



MODERN PRINCIPLES OF THE DEVELOPMENT OF EDUCATIONAL INSTITUTIONS

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ABSTRACT: - This article is about the main goal of the National Program of training of personnel – the radical reform of the educational sphere, the complete liberation of it from ideological views and sarcophagi left by the past, the creation of a national system of training highly qualified personnel at the level of developed democracies that meets high moral and ethical requirements.

KEYWORDS: Management, achievements, Higher Education, monitoring, quality assurance.

INTRODUCTION

The approach to the issues of the quality of education and its management from a scientific point of view began abroad from the 20s of the XX century. In this process, the search for ways to improve the effectiveness of Educational Quality Management was first carried out on the basis of the achievements of the general theory of social management. It should be noted that the problems of the quality of education and its management are analyzed in most studies on the example of the higher education system and the educational institutions that carry it out. In these studies, the problems of post-graduate education, in particular advanced training, were not considered separately or were studied in

common as a logical continuation of Higher Education. Therefore, in many studies, advanced training is also covered in the form of activities carried out by higher educational institutions.

THE MAIN OF RESULTS

When discussing the problems of the quality of education, it is mentioned about its assessment, control, monitoring, quality assurance, etc. To clarify the use of these terms, let's briefly dwell on their meaning in English and the words corresponding to them in Uzbek.

Quality control (quality control) is used when determining external quality assessment

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procedures aimed at achieving a certain level of expected quality.

Quality monitoring (quality monitoring) provides for procedures for direct assessment or observation of one or another criteria and indicators of quality, determines the "level" of quality, and will also be associated with an assessment of the effectiveness of material costs. In English – language publications on the problems of quality of Higher Education, the term "quality assessment" is more often used, which refers to both external and internal assessment-a system for assessing quality in a broad sense, consisting of a number of stages (planning, evaluation and monitoring, analysis and other stages). In a narrow sense, terms such as "quality evaluation", "quality audit", "quality judgement" are used to define quality assessment procedures. Also in Europe, the term quality assurance is also used, which can be translated as quality assurance or quality assurance. In addition to the stages associated with the assessment, the quality assurance system also covers the stages of research and decision-making regarding the improvement of the stages of their implementation.

The most important feature of the quality assurance system is its periodicity and tendency to improve. In 1995, a program called "reform and development of Higher Education" was developed by UNESCO, which outlines the world-wide trend and tasks of the development of higher education in the era of the exchange of centuries.

Of the 151 items available in the program, 18 are devoted directly to the quality of Education. They provide, in particular, a broad interpretation of the concept of quality in the form of a "multifaceted concept in which the quality of higher education depends on the content range, functions or conditions and norms of this system. The problem of

assessing the quality of education was relevant all the time, only in subsequent years the solution to this issue began to be approached in a systematic complex way. As part of the study of the quality of education, foreign scientists and practitioners are clarifying the concept of the quality of education itself, developing evaluation criteria, classifying factors that ensure high quality, studying the problems of managing and monitoring the quality of Education.

Ensuring the quality of Education, which allows you to compare education through the introduction of mutually recognized systems of assessment, is one of the most important conditions for the formation of a single educational space of European countries. The existing systems for assessing the quality of education in the world can be conditionally divided into two models.

The first model is the "French" model, which is based on an external assessment of the responsibility of a higher educational institution to society and the state through certification, accreditation and control. Such a model is used in Scandinavian countries, the Czech Republic, Latvia, Estonia and other countries. In these countries, the purpose of assessment by state bodies is formed, the most important aspects of assessment are determined, decisions are made regarding the organization of the educational process. Self-assessment by an educational institution is considered superficially, since the main attention is paid to the effective conduct of external assessment.

Although external control has achieved serious success in terms of normative and scientific provision, it does not make it possible to identify existing problems and achievements, to plan an increase in the quality of education, as it is based on the determination of quantitative indicators in an episodic manner.

The basis of the second – "English" model for assessing the quality of higher education is self-assessment by an educational institution. This model is used in the countries of Great Britain, Germany, USA, Latin America.

External control over the activities of a higher educational institution (OTM) in France is carried out by the National Committee for the assessment of OTMs. The main task of this committee is to periodically objectively assess the status of certain universities and higher education in the country. The results of the assessment are informational and advisory in nature and are described in the form of annual reports, which are first brought to the president, parliament and government, and then to the attention of the general public in the form of publications.

The main role in ensuring the quality of education in Germany and Great Britain until recently was allocated to internal control based on the competence and responsibility of the heads of educational institutions and units and the teaching staff. In German higher education institutions, internal control was carried out mainly by faculties, or rather, special commissions that respond to the educational process in them. Accreditation at the state level was not established in Germany, and state-owned universities would have accreditation in the form of machine guns.

In recent years, it has been concluded that there is insufficient internal control in the country, and since 1995, under the leadership of the conference of the rector of the University, a system of External Quality Control began to be introduced, which has a multi-stage complex structure.

In Slovenia, on the contrary, the universities together establish a Quality Assessment Committee in higher education and respond on their own for supervision. And in Poland,

according to the current legislation, universities themselves assess the quality of Education.

Thus, the expansion of the Western European higher education system and the increase in costs for its development and support made it an urgent task for educational institutions to demonstrate the quality of training specialists and thereby justify the funds spent. At the same time, the internationalization of European Higher Education determines the importance and necessity of creating a system for assessing the quality of the educational process at the international level. The control and quality system established in institutions and universities of the countries of Northern Europe (Denmark, Norway, Finland, Sweden) also has its own characteristics.

In Norway, the focus is on evaluating the educational process and curriculum. The evaluation process is carried out through organizations that are financially supported by the government. Currently, a Control Council is established within the Ministry of Education, which pursues a policy of assessing the quality of the educational space independently of other committees.

In Finland, internal and external assessment is carried out together. In Denmark, control is carried out by external organizations with financial support from the government. In doing so, internal self-assessment also relies on data obtained by external experts.

The committee on supervision and quality of higher education in Finland was established in 1996. The main task of the committee is to promote the development of the assessment system to higher educational institutions and the Ministry of Education. According to its function, this committee is more like an advisory body than a control one. Among its tasks are the training of specialists for work in the quality assessment system within the

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educational institution, the provision of the assessment system at the level of both state and individual educational institutions, the preparation of documents for certification of professional-oriented institutions.

Sweden has four areas of assessment at the national policy level in higher education. The first direction includes a nationwide assessment of subjects of education and educational programs, the second direction – an assessment of educational programs for accreditation, the third direction – an assessment of non – large educational institutions in order to determine the level of professional training of graduates, the fourth direction-a general assessment of the entire educational process.

In the US, the system of quality control and evaluation of the educational process is called accreditation. Accreditation is seen as the leading form of quality assessment of education in U.S. universities and colleges. In this system, the assessment is carried out in two directions: internal and external. The external system is attracted by the federal, The body of the relevant state, the agency for the accreditation of the institute, the agency specializing in the accreditation of educational programs of the educational institution. The internal assessment process consists in the report of the university committee on the implementation of educational programs, the planning and development of new educational programs, the assessment of students by the results of their assimilation.

As a result of accreditation, the educational program or institute will have the right to continue its activities or will be deprived of it.

In recent years, the introduction and development of self-assessment processes by universities in European countries using the "French" model has been observed. For example, in the Scandinavian countries, the

process of assessing education is moving towards the fact that the educational institution takes full responsibility for the regulation of its activities, and in this the government plays a Supporting Role. Self-assessment is carried out in terms of persuasion of external observers and preparation for attracting additional financing, and is not a process specially carried out by an educational institution to improve its activities.

The National Quality Assessment Systems practiced in different countries differ not only in their goals, objectives, evaluation criteria and measures, but also in many indicators, such as the degree of involvement of the government (state), public and special bodies and institutions in this process. Although the officially announced goals of quality assessment everywhere are to maintain or increase quality at the level of established standards, in practice there is a diversity in the understanding of this issue itself (from the need to strengthen control in exchange for expanding and improving reports to self-assessment of quality by an educational institution). Nevertheless, it is recognized in all cases that the assessment of the quality of education should consist of two components, namely internal (self-assessment) and external assessment, as well as the fact that the exact mechanisms of these organizers may be different.

In general, a qualitatively new level of Education Management System in our country should also be widely used from the experience of developed countries, taking into account traditions, rich historical and spiritual heritage. In terms of form and content of the education management system, it is necessary to recognize the orientation of the state-public in tone – the most advanced, and which is part of the achievements of civil society.

In conclusion, the theory of Educational Management is considered a relatively new and promising branch of science, determining the nature and laws of the management process, revealing the relationships that take place in this process, evaluating and developing the basic principles of the subject of management plays an important role in the educational management process. Management of the educational system is an important branch of pedagogical science, which determines the bodies of the educational system in the Republic of Uzbekistan and their functions, content and methods of work activity, and also substantiates the system of leadership of educational institutions. In this regard, much attention is paid to the appropriate use of the experience of advanced foreign countries in the quantitative and qualitative further development of the educational system in the Republic of Uzbekistan.

All the work carried out in our republic on the organization and management of education is ultimately aimed at achieving a single main goal, the formation of a perfect person, a comprehensively developed, faith-oriented person with a certain level of general education and professional training.

The effective development of higher education services and labor markets is associated with the training of highly qualified specialists who are trained by higher educational institutions that are subjects of higher education services. Because in the conditions of market relations, socio – economic development based on free competition depends on the level of use of the scientific potential of our republic to ensure the country's competitiveness in the world economy market only on the basis of introducing innovations in the production and service sectors. The development of a market economy is based on free competition, and

the development of the intellectual process in order to ensure that each country is competitive in the world market on the basis of free competition, regardless of what forms of ownership the subjects of production, services are based on, becomes their main problems. This, in turn, is relevant for the training of qualified specialists with higher education based on market requirements in order to ensure an increase in the intellectual levels of the population in a market economy.

President of the Republic of Uzbekistan SH.M.Mirziyoyev emphasized that “the material and technical base of scientific institutions should be significantly strengthened at the level of advanced foreign centers and in accordance with the requirements of scientists” in his speech at the expanded Cabinet meeting dedicated to the main results of socio-economic development of our country in 2016 and the most important priorities of the economic program for 2017. It can be seen from this that the training of intellectually qualified specialist personnel who can be responsible for the development of the national economy is given by qualified professors and teachers in higher educational institutions, and the knowledge acquired by students, masters of the Republican innovation innovation ensures competitiveness in the global economic market. Hence, on the basis of the innovation of the national economy, it is possible to bring our country among the advanced countries. This can be seen on the example of the most developed countries of the United States, Japan, France, England, the European Union. Much attention is paid by economists and states to the development of the system of educational services by the state based on the requirements of the market economy. But it can be said that in the conditions of today's market relations, the system of higher education services should be able to meet the

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requirements of higher education services and labor markets in terms of financial efficiency in terms of the quality of its system of educational services and its use to satisfy the requirements of those seeking higher education. To do this:

- development of a strategy for the development of the national education system is necessary to implement based on economic regions;
- to regulate it in turn on the basis of the requirements of the world economic market in the conditions of market economic relations;
- it is necessary that the organization of the conduct of the system of higher education in connection with research work is carried out by institutions that ensure the continuous improvement of the organizational, economic and educational processes that make up the system of Higher Education.

Several models of financing the development of the world higher education system over the next 30-40 years have been established. Of these, the first financing model for the higher education system was the model of neoliberalism, which was M.Fidlin, F.Chaba and F.Studied by Hask, this model is mainly used in the USA, Japan, Australia, South Korea, New Zealand and South African countries. For example, in the XXI century, 42,5% of the costs of the US higher education system were covered at the expense of budget funds, including 27,5% at the expense of the federal budget, and 2,6% at the expense of the local state budget.

Private higher education institutions do not have such a right if 50% of the state's finances are financed from the state administration. Representatives of this model solve the existing problems in the system of higher education in cooperation with higher

educational institutions and state-owned enterprises. But the fact that higher educational institutions operate autonomously independently requires control over the use of state budget funds in them.

Solving the problem of stabilization of relations between higher education services in connection with the transformation of the market economy in Western countries of Europe the Bologna Process, which is associated with the fact that higher education becomes a key tool in the functioning of human cognition, is a common problem and requires its joint assessment.

CONCLUSION

To conclude, Get into open discussions about your point of view and principles. Root beliefs, beliefs, and views can change if they are brought to open discussion and openly analyzed. There may be different opinions: especially difficult. The importance of the discussion cannot be overlooked. Having openly outlined his position and point of view, a person will be able to see the attitude of others towards them.

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