

Introduction of quality management system of educational institutions and formation of innovative pedagogical process

¹*Yusupov Kholmirza Alisherovich*

¹*Fergana region is the 1st specialized
boarding school director
e-mail:maktablidumi@gmail.com*

Annotation: It should be borne in mind that the changes taking place in our society in the economic, social, political and cultural spheres also depend on the education system, which determines the intellectual potential of our country and is a key condition for its development. At the same time, the growth of intellectual potential, the development of quality will not only have an impact on the effectiveness of education, the improvement of the system in this area, but also significantly affect the growth of all areas of this social system. That is why one of the strategic

directions in education today is the identification of innovative activities of educational institutions as a key factor. Understanding the need to reform the education system requires that educational institutions be involved in innovative processes in practice, to see themselves in an innovative space where they have the opportunity to create, and most importantly, to adopt concrete innovations.

Keywords: pedagogical technologies, innovative pedagogy, quality of education, methodology, educational process, "didactic technology".

The problem of increasing the effectiveness of the educational process has so far been to improve certain elements of the pedagogical process, increase the duration of training, reduce the number of students in the study group, the introduction of narrow specialties, research on new forms, methods and tools. The scientific organization of educational work in professional colleges includes:

- to create the best possible conditions for the work of students, teachers and engineers;
- organization of classrooms, laboratories and workshops, equipping them at the level of current and future requirements;
- equipping training workshops, laboratories, training grounds and classrooms with modern equipment, instruments, mechanisms, devices, tools, manuals, technical means;
- manufacture of furniture for classrooms, laboratories, workshops on the basis of modern physiological, sanitary-hygienic and aesthetic requirements;
- The creation of workplaces in each classroom, workshop, laboratory with all the necessary equipment for teachers, engineers and students;
- creation of reasonable conditions for work and rest, as well as sanitary and hygienic conditions;
- Ensuring the timely provision of the educational process with quality materials, equipment, educational, normative,

technical and technological documentation and reference books, laboratory practical work. preparation in advance, etc. Our many years of practical work in this field, the analysis of the theory and practice of vocational education, our conversations with experts in the field have shown that there are the following complex problems in this area:

- The National Training Program identifies the issue of radical improvement of human resources in the system of vocational education, professional development of educators, teachers and researchers as one of the main directions of continuing education reform, but its implementation Due to the lack of appropriate measures for the development of teaching staff, there is a tendency for high-potential teachers to leave for other areas, resulting in a decrease in the effectiveness of the educational process, which in turn negatively affects the quality of training. shows;
- Lack of special training courses for managers;
- Lack of regular and systematic study of the needs for training, retraining and advanced training of managers and management staff;
- Insufficient research and project work on training, retraining and advanced training of management and management staff;

The activity of the learner in receiving the given knowledge also influences his / her formation as a person. As a result, the student develops an attitude to himself, to

work, to other people, to society, to production, to the environment. One of the most important factors influencing the effectiveness of the educational process is the content of the training material and its correct choice. The content of knowledge is defined in the curriculum, the State Education Standard, the content of which is determined by socio-economic goals, the state order, the pedagogical system. The pedagogical process affects not only the content of education, but also its legitimacy.

a) If the content is not defined according to the goals and objectives of the pedagogical process, it will be difficult for learners to master and the connection between theory and practice in the pedagogical process will be lost.

b) based on the individual abilities of the students in the group, the teacher achieves the educational goal by making logical changes to the program without breaking the interdependence of the pedagogical process. Often the quality of the learning process depends on the effectiveness of the whole pedagogical process.

The pedagogical dictionary defines the quality of education as "the specific knowledge and skills, mental, moral and physical development that students achieve at a certain stage in accordance with the planned goals"; The level of satisfaction of the needs of different participants in the educational process from the services provided in the educational process. "The quality of education is measured, first of all, by its compliance with educational standards. We clarify some points. In many definitions, the criteria for the quality of education are related to the completeness of the set of knowledge and skills described in the standard in the learner. Thus, the ability to assess quality stems from the specificity of the description in the standard of knowledge and skills requirements and the order in which students check the completeness of their development. It makes sense to recognize the experts in the field of education, whose subjects of such assessment work on the basis of regulatory documents. However, there is also a small part of the definition - the level of satisfaction of different participants in the process with the educational services provided. There is minimal accuracy. It can be assumed that teachers are not included in the scope of "process participants" (their criteria may not differ from the standard criteria), but other disciplines and procedures are not addressed. These can be taught on their own, and their legal representatives at the training stage are parents who have high expectations (requests) for the outcome and

the learning process. Therefore, in this definition, the second part of it appears declaratively.

The concept of monitoring discussed above is directly related to quality management in education, and its implementation should be understood as a specific system of both strategic and operational decisions (and subsequent actions) that are implemented in a planned manner. It is aimed at comprehensive support, significant improvement, strict control, as well as the assessment of the quality of educational processes or services. It should be noted that it operates on a permanent basis in almost every country, ensuring and monitoring the implementation of the above operations. This topic of the learning process also deals with additional challenges, including, for example, the planning of the learning process and the factors that reduce the quality of education. Among these factors, some shortcomings of an internal or external nature can be distinguished.

Like any open system, the education system has access, modification processes, and outcomes. Admission refers to students, staff, logistical, academic, methodological, financial conditions, and constraints (regulatory requirements). As a subsystem of education, the process has a complex structure and consists of various sub-processes: The educational process as a unit of teaching and learning; Academic work and extracurricular activities; The learning process in general; Education by level of education; Classes and parallel classes; Lessons on knowledge and exact sciences. The results of educational activities reflect the results of the education system. The concept of goal management is based on the identification of agreed goals at different levels of the education system, the methods of achieving them and their evaluation. Management effectiveness based on this concept is determined by the quality of goal setting and planning. The goal is to "perform the functions of motivation, management and system formation, becoming the main criterion for choosing the content, methods, forms and means of implementing the learning process." The concept of results-based management is based on the ideas of a process-based approach to management and describes a process that includes the steps that define results planning, performance, and control. Outcome planning is based on a comprehensive analysis of the organization's external and internal factors. Control allows you to determine the level

of achievement of the planned result, the need to regulate its activities.

Nowadays, a product like education is becoming an element of market relations. It works as a vendor of educational services and a public institution to shape the market consciousness of the society. The market of educational services in our country has been formed relatively recently, in the process of integrating the principles of market economy into the system of socio-economic relations and reforming the education system, the market of educational services is being formed. In the market of educational services, educational institutions of different forms of ownership have emerged, which provide a variety of educational services, which creates great competition among them. The definition of the educational services market is ambiguous and has a different approach. The first approach, the market for educational services, is the market for demand for educational services from the main business entities (individuals, enterprises and organizations, the state) and their offer by various educational institutions. The second approach - the market for educational services - is a system of economic relations related to the sale of educational services that are directly demanded by both collective and individual consumers. The third approach, the market for educational services, is the interaction between the participants in the learning process: students, organizations that provide educational services, individuals who pay for these services, and organizations. Based on the above concepts, we can formulate the following definition of the education services market. The market of educational services is the material relations of the participants of the educational process: students, organizations providing educational services, individuals and organizations that pay for these services.

It should be noted that the concept of quality (the quality of education is a very important indicator) is usually associated with different, as a rule, opposite meanings. The point is that the analysis can be carried out in both absolute and relative order. Thus, the absolute concept means the demonstration of superiority and a certain status, which certainly has a positive effect on the image of the institution. The relative concept does not accept quality as an attribute of an educational service, and it can be considered in two respects: compliance with a particular state standard or compliance with the wishes of service users. It should be added that the first aspect reflects the

views of the manufacturer, the second is interrelated with the views of consumers. However, often the opinion of the producer does not match the opinion of the consumer, so it is acceptable for him or another educational institution to consider the quality of education from two perspectives.

The approach to the problem of preparing teachers for innovative activities has emerged as a result of understanding the growing dynamics of innovation processes in society. Its analysis includes not only the use of modern advances in science and technology, but also processes such as the search for, creation, adaptation, implementation and re-examination of the results obtained.

V. Slastenin, one of the scientists who studied the structure of innovative activity, points out that it has the following structure: "The structure of innovative activity is a creative approach, creative activity, technological and methodological preparation for innovation, innovative thinking, culture of communication.

Levels of innovative activity can be: reproductive, heuristic, creative.

During the period of innovative activity, innovations, innovations, literally enter the educational process. Therefore, the introduction of innovations in the education system in the pedagogical process is carried out in 4 stages:

Identify the problem based on the analysis.

Design of the planned education system.

Planning for change and innovation.

Make changes.

The purpose of preparation for innovative activities is to develop the teacher's desire for innovation, the ability and skills to work independently, to improve the skills of teaching and extracurricular activities using new pedagogical technologies, interactive methods.

"Innovative activity stems from the teacher's dissatisfaction with his work. It is formed on the basis of the teacher's desire to solve a pedagogical problem in the face of any obstacle. Innovative activity begins with the search for a new idea. Pedagogical innovation requires a new approach from the teacher, as it is focused on solving important and complex problems in the educational process.

It is known that the teaching of the subject of didactics is the content of education. The three components involved are so inextricably linked that one cannot be

ignored. So where do you start? When we start with learning or teaching, the question naturally arises: what (content of study material) do you want to learn or teach? Both teaching and learning depend on the object-oriented learning object and the educational content that is the end result. Because different content differs in its specific ways of learning, the nature of learning depends on the content, and it depends on the teacher who organizes the learning. Thus, didactic thinking is the search for, and identification of, the constant connections and relationships between the content of learning, teaching, and learning. The teacher seeks and perfects ways, methods and techniques, forms of teaching, methods and tools that activate the student and are convenient for him and the learner. Therefore, along with the terms "pedagogical technology", "didactic technology", "educational technology", the term "pedagogical innovation" has a strong place. Teaching in the way listed above is the key to learning.

Therefore, the first task is to create state educational standards. We have accomplished this task. The state educational standards have been approved by the Cabinet of Ministers of the Republic of Uzbekistan and have been communicated to every educational institution and every student. The task now is to create a mechanism to implement these standards more quickly. Given the rapid development of society, the expansion of development needs and opportunities, the acceleration of the flow of various information, modern pedagogical technology requires the creation of a mechanism for the use of new forms, tools and methods of pedagogical forecasting. Research aimed at determining the place and level of education in different types of educational institutions today requires extensive use of the possibilities of pedagogical prognosis. Only then can the results of the educational process contribute to the development of science, industry, culture, economy and all spheres of society. Only theories based on pedagogical prognosis can be the basis for predicting the content, form and means of the stages and components of the continuous learning process, the level of impact of learning outcomes on society. Thus, only then can the educational process be restructured on the basis of new principles and new ideologies, reforms in the field of education. Also, pedagogical technologies are used to diagnose the educational process and the developed theories, teaching aids on the basis of experiments. develop methodological bases, clear

mechanisms, methods and tools for implementation. The mechanism of diagnosis of the educational process is to determine the level of achievements and shortcomings of the process, the quality of educational outcomes, pedagogical theories applied to the educational process, modern technologies should be focused on being able to develop educational practices or to determine the degree to which they hinder the development of education.

List of used literature:

1. Mahmudov M. Learning outcome design. «Pedagogical skills», 2003, issue 1, pages 8-10.
2. Hasanboev J., Hasanboeva O., Turakulov HA, Haydarov M .. Explanatory dictionary on pedagogy. T-2008y.
3. SOROS International Open Society Interdisciplinary Program "Fundamentals of Critical Thinking".
4. Mamatkulov D. The concept of ideology, the role of ideas and categories. Modern education. - T., 2015, 11-son., 4-b.
5. Hoymardonov T.T. Electronic system for organizing professional development and monitoring of professional activity of teachers. Doctoral dissertation on pedagogical sciences. - T . TDPU, 2017. 154.