

QUALITY MANAGEMENT IN EDUCATION: A SYSTEMATIC APPROACH

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ABSTRACT

The article describes the quality management of the educational institution; the existence of complementary approaches to the quality of education; practical, defining quality as the degree of conformity to goals (different consumer goals are different qualities that require quality management) and the second approach, organic, continuity refers to the first and internal processes that take place in the learning process.

Keywords: educational institutions, quality of education, theory of education quality management, basic methodological approaches.

INTRODUCTION

The use of a systematic approach to quality management in education is based on the concept of quality management as a system and involves the application of the following principles:

- 1) structure;
- 2) implementation of an integrated set of management functions;
- 3) hierarchical organization of quality management;
- 4) the relationship-succession of external and internal factors at different stages of the system; - a situation involving different management options depending on the specific circumstances and circumstances; - The program-targeted approach is one of the main methodological approaches in modern management, which involves the clear definition of goals, the formation and implementation of a program of actions to achieve these goals.

LITERATURE REVIEW

The study of different approaches to quality management in education draws the attention of a number of researchers, i.e. E.M. Korotkov, M.M. Potashnik, P.I. Tretyakov, I.K. Shalaev, T.I. Shamova et al. Today it is necessary to standardize and certify the quality system.

This is a necessary step towards recognizing the success of a particular production, the success of the whole company, and the introduction of the most modern models of quality management, commonly referred to as “total quality management

methods". Thus, the development of quality management in education at the present stage is associated with the formation of different approaches to solving quality problems. Quality education management, which arose in response to humanity's objective need for high-quality education, is now sufficiently focused on quality of life. Management, which is seen as a strategy for the development of productive forces and production relations, is concerned not only with survival but also with the well-being of society, the enterprise and everyone, and is integral to the overall management system. In this regard, the approach that considers the development of general quality management in education together with the development of general management is the most successful, according to the author. There is an active theoretical debate on the fundamental possibilities and expediency of teaching business management methods. This plan discusses the general and specific features of business and education: their goals, methods, tools, quality concepts, quality measurement tools, etc. It is emphasized that the philosophy of quality is not a one-size-fits-all template. However, philosophy can be universal, but in this case the system of decisions to achieve quality can be significantly different. The survival of an educational institution in a market economy depends, first of all, on whether it has its own strategy, as well as on its ability and capacity to consistently implement this strategy in practice through concrete activities. The instability and instability in the market of educational services, as well as the increasing complexity of management in market conditions, actualize the task of studying and implementing a quality management system for educational institutions.

ANALYSIS

Quality is a field of scientific organization of socio-economic activity of a society, a complex field of research for a wide range of specialists. A number of countries have already realized this and have begun to address quality issues in practice, with a particular focus on training workers to use the appropriate modern approaches, methods and tools effectively and efficiently. The overall quality management system has taken a strong position in many successful enterprises, significantly changing attitudes in the education system. Modern approaches to education in their integrity serve as a basis for the formation of modern educational values.

Each of the approaches involves different school models. Within each approach, there can be a real integration of a large number of organizational forms.

The components of educational activities that must be implemented in any approach and in any education system must meet the following requirements:

1. Have a learning environment in which students shape their knowledge and skills, develop their skills, and recognize and systematize internal and external guidelines for developing the world around them.
2. Apply knowledge and skills to practice.

3. Help students identify the knowledge, skills, and competencies that are important to them, allowing them to develop themselves as much as possible.

4. Develop essential skills and core competencies for life in a global world without discrimination.

Let's look at some features of education quality management.

1. In the management of the quality of education, activity and development are inseparable. Active and practical demonstration of the quality of education requires the construction of educational work in a way that ensures active participation; students in organizing and receiving their education.

2. Develop the ability to self-educate. Formation of skills and abilities that help self-organization and self-education, acquisition of knowledge of social and personal significance, development of values, norms of behavior and formation of relationships.

3. Highly organized thinking, ability to act in non-standard situations. Develop the ability to react analytically and critically to the surrounding reality. Knowledge, skills and abilities are needed in the formation of basic competencies in obtaining and processing information, existing and acquired knowledge, assessment of skills and mastering the methods (techniques) of self-teaching.

4. Topic-oriented is not a goal of teaching, but a means of mastering teaching methods. The environment in which the set learning objectives are incorporated into the various curricula provides more opportunities for students to form internal motivation, ensuring the integrity of cognition by expanding associative connections. The role of situational pedagogy, project methodology, case technology, self-education activities, and more is growing.

5. Dependence of the quality of education on the pedagogical activity of the teacher, methods and technologies of the organization of educational process.

DISCUSSION

Model of quality management system The creation of a quality management system in education requires a consistent solution of the following tasks: - setting and conceptualizing goals in the field of quality of education; - identify the needs of the labor market and potential employers; - installation of the basic set of processes as an open model; - development and adaptation of process management methods that provide the activities and development of the educational institution; - implementation of quality management system documentation; - control over the processes through internal audit. The introduction of a quality system in an educational organization is its transfer or transfer of its separate units to work in accordance with the prepared, approved and entered into force documents of the quality system. Within the quality system in the workplace, it is necessary to define the duties, powers and responsibilities of each employee, to develop and implement work and job guidelines, to verify

compliance with documented procedures by employees. When creating a quality management system in an educational organization, first of all, it is necessary to determine the final product it will produce. Some educational institutions accept graduate training as the basis of their activities, while others provide educational services.

CONCLUSION

In conclusion, there is no single definition of the quality of education today, and there cannot be, because the authors of the above definitions apply them to objects of different levels (from the education system of all countries to education system); a separate class of the educational institution). The basis of such a set of definitions may be the compliance of the education system, the processes taking place in it and the results achieved with the standard requirements (invariant part) and the needs and interests of consumers of educational services (variable part). The characteristics and parameters of education quality require clarity and agreement at all levels, as they provide the basis for the criteria for establishing a quality assessment system to manage education development.

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