulsory support is required to elementary and secondary schools. Moreover, it should be claimed that quality in education is one of the main problems all over the world. The conception of quality in planning education policy is

crucial. There are number of reasons for this trend. The first one is general concern pertaining to increasing of spending to education. The second requirement to the quality is connected with the expansion of education sphere. Increasing in number of learners, expanding education sphere, increasing educational branches are the main reasons of general and private spending which lead to challengeable issues.<sup>3</sup>

As Mullahmetova R.G. and Zhurinsky A.N. claim, education takes an important place as the priority in the socio-economic, spiritual and cultural development of the country. The most important role in the education system is a teacher. This category of specialists are aimed to strengthen the intellectual and spiritual potential of the young generation, to develop the science and technology in order to preserve and enhance the implemented cultural heritage. The most important thing is not the volume of knowledge, but the symbiosis of the latter's personal qualities, the ability to carry out their knowledge independently, self-sufficiency, constant activity in the pursuit of maturity. In essence, education serves the future, is the foundation for future changes in society, and determines whether the future is progressive or, conversely, regressive. The main components of the education system include:

- a set of normative documents defining the directions and essence of educational activity (organizational and legal forms of educational activity, categories and types of educational institutions, legislation on educational programs and state educational standards);
- a network of institutions carrying out research and scientific-methodological research resources to carry out educational activities and improve the educational process on the basis of these regulations;
- education authorities that ensure the functioning of organizations and institutions under their jurisdiction.<sup>4</sup>

According to Matnazarova M.B., Kurbanova Sh.E., Bakhmutsky A.Ye., Kovaleva G.S., today there are constant discussions on the definition of the quality of education, with the main emphasis on the training of students. achievements, the activities of relevant institutions, as well as the quality of delivery of educational services.

The concept of quality of education is broad and includes the results of educational activities, including the quality of teaching, upbringing and personal development. In addition, this concept is an indicator that summarizes the development of a society over a period of time and describes the level of achievement of the goals and objectives of education as a pedagogical category. The quality of education includes social and psychological-pedagogical, economic and other characteristics. Society understands this in different ways and therefore the interests of all stakeholders must be taken into account in formulating quality standards, taking into account the interests of parents and students on the one hand, schools and states on the other, and citizens and civil society in general should be taken. In a broad sense, it is understood that the quality of education in the world corresponds to the cost of the educational process and the achievements, and the result in relation to the goals, standards and requirements of society. It is the standards that govern and regulate the quality of education.<sup>5</sup>

According to Levkina S.V., Bolotov V.A., the complexity of the interpretation of the term quality is due to the fact that it can be considered as an absolute and relative concept. From the point of view of the nominative approach, quality in this question is considered to be suitable for

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a particular purpose, a set of services that correspond to a set of characteristics and the level of characteristics of the product or needs and the customer is willing or able to pay. In this case, the manager is the subject who decides on the hierarchy and usefulness of the personal values that belong to him. From the point of view of education, quality is considered to be a less difficult category.<sup>6</sup>

According to Fishchenko K.S., today the quality of education is one of the necessary conditions for the successful development of any country. Today, the international community is concerned about quality education, which reflects the acquisition of life skills by young people, their successful integration into modern society, and the achievement of gender equality. The quality of education describes the degree to which the goals and objectives of education are achieved within the pedagogical category. It is defined by a set of relevant indicators that describe various aspects of an educational institution's educational performance that ensure the development of students' competencies:

- the essence of education;
- forms and methods of teaching;
- material and technical base;
- staffing, potential, etc.<sup>7</sup>

According to Fomin N., the quality of the learning process is inextricably linked with the concept of educational success, and it is characterized by changes in the personal qualities and characteristics of the student, which always reflect inconsistent learning goals. At the same time, in practice, any education is constantly making changes in the formation of the student's personality.

Under the concept of educational success, the author suggests that students understand the outcome of the learning process, which reflects the acquisition of 'adaptive social experience'. In explaining his point of view, he points to three main components of education:

- experience in educational activities;
- experience of emotional-valuable relationships;
- experience of creative activity.

The author suggests that it is through these components of human experience that students can determine their educational success.<sup>8</sup>

According to the statistical plan, Mikhalchenko K.A. believes that the quality of education is designed to achieve a clear learning outcome, consistent with the results of the ideal model of the education system, structured taking into account public and state inquiries.

In addition, this concept can be interpreted as the level of satisfaction of the participants of the educational process, which determines the criteria for achieving the set goals and objectives of education or training services provided by the educational institution. The concept of quality of education includes the quality of training, the quality of financial conditions, the quality of technology and the quality of conceptual management, that is, everything that affects the quality of the school "product". A school's "product" is a graduate with a good or bad education.<sup>9</sup>

Skvorsov G.I. assesses the quality of education as a certain coefficient of achievement of educational goals, depending on the level of development:

- personal responsibilities of the student;
- the ability of the student to acquire personal independent knowledge;
- the ability of the student to develop himself personally;
- the ability of the student to think critically;
- the ability to process a variety of personal data of the student;
- the ability to apply the student's personal knowledge in creative problem solving.

Today, systematic quality control of the educational process is becoming one of the most important issues in the management of the entire educational process. Without special observations on a single method, it is difficult to determine the behavior of educators in relation to other colleagues, as well as the exact prospects of each student's successful acquisition of relevant knowledge.<sup>10</sup>

Thus, based on the above, it can be concluded that in modern conditions in the improvement of the school education system in the Republic of Uzbekistan is a qualitative category, in which it is expedient to predetermine the tasks and determine the effectiveness of their implementation. In the scientific literature, the quality of education, as a rule, is considered by scientists in two planes - theoretical-methodological and functional-practical, which is considered not only a socio-pedagogical, but also a management problem. At the same time, based on the experience of previous researchers, the quality of education is the ability of a particular institution to meet the needs of the state and society in shaping the appropriate level of competence of students in educational activities. At the same time, the meaning of the term school education quality is seen as a certain balanced conformity of general secondary education (*as a result, process and education system*) with a large number of needs, goals, conditions and standards.

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