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FACTORS FOR IMPROVING THE QUALITY OF EDUCATION IN PRIMARY SCHOOLS OF NON-STATE EDUCATIONAL INSTITUTIONS

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ABSTRACT

The abstract examines the urgency of raising the quality of education in non-governmental educational institutions to a new level, especially the quality of primary education, the state educational standards, the widespread introduction of advanced pedagogical and information and communication technologies. The quality of education in non-governmental educational institutions is focused on meeting the needs of all stakeholders, the means and methods of decision-making, ways to ensure the effectiveness of activities, mobilization of efforts of participants in the labor process. It is also important to regularly monitor and analyze the results of after-school activities of primary school teachers, to constantly improve the content of student participation in clubs and spiritual enlightenment plans.

KEYWORDS: *Quality Of Education, Teaching Methods, Educational Process, Curriculum, Curricula.*

INTRODUCTION

Systematic enrichment and updating of primary school teaching methods in non-governmental educational institutions is one of the most important aspects of achieving high results in the education system.

Teaching methods involve organizing, motivating, and supervising teacher-student interaction. Therefore, teaching methods are divided into three groups: methods of organizing educational activities, methods of stimulating educational activities and methods of monitoring the effectiveness of educational activities.

In the course of our experiments and observations, we analyzed the educational processes of primary school students in non-governmental educational institutions and studied their levels of

mastery. We know that students are divided into sources of knowledge: oral, demonstrative, practical methods, in the direction of students' thinking: induction, deduction, analogy. Also, according to the level of independent activity of students are divided into: descriptive - illustrative, reproductive, the method of puzzling knowledge, explanatory, conversational, storytelling, book work, demonstration methods and practical methods.

MAIN PART

It is known from the analysis of the literature that the level of satisfaction of the participants of different educational processes with the educational services provided by the educational institution is explained by the quality of this education. The quality of education in non-governmental educational institutions is focused on meeting the needs of all stakeholders, the means and methods of decision-making, ways to ensure the effectiveness of activities, mobilization of efforts of participants in the labor process. Systematic enrichment and updating of primary school teaching methods in non-governmental educational institutions is one of the most important aspects of achieving high results in the education system.

Teaching methods involve organizing, motivating, and supervising teacher-student interaction. Therefore, teaching methods are divided into three groups: methods of organizing educational activities, methods of stimulating educational activities and methods of monitoring the effectiveness of educational activities.

In the course of our experiments and observations, we analyzed the educational processes of primary school students in non-governmental educational institutions and studied their levels of mastery. We know that students are divided into sources of knowledge: oral, demonstrative, practical methods, in the direction of students' thinking: induction, deduction, analogy. Also, according to the level of independent activity of students are divided into: descriptive - illustrative, reproductive, the method of puzzling knowledge, explanatory, conversational, storytelling, book work, demonstration methods and practical methods. It is known from the analysis of the literature that the level of satisfaction of the participants of different educational processes with the educational services provided by the educational institution is explained by the quality of this education. The quality of education in non-governmental educational institutions is focused on meeting the needs of all stakeholders, the means and methods of decision-making, ways to ensure the effectiveness of activities, mobilization of efforts of participants in the labor process.

The quality of education depends primarily on the quality of implementation of state educational standards, mainly on the requirements of society and consumers (labor market), the goals and standards of non-governmental educational institutions, the conditions created for it, the quality of the educational process and outcomes. Modern models of quality management are based on the idea of total quality, TQM principles and process approach. It is these approaches that need to be reflected in teacher performance. The quality management system in education is based on the following principles:

- understanding of the requirements for education, taking into account the achievements of scientific and technological progress and international standards;
- consumer-oriented, fierce competition in the labor market requires mobilization and dynamism from the management system;

- continuous improvement of the educational process, taking into account the results of monitoring.

It should be noted that monitoring the quality of education in non-governmental educational institutions is a key element of management modeling, ie the quality of education is a clear expression of goals, which in many ways determines the success of the educational process.

Analysis of pedagogical literature and the quality of education "Quality of Education" is the compliance of education (as a result, as a process, as an education system) with the established needs, values and norms (standards). It is manifested in the following concepts: quality of education (learning process, pedagogical activity); quality of scientific and pedagogical staff; quality of educational programs; quality of material and technical base; students, learners, quality of education management; quality of scientific research, etc.

American scientists Walter Andrew Shewhart (Walter Andrew Shewhart 1891-1967 and Deming, William Edwards (William Edwards Deming, 1900-1993)) have made significant contributions to the development of quality management theory.) (Fig. 1). PDCA - Planning, Implementation (Check), Influence (Act), allows you to increase the effectiveness of systemic activities in this area by applying it on a systematic basis in different areas. Schuhart was the first to create the concept of PDCA. (In 1939, Statistical Methods of Quality Management. E. Deming actively promoted the Schuhart cycle and later modified the PDCA - cycle PDSA ("study").

According to this approach, the need to ensure the quality of the concept of "quality of education" includes: requirements (goals, standards, educational norms); conditions or resources (educational programs, human resources, contingent of entrants, infrastructure, logistics, finance, etc.); educational processes (scientific and educational activities, management, educational technologies, etc.), which directly implement (provide) the training of specialists; results of higher education institutions (current and final results of students 'education, characteristics of graduates' career growth). A similar approach is supported by UNESCO. Under the second approach (according to Watt), those interested in higher education associate the quality of education with the diversity of stakeholders (external stakeholders). Stakeholders interested in developing a quality assurance methodology can be divided into several groups. In terms of offering educational services, Watt distinguishes between the government, the quality assurance agency, higher education institutions and individual teachers, and in terms of demand - students, employers, parents and society as a whole.

We have studied the research of W. Schuhart, William Edwards and applied the "Schuhart-Deming Cycle" to the educational process, which has shown its effectiveness not only in higher education, but also in non-governmental educational institutions. Especially the primary school teachers studied the essence of the topic in depth after the methodical seminar. Improving the quality of education in non-governmental educational institutions In addition to the implementation of the above-mentioned "Shukhart-Deming cycle", we also use innovative technologies used in the teaching process on the basis of continuity and continuity, logical sequence of topics and transition from simple to complex, specific to general. we have witnessed them using it. It should be noted that the formation of independent creative thinking and team psychology for primary school students will undoubtedly serve as a foundation for the successors of our development. The level of professional pedagogical competence of an elementary school

teacher is important to create opportunities for third and fourth grade students to acquire independent knowledge, to develop their worldview and thinking skills, to ensure that topics are not repeated in the same interpretation.

Improving the quality of education in non-governmental schools is not only about managing the learning process, because the school not only organizes and manages the educational process, but also organizes the educational process on a scientific basis. -creation of necessary conditions for participants of the educational process, organization, coordination, control, analysis and evaluation of their activities, as well as creation and strengthening of material and technical base for this process, equipping with new pedagogical and information technologies, highly qualified specialists and a number of other tasks, such as providing. It is also important to regularly monitor and analyze the results of after-school activities of primary school teachers, to constantly improve the content of student participation in clubs and spiritual enlightenment plans. Primary school teachers in non-governmental educational institutions need not only pedagogical experience, but also a number of concepts such as teaching methods and their use, quality algorithm and its essence, methods and their application. To do this, the primary school teacher:

- organization of the educational process on the basis of state educational standards and duly approved curricula and programs;
- strict adherence to pedagogical ethics;
- to conduct lessons at a high level, to improve the content of education, to take an active part in the creation of teaching aids;
- Respect for the dignity of students, the formation of such qualities as diligence, kindness, compassion, devotion to the motherland, respect for the state language, national and universal, historical and cultural values, parents and elders, the environment bring up in the spirit of caring for the environment;
- continuous improvement of their theoretical knowledge, pedagogical skills and professional skills and regular work on themselves;
- development of proposals for improving the educational process and teaching methods;
- Establish regular collaboration with the parents of the learners.

The effectiveness of the learning process is also directly related to the emotional environment, the primary school teacher should not deny other general didactic principles of the educational process (scientific, demonstrative, systematic, consistent, etc.), from simple to complex materials on interesting topics to activate students' learning activities in the classroom. Today, one of the important mechanisms for improving the quality of education in the developed countries of the world - the process of modernization is carried out in all educational institutions in the process of lifelong learning in a comprehensive manner from the type of education and educational services.

CONCLUSION

Modernization of the education system in non-governmental educational institutions and updating the content of education in accordance with modern requirements play an important

role in the organization of the national innovation system. Therefore, it can be said that the development of non-governmental educational institutions today is justified not only by the need for internal networks and the desire to join the pan-European process, but also by society's demand for education. Hence, there is a need to radically change the educational process, that is, to radically change the outdated system. Second, the financing of the educational process or the establishment of paid educational services - allows the state to simultaneously build an innovative economy and a civil society of responsible owners. Third, it will be necessary to organize the curriculum through the reduction of spirituality in a narrow range of disciplines, the expansion of interdisciplinary, problem-oriented training courses. Fourth, lessons should be replaced by workshops in the form of debates, aimed at teaching students to work in groups.

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