



THE SIGNIFICANCE OF THE EDUCATION QUALITY MANAGEMENT MODEL IN THE DEVELOPMENT AND DEMOCRATIZATION PROCESSES OF SOCIETY

Donayev Sultanmurod Kholboyevich

Head of the Kashkadarya Regional Department of "UzAgroInspection", Uzbekistan

ABOUT ARTICLE

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Abstract: This article analyzes the development of a public-public model of Educational Quality Management. Also characterized by profound socio-economic changes, the development of market relations and democratization processes in various areas of the life of society are given to the development of the educational system, as well as the most important innovations in this area. In addition, the stages of the inability to successfully solve modern problems without identifying sources are presented, the formation of a new state educational policy, which is designed for a long-term perspective on the basis of a social agreement, realistic and well-founded plans of the executive branch.

INTRODUCTION

The development of market relations and democratization processes in various spheres of public life also radically influenced the development of the educational system. The most important innovations in this area include: the adoption of the law "on education"; the introduction of state educational standards; the introduction of a multi-stage higher education system; the formation of a non-governmental education sector; formation of elements of market relations in the educational system; structuring of the system of higher professional education; transformation of the structure of training of specialists in the system of professional education - redistribution of volumes in the direction of "market" specialties; formation of the system of state licensing, certification and accreditation of educational institutions; development of technologies in the field of Education; emergence of Analysis of thematic literature. In developed countries, deep traditions have emerged in the fields of quality philosophy, as well as the methodology and organization of quality management. The foundations for forming a system of knowledge and educational process quality are presented in the scientific works of V.V.Krayevsky, I.Y.Lerner, M.I.Makhmutov, M.N.Skatkin, and others. In social

practice, the science of quality-Qualitology, and the science of measuring and evaluating quality-Qualimetry, have been established to address the quality of any object or process.

Research Methodology. The above can be classified as positive trends in education, but there are also negative ones: significant underfunding of state educational institutions and The Associated spiritual and physical obsolescence of the material and technical base, technological backwardness; education has become a socially unattractive branch of the economy, as a result of which the most capable part of employees of educational institutions has; a significant influx of specialists from other regions is not observed; branches and representative offices of educational institutions are growing rapidly in the regions.

ANALYSIS AND RESULTS

The above negative socio-economic processes in education lead to a gradual decrease in its quality. In recent years, the rapid development of the economy and society, the realities taking place in the educational complex of our country dictate an adequate *(at an acceptable level) management system of Education.

The state vertical management system that emerged today has its own weaknesses, among which the following should be noted:

- limitation of the possibilities of ensuring timely and adequate response of educational systems to the "calls" of the external environment;
- lack of real resources to effectively manage the modern educational complex;
- most subjects of the management of educational institutions are not focused on achieving educational results, but on the educational process;
- the Budget observed in the public sector of education the shortage of financial and material resources is often put forward as an excuse for the lack of professional skills of the head and employees of the educational organization.

The social agreement, the approval of various political forces, will be the stage of the formation of a new state educational policy, designed for a long-term perspective on the basis of real and justified plans of the executive power.

At the same time, it should be noted that the principle of State-Public Management of Education, established in the law on education, is carried out mainly officially for various objective and subjective reasons. The underdevelopment of State-Public Relations, systemlessness and the de facto absence of real interaction in matters of Educational Management allow state structures to continue to maintain the closed nature of management, its administrative character, and work mainly to ensure the functioning of the existing system.

Realizing the priority importance of the development of civil society in our country, it is necessary to emphasize the special importance of the state-public nature of Educational Management. Obviously, the formation and development of a social component in education and its management ensures that the public becomes a real equal social partner of the state. It should be taken into account that in modern conditions, these principles can be implemented only with the active enterprising and stimulating role and support of the state-departmental component of management, the subjects of which realize the inevitability and necessity of activating state-public cooperation and democratization in the field of Education. The analysis of documents that determine the prospects for the development of the educational system gives reason to say that these conditions are now formed.

State-Public Relations in the field of education, in our opinion, represent the interaction between groups of people involved in the creation, distribution and consumption of educational services and the

organizations represented by them (state and public). This is a form of State-Public Relations in which the actions of each partner party are carried out. Public-public administration of education is a particular type of government that provides for participation in the promotion, preparation, discussion, adoption and implementation of management decisions of the state (office) and public associations that act together. The results of these actions correspond to the needs of society and do not contradict the interests of the state. Such mutual action forces the state component of educational management to go beyond internal corporate interests and to rebuild its activities in such a way that it meets, first of all, the requirements for the development of the educational system and the development of society.

At various levels of governance, the community component of the education management system may consist of: the professional community; consumers of educational services and the results of the learning process; community organizations, parties and movements.

It seems expedient to include representatives of the executive and legislative branches in the "social component" of Education Management.

The long-term practice of forming new principles of Educational Management in the region has shown that in order for the social component of the educational management system to be effective, it is necessary: to create a system for informing the professional community about educational processes and outcomes; to develop and implement measures to activate the professional community and the public; development of the necessary legislative and MeI-legal framework for the life and interaction of the state-Public Administration system at all levels (territorial level of the educational institution).

Analysis of the forming practice of Educational Management has shown that at the regional level of Educational Management, the following can be considered as a public component: the Coordinating Council, the jury of the regional educational management body, the Council of rectors of regional higher educational institutions; the regional board of trustees, associations of representatives of educational institutions, etc.

Of particular importance are the public structures at the educational institution level: the board of the educational institution; the board of Trustees; the board for the protection of Student Rights; the board of quality of education; the board of observers for the final certification of students, etc.

The effective functioning of the state-Public Administration system of Education will be possible only if a new agreement relationship is formed between state educational bodies and representatives of public organizations or the local community.

The systematic solution of educational problems in the region is aimed at the balanced development of the Educational Complex, ensuring comfort, quality and efficiency for all its levels and branches.

The quality of education is understood as the compliance of the results of education with the requirements of the state, the expectations of society and the individual. Educational effectiveness refers to the cost-aptitude of educational outcomes.

Analysis of the state of the Regional education system has shown that the condition for the comprehensive development of the territorial education system consists in solving a number of problems, the most important of which, in our opinion, are: low control of the regional education system due to the lack of a clear distribution of functions at different levels of Educational Management; discrepancy between the results of real (real) education and the results required by the state, society and the individual at a certain time, in which not only the quality of student knowledge is taken into account, but also the formation of personal qualities; uniform distribution and diversity of the development of individual branches of the Regional Educational Complex; low efficiency of

Modernization of education and the creation of new educational models should be carried out taking into account the local conditions for the development of regional experience and education. In this context, it is important to develop the principles and system of interaction between educational development programs.

To solve this problem, in our opinion, the system can be modified in two ways: to develop administrative management structures, to introduce a more advanced system of strict contacts, or to increase the reliability of a non-strict set of contacts by strengthening the social component in the management system.

The first method can be implemented quite accurately and reliably, but the problem is that increasing administrative and management resources *(multiplication), as a rule, does not give the desired results, since in complex structures a system of fixed connections is not able to dynamically respond to unforeseen situations (sudden changes in the state of system elements under the influence of external or internal factors), and therefore,

As practice shows, over time, the administrative-management system is more concerned with the problems of self-development (failures in management lead to the misconception that increasing the number of management structures increases its reliability). Thus, a more accurate and simpler method cannot be considered preferable.

The second method of system modification implies the creation of a self-developing system with a reliable interaction structure capable of responding adequately and timely to changes.

The Coordinating Council is formed by the decision of the head of the subject administration, which gives it a special status and allows you to make strategic decisions on the development of education on a territorial scale.

CONCLUSION/RECOMMENDATIONS

The emerging interaction between the school and the local community in managing the quality of education is, in fact, a model for the future constructive interaction of the state and society. This situation makes it possible to make the activities of educational institutions open to society, customers and consumers. But the same situation also imposes new requirements on all subjects of the educational process – teachers, administration, students, parents, representatives of the public and business circles, since it creates conditions for their responsible choice (programs, educational institutions, difficulty level of learning, etc.). It is this responsible selection practice that is one of the most important conditions for the formation of the subjectivity of all participants in educational activities. Thus, a state of development is created from open education to open society.

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