

Monitoring the quality management of education in the system of professional development of managers and specialists of the preschool education system

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ABSTRACT

This article examines the monitoring of education quality management in the system of advanced training for managers and specialists of the preschool education system. Monitoring itself will be able to help establish a system of mutual action in the structure of kindergarten management, identify specific situations at a pedagogical council or a meeting of the entire labor collective, a meeting with the head of a preschool educational institution or at a meeting of the methodological council of a preschool educational institution. Some part of the necessary issues can be solved by the parental committee of the preschool educational institution and the trade union committee of this educational institution.

Keywords:

monitoring. Education, quality management, system of advanced training, preschool education system, educational institution.

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Introduction

Extensive work is being carried out in our country to reform the system of advanced training of managers and specialists of the preschool education system. In accordance with the priorities of the Action Strategy for the further development of the Republic of Uzbekistan the resolution "Further improvement of the system of continuing education, increasing the capacity of quality educational services, continuing the policy of training highly qualified personnel in accordance with modern needs of the labor market" was adapted on improving the quality monitoring mechanism.

At present, practical activities have increasingly become a monitoring character, which foresees the integrative interaction of all structures and components for a better achievement of the task. Monitoring activity as a type of activity ceases to be the prerogative of only professional technical spheres, it is actively getting used to pedagogical, psychological, sociological and managerial professional areas.

Within the limits of monitoring, the identification and assessment of the conducted pedagogical actions is carried out, and thereby

there is a provision of feedback, which informs about the correspondence of the actual results of the activity of the pedagogical system to its final tasks. Monitoring carries various quality characteristics. This is a diagnostic system, a tracking system, and a monitoring system, but with all this, there is a common point of intersection - there is an understanding of monitoring as working with information. It can be concluded that monitoring is a kind of system in which the components are activities (management actions, diagnostic procedures), which are aimed at obtaining the necessary information about the dynamics of changes in the object being monitored.

The formation of monitoring proceeds as the formation of a multi-level system, a system of repetitive diagnostic procedures, which are carried out using quantitative methods that maximally objectify the qualitative indicators of selected objects. In practice, this is a system of diagnostic procedures that are repeated, for example, slices of the level of knowledge of preschoolers. These snapshots of knowledge are held throughout the school year. The monitoring system is able not only to register its state at the current moment, but

it can also provide the necessary materials and grounds for a qualitative analysis, for constant comparison, and for correcting management decisions.

The organization of monitoring can be associated with the choice and determination of the optimal combination of various forms, methods and types of monitoring, taking into account the characteristics of a particular pedagogical situation. The connection of organic monitoring with various management functions can manifest itself in the fact that each function of this management promotes itself as the main point of monitoring, which means that monitoring affects information, goals, decisions, forecasts, organization and execution of pedagogical, communication and correctional activities.

In the course of the ongoing monitoring, a holistic view of the state of preschool education is carried out in terms of its compliance with the established requirements. This will help to identify the strongest and weakest aspects in the work of a preschool institution, therefore, to analyze the existing reasons for non-compliance with the norms. Then you can plan work until they are completely eliminated, and later take corrective measures.

The main task of monitoring is, first of all, in the early prevention of all kinds of undesirable effects of the used pedagogical technologies, the style of communication of teachers on the health and psycho-emotional state of preschoolers. The necessary information that we received during the monitoring gives us the opportunity to adjust the educational process and the developing environment of the preschool institution. Monitoring is one of the most important means by which the information space itself changes, therefore, the degree of increasing objectivity, efficiency and accessibility of the information itself increases.

Here we can see **contradictions**:

- Between the insufficient, ineffective organization of monitoring in preschool educational institutions and between the need to create conditions for the implementation of high-

quality, effective organization of monitoring in the management of the quality of education in preschool educational institutions;

- Between the need to organize monitoring of the quality management of education in preschool educational institutions and the insufficient development of methodological support, allowing to purposefully carrying out this process.

On the basis of all the identified contradictions, analysis of philosophical, psychological and pedagogical literature, as well as a result of studying the experience of a preschool institution, **the research problem** was formulated. It lies in the theoretical understanding of pedagogical means that provide a high level of quality management of education in preschool educational institutions.

All of the above determined the relevance and choice of **the research topic**: "Organization of monitoring in the management of the quality of education in preschool educational institutions".

Literature review

In the works of scientists of our country J.G. Yuldashev, H.K. Yuldashev, RH Djuraev, ST Turgunov, MA Yuldashev, JO Talipova, Sh.P. Pulatov, D.M. Mamatkulov, and in the scientific and methodological work of M.U. Ahmedov and A.E. Ibraimov were studied improving the system of retraining and advanced training of public educators, the introduction of modern information and communication and advanced pedagogical technologies in the training process, effective use of distance learning opportunities and monitoring of training and issues such as the introduction of education quality management mechanisms.

Within the framework of the Commonwealth of Independent States O.M. Atlasova, V.B.Gargay, A.A.Khatyushina, G.B.Andreeva, I.E.Savenkova, N.A.Kolosova, E.V.Kazakova and in the researches conducted by E.G.Murugova, E.P. Tonkonogaya and L.N. Zakharov were examined the problems of improving the skills of managers and teachers of educational institutions, the formation of

management competence, and the role of distance education in improving the skills of teachers.

Scientists of the Republic J.O. Tolipova, M. Mirsolieva, K.M. Gulyamov, D.S. Khojamberdieva and M.A. Innazarov studied the introduction of a competent approach to the process of retraining and advanced training of education. Issues of management competence, development and evaluation of management personnel of educational institutions in the process of retraining and advanced training, also CIS scientists I.D.Chechel, I.E.Domogatskaya, S.D.Sajina, N.V.Shestak, A.S.Rodikov, S.V.Selitskaya, T.N.Pilshchikova, E.A.Serdyuk, I.V.Grishina investigated on this field.

We can see such kind of investigations in the works of foreign scholars T.Bush, J.Heistek, P.Pashardis, S.Braukmann, L.B. Mitgang, J.Gill, Hallinger, G.Scott, B.Avolio, B.Barnett, M.Brundrett, E.Goldring, P.Lindstrom, M.Speck, M.Yeraut, J.Stephenson, A.Trotter.

Methods

The problem of the quality of education as a scientific and theoretical problem is the most difficult and complex. In order to reveal this problem, it is necessary to turn to the most important research concepts - "education", "management" and "quality".

According to the explanatory dictionary, "control" is an element of the function of a system of organized diverse nature (social, technical, biological). It involves ensuring the maintenance of the structure, maintaining the mode of operation, realizing goals, objectives and programs.

Management puts forward the setting of a goal; organize ways to achieve it, control movement towards this goal. All these operations require the subject of control to have rational thinking, intellect and capable of intentional actions. Consequently, "management" is a purposeful activity of people aimed at ordering system elements.

Interest in management as a science was emphasized after the book by F.W. Taylor

"Principles of Scientific Management". Hence, it follows that "management" is the activity of people going towards a certain goal and is aimed at ordering system elements [62].

A.V. Feigenbaum was the first to introduce the concept of "quality management in education" in 1957 in his article "Integrated quality management". The author himself interprets this concept as "taking into account all quality factors, encompassing all its stages and linking the work of all departments into one common quality assurance system for an independent assessment of the quality of preschool education" [64]. Today, one of the most important tasks of modern education is quality assurance in a preschool educational organization. It is precisely this that is being considered, according to G.I. Ibragimova as "one of the important factors of the country's sustainable future development, its economic, technological, informational and moral security" [23].

According to I.A. Fishing management of the quality of the educational process in a preschool organization can be considered as a complex, purposeful and coordinated mutual action of the control and controlled subsystems in order to achieve the highest compliance of all parameters of the functioning, development of the educational process and its results with the relevant standards [49]. It follows that the quality of preschool education in an institution is a special controlled process; it is the result of the activities of the entire teaching staff. In this regard, the quality of education in a preschool institution is nothing more than the result of the activities of the entire team, which is determined by the following positions:

- How a preschooler in an educational institution will be able to exercise his right to develop his personality in accordance with his age and his individual abilities?

- How the entire pedagogical process in the kindergarten is distributed and organized (what educational program and technologies are chosen, the mode, how the teaching aids are provided, and the system for improving the professional growth

of all teachers through various forms of methodological work?

- What conditions are created in a preschool institution (an educational environment that is focused on the intrinsic value of preschool childhood; created a positive microclimate in the team; a system for stimulating high-quality and effective work; creative orientation of the activities of the preschool educational institution and its leader; focus on educational needs and family needs; systematic collective discussion of the state of the educational process and making competent management decisions).

K.Y. White, represents us the quality of preschool education as a process that can be controlled, which can be carried out [3]:

- Through quality management of the entire pedagogical process and all its components;
- Through personal subjective aspects in this control system;
- Through the formation of the entire team and the regulation of the moral and psychological climate in this team.

V.A. Kachalov invites us to consider the quality of education through the prism of the offered educational service, highlighting four groups of factors that affect the quality:

- The subject at whom the educational service is received (student);
- Control object, structure and content of these programs, resources:
 - Human, material and technical, methodological, of course financial resources;
 - Process of activity (technology and mutual action, control of the process and the result) [25].

The basis for the set of all these definitions can be the compliance of the educational system, the processes that take place in it and the results achieved with the requirements of the state standard (invariable part) and the needs and interests of consumers of educational services (variable part).

The characteristics and parameters of the quality of education require deeper clarification and consistency at different levels, since they contribute to the provision of a criterion basis for

building a quality assessment system in order to manage the development of education. As a working and so far the only concept in this research work, we accept the following: the quality of education for management tasks and a set of certain characteristics, express the degree of their compliance with the created conditions and learning outcomes declared by the requirements of federal state educational standards and other regulatory legal acts in the field of education (invariable part for the period of validity of these documents), and the requests of consumers of educational services (variable part).

Many sources of pedagogical literature have already laid down the necessary means of teaching children, but there is no position in which the system of continuous systematic scientifically grounded monitoring of the child and the crises occurring with him could be a means for the most effective improvement of the quality of the educational process.

Relatively long-term tracking of certain objects or phenomena in pedagogical activity, a system in which the necessary data is obtained for further making the most important and tactical decisions in science is called monitoring. In addition, the monitoring itself should be considered as an independent examination of the state of the entire educational process, a system for collecting information, analysis, a system for providing the information received and a management information base.

At the present stage, various types of monitoring are considered in scientific pedagogical sources:

- Psychological and pedagogical (G.A. Karpova);
- Professional (S.N.Silina);
- Monitoring the quality of education (V.A.Kalnei, S.E.Shishkov);
- Monitoring as a way to regularly monitor the quality of knowledge assimilation (A.M.Bagirov, V.G. Gorb, E.V. Zayka and others).

In order for the entire monitoring system in the preschool educational institution to comply

with this definition, it is necessary to do a lot of analytical work, as a result of which it is possible to identify problem areas, identify opportunities to build, predict and form the future.

At the same time, the activities of management should be structured in such a way that through reflection, in-depth study of the set problems, conducting methodological associations, seminars, and a number of methodological and pedagogical councils, one could already accurately represent the state of the controlled system and the trends that have developed in it.

The created management structure must very clearly define the mutual action of all participants in the educational process on the one hand, and internal and external resources, on the other hand.

In the structural management of a preschool educational institution, the main monitoring function is considered to be the provision of feedback between the controlling and controlled systems. Consequently, monitoring can take place anywhere where there is a need to compare the actual state of a system with the intended result. Therefore, it is possible to define the monitoring task - to reduce the difference between the actual state and the desired one. For high-quality monitoring, important conditions are its stability, reliability and durability.

Monitoring itself will be able to help establish a system of mutual action in the structure of kindergarten management, identify specific situations at a pedagogical council or a meeting of the entire labor collective, a meeting with the head of a preschool educational institution or at a meeting of the methodological council of a preschool educational institution. Some part of the necessary issues can be solved by the parental committee of the preschool educational institution and the trade union committee of this educational institution.

To ensure the quality of the validity of the decisions made, an objective assessment of the state of the controlled system and the changes that occur in it is needed. This can be imagined

possible only on condition of organizing monitoring of the quality of education.

Qualitative monitoring of education, according to one of the definitions, is interpreted as a systemic observation, assessment and forecast of the state of the educational system of a preschool educational institution in terms of compliance with state educational standards (norms).

In order to record the achievements of pupils and track the results of their development in a preschool institution, it is necessary to organize a diagnosis of the educational process, which takes into account all the parameters of the development of children from 3 to 7 years old:

- The state of their physical health;
- The level of knowledge gained;
- The level of personality development (basic personality characteristics; play activity of preschoolers);
- The level of behavior of preschoolers (cultivated cultural and hygienic skills, social and communicative development);
- The level of development of mental processes (thinking, memory, imagination).

In each group, a separate folder is created, where the results of the dynamics of the development of each individual child for 5 years are located and stored. The quality and efficiency of the educational process must be monitored 2 times a year: at the beginning of the year and at the end of the year. At the beginning of the year, diagnostics must be carried out in order to identify the level of development of children and adjust the content of the educational process; and at the end - in order to compare the obtained and desired results. It is also possible to carry out intermediate diagnostics. The results of diagnostics should be discussed, on their basis, to develop medical, psychological and pedagogical support for each individual child.

Methodological support of diagnostics of the level of fulfillment of program requirements, the formation of social and communication skills should be carried out by senior educators of the preschool educational institution, and educators

and narrow specialists of the preschool educational institution should conduct diagnostics. Diagnostics of the state of mental processes is entrusted to the kindergarten psychologist, physical health - the medical staff of the preschool educational institution, the level of development of cultural and hygienic skills - senior educators, doctors, and educators.

The main methods of diagnostics in a preschool educational institution are observation, experiment, conversation and analysis of the products of the activities of preschoolers.

The created monitoring system makes it possible to solve a number of the most important tasks to effectively improve the quality of the educational process and to carry out analytically grounded work in order to improve it, taking into account the capabilities of each subject of the educational process.

At the present stage of development of the system of preschool education and upbringing, great demands must be made on the head of a preschool educational institution. In general, the modern situation is directly dependent on the leader's ability to quickly respond to the changes that have occurred in the economic and social spheres, the ability to introduce scientific and pedagogical achievements in the field of management into the practice of preschool educational institutions. Recently, the system of preschool educational institutions has been dominated by episodic information about the results achieved in the upbringing and development of children, as well as the reasons that influenced the results.

The management of a modern educational institution today cannot be imagined without receiving prompt, systematic, reliable information as a means of feedback. Diagnostics and monitoring can be a method of obtaining such information. In addition, monitoring can be considered as an examination of the state of the educational process, a system for collecting, analyzing, providing information and a management information base.

Three aspects are the basis for monitoring the quality of education. The social aspect can be determined by the socio - economic conditions of society (standard of living, economic potential of the country), the social aspect - by the correspondence of educational services to the real request of the customer (parent), and the "pedagogical" means the implementation of the principle of variability in education, the transition to a personality - oriented mutual action of the teacher with children.

In the relevance of the use of monitoring in a preschool educational institution, it is necessary:

- To identify the successes and results of the educational process;
- To train all teachers in the use of introspection and give self-assessment to the dynamics of their activities in the educational process;
- To carry out appropriate quality control of the state of the educational process;
- To predict the prospective development of objects or subjects of the entire educational process.

The purpose of monitoring is to identify the degree of compliance or inconsistency of the results of the activities of preschool educational institutions with the standards of preschool education.

The main objectives of the preschool education quality assessment system are:

- The formation of a whole system of diagnostics and monitoring of the state of education, which will be able to determine the factors and timely identify changes that will affect the quality of education in a preschool institution;
- Obtaining reliable information about the activities and development of the education system in a preschool institution, trends in its change and the reasons that could affect its level;
- To provide all participants in the educational process and the public with reliable information about the quality of education;
- To make informed and timely management decisions to improve education and increase the

level of information for all consumers of educational services when making such decisions;

- To be able to predict the further development of the educational system of a preschool institution.

High-quality monitoring of education takes the direction of assessing the successful approximation of a preschool institution to the planned level of quality of the educational process. It includes three interrelated stages: measuring - evaluative, normative - target and prognostic.

At the normative target stage, the main goals of monitoring are determined and the estimated indicators determined by it are selected. To carry out this stage of monitoring, three groups of quality indicators were applied, which can make it possible to assess the integral properties inherent in the integral educational process (first group), simple properties that characterize its elements (second group) and simple properties that reflect the sub-processes occurring in it (third group).

At the measuring and evaluation stage, quality indicators are drawn up, rating scales defined by them are drawn up, carried out using measuring, expert, sociological methods, collecting information, its quantitative and qualitative processing, and setting a pedagogical diagnosis. The quality indicators include schemes for analyzing teaching plot-role-playing games, educational activities directly, independent children's activities of preschoolers, planning the educational process, as well as criteria for their quantitative assessment. In addition to meters, it is important at this stage of monitoring to give preference to the correct choice of measuring scales and comply with the requirements for measuring and evaluation procedures. Among them is a clear statement of measurement objectives, the choice of research methods defined by them, a preliminary assessment of the accuracy, objectivity and reliability of the measurement. In order to measure the quality, it is proposed to use nominal and evaluation scales, ranking scales, as well as measuring, expert and sociological methods.

Throughout the prognostic stage of monitoring, they identify especially significant problems in solving the problems of achieving high-quality education, which the entire staff of the preschool institution will solve in the future, an assessment of various options for their solution is identified and the best ones are selected. Based on the results of this stage, certain corrective measures are introduced, both in the project and in the process of its implementation.

Since a preschool educational institution is a functional organism consisting of many levels, the system for monitoring the quality of education in it dynamically functions in seven blocks:

- The quality of management and management;
- The quality of the curriculum, the quality of the educational program;
- The quality of the pupils' achievements, their health and a healthy lifestyle;
- The quality of the effectiveness of the teaching staff as a single team;
- The quality of teachers' competence in all areas, including work with families of pupils;
- The quality of the culture of the educational institution, the psychological microclimate;
- The quality of educational resources of the preschool educational institution.

Pedagogical monitoring will be able to provide all teachers and management staff with high-quality and timely information that is necessary for making management decisions of various kinds. It is possible to determine how rational the pedagogical means that are implemented in the educational process are, how much didactic means (teaching methods, mode of educational work, forms) correspond to the previously stated goals and age characteristics of preschoolers, the specifics of their environment of life.

Management is effective if it can rely not only on information at the fixed level of education quality of pupils at the current time, but also predetermines the analysis of the reasons for its non-compliance with certain norms and the search

for reserves to increase the effectiveness of the educational process. Such analysis requires consideration in a complex of monitoring components: “conditions”, “process”, and “result”.

Requirements put forward for the organization and conduct of pedagogical monitoring as:

- There must be a program of monitoring studies;
- The formation of all monitoring indicators is provided and their set should be limited and constant during the entire specified period of time;
- The provided indicators must be of an evaluative nature of education quality management;
- The results of pedagogical monitoring should be presented in the form of diagrams, tables, diagrams, graphs, written analysis with various recommendations;
- When conducting monitoring of the pedagogical, the parameters must be observed: objectivity, duration in a certain period of time, consistency, comparability, and comfort.

Pedagogical monitoring is designed to provide teachers and administrators with high-quality and timely information that is necessary for making managerial decisions. He must determine how effective the pedagogical means that are used in the educational process are, how did the didactic means (teaching methods, mode of educational work, forms of education) correspond to the stated goals and age characteristics of preschoolers, the specifics of their environment. Therefore, there is a clear distribution of work on the basis of consistent actions in monitoring, which contributes to the achievement of its effectiveness.

Management is effective when it relies not only on information at the fixed level of education quality of pupils at the current time, but also involves an analysis of the reasons for its non-compliance with certain norms and the search for reserves to increase the effectiveness of the educational process.

Monitoring studies can be carried out in three stages: Stage 1 - preparatory:

1. Setting a goal.
2. Object definition.
3. Setting the timing.
4. Study of relevant literature.
5. Development of tools for pedagogical monitoring.
6. Stage - practical: collection of information, observation, interview, testing, questioning, going to lessons, and tests.
7. Stage - analytical:
8. Systematization of the information received.
9. Analysis of the data obtained.
10. Development of recommendations and proposals for the subsequent period.
11. Summarizing.

CONCLUSION

In the course of this study, the following tasks were solved:

1. The problem of education quality management in preschool educational institutions was analyzed. Education quality management was understood as a purposeful activity in which its subjects (education management bodies), through the provision of educational services and solving managerial tasks, ensure in the organization the joint activity of consumers of educational services (pupils, teachers and parents), its focus on quality satisfaction of educational needs.

2. The main indicators of monitoring the quality of education in preschool educational institutions have been determined and the appropriate methods have been selected.

Monitoring the quality of education is aimed at assessing the success of the preschool institution's approach to the planned level of quality of the educational process. Monitoring includes the collection of information, carried out on a standard set of indicators using standard procedures, and as a result it gives an assessment of situations and the state of objects in a standard form.

Pedagogical monitoring provides teachers and administrators with high-quality and timely information necessary for making management decisions. It determines how rational the pedagogical means implemented in the educational process are, how did the didactic means (forms, methods of teaching, the mode of educational work) adequate to the stated goals and age characteristics of preschoolers, the specifics of their environment. That is, a clear organization of work on the basis of consistent actions in monitoring contributes to the achievement of its effectiveness.

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