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FOREIGN EXPERIENCE OF ORGANIZING QUALITY MANAGEMENT IN SECONDARY EDUCATION SYSTEM

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ABSTRACT

In the scientific article, the scientific research conducted in the practice of the educational system in developed foreign countries, the cases of differences in content and essence of the microfields used in general secondary education are analyzed. At the third stage of the education system in foreign countries, the aspects of operation of each educational institution based on its own democratic principles were studied and suggestions for implementation in our country were developed based on foreign experiences.

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Introduction

The next strategic task facing our country is to ensure stable economic development and increase the standard of living of the population by further modernizing socio-economic life and adapting it to advanced international experience. Modernization, first of all, is related to the successful implementation of advanced technologies and management methods, innovations based on scientific achievements in the

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socio-economic life of the country.

For this, the priority task is to accelerate the integration of our country's economy into the world economy, as well as to ensure the development of human capital in our country, acquisition of modern knowledge and skills. Development of human capital has become one of the important conditions for the successful integration of the economy into the world system and the country's more effective use of international competition.

In accordance with the development concept of the Republic of Uzbekistan, the institutional foundations, infrastructure and human resources of the educational system should be developed to provide a person with comprehensive knowledge and skills. The development of education in the country creates a basis for improving the well-being of the population, as well as for establishing a high level of personal life. Education allows people to quickly master technology, take a decent place in the labor market and join the process of continuous education, choose a healthy lifestyle, and treat the environment correctly.

Education in the Republic of Uzbekistan is aimed at forming a new generation of personnel with a high general and professional culture, creative and social activity, the ability to take an independent path in social and political life, and the ability to set and solve future tasks.

In the Republic of Uzbekistan, education is the most important task raised to the level of state policy, serving as a powerful engine of national cultural values, a source of spirituality of the future generation.

In the National Personnel Training Program of the Republic of Uzbekistan, we can show that the integration of Uzbekistan into the world community, the increasing position, prestige and attention of our republic in the world as a factor of educational reform.

Today, the integration of peoples and nations of the world is taking place. In this regard, there is a need to use the experience of developed countries in the world in reforming the education sector.

Over the past forty years, improving the quality of education management in secondary schools in all the developed countries of the world is one of the urgent issues.

In our research, we found it permissible to study the experience of foreign countries and rely on best practices in the research of quality management in the secondary education system of our Republic. Great work is being done in this regard, especially in the developed Western countries and the USA and Japan.

We believe that it is appropriate to highlight the specific aspects of quality management in the secondary education system that can be incorporated, harmonized, and applied to our own education system by studying and analyzing foreign experience.

1. According to studies, primary education abroad covers children aged 6-12 years.

2. In developed Western countries, the content of primary education is more close to social life, that is, it is characterized by the fact that it is aimed at adapting a person to the life of society.

3. Primary education is limited to the formation of more universal skills. This is one of the important aspects of children's development. During this period, special attention is paid to developing the thinking of schoolchildren.

In developed foreign countries, the educational system is focused on practice, and the microfields that are used in general secondary education differ from each other in terms of content and essence. In the third stage of the education system in foreign countries, each educational institution operates on the

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basis of its own democratic principles.

Analysis of literature on the topic. Today, many developed countries are paying great attention to the problems of quality and efficiency of education, methodologies and technologies for monitoring the quality of education are being developed for comparative research. In addition, international monitoring studies on the quality of education are being carried out.

"Such studies are aimed at evaluating the quality of TIMSS (Third International Mathematical Sciences Survey) in mathematics and natural sciences, PISA (Programmefor International Student Assessment) and others, in terms of the readiness of 15-year-old children for life."[1] Consequently, public education is currently there is a need to evaluate and analyze the perspectives of the system of training and retraining of employees. This requires a comparative analysis of foreign research and the experience of partners, which will allow to determine the trends in the development of educational outcome assessment systems in different countries of the world. The development of technologies for the assessment of the quality of education allows the introduction and implementation of new research in this field.[2]

T.M. Rezar, T.Yu. According to Olshevskaya, "In the current economic situation, the concept of "quality" is of particular importance, and improving the quality of education is one of the main tasks of every state"[3].

Also, when talking about the quality of education, it should be noted that this concept refers to a very complex and multifaceted phenomenon.

Quality indicators for organizations involved in educational activities are exam results and rating tables. On the other hand, a successful educational institution cannot be imagined without transformational leadership, which refers to the following four dimensions of leadership behavior, namely charisma (idealized influence); intellectual stimulation of subordinates; motivating the highest possible results; should be interpreted according to the individualization of relations with subordinates.[4]

"Education is the most reliable investment for the development and future of the nation. Like other types of capital, human capital is formed through investment, and this investment is called education. The quality of education provided at school serves as a foundation for further education. The quality of education in the school ensures the strength of the foundation of the future".[5]

According to the opinions of N.A. Muslimov and others, "In modern conditions, it is demanded that the educational process should be directed to the development of the individual, socialization and training of independent, critical, creative thinking abilities according to all possibilities".[6]

Russian scientist V.S. According to Kukushin, "Traditionally, education means the process and result of mastering certain knowledge, skills and ways of thinking, which are necessary for a person to fully integrate into the social and cultural life of society and perform certain professional functions. In this sense, the idea that education is the same life support system as social production is true".[7]

According to V.V. Kraevskiy, "From the point of view of social functions, education is a means of transferring social inheritance, social experience to the next generations. Education as a social phenomenon becomes the object of study of the science of society - sociology. In relation to the educated and trained person, education is a means of developing his personality, and his psychological structure is certainly studied by psychology".[8]

"Educational system is a social institution purposefully developed by society, which is

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characterized by a system of organized relations and social norms that correspond to the needs and requirements of a particular society, its socialized person".[9]

"Reforms in the educational system implemented in our country require changing and improving the mechanisms of educational system management, i.e. abandoning administrative command-and-control methods of management and adopting a management system based on democratic principles that meets social-economical requirements".[10]

According to A.N. Lobanov and others, "Formation and development of the continuing education system is the primary strategic task of the state, and it is an institution capable of ensuring its solution at the national level and taking into account all-round development prospects. Continuing education directly depends on the effectiveness of state administration, the development of civil society and its ability to self-organize and determine its own destiny, and the level of implementation of human rights".[11]

We should emphasize that the content of the educational process aimed at the development of the child ensures the increase of individuality in him. In foreign countries with developed science and industry, as well as in our republic, the state works to reform education, develop secondary education, and improve its quality. At the same time, programs and textbooks based on state educational standards, alternative and differentiated educational tools are created based on the capabilities of children and regions.

The role of the teacher in ensuring the quality of the educational process is great, and a lot of attention is paid to this in developed foreign countries. In foreign countries, teachers are given a lot of freedom, they work tirelessly on themselves, they are sought after, they show initiative. The teacher mobilizes all his strength, tries and considers it his duty to achieve results in the teaching-learning process.

Research methodology. In the article, comparative comparison of the reforms carried out to ensure the quality of the educational process, statistical data study and economic comparison and analysis, logical thinking, scientific abstraction, analysis and synthesis, induction and deduction methods are widely used.

Analysis and results. The literacy rate in the USA is 99%. In 1862, with the passage of the Morilla Act, non-discriminatory public support for the education system began. The length and age of compulsory education varies from state to state. Children start their education at the age of 5 to 8 years and it continues until the age of 18 to 19 years. At the age of 5, American children go to elementary school, grade zero. This class is not mandatory in some states. Elementary school lasts until the 5th or 6th grade (depending on the school district), after which the student goes to middle school, which ends in the 8th grade.

Oliy (high) school (eng. high school) - lasts from the 9th to the 12th grade. Persons with secondary education can continue their education in two ways:

1) they can enter community colleges (community colleges, they are also called junior colleges), technical colleges (technical colleges) or city colleges (city colleges), after two years of education, which is equivalent to the level of secondary special education in Uzbekistan degree (associate's degree);

2) Another option for further education is to enroll in a college or university where a four-year degree is awarded. A person with a bachelor's degree can go on to earn a master's degree (2-3 years) or a doctor of philosophy (3 years or more). Separately accredited HEIs and faculties award the degrees of Doctor of Medicine and Doctor of Law, for which special training is required.

In France, education is compulsory from the age of 6 to 16. Education consists of several stages:

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primary education (fr. enseignement primaire) – in kindergarten (fr. L'école maternelle) 3-4 years in primary school (fr. L'école élémentaire) 5 years; secondary education (fr. enseignement secondaire) – 4 years at the college (fr. Le collège) and 3 years at the lycée (fr. Le lycée); higher education (fr. enseignement supérieur) – can be carried out after receiving a bachelor's diploma (fr. Baccalauréat) on completion of secondary education.

The education system in Japan consists of the following stages: optional stage - kindergarten; school education - it is in turn divided into junior (grades 1-6), middle (grades 7-9) and senior (grades 10-12), where after high school it is possible to transfer to various specialized schools and technological colleges; higher education (grades 13-18) – it is divided into university and non-university sectors.

The higher education system in Japan includes the following four types of educational institutions: full cycle (4 years) and accelerated cycle (2 years) universities; vocational colleges; special training schools (technological institutes); graduate schools (master's).

The non-university sector is a secondary educational institution that has more of a social function than an educational function. Although they are considered a full-fledged higher education institution from the legal point of view, in practice they do not correspond to a higher school in terms of personnel training and diploma prestige.

The higher education system in China includes universities, colleges, and higher vocational schools and is divided into several hierarchical categories according to its prestige. Admission to Chinese universities is highly competitive: some universities have 200-300 applicants for one place. In China, just like in Western countries, there is a three-stage preparation phase.

The education system in South Korea consists of: 6-year primary school; 3 years of basic secondary school; 3-year high school; 4-year college; 4-year universities. There are also 2- and 3-year special and vocational-technical colleges.

After the higher educational institutions, it is possible to study at the master's and doctoral level. South Korean higher education is conducted at the following levels: bachelor's, master's, doctoral.

The duration of undergraduate studies is 4 years.

The duration of studies at the master's degree is 2-3 years.

The period of study in doctoral studies is 3-4 years.

The knowledge given to children during primary education differs sharply from that in 9-10 grades. In this period, education is limited, and the main goal of this process is to form students' sense of personal maturity.

Saving the student's time and energy as much as possible is one of the main criteria of the learning and learning process.

In our republic, the process of general secondary education is organized on the basis of centralized management, which limits the use of alternative educational tools to a certain extent. This situation hinders the individual development of the student, free thinking, and the formation of the ability to design.

In our opinion, through the use of alternative educational tools, students have the opportunity to create individual directions of development as a person. It is also appropriate to develop various methods of student support. This means improving the student's performance and eliminating negative situations.

In European countries and the US education system, the knowledge component occupies a minimum level. More effort is made to identify the practice-related aspects of each discipline. Emphasis

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is placed on connecting specific disciplines to practice.

In the educational system of our republic, it is possible to observe the formation of practical skills in the content of social and humanitarian sciences such as literature and history. The link to practice in teaching specific subjects, including information technology, is not well established.

In recent years, the situation observed in the European education system is the organization of a teaching process aimed at the development of design activities. The organization of the design process is carried out in harmony with the subject-oriented approach to teaching.

The design-based education system is mainly taken from the European education system, and in a number of developed countries, systems and programs that are an alternative to this system are being developed and applied to the educational process.

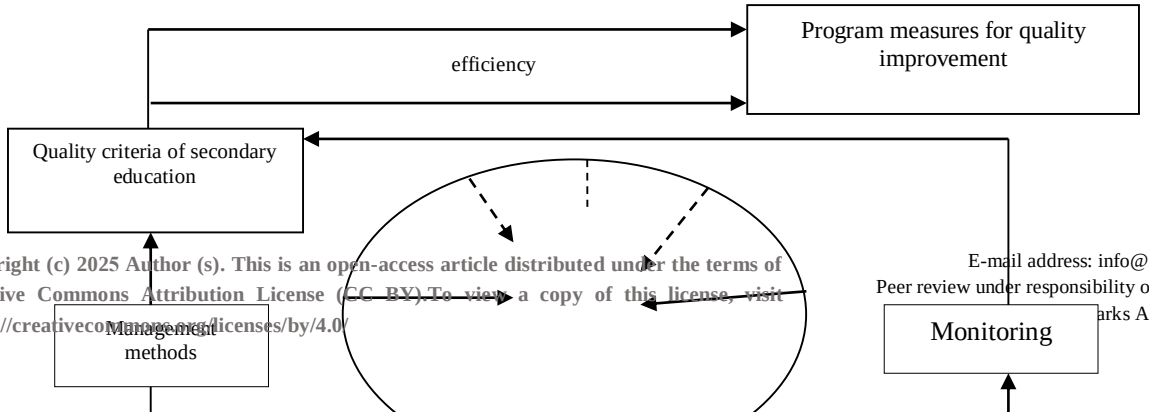
The goal of the general secondary education process is to generalize the best practices related to the development of the student's personality.

One of the most important tasks of teaching and learning process is personality development. The successful implementation of this task depends on the development of educational programs. Programs should integrate all aspects of teaching effectiveness. In practice, programs are limited to covering the content of each taught subject.

In our opinion, in order to ensure quality in the secondary education system of our Republic, first of all, it is necessary to create educational programs according to the purpose, to develop alternative teaching tools, to give freedom to educational institutions in the field of management, to create opportunities for the development of the student's design activities, to have an individual approach to the personality of the student during the teaching process, to take the educational process into account of the student's age. we believe that it is necessary to ensure the quality of secondary education by applying the best practices on the organization that takes into account the talent, the teacher's activity.

The events represent actions that help to achieve the goals aimed at improving the quality of the secondary education system. Three types of activities are distinguished according to their nature and the scale of impact. The first is the measures that affect only the factors of improving the quality of the secondary education system, the second are the measures that affect the conditions, and the third are the measures that affect both the factors of improving the quality of the secondary education system and the conditions.

The improvement of the quality of training of students is achieved through the implementation of a set of program activities that directly or indirectly affect the factors and conditions that determine the effectiveness of the activity of secondary educational institutions (Fig. 1).



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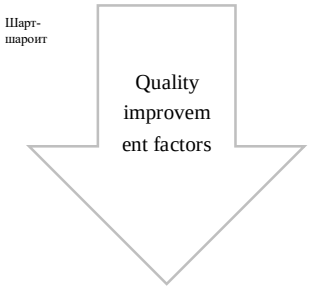


Figure 1. The mechanism of quality management of student training in the secondary education system

The development of state educational standards is carried out in accordance with Article 7 of the Law "On Education" and general requirements for the content of education specified in the relevant articles of the Law, on the basis of the provisions of the National Program "On Education".

The Law of the Republic of Uzbekistan "On Education" stipulates the standardization of only the minimum required level of education by state authorities. It is within the competence of educational institutions to ensure the quality of education beyond this standard.

State educational standards: the minimum necessary and sufficient level of training of students and graduates; the maximum amount of training load; requirements for educational content and methods of its presentation; procedures and mechanisms for evaluating the activity of educational institutions and the quality of personnel training; determines the procedure for taking measures against persons and institutions that do not comply with the requirements of the standards.

Based on the above, we can say that in accordance with the regulatory legal documents regulating the field of education, educational services are provided by educational organizations through the implementation of educational programs of various levels and directions (Total Quality Management - TQM).

An effective organization based on the principles of total quality management (TQM) is completely opposite to the traditional centralized model. The main goal of a TQM organization is to provide quality service. The total quality management system is based on eight main principles:

1. Orientation to the consumer. This is the basic principle of TQM. Only the consumer determines the level of quality. An organization's efforts to improve quality are not limited to training employees, introducing quality management into processes, improving software and hardware, or acquiring new controls and measurements, because only the customer determines whether money and efforts will lead to success.

2. Employee participation. The principle of TQM, which ensures that all employees of the organization work together to achieve a common goal. This principle can be implemented if the subordinate is not afraid of dismissal for the said initiative. To achieve the final quality in education, not only the leader, but all employees of the institution should be involved.

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3. Process approach. TQM considers any activity of the organization as a process. A process is a set of activities that transforms objects from providers (inputs) into some results (outputs) and communicates these results to consumers. Both suppliers and customers can be external or internal to the organization. The set of actions must be clearly defined and all actions must be interrelated. It is necessary to constantly monitor the progress of the process to detect deviations from the established order.

4. Systematic approach. The unity of the system, the formation of a quality culture in all departments at the same time. TQM, as a rule, is not characterized by a vertical hierarchy of subordination and horizontal interaction. Each department may have its own processes, but they are part of the overall process of the organization. Thus, the processes of individual departments are integrated into the larger processes of the entire organization, which allows it to achieve strategic goals.

5. Strategic approach is one of the most important principles of TQM. Continuous quality improvement should be part of the organization's strategic plan. Systematic and continuous work is necessary to achieve quality improvement goals.

6. Continuous improvement. This principle is the basis of TQM. Continuous improvement allows an organization to use both analytical and creative methods to find ways to improve its competitiveness and efficiency.

7. Make decisions based on facts. In order to improve, it is necessary to constantly collect and analyze information about the organization's activities. Correct management decisions can be made only on the basis of valid information.

8. Communication. In times of change, effective communication plays a major role in maintaining employee morale and motivation at all levels of management. It is essential that continuous change communication becomes a daily activity, like normal processes. Successful organizations have simple, non-bureaucratic structures and are based on a team of active and highly motivated employees.

An effective organization managed by TQM should have the following characteristics:

– optimized structure (each department is managed based on clearly defined quality standards);

- vertical positioning (employees do not need to understand the tasks of the organization in detail, but they must have an idea of its strategy, direction and mission);

- horizontal regulation (there must be a mechanism that regulates the process of problems arising in the competition between individual units, and makes them aware of common goals and requirements);

- consistency in decision-making, in particular, first of all - analysis of consumer requirements and wishes, and only then take action.

Leadership is a fundamental principle in every organization. The leader must have a clear understanding of the company's goals and activities and communicate this information to his subordinates, and to do this most effectively, he must use the method of walking around or personal meetings (management by walking around - MBWA).

This method of management, which emphasizes the importance of personal relations with employees, means that the manager does not sit in his office, but regularly walks around the organization, talks with employees, meets with partners, etc. In the traditional pyramid structure of hierarchical authority, management is at the top and teachers and students are at the bottom, but with the introduction of TQM in education, the situation changes. The teacher and students become the main participants of the educational process (Fig. 2).

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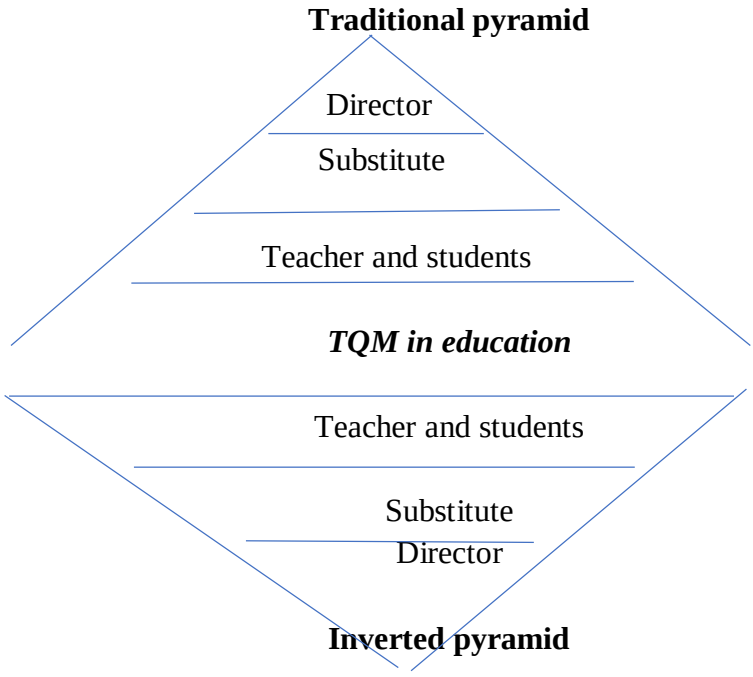


Figure 2. Hierarchical structure of TQM[12]

Thus, TQM is a holistic approach to management that includes a wide range of management techniques that can change the culture of an organization as a whole. "The management philosophy emphasizes commitment to quality, customer focus, continuous improvement, and the use of everyone's talents and methods to realize the organization's full potential."[13]

In Uzbekistan, in the context of the modernization of the secondary education system of our country, the mechanisms for conducting monitoring studies are being improved, tools for studying the results of the educational process are being developed in the continuous education system. Improving the system of monitoring and evaluating the quality of education in Uzbekistan can be divided into 3 stages:

1st stage - quality control of students' knowledge;

2nd stage - comprehensive monitoring;

Stage 3 - monitoring of the educational system.

Today, the following trends in education are manifested in the republic:

The first trend is the awareness of each level of education as an organic component of the continuous education system. This trend involves addressing the problem of continuity between not only comprehensive schools, but also academic high schools, colleges, universities, and post-secondary institutions. This, in turn, sets the task of modeling various production situations in the educational activities of students.[14]

The second trend is the industrialization of education, i.e. computerization and technologies that allow to effectively increase the intellectual activity of modern society.

The third trend is the transition from mainly informational forms to active teaching methods and forms, including elements of problematic, scientific research, and extensive use of resources for independent work of students.

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The fourth trend is related to the development and organization of creative, independent activities of students.

The fifth and sixth directions are related to the organization of mutual cooperation between institutions of training and retraining of public education workers on the basis of partnership (French "partnership"), and determine the need to organize training as a collective, joint activity.[15]

Researching the activities of international organizations in the field of education in the world experience of the organization of quality management in the secondary education system is also considered appropriate.

UNESCO is the United Nations Educational, Scientific and Cultural Organization, considered an intergovernmental organization of a universal nature, and its field of activity includes: conducts research on the development of education in different regions of the world; publishes lectures, reports and information-analytical materials on education, holds an international conference on issues of cooperation and development of education.

Documents published by UNESCO - Statistical yearbook of UNESCO (information on the development of science and the level of literacy by regions and countries of the world); world directory of education - information on national education systems around the world; The World Education Report is a compilation of statistics on the development and financing of education.

Summary. The European Association for Quality Assurance in Higher Education - ENQA has a great role in ensuring the quality of education. This organization is the main organization that develops standards, procedures and recommendations for educational institutions of the EU member states, as well as regulates the Bologna processes. ENQA promotes cooperation in the field of quality assurance of higher education in order to develop and share best practices and develop uniform European standards in the field of education.

The European Quality Assurance Register for Higher Education - EQAR creates conditions for:

- unifies the efforts of students by announcing a trust rating for higher education institutions and thereby reducing the possibility of the existence of "accreditation factories";

- serves as a means of improving the quality of activities of agencies for quality assurance in education and strengthens mutual trust between them;

-gives higher education institutions the opportunity to choose different agencies for ensuring the quality of education.

Activities of the Arab League Educational Cultural and Scientific Organization - ALECSO in the field of education:

- develops regional cooperation;

-ALECSO develops sources and mechanisms for funding education in countries;

- improves women's education;

- involves persons with disabilities in the educational process;

-university education among the countries of the region makes educational cycles uniform;

- develops distance education;

- develops and develops national institutes, standards, and criteria for evaluating the quality of education.

International Association of Universities - IAU also has its place in quality management at the

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international level and unites higher education institutions of more than 120 countries. In its activities, IAU publishes a quarterly magazine on current issues of personnel training in various fields of activity. The International Annual Directory of Universities, published by the IAU, covers information on educational institutions in countries around the world. The association promotes the implementation of the main principles of the Bologna process in European educational institutions.

Academic Cooperation Association Academic Cooperation Association - ACA is one of the international quality management organizations and helps internationalization of higher education; publishes a monthly e-newsletter, holds seminars and conferences and informs about the most relevant developments with the participation of European and international organizations; conducts research on the expansion of cooperation in the field of internationalization of higher education and publishes publications based on their results; conducts consultations on issues of international cooperation in the field of higher education.

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