



PROVISION AND QUALITY ASSESSMENT OF HIGHER EDUCATION

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ANNOTATION

The article discusses issues related to the organization of some parameters of the educational process, the development of which will improve the quality of education. The main aspects are highlighted, with an emphasis on such components as the rational organization of independent work of students, the development of specializations in the formation of the educational trajectory, as well as the activation of the creative abilities of students, aimed at an interest in obtaining knowledge corresponding to future professional activities.

KEYWORDS: *quality of education, rational organization of the educational process, independent work of students, development of creative abilities*

INTRODUCTION

The relevance of the formation in universities of modern and actively operating systems for ensuring the quality of scientific research, educational services and training of specialists is increasing in connection with the integration of Uzbek higher education with the world educational community.

The strategic goal and the main element of the policy of any university at all stages of its activity is the quality of education, the main parameters of which are the quality of the educational process and educational services, the conditions for the implementation of the educational process, as well as some factors independent of the university, in particular, the level of training of applicants, the demand for graduates, funding of the university.

The quality of the educational process is determined by the level of its organization, the degree of interaction between teachers and students,

as well as the actual implementation of the goals and objectives of the professional training of students.

In turn, the quality of the educational services provided is a multi-component process, which can be conditionally divided into the following components:

- The quality of the educational process;
- The quality of the conditions in which the educational process is directly implemented;
- The quality of management of the learning process.

METHODOLOGY AND RESULTS

We use the method of generalization and analysis in our scientific research.

It is possible to create a quality system that guarantees the systematic achievement of high learning outcomes only taking into account the continuous improvement of the educational process, consumer demands, and a well-functioning



assessment mechanism necessary to check the achievement of learning outcomes.

The search for new approaches to improving the efficiency of the organization and management of educational activities is acquiring fundamental importance.

Among the many problems of the quality of higher education, the key is the problem of its assessment, since it is an obligatory component of any educational system.

The quality level is determined in the course of monitoring, during which the above factors and conditions are taken into account, due to the requirements of federal state educational standards, in particular, the development of competencies, the level of their development.

The quality standard of higher education is understood as an identified and documented system of requirements for the quality of education that meets the needs of society and the individual [2].

The quality standard is not something immutable, but is determined and changed depending on social needs, conditions and other factors. The view on the quality of education is determined by subjective perception [1].

ANALYSIS AND DISCUSSION

Employers, speaking of quality, will refer to the requirements for knowledge, skills, the level of mastering professional competencies acquired by students during the training period, taking into account the production specifics of their enterprises.

For students, quality is associated with an assessment of their own individual formation, the possibility of developing creative potential, participation in scientific research in the student environment, as well as the level of professional training in order to further implement their plans in social and labor activities.

The teacher determines the quality by the level of the student's academic preparation, based on the acquisition of knowledge and their effective application, the conditions of the learning environment, taking into account the use of modern information, material and technical support.

In general, the quality of the educational process, ensuring a high level of professional training of a graduate, is determined by the following components:

- set goals and objectives;
- Implementation of goals and objectives in the educational program (taking into account the quality of methodological and informational support, material and technical base);
- Reflection of the content of the educational program in the development of the curriculum and teaching materials;

- Vocational training of students (the level of acquired knowledge, skills; mastering professional competencies);

- the level of pedagogical qualifications and methodological training of teachers, when the decisive forms of teaching are those that allow to form, mainly, a professional vision of reality and professional activity.

In the learning process, work should be carried out on research, development and implementation into educational practice of an automated support system for management and design decisions. The technology of organizing the information infrastructure provides for the possession of modern means of integrating and using data and knowledge, which allows solving the problem of both accumulating ready-made information and developing skills for generating new information, for teaching the mechanisms of correct transfer of knowledge from related subject areas.

The organization of the educational process at the university should be aimed at overcoming stereotypes and contradictions that have developed in the traditional education system, which are manifested mainly between:

- The continuous growth of the volume of knowledge and limited opportunities for both transmission and assimilation;
- The need for a differentiated, individual approach to the formation of the educational trajectory of students with a massive nature of training;
- the increasing need for deepening general theoretical and special training.

Comparison of the motives of educational, cognitive and professional activities allows us to conclude that it is necessary to improve the educational process with an emphasis on the following components:

1. Rational organization of students' independent work. The main incentive to productive individual and independent studies should be the need for relevant knowledge, which, as a rule, manifests itself in the process of direct professional activity. You need to implement it already in the learning process.

The search for effective forms of organizing and monitoring the results of independent practical training of students seems relevant. Underestimating the importance of self-study can lead to serious lapses in the learning process.

At the same time, the organization of the CDS should be built in two directions:

- planning;
- development of creative independence.

IWS planning is an integral part of the educational process. This is due to the strict



limitations of study time with an increasing flow of information, since traditional classical teaching methods are not designed for the constantly increasing volume of information, psychological and physical stress. To exclude undesirable manifestations of overload, it is necessary to organize the educational process, taking into account the time spent on working through the material, although diligent, but less capable students.

The development of creative independence presupposes the presence of certain abilities, while the main task is seen in the development of the ability to independently solve problems, make decisions, and the direct assimilation of the material occurs in the process of solving problems that require significant mental activity. The main idea is that the student should not only receive ready-made knowledge, but also apply it in the process of independent learning under the supervision of a teacher.

2. Formation of specializations, which is carried out within the curriculum in the specialty (direction of training) and allows you to find contiguous areas of common interests of the student. The introduction of specializations includes the development of complex curricula as a single, logically interconnected cycle of the studied disciplines. At the same time, fundamental in developing the curriculum is a set of disciplines aimed at the implementation of scientific and technological tasks that meet the development of promising branches of science and industry [5].

3. The use of information technology as an integral part of the modern educational process using CAD tools, as well as network technologies. Understanding the essence of the professional image of the current young specialist is inherently connected with the concept of "new information technologies", which contributes to the mastery of modern computer-aided design technologies, their use in educational, and then in professional activities.

4. Development of the creative component of training, which involves the activation of the learning process and increased interest in training, which contributes to the development of individual abilities of students, internal motivation and determines the formation of a creative approach to solving the assigned tasks. At the same time, it is important to transform the student from an object into a subject of learning, which is the basis of high-quality training. This orients the university graduate not to mastering a huge number of private methods and techniques, but to the development of creative thinking, which consists in the formation of not only professional skills, but also in the ability to navigate

the situation and find ways to solve various problems.

The presence and improvement of the pedagogical technology for the development of creative abilities is inextricably linked with the presence of three factors: the individual characteristics of the teacher's personality, the individual characteristics of the student's personality and the originality of the pedagogical situation that develops between the participants in the educational process [4].

Creative activity is based on the fact that when solving real problems, methods, techniques and their sequence require independent application, that is, the discovery of new knowledge.

The formation of a creative personality requires the development and implementation of learning technologies that can lay the foundations for self-learning and development, the ability to think systematically, navigate and make decisions in a rapidly changing environment as a "self-organizing" system, as well as develop the need for self-improvement.

The use of innovative forms of education in the educational process involves the development of students' need for knowledge, the ability to see problems, pose and solve problems containing problem situations, make a reasoned choice of optimal options, and make independent decisions.

5. A special place is occupied by educational research work of students, which allows to mediate theoretical knowledge in purposeful professional activity. The implementation of course and diploma projects, final qualification works based on the results of the UNIR allows you to immerse yourself in research topics and effectively apply in practice the knowledge gained in the course of mastering the curriculum disciplines, which stimulates the interested study of both special disciplines and expanding the range of issues requiring detailed elaboration.

The dynamics of the development of the modern labor market creates additional conditions for university graduates. Therefore, the development of flexible forms and methods of teaching will make it possible to carry out high-quality training of a more mobile specialist and provide the graduate with social stability in difficult economic conditions.

Improving the quality of graduates' training is possible only through joint activities and combining the efforts of higher educational institutions, industrial enterprises, scientific organizations and public structures.

The huge variety of forms, methods and means of assessing the quality of education that exists today makes it necessary to classify it by species.



There are several typologies for assessing the quality of education (by subjects of assessment, by objects of assessment, by the degree of formalization, etc.).

Depending on the belonging of the assessors to the education system and to the educational institution itself, internal and external assessments are distinguished. However, this division is partly arbitrary, since modern systems of external assessment in most European countries and the United States are based on the internal self-assessment of an educational institution. In Uzbekistan, where, according to the historically established model of education, the state is the main guarantor of the quality of education, internal assessment is carried out in the form of self-examination in the system of passing state accreditation.

Nevertheless, in the external assessment, self-assessment is given a nominal value, and the main efforts are made to conduct an effective assessment by external consumers of educational services and results (state and municipal bodies, public structures, employers' representations, etc.), i.e. there is a separation of the subjects of the assessment process from the processes of implementation of educational activities. The use of external assessment is based on the idea of responsibility of the educational institution itself for the quality of education and consists in determining the correspondence of quantitative and qualitative characteristics to the quality of the education provided by the educational institution.

External assessment is most often formalized in the processes of licensing, accreditation, ranking of universities in the course of building ratings. Until recently, in our country, priority was given to the assessment of state supervisory authorities, and the educational community is just getting the understanding that external quality assessment should serve universities, and not the government bodies that carry it out [3, p. 11].

The prevalence of external or internal assessment in diverse national educational systems depends on the initial state of this system and the historical and socio-economic prerequisites that determine its development. Understanding the essence of external assessment as the separation of the assessment process from the implementation of educational activities makes it necessary to further decompose it based on the selection of various groups of participants in the first phenomenon.

CONCLUSION

It is customary to single out the state, society, parents, students, employers, etc. as consumers of

education. The socio-economic interpretation of the quality of education considers the state on a par with other groups of consumers of education and, thus, changes the idea of the leading role of the state in the processes of external evaluation of education.

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