

Public Control in Ensuring the Quality and Effectiveness of School Education

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Annotation: This article discusses the role and importance of public control in improving the quality of education in general education schools, as well as the constituents of the quality of education.

Keywords: quality of education, public control, pedagogical monitoring, state educational standards, new pedagogical technologies, educational policy, social order, quality principles.

INTRODUCTION.

The quality of education is an integral feature of the educational process and its results, and represents the degree of compliance with the widely held ideas in society about what the educational process should be and what goals it should serve. The quality of education is determined by the factors that determine its social effectiveness: content, high qualification of pedagogical personnel, the latest pedagogical technologies, material and technical equipment; humanitarian direction, full satisfaction of the population's needs for knowledge.

THE MAIN PART.

Each subject of the educational process (teacher, students, parents, administration, etc.) is interested in ensuring the quality of education. The quality has different, often contradictory meanings:

parents, for example, can associate the quality of education with the development of their children's personality;

for teachers, quality can mean having a quality curriculum with educational materials;

the quality of education for students is undoubtedly related to the climate in the school;

the quality of education for business and industry is related to the life position, skills and knowledge of graduates;

quality for society is related to those value orientations and, more broadly, to the values of students, which are expressed, for example, in the civic position, the technocratic or humanistic orientation of their professional activity.

Some misunderstanding of the meaning of quality is reinforced by the fact that it can be used both as an absolute and as a relative concept. In the ordinary, everyday sense, quality is mainly used as an absolute concept. People use it, for example, to describe expensive restaurants (quality of service) and luxury cars (quality of products). When used in a home environment, things that are rated quality in terms of absolute concept mean the highest standard that cannot be exceeded, as is implicitly assumed. Quality products include perfectly crafted items without limiting their price. Rarity and high price are two distinguishing features of this definition. In this sense, the adjective is used to reflect status and superiority. Having "quality" things separates those who own them from those who cannot.

When used in the context of education, the concept of "quality" takes on a significantly different meaning. The absolute concept of "high quality" has nothing to do with the quality management system in education. However, in the course of discussions on quality management, the question of its absolute

importance often arises. The idealized use of this concept can be useful for public relations and help to improve the reputation of the educational institution. It also demonstrates the importance of quality improvement as a commitment to the highest standards.

Quality can also be used as a relative concept. In this case, quality is not an attribute of a product or service, but something that belongs to it. Quality can be assessed when a product or service meets the requirements of relevant standards or specifications.

Quality alone cannot be the end result. It is only a means of determining the conformity of the final product to the standard.

It is known that the success of politics in the field of education is related to the socio-economic processes taking place in society. In fact, openness, sharing of responsibilities, the right to diversity and satisfaction of needs are the principles that should be introduced and implemented first in the political and economic spheres, and then applied in the educational sphere.

The quality of education is determined by:

the level of compliance with educational goals and results at the level of a specific educational system and at the level of a separate educational institution;

compatibility between various parameters (quality of knowledge, level of formation of relevant skills and qualifications, development of relevant creative and individual abilities, personal characteristics and value orientations) in evaluating the educational result of a particular person;

the level of compatibility of theoretical knowledge and skills with their practical use in life and professional activity in forming the need of a person to constantly update his knowledge and skills and to constantly improve them.

The quality of education depends on many factors, first of all, the quality of the pedagogical activity of the educational institution where a person receives education, as well as its educational and material base and scientific, methodological, organizational, management, financial, economic, technical and personnel support. Along with the above, the quality of education in comprehensive schools is determined by another important factor - how many of the graduating students enter universities.

When evaluating the quality of education, the following rules should be noted:

quality assessment is not limited to checking students' knowledge (although this remains one of the indicators of the quality of education);

assessment of the quality of education is carried out comprehensively, taking into account the educational institution in all areas of its activity.

Quality assurance or quality management primarily refers to the step-by-step monitoring of the production process to ensure that each production step is performed optimally through the use of quality monitoring, which in turn theoretically eliminates substandard products. prevents production.

Monitoring (English monitor - "control", "check") - 1) continuous monitoring of any process in order to determine the desired result or compliance with initial expectations; 2) in pedagogy - systematic diagnostic monitoring of the professional and educational process.

Taking into account the above concepts, it can be said that the following elements are part of the education quality monitoring system:

establishing and implementing standards: defining standards;

operationalization of standards in terms of indicators (measured quantities);

establishing a criterion by which standards can be assessed;

data collection and evaluation: data collection; evaluation of results,

actions: taking appropriate measures, evaluating the results of the measures implemented in accordance with the standards.

Monitoring of the quality of education can be carried out directly in the educational institution (self-certification, internal monitoring) or, as a rule, through an external service in relation to the educational institution approved by state authorities (external monitoring).

In the formation of educational standards, it is recommended to follow a pluralistic view of the content and purpose of the standards (both the standards of the educational content and the standards of the final results achieved by students). The norms related to the conditions that ensure the successful implementation of the standards are defined as the norms of ensuring the "process" of education. Examples of such standards include the availability of the required number of textbooks and qualified teachers, appropriate material and technical support of the educational process, etc.

Thus, education as a result and process of the activity of each educational institution, monitoring the level of knowledge and skills of students at the same time, monitoring the activities of teachers by professors and external, state bodies. , should be evaluated.

When evaluating a teacher's performance, it should be noted that there is a connection between the teacher's level of knowledge and the results achieved by his students; moreover, it is the easiest, most simplified, and at the same time dangerous way to determine the teacher's suitability for the position. It should be taken into account that teachers and educational institutions are only one element of the educational system and perhaps not the most influential among many others on which the educational achievement of students depends. Therefore, when understanding the need to evaluate the teacher's performance in terms of quality control of education, it should be remembered that this element has less influence on educational and educational achievements than motivation, family environment or individual characteristics of the student.

Quality does not appear suddenly. It has to be planned. Planning the quality of education is related to the development of the long-term direction of the activity of the educational institution. Strong strategic planning is one of the most important factors in the success of any educational institution. The leading goals of strategic planning are determined not only by developing a general plan for the development of an educational institution for a certain period, but also by understanding and revising the main directions of educational services provided by this educational institution.

A number of problems arise in the process of introducing public initiatives into the education management system and the educational space. Including:

- in the management of the educational system, the limits of authority between its various subjects and levels are not defined;
- lack of clear development of the regulatory and legal framework regulating the activities of state and public bodies of educational institutions management;
- ambiguities in the legal regulation of cooperation between subjects of educational processes.

CONCLUSION.

In the conditions where the weight of the public-based structure of education management is gradually increasing, it is possible to organize the activities of education management bodies in a cooperative and at the same time separate way, that is, when giving powers to subjects, they should provide maximum support and assistance for their activities within the scope of their powers.

The analysis of the experiences of developed countries in the management of education in the form of a state-society shows that it is advisable to move to this direction of management not suddenly, but gradually.

In the initial stages of the implementation of this project, the public share will be gradually added to the state structure of the management of the educational institution. The main goal of increasing public

participation is to provide the public with an open, understandable presentation of the decisions made by public administration entities, which are not always understandable to the public or are perceived negatively due to insufficient information about them.

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