

# Pedagogical Mechanisms Of Improving Educational Quality Monitoring In Higher Educational Institutions

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## ABSTRACT

It was recognized that one of the most pressing issues facing the modern higher education system is to improve the quality of education through the management of the educational process. The quality of education as an object of scientific research has been widely studied and introduced in the developed countries of the world. Although the focus on the quality of education in the educational process has not diminished, it is now taking shape as an educological system.

It is necessary for each university to implement the principles of general quality management in accordance with its conditions and characteristics. This is a very important issue, because the uniqueness of the traditions of quality management, popular abroad, should not lead to the loss of the socio-cultural environment created over many years.

The quality of management of the educational process in a higher education institution depends primarily on its constituent elements, mainly formed on the basis of a comprehensive study of the following quality indicators: the quality of applicants and students entering higher education; quality of educational programs; quality of scientific and pedagogical staff; educational process, quality of pedagogical activity; quality of material and technical base; quality of information and communication environment; quality of research work; quality of educational process management; innovative activity of management; systematic management of innovation processes; competitiveness of graduates in the labor market

## Keywords

quality, education, quality of education, monitoring, teaching, management, quality management, education modernization, technology, efficiency.

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## Introduction

The process of teaching and upbringing has undergone various changes in different historical periods in accordance with the level of time and social relations, but the question of ways to improve education has always remained relevant. Today, the issue of training at the level of state policy is given special attention, which indicates that the reforms in the field of higher education have reached a new level of quality.

At the same time, it was acknowledged that one of the most pressing issues facing the modern higher education system is to improve the quality of education through the management of the educational process. The quality of education as an object of scientific research has been widely studied and introduced in the developed countries of the world. Although the focus on the quality of education in the educational process has not diminished, it is now taking shape as an educological system.

The most important factor in the transition to a highly modern path of development is not only the production of technical ideas, but also the production of products in demand in domestic and foreign markets, as well as the training of qualified specialists in science and technology and high technology in advanced educational institutions. is necessary.

The introduction of new subjects in the curriculum requires the use of new forms of organization of teaching technology. In this case, the importance of pedagogical knowledge increases. Therefore, it is necessary to change the attitude of teachers to the study and application of modern technologies.

Modern innovative methods, which teachers can use in the educational process today, have a sufficient database. To do this, it is necessary to train himself to use modern computers and other information and communication technologies, electronic textbooks, videos, photos, the Internet. All this provides pedagogical research activities.

Professors can use a variety of modern pedagogical technologies. For example, simulation methods of active learning, project method, collaboration in teaching, creative teaching, lecture-press conference, problem-based and game technology, team and group activity technology, method of analysis of different situations, lecture-conversation, visual presentation, etc. [ 1].

## Analytical material.

Modern activity in the educational process implies a creative approach of the teacher to the acquisition of existing forms and tools for improving their profession. It is necessary to recognize the need for further improvement of sustainable and universally accepted scientific concepts and classifications of innovations in education management and modern pedagogical activity. One of the main reasons for this is the difficult-to-overcome gaps between education-oriented scientific knowledge systems. The teacher, as a subject and organizer of modern activities, participates in the creation, application and dissemination of innovations. He must be able to analyze the content and essence of knowledge in science, changes in traditions.

"Modern" technologies of the educational process not only provide the student with social, professional knowledge, but also help him to form professional qualities. The technology

of the educational process serves to achieve the following main objectives:

- prepares the student as a future specialist in accordance with the interests of the state;
- Forms the student as a member of society, prepares a staff that works in harmony with the interests of society, understanding social experience, values, norms;
- develops the student as an active, enterprising, creative thinking person.

It should be noted that the important social and professional qualities of the readiness of teachers for modern activities are related not only to the economic and financial situation in the educational institution, but also directly to the fact that these qualities are required. One of the main real requirements of modern higher education is the professional qualities and sufficient qualifications of teachers. In this regard, the issue of personnel remains one of the most pressing issues today. Because "unless we solve the problem of personnel, our efforts will not yield the expected results, and our lives and spirituality will be difficult to change" [2]. In the faculties of higher education institutions, professors should teach young teachers the secrets of teaching, give advice on the use of teaching methods, demonstrate interactive teaching methods.

As a result, teachers achieve:

- finding new ways to evaluate their activities, changing attitudes to the profession;
- Demonstration of pedagogical and creative abilities;
- develops professional responsibility and dedication in teachers.

Today's rapidly evolving world requires the training of not only young people with high intellectual potential, but also professionals educated and brought up in the spirit of patriotism, devotion to the ideals of independence, based on the ideology of national awakening and universal values.

At present, in almost all higher education institutions, the management of the quality of educational services provided by them, the desire to improve it is becoming an objective necessity. This aspiration has led to the introduction of quality management systems in higher education.

It is necessary for each university to implement the principles of general quality management in accordance with its conditions and characteristics. This is a very important issue, because the uniqueness of the traditions of quality management, popular abroad, should not lead to the loss of the socio-cultural environment created over many years.

The groundwork has been laid for the introduction of a quality management system in higher education to create an effective system of quality control of educational services.

It is important to form the quality management of the higher education system of the country by studying the foreign experience in this area and the implementation of their advanced ideas on the introduction of quality management in the activities of higher education institutions.

Analysis of quality management systems in educational institutions allows them to be divided into two groups:

1. An educational institution operating under the active influence of relevant organizations and paying attention to their evaluation will introduce a mechanism of state control over the state of the quality management system through licensing, accreditation, rating, distribution of financial

resources. A similar quality management system is typical for many European countries (France, Germany) and Scandinavia (Sweden).

2. Quality management system of educational institutions operating in the absence of traditional public administration, which involves strengthening the role and importance of self-assessment in their formation (USA, Southeast Asia). The role and importance of approaches specific to this group of quality management systems is growing in the global educational community.

An analysis of current approaches and practices in quality management of educational activities shows that educational institutions are more focused on assessing the quality of education based on the implementation of state educational standards developed by their specialists, control over formal requirements for the organization of the teaching process and student certification.

### Research methodology and methods.

Among the main features of the quality management system of higher education institutions as the objects of implementation are three levels of management - the existence of a branched organizational structure of the university, faculty, department; a large number of suppliers and domestic consumers, we can include a large number of internal documents of higher education institutions. Consumers as subjects of the educational process (applicants, students, parents, heads of enterprises and organizations); Ministry of Higher and Secondary Special Education, Employment Services, Mass Media, Secondary Special Education Institutions; employees of the higher education institution are considered.

The quality management system of the higher education institution should be focused on the process of providing educational services that meet the requirements of consumers. Educational service organizations have a number of different characteristics, they do not produce material products, on the contrary, most employees of the educational institution are in direct contact with external consumers, in the process of providing services, the consumer receives academic degree, professional knowledge, skills of employees and evaluates, while the boundaries of services are different and can be specified on the basis of a standard curriculum or study plan, in some cases by agreement between the educational institution and the consumer (corporate or private).

Under these conditions, the stages of obtaining and evaluating the intermediate and final results should be determined. These general descriptions represent a fundamental difference between the service process and the production process and lead to a specific interpretation of the quality management system for the field of educational services. According to foreign experts, it is no coincidence that foreign educational institutions spend a certain amount of time and money to develop, implement and certify their own quality management system [66]. Because by doing so, by increasing the supply of highly competitive skilled workers for the prestigious sectors of the foreign economy, they will both have good funds and ensure the efficiency of their activities. The share of costs for identifying and correcting deficiencies through the allocation of costs for

quality management measures has been shown to reduce external and internal risks to the activities of higher education institutions due to deficiencies and inconsistencies. As a result, total spending is reduced and there is an opportunity to earn additional income.

The organization, implementation and certification of quality management systems according to international standards are also important for higher education institutions in concluding international agreements on the implementation of international research activities. It paves the way for the higher education institution to participate in tenders, competitions and other similar events.

As a result, it can provide a contract for an educational institution and serve as an advertisement. The quality management system increases the availability of large government orders, soft loans and insurance for research, publishing and educational activities.

According to the generally accepted interpretation of product quality, the concept of "service" is fully incorporated into the concept of "product". However, the current approaches to quality assessment in this area do not involve a systematic approach to the quality of educational institutions. In this case, the solution of this task is proposed on the basis of the application of the principles of a systematic approach, which is an important link in the chain of meeting the needs of the educational institution, defined by the needs of individual consumers.

### Research results and effectiveness.

- In the first stage, the educational institution has the status of a "customer" served by various organizations, so for it the quality problem occurs in the form of the problem of quality of resources and services provided (primarily labor). At this stage, quality management is ensured through the establishment of strategic partnerships with public authorities at the expense of the forces applied in the field of information-analytical activities (suppliers and the products they offer, quality certification analysis).

- In the second stage, the quality of service of educational institutions is ensured by the quality of resource reorganization and the use of the services provided. This phase is characterized by the introduction of 9000 series ISO standards [3].

- In the third stage, the process of providing educational services directly to end consumers takes place. The quality of the service of an educational institution is determined by the quality of the material and intangible components of the service. At the same time, the consumer becomes the main link of quality and the main evaluator of quality.

- In the fourth stage, customer satisfaction takes place.

- Today it is necessary to intensify measures aimed at managing and certifying the process of providing high quality educational services, developing activities to train highly qualified, competitive professionals who meet international standards, adapting them to the ever-changing market conditions and labor market conditions. To this end, it would be expedient to develop measures to address the above and similar problems in the introduction of quality

management systems in higher education institutions and to address them on the basis of a methodological approach.

- Today, the developers of the quality system in each higher education institution rely on different aspects of their activities. For example, some recognize departments as a key component of the educational process and, accordingly, seek to improve its performance by introducing departmental rankings by studying the interactions of departments within higher education structures. Others argue that special attention should be paid to the need to train staff in the field of quality management.

- This task is solved through two mechanisms - the training of young professionals in higher education and additional training of managers in special programs.

- Based on the above information, based on the interests of the higher education institution itself and its consumers of educational services, the following objectives can be formed to create a quality management system in the higher education institution:

- - Achieving a level of quality of training that meets the requirements of employers (the required level of quality in terms of the demand for graduates and the current competitiveness of graduates);

- - Achieving an operational level of quality of training that meets the potential requirements of employers (the prospective level of quality that ensures the longevity and competitiveness of the university).

The quality of the management of the educational process is assessed by complex indicators that characterize various aspects of the educational activity of the educational institution. These indicators include the content of education, forms and methods of teaching, material and technical base, staffing, etc., which ensure the development of students' competencies [54].

The quality of management of the educational process in a higher education institution depends primarily on the elements that make it up, mainly formed on the basis of a comprehensive study of the following quality indicators:

- The quality of applicants and students entering higher education;

- quality of educational programs;

- quality of scientific and pedagogical staff;

- educational process, quality of pedagogical activity;

- quality of material and technical base;

- quality of information and communication environment;

- quality of research work;

- quality of educational process management;

- innovative activity of the management;

- Systematic management of innovation processes;

- Competitiveness of graduates in the labor market.

- Assessment of the quality of education involves the organization and conduct of pedagogical activities in educational institutions to monitor compliance with state educational standards, qualification requirements and the interests (needs) of individuals and legal entities, as well as to determine the level of effectiveness of the educational process. The quality of education in the institution is organized through internal and external systems. The external system includes organizational measures to establish active cooperation with secondary and tertiary special education institutions in the pre-admission period, aimed at ensuring the access of potential entrants with

certain knowledge and skills, basic knowledge and training in the field [4].

– The internal system provides for the implementation of organizational measures for a comprehensive analysis and objective assessment of the activities of all its departments in terms of ensuring the quality of education directly within the educational institution. The main purpose of the internal system for evaluating the quality of education is to monitor the quality of education and increase the effectiveness of education in the educational institution, all its departments.

– The results of the following analysis and research serve as a basis for drawing conclusions in the effective organization of the internal (institutional) system of quality assessment of education:

– analysis of the implementation of normative documents in the field of education, orders and directives of the rector of the university, the decisions of the Council of the university;

– ☐ analysis and examination of educational programs;

– ☐ study the organization, planning and implementation of the educational process, the quality of the types of training, their provision with textbooks, teaching materials;

– ☐ Analysis of the use of educational technologies, the use of modern teaching methods and forms by teachers, the popularization of best practices;

– ☐ assessment of staffing of the educational process and teaching and research activities of teachers;

– ☐ condition of material and technical base of the educational institution and the level of its use in the educational process;

– ☐ assessment of the level of mastery of students and the quality of training on the basis of current, intermediate and final types of control;

– ☐ study the content, organization and quality of the educational process, the state of teaching certain subjects (modules), the activities of scientific and pedagogical staff by conducting various surveys among students;

– ☐ to determine the content of educational programs in accordance with the requirements of the STS, the timing of its implementation and the educational-methodical, logistical and staffing of the educational process;

– ☐ assessment of the quality of the final state certification of graduates;

– ☐ Determining the level of satisfaction of students, graduates and employers with the quality of existing education [5].

– The internal system of quality assessment of the management of the educational process is established in the form of complex inspections, scheduled and operational inspections on the basis of the order of the rector of the university, the decision of the University Council, the orders of the deans of faculties. In addition, they can study the work done by the departments at the end of the semester or academic year in some areas of educational activities to determine the quality of education at the faculty level.

– A comprehensive inspection to assess the quality of the educational process involves the analysis and

evaluation of the activities of the higher education institution and its organizational structures (faculties, departments, divisions and academic lyceums under the institution). Typically, this type of inspection is carried out within a specified period (once every five years) when it is necessary to certify and accredit the institution. The plan of complex inspection of educational institution (or its structures) is made on the basis of the requirements to quality of education provided by the current documents on certification and accreditation.

– A scheduled inspection is usually conducted at the end of the term of office of the heads of the structural units of the institution.

– Rapid inspections are carried out when there are serious shortcomings in the activities of individual subjects of the educational process, its non-compliance with applicable standards, deviations from normative instructions, rector's orders and instructions, violations of internal procedures or labor discipline, or complex inspections. review is conducted when necessary.

– The internal system of quality assessment of education should be carried out under the general guidance of the rector of the university with the participation of staff of the department of quality control of education and relevant departments.

– In many ways, the process of assessing the quality of education should be impartial and fair:

– ☐ results of entrants in entrance tests;

– ☐ the results of the types of control to determine the mastery of students;

– ☐ the results of entrance (exit) tests in the subjects to assess students' knowledge;

– ☐ analysis of the results of students' qualifying practice;

– ☐ the conclusions of the rector's office or the department of quality control of education and the dean's office of the faculty, the heads of departments on the results of the analysis of the teacher's training in the supervisory procedure;

– ☐ conclusions of teachers on the results of mutual training;

– ☐ analysis of the results of the survey among students;

– ☐ Analysis of the results of a survey of teachers, graduates and employers;

– ☐ results of scientific competitions, conferences and science olympiads;

– ☐ the level of use of information technology and technical means in the lessons;

– ☐ the results of retraining and advanced training of managers and teachers;

– ☐ analysis of the results of the session;

– ☐ activities of group coaches and leaders to ensure student attendance;

– ☐ The level of availability of educational-methodical and other information resources on educational disciplines depends on the analysis and accuracy, completeness of the analytical data [6].

The development of society, the growing attention to the process of education management in the context of accelerating globalization, is inextricably linked with the

development of education, its recognition as a key factor in development. World experience shows that if education is managed and improved through systematic monitoring, its effectiveness will increase. The existing system of education quality monitoring management can be implemented on the basis of current, partial, private, general and consistent improvements. In order to monitor the quality of education and its effective management, it is necessary to know the objective trends of development, more precisely, the regularity of the development of education. Today, a key factor in the management of education quality monitoring is the improvement of education management, consistent reform with all the positive qualities of modern education. The main goal of education reform is to improve its quality. Approaches to reform may vary. It is necessary to make changes that will lead to an improvement in the quality of education, or at least to create favorable conditions for its rapid development. Changing educational needs and creating the conditions for their implementation require more attention to the quality of education. Understanding the quality of education, which determines the logical structure, is the starting point for evaluating, analyzing and justifying the role of education in social development on the basis of a modern approach.

Based on the results of the analysis of a comprehensive study of the education system of the Republic of Uzbekistan in January-June 2017 by a group of authoritative foreign experts organized by the United Nations Committee on Education, Science and Culture (UNESCO) and consulting organization (DGP Research & Consulting) integrity of theory and practice, inefficient organization of students' internships in production enterprises, lack of modern quality control mechanism, lack of qualified teachers and management staff in educational institutions, formation of orders for future training in economics, development of qualification requirements for graduates, Involvement of industries in ensuring the quality of training of the required specialists does not meet the requirements, to ensure the harmonization of higher education programs with the requirements of the changing labor market, take Radical improvement of the content of training highly qualified and competitive personnel in the higher education system of the republic based on the prospects of socio-economic development of the country, the needs of society, modern achievements of science, culture, engineering and technology by further expanding the participation of industries and sectors of the economy shows that it is one of the most pressing issues today [7].

The quality of the management of the educational process is assessed by complex indicators that characterize various aspects of the educational activity of the educational institution. These indicators include the content of education, forms and methods of teaching, material and technical base, teaching staff, etc., which ensure the development of students' competencies [8].

The process of assessing the quality of education is objective and fair in many respects: the types of control to determine the mastery of students, entrance (exit) tests to assess student knowledge, analysis of the results of student internships; conclusions of the administration or the department of quality control of education and the dean of the faculty, the head of the department on the analysis of the

teacher's lessons in the supervisory order; conclusions of teachers on the results of interaction in the classroom; analysis of the results of a survey of students; the results of a survey of teachers, alumni and employers; scientific competitions, conferences and Olympiad results; the level of use of information technology and technical means in the lessons; results of retraining and advanced training of managers and teachers; results of state certification; the activities of group coaches and leaders to ensure student attendance; depends on the analysis of the level of availability of educational and methodological and other information resources [9,10]. Improving the quality of education in higher education depends on the improvement and continuous monitoring of the quality of education, as well as the register of quality of education, aimed at students and teachers.

The specifics of the management of the educational process in higher education institutions can lead to certain difficulties in the creation and organization of quality assurance systems in education. But despite all the complexities, it is clear that today there is a need to radically improve the quality of education.

Currently, the control and evaluation of the quality of education has become episodic, and more and more educational institutions are associated with the process of certification and state accreditation and preparation for it. However, each university should be interested in constantly analyzing its activities, constantly improving the scientific potential and skills of teachers, identifying existing shortcomings in the work, to eliminate them quickly.

All these factors contribute to the competitiveness of graduates, the growth of the prestige of higher education, and most importantly, the worthy place of the higher education system of our country in the international community.

If we look at the achievements in the higher education system of Uzbekistan as a result of reforms to ensure the quality of education, it is clear that we need to achieve higher results than during the years of independence.

In order to be among the most influential in the ranking of the world education system, we need to achieve high efficiency in education, science and pedagogy, and we are confident that in the near future a number of higher education institutions in Uzbekistan will achieve such a rating.

Higher education institutions create a system of quality assessment and guarantees of education based on the compliance of their curricula, material resources, scientific and methodological support, personnel and management structures with certain requirements set by society, the state and the individual.

According to L.D. Maslova, historically, two models have been formed, based on the "English model" of self-assessment by the academic community of higher education and the "French model" based on external evaluation of higher education in terms of its obligations to society and the state. . The successful combination of the above two models of accreditation of educational institutions and educational programs is called the "American model". Thus, there are different approaches in the world practice of assessing the quality of higher education institutions [11].

According to the analysis of the basic principles and tools of

the American model, it is possible to improve the quality of education by applying it to the practice of quality assessment in higher education in our country.

Each country has unique approaches to ensuring and evaluating the quality of higher education. However, it is worth noting that external evaluation of the quality of higher education is becoming increasingly popular in Europe.

The analysis of methods of ensuring and evaluating the quality of higher education shows that there are different approaches and traditions in different countries. However, different approaches and evaluation systems focus to some extent on goals, criteria, resources, processes, and outcomes. The differences are related to what is more and to what extent. While the main methods of evaluation within the American system are assessment of universities by professional experts, assessment through specialized accreditation and self-assessment, in European countries more assessment and accreditation is used by government agencies. For example, the Finnish Higher Education Evaluation Council, the French Comite Nationale devaluation, the Swedish National Agency for Higher Education (Hogskoleverket), and the German Academic Council (Wissenschaftsrat) have similar responsibilities. performs [12].

In practice, there are also international projects with the participation of Russia on independent assessment of the quality of education. One of the priority and innovative projects of the Organization for Economic Cooperation and Development (AHELO-Assessment of Higher Education Learning Outcomes) in the field of education is among the works. The main goal of the project is to develop a comprehensive, objective and science-based approach to the assessment of learning outcomes in higher education, to obtain internationally comparable information on learning outcomes at the level of universities, faculties, educational programs, as well as to assess the principles of international measurement; general knowledge and competencies, the development of appropriate measuring instruments to assess knowledge and competencies in the sciences.

Benchmarking in higher education institutions (mechanism for solving problems through comparative analysis of the components of higher education), Total quality management (overall management system to improve the quality of education, including: quality of graduates, quality of organization of the educational process, quality of staff), strategic management such mechanisms are being introduced into pilot practice. At the same time, the organization of the teaching process is based on the use of systems such as Blended Learning (student-teacher communication system of education through a single electronic system), Tuning (teaching process based on general and professional competencies). it is possible to improve the quality of education in higher education institutions through the organization of classes.

The AHELO project is currently conducting research to assess students' general skills such as critical thinking, information analysis, decision making, and written expression of opinion. It takes into account the context of education - the student's personal data, his basic knowledge and skills, teaching staff and curriculum [13].

In the world of higher education, external evaluation of quality, focused on standards and performance indicators, is

becoming more popular. The main elements of this system are standardization and licensing, certification and accreditation, as well as a comprehensive assessment of educational institutions in general and individual specialties on the basis of a rating system. All of these processes involve conducting an internal audit. The basis for an objective assessment of the quality of education is the state educational standards, qualification requirements and quality indicators of their implementation.

According to Pokholkov, in 2003 the Accreditation Center of the Russian Association of Engineering Education (RMTAAM) used the new criteria to conduct "pilot" accreditation of educational programs in a number of leading technical universities in Russia. Relevant accreditation bodies of the Accreditation Board for Engineering and Technology (USA), The Institution of Engineers Australia (Australia), Japan Accreditation Board for Engineering Education (Japan), Engineering Council of South Africa (JAR) were involved as observers to participate in this process. Socio-professional accreditation of 12 bachelor's degree programs in engineering and technology has been conducted at six universities. As a result, it was concluded that the RMTAAM quality assessment system is a sufficiently large-scale, well-founded tool of the national system of socio-professional accreditation [14].

The following criteria should be used to assess and monitor the quality of education based on the experience of developed countries:

1. Each educational program submitted for accreditation and certification of a higher education institution:

- Mechanism for assessing and correcting the achievement of clearly defined, documented objectives in accordance with the plan of the university and the requirements of potential customers of this program;
- Work plans and curricula in accordance with the program objectives, the tasks of which are formed;
- have a mechanism for continuous monitoring of the implementation of the curriculum and the solution of tasks, as well as feedback to improve the curriculum.

2. Ensuring that the curriculum meets the state educational standards in the field of education, qualification requirements of educational areas and specialties, and the width of training in accordance with the name of the program and the required depth of training in the specified specialty.

3. The level of preparation, quality of education and professional readiness of students are important factors in the accreditation of educational programs.

4. The teaching staff should consist of specialists in all fields of knowledge covered in the educational programs. Their level of qualification can be confirmed by the following components: basic education, additional education (training, internships), scientific and pedagogical experience, aspiration to improve educational programs and increase the effectiveness of education, participation in professional communities, scholarships and grants, science and technology titles and so on.

5. The level of preparation for graduate professional activity as a result of mastering the educational program:

- ☐ ability to apply in practice the knowledge acquired during the study of their specialty;
  - ☐ Ability to plan and conduct experiments, analyze and apply data;
  - ☐ readiness to work in a team on interdisciplinary topics;
  - ☐ Ability to formulate and solve problems based on their specialization;
  - ☐ ability to understand professional and ethical responsibilities;
  - ☐ effective teamwork skills;
  - ☐ development factors at the level necessary to understand the global and social consequences of solutions to problems in the development of the industry;
  - ☐ understanding of the need for constant research and research and reading skills;
  - ☐ knowledge of modern social, political and scientific-technical problems;
  - ☐ have the ability to apply the skills and methods learned in their work practice.
6. Classrooms, laboratories and their equipment should be modern and programmatic. Sufficient opportunities must be created for students to study and research independently. Constantly updating, improving and expanding the material and technical base of the higher education institution to a level not lower than the licensing indicators.
7. Educational, technical, reference and general literature, various periodicals, etc. The library must be able to use computer classes that have access to information resources (local area network, Internet). Constantly updating, improving and expanding the information base of the higher education institution.
8. The higher education institution should have a system of employment, study of the quality and demand for knowledge and skills of specialists, monitoring of their professional growth (career), continuous training and advanced training of graduates of higher education. The data obtained using this system can be used to further improve educational programs.
- The following are considered as the main principles in terms of external evaluation of the creation of systems of quality assurance of education, which operate in the order of internal self-government of the higher education institution:
- ☐ regular review of the content of educational programs in accordance with the main goals and objectives of the educational institution;
  - ☐ continuous evaluation and development planning of the educational institution;
  - ☐ availability of a comprehensive and effective information system to support self-checking mechanisms;
  - ☐ regular evaluation of the activities of management services (programs) and expert evaluation to verify the results of self-examination of the university.
- The analyzes conducted showed that the problem of socially independent assessment of the quality of education has not been fully resolved. From the experience of foreign countries to create systems of social accreditation and evaluation of the quality of higher education in order to assess the quality of education in higher education

institutions of the country, to improve monitoring indicators and its integration into the international scientific and educational environment. It is expedient to create and organize education quality assurance systems, radically improve quality assurance in educational institutions, define monitoring of education quality control, constantly improve the scientific potential and qualifications of teachers, and improve quality monitoring mechanisms based on other indicators.

**The following recommendations should be taken into account in monitoring and improving the quality of higher education:**

1. To take measures to effectively use its diagnostic methods in order to improve the quality and competitiveness of higher education in the country.
2. Diagnostic indicators and parameters of the quality of education should be constantly updated and supplemented on the basis of the analysis of international experience. They should cover the development of students, staffing capacity, infrastructure and innovation activities of the educational institution, the evaluation of draft state educational standards by social partners, the prestige and reputation of the educational institution.
3. In order to ensure the quality and competitiveness of higher education in the country, the study of the quality of higher education in developed countries using modern methods can accelerate the entry of higher education institutions in our country into the process of internationalization.
4. Ensuring the quality of higher education and staff competitiveness can also be achieved through inspections using elements of modern methods of staffing and board of trustees.
5. Based on the best international practices, it is expedient to diagnose the quality of education in higher education institutions of the republic by independent organizations, and each higher education institution should be able to self-determine the quality indicators and indicate the level of their status.
6. The development of the higher education system can be achieved through continuous improvement of the quality and level of professional skills of teachers, training and internships of teachers and researchers abroad, improving the quality and competitiveness of teachers.
7. Regardless of the fact that the faculties and departments of each higher education institution train personnel in different areas, it is expedient to take into account the issues related to certain aspects in the improvement of their activities, using the method of evolution.
8. It is necessary to further improve the diagnostic mechanisms for the quality of education. Because diagnostics helps to identify positive and negative factors that affect the quality of education. That is, along with the gaps in the level of professional training, it also serves to demonstrate high results, achievements, exemplary, advanced methods of work used by advanced educators, the level of their pedagogical skills.
9. Diagnosis of the quality of education encourages the use of all the opportunities of information technology in

educational institutions and creates the basis for the emergence of innovative ideas.

Self-examination in higher education institutions every 3-5 years, the index of quality of education is 35%, the index of qualifications of students and graduates is 20%, the scientific potential of higher education is 35% and other indicators are 10%. the conditions and resources required.

### Conclusion

The organization of monitoring the quality of education in higher education institutions serves to monitor the quality of educational processes, ie to determine the status of professional activity of teachers and the effective organization and management of educational processes.

Diagnosis of monitoring the quality of education, optimization of the number of subjects based on the current state educational standards, qualification students, curricula and curricula based on the experience of leading foreign universities and continuous assessment of graduates' achievements in all fields, quality of education in higher education and created conditions for a high level of content.

Pedagogical diagnosis involves determining, monitoring, evaluating, collecting and analyzing statistical data, as well as predicting the future development of this process, the level of formation of knowledge, skills and competencies. Given that the knowledge of students, the activities of professors and teachers, the educational literature created by them, the analysis of professional activity, recorded as the level of performance achieved by them, then the purpose of pedagogical diagnosis is to analyze the progress of the educational process.

In this regard, monitoring the quality of education in higher education requires continuous research and improvement in order to increase the effectiveness of the electronic system of monitoring the quality of education, in particular, the assessment of students' knowledge, skills and abilities of teachers.

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