

*Diyora Abdurakhimova,  
Student, Uzbekistan State World Language University*

### **Problems in Education and Importance of Education Quality**

**Key words:** *quality, monitoring, education management, assessment requirements, educational institution, learning outcomes, assessment and rating, quality monitoring.*

**Annotation:** *the problems of education and the importance of the quality of education, the education system, quality indicators, factors affecting the quality of education, the quality of the education system, education management methods, requirements for monitoring, monitoring and evaluating education, monitoring the results of education are analyzed.*

It should be noted that during the implementation of the ongoing reform of the education system and education quality management, a number of problems were identified. In addition, it is time to generalize and disseminate the common research and practice related to the management of the quality of education, based on experience and analysis of existing problems, to identify the positive results of the development of the continuing education system and enrich it with a new approach. Existing problems can only be solved with the help of sound theoretical principles, organizational and practical measures and effective mechanisms.

However, it should not be taken into account that the main goal of this activity is to create abstract conceptual rules and theoretical models for managing the quality of education. The main goal of scientific research and practice is to solve various problems accumulated in social and pedagogical processes, introduce theoretical and practical innovations in the management of continuing education, taking into account the results of testing, develop recommendations for improving the quality of education management.

In order to improve the quality of the data in the field of information processing, the introduction of new technologies in the field of telecommunication reform.

Quality management of education is a complex multifunctional problem. It is addressed to a certain extent (including within the framework of state, intersectoral, regional, educational institutions) and in certain areas (organizational, structural, substantive, methodological, personnel, resource).

For example, the quality of education at the national level is also regulated by the Law of the Republic of Uzbekistan "On Education", government decrees, state educational standards, etc. At the departmental level, these instruments are the Ministry of Public Education, the Ministry of Higher and Secondary Specialized Education, as well as other ministries and departments under their jurisdiction, orders and instructions issued by educational authorities.

When it comes to managing the quality of education, it is important to remember that quality is guaranteed and managed in accordance with various conditions and factors. For example, it is worth [www.auris-verlag.de](http://www.auris-verlag.de)

noting the high quality of education, when resources and staff are not adequately provided, and the educational process is not relevant and organized.

In practice, we are subject to (or counteract) all conditions and factors that affect the management process and achieve a certain quality of education. The purpose of the study (in our case) is to collect, analyze and consider these conditions as broad as possible. However, it is known that in practice it is impossible to accomplish such a large task in the context of only one book or research activity.

Based on this, we believe that improving the quality of education and the management of educational institutions is the most promising direction for the implementation of scientific research and practical measures to improve the quality of education.

To date, the following problems and current trends in the management and quality control of education have arisen in the theory and practice of education:

- the problem of the quality of education is an urgent task from the point of view of the development and implementation of objective systems related to the assessment of personality formation in the process of education and training of modern specialists;
- the problem of ensuring the quality of education - ensuring the planned and achieved results in accordance with the agreement between the educational institution and the student;
- setting goals for managing the quality of education - improving the sustainability of educational institutions and the education system as a whole by introducing quality assurance requirements and providing quantitative and qualitative assessments aimed at improving the parameters of education both at the international, national and domestic levels;
- education quality standards - the definition of requirements for the quality of education (recognized and documented), specific content and level to meet the needs of society and individuals;
- definition of criteria for the quality of education - signs and level of compliance of the quality of education with established norms, requirements, standards and standards;
- assessment of the quality of education - the definition of an indicator of the quality of education, which reflects the level of initial properties relative to the standards established by the relevant quality standard;
- monitoring the quality of education - developing an integrated system for monitoring and evaluating the quality of education;
- ensuring the quality of education - maintaining the quality of education at the level of established standards, requirements and standards;
- quality management of education - The impact of the process of ensuring the formation and development of the quality of education in relation to all objects and processes in the field of education through the "subject of management" and the organization of feedback (control, evaluation and analysis) in accordance with goals, norms and standards. ;
- development of a pedagogical system that meets didactic principles related to the development and assessment of the quality of education, review and evaluation of general and professional knowledge.

The quality education system is a complex and controversial problem. Auto-teaching is not a matter of the social-pedagogical and up-and-coming courses of the psychology-pedagogical and moral values. However, it should be noted that this issue is the most important and promising area of research related to education quality issues. In fact, we are faced with the problem of the concept of "education."

Education as a goal, education as a result, and education as a value (personal, social, and state) and education as a process. Here are some of the interpretations of the "Education" category.

The quality of education is the systematic accumulation of hierarchical, socially significant signs (features, parameters) of education (as a result, process and social system) for different needs, interests of the individual, society, state (as a result, process and social). as a system).

It is the quality of education that makes up the intellectual, cultural and spiritual state of society. The content and direction of education are reflected in curricula and standards. The approach to understanding the quality of education can be described as follows:

1. The storage medium;
2. Information transfer;

3. Recipient of information;
4. Concerns about data transfer methods;
5. Basic information;
6. Relevance of the accepted problems;
7. Gaining new knowledge.

As an education, first of all, the quality of knowledge of teachers (teachers) who transfer knowledge in various ways is determined. Depending on the main character of the acquired knowledge, students can:

- passing entrance exams upon admission;
- competitive selection for employment;
- to be successful in mastering skills based on knowledge of the basic subjects studied at earlier stages of the learning process.

The education quality management system is based on the following principles:

- understanding and fulfilling the requirements for education, taking into account the progress of science and technology and international standards;
- customer orientation, serious competition in the labor market requires mobility and dynamics of management systems;
- continuous improvement of the educational process according to monitoring results.

The life of education systems consists of three interconnected processes:

1. my resource;
2. the use of resources to achieve the goals of the organization;
3. transferring the results of activities to the external environment.

Based on an understanding of the quality of education, the following blocks of quality indicators can be distinguished:

- teacher, staff quality,
- the material and technical base of the institution,
- motivation of professor teachers
- quality of study programs
- quality of students, quality of infrastructure
- quality of information

8

[www.auris-verlag.de](http://www.auris-verlag.de) Eastern European Scientific Journal

- innovative leadership
- introduction of technological innovations,
- demand for graduates,
- competitiveness of graduates in the labor market,
- graduate achievements.

As for the factors affecting the education system, that is, the quality of education, they can be classified as follows:

- internal and external: internal factors affect the process from the inside, and from the outside - from the outside;
- Positive and negative: positive factors contribute to development, and negative factors impede development;
- indirect and indirect: indirect factors for the education system, that is; indirect factors have a direct impact on educational resources or educational system resources.

Analysis and evaluation of variables (sources, conditions) is focused on the education system and

its optimization. Efficiency. The variability of the education system is expressed in terms of the expected result - the quality of education. If the actual result corresponds to the expected result, then we can say that the effective process is completed, if appropriate - acceptable, partially - ineffective, and if not - ineffective.

So, MS. Ignatieva and E.V. Istanbul described a systematic approach to determining the quality of education and proposed to evaluate the quality of education in the form of three small combinations:

1. learning outcomes
2. studying process.
3. educational system, conditions that meet certain educational requirements.

In Uzbekistan, the quality of education is considered holistic, consisting of 4 components that correspond to certain elements of the education system. They:

- quality goals, standards;
- quality conditions;
- quality of the educational process;
- quality of learning outcomes.

The final component is the quality of learning outcomes. An analysis of the quality of the final results will make it possible to predict the entire development of the education system and manage this development. Thus, the achieved levels of knowledge, skills and abilities are determined in terms of the application of the practice of cognitive learning. In the framework of the cognitive paradigm, it shows the level of educational material, but is slightly adjusted depending on the level of development of the student's personality. For this reason, the practice of training, which implements individual learning (the human paradigm), always gives good results. The problem lies in the development of mechanisms and innovative technologies to identify the consequences of such a pedagogical event as education.

The student's level of knowledge is an integral result of an indicator of the quality of education. This approach is supported by a number of scientists.

The quality of learning outcomes depends, first of all, on the quality of the teacher's teaching activities. The quality of the teacher's educational activities is understood as follows:

- characteristics of pedagogical activity with specifics,
- the level of compliance of state educational standards with the established requirements,
- Satisfaction of consumers (students and parents) with educational services.

Thus, to assess the quality of pedagogical activity of a teacher, the following is necessary: First of all, determine the specifics of each teacher's work (its specifics, its status, how it has changed, etc.); Secondly, to determine whether the activities of this individual teacher are consistent with the general requirements of this type of activity and whether it is reflected in the rules of education; Thirdly, identify the leader, student, as well as the individual needs and potential of a particular teacher.

Learning management methods are methods that affect the ability of the subject of management to achieve a specific goal. Learning management methods are different, but their impact on the staff (both the educational institution and each person) is motivated. Needs and interests play an important role in people's behavior. You need to feel physiologically and psychologically, and reward is to feel everything that a person considers worthwhile. Conscious needs drive action.

The set of needs achieved by the activities of people determines the motivational aspects of management methods, such as economic, organizational, managerial and socio-psychological.

Economic management methods require financial motivation, that is, the performance of specific indicators or tasks and, when they are carried out, economic remuneration for the results of the work. Thus, the use of economic management methods is a rational system of remuneration, which provides for the development and control of its implementation, as well as material incentives, that is, remuneration for certain quantities and quality, and fines for non-compliance and inadequate quality. associated with.

To achieve maximum efficiency, it is necessary to have moral motives based on socio-psychological management methods. The use of these methods will have a greater impact on the consciousness of students, social, ethical and other interests of people, and their work will be spiritually stimulated.

Spiritual motivation depends on complexity and delicacy. Although its final effect is difficult to quantify, the results are significant.

Control methods usually have a complex effect on all of the above types of causes, so they should not be opposed to each other, given their primary and secondary significance. Rather, they should be seen in unity and interdependence. Because their full use allows them to achieve their goals. Mathematical modeling, expert assessment method, mental attack method, game theory and many others are common ways to optimize management decisions.

Increasing competition has led to the development and adoption of managerial decisions by educational institutions. increases accountability and independence. The effectiveness of management decisions is largely due to the timely, comprehensive and objective assessment of the management process in the institution. This requires the use of modern methods and techniques in assessing the process of managing educational institutions and its effectiveness on the basis of modern requirements. Currently, simple, flexible, flexible methods are needed to evaluate the effectiveness of various levels of management in the internal environment of an educational institution. The effective use of multidimensional integrated analysis and assessment methods in the management of educational institutions is aimed at identifying, analyzing and evaluating various problems and

ensuring optimal decision-making. A comprehensive assessment of the effectiveness of educational institution management is of interest to many market entities and is confirmed by the above comments.

The effectiveness of the management process is a relative description of the effectiveness of a particular management process, which is reflected in various indicators of management and management activities (quantitative and qualitative).

Higher education is defined as the reasonable cost of human capital and the knowledge of graduates. The effectiveness of a higher education institution should be expressed through a system of indicators that allows it to comprehensively evaluate its effectiveness. There are several approaches to assessing the effectiveness of the management of educational institutions, which can be divided into areas such as evaluating the effectiveness of the institution, assessing, accrediting and licensing the quality of education, evaluating educational institutions and the qualitative assessment of international standards.

Assessing the effectiveness of educational institutions on the basis of a multidimensional approach requires the integrated development of indicators to evaluate the practical results achieved by institutions, with more emphasis on internal factors. Accordingly, there are several approaches to assessing the effectiveness of an educational institution.

1. Evaluation of the effectiveness of economic activity - at the same time accounting as a business entity in accounting and financial and economic aspects.

2. Assessment, accreditation, licensing of the educational process and the quality of educational services. This process is periodically carried out by the competent authorities and organizations in accordance with the relevant provisions.
3. University ratings are assessed based on institution performance to help consumers of educational services - parents, applicants, employers, and higher education institutions - choose what they want from most universities.
4. Quality assessment - The higher education institution is evaluated and certified for the development and implementation of quality management based on ISO - 9000.

The factors affecting the effectiveness of the management process in an educational institution are also considered. In fact, management effectiveness depends on many factors. We conditionally divide them into internal and external factors. It is clear that internal factors are associated only with the internal conditions of the institution. These include the skills of staff and teachers, the logistics of the institution and the culture of the organization. External factors can also affect the effectiveness of an educational institution. These factors include institution location, local government policies, social environment, and so on.

Positive and negative factors can be distinguished by their influence on the organization. Although positive factors contribute to improving the management of an institution, negative factors impede positive changes in work.

There are factors that affect the management effectiveness of any educational institution. These universal factors include:

- quality of goals;
- the possibility of achieving goals, that is, their coordination with the means to achieve goals;
- prevailing circumstances;

- motivate the head and staff of the institution to achieve their goals;
- competence and personality of the head of an educational institution;
- the quantity and quality of resources allocated to achieve the goals;
- participation of state and public governing bodies, collegial governing bodies in decision-making.

Experts made conclusions regarding the definition and development of management effectiveness in the education system. A dynamic programming method is proposed for determining the effectiveness of management in educational systems. Mathematical modeling of the dynamics of the formation of knowledge at the university entrant represents the idea of linking this process with the effectiveness of the institution management process. University performance, performance criteria, optimal decision-making methods are strictly mathematical, as well as automation of obtaining the necessary information for calculation. The main disadvantage of this approach is that external factors also influence the student's influence on the formation of knowledge, and it is almost impossible to automatically take these factors into account.

Based on the above approaches, indicators used to assess the effectiveness of educational institutions can be divided into three interrelated groups.

1. A set of indicators characterizing the effectiveness of the management system, presented by the performance indicators of the institution and its administrative expenses. Examples of educational institutions include an increase in the number of graduates (products), the effectiveness of indicators such as research, various grants, business contracts, investment in projects, as well as the professional knowledge and skills of teachers and graduates.
2. A group of indicators reflecting the content and organization of the management process, including direct results and the cost of managerial work. Ongoing expenses for the management of an educational institution, the use of educational and technical facilities, the maintenance of

educational and technical facilities, the training and retraining of managerial personnel, the improvement of the management system, the installation of computer equipment and other means of automating the management process. Costs recorded.

When evaluating the effectiveness of the management process, indicators are used, both quantitative and qualitative. Performance, profitability, efficiency, reliability and reliability of the control apparatus can be included in the following indicators. For example, the automation of the academic faculty of the university allows professors to distribute workloads, plan the educational process, schedule, control time, monitor and analyze student learning outcomes. At the same time, efficiency, cost-effectiveness, efficiency, efficiency, flexibility, flexibility, reliability of the controller will be improved.

3. The organizational structure of the institution, a set of indicators characterizing its feasibility. For example, organizational units, such as departments and units in an educational institution, centers, departments, are well organized, departments are organized into faculties, the level of centralization of managerial functions, the overall management of the organizational structure of vice-rectors, accepted management standards, responsibilities and responsibilities. may be included.

There are several approaches to assessing the effectiveness of the management of educational institutions, which can be divided into areas such as assessing the quality of education, certification, accreditation and licensing, assessing the quality of educational institutions, and assessing the quality of educational institutions. Assessing the effectiveness of the management process in educational

institutions on the basis of a multidimensional approach requires the integrated development of indicators to evaluate its practical results, with more emphasis on internal factors.

During the study, the following main conclusions were made.

1. The management process of a higher education institution is presented as part of a management system. Although the effectiveness of the management process is expressed in terms of deriving its results from a contribution to inputs, it can also be interpreted through the practical results that the institution achieves.
2. Evaluation of the effectiveness of the management process of a higher educational institution helps to make managerial decisions based on the results of activities, make tactical changes to achieve the goals of the institution, and also to intensify the activities of units.
3. Factors affecting the effectiveness of the management process in a university, depending on the approach, are divided into internal and external factors, positive, negative and universal. When evaluating the effectiveness of the management process, you can use both qualitative and quantitative indicators.
4. Using the hierarchy analysis method to evaluate the practical results of the management process enriches and refines new ways to evaluate the effectiveness of the management process in an educational institution.

In the theory of social management, monitoring is considered as one of the most important, relatively independent parts of the management cycle. Completed administrative, organizational, methodological and pedagogical measures are determined, analyzed and evaluated in the context of monitoring.

These deviations are the result of various internal and external factors affecting the pedagogical system. Reasons for reducing the effectiveness of the pedagogical system: changes in the tasks of the educational institution, curricula and plans, discrepancies between the goals of the educational process and the tasks of the educational institution, the progress of science in organizing courses, the transition to new teaching methods and technologies, changes can occur. Thus,

monitoring is associated with the identification and regulation of internal and external factors within the pedagogical system itself.

Monitoring as an independent function of managing the educational process is conditional and useful both in conceptual and operational approaches. In a real educational process, monitoring is closely related to all functions and stages of management, therefore its essence can be fully considered only if it is connected with other parts of the educational process in an educational institution.

The connection between monitoring and other management functions is that each management function is a key aspect of monitoring, namely: monitoring, communication, correction and goals of pedagogical activity, information forecasts, resolution, organization and effectiveness.

The link between monitoring and education, which is usually reflected in the DTS, curriculum, and programs, and which is the starting point for monitoring, is obvious. In other words, monitoring is associated with the assessment of goals and plans. It has its place everywhere compared to what it already has, and the main task of monitoring is to minimize the difference between them. The implementation of the main tasks of monitoring in the educational process is reflected in the psychological, pedagogical and functional results. Psychological and pedagogical results include

knowledge, teaching skills, behavior, personality orientation and innovation in the relationship system.

Qualitative and quantitative criteria for assessing psychological and pedagogical results are the norms and guidelines for successful educational activities and the expected results. Standards are set by goals, system standards and are part of any curriculum or program.

Norms are one of the most important conditions and bases for monitoring, because actual results are based on it. Comparison of actual results with standards and standards in educational activities is only one of the components and stages of monitoring, which requires a detailed assessment and adjustment. Studying the goals of establishing facts, standards, standards based on standards of training is called verification.

The evaluation process, or, more simply, the evaluation, is a comment or reaction to a tactical result. The result of scoring is recorded in the account. The more specific the standards and standards, i.e., the more they comply with the set of principles, the more effective will be monitoring and evaluation.

1. One of the requirements relates to the feasibility and evaluation of standards and standards. They should be quantitative, qualitative and practical. Primer et ethically reversed gosudarstvennyy obrazovatelnye standard sire obrazovaniya vatsionalnom component.
2. The second requirement is their implementation, their compatibility with the capabilities of the educational institution and its components. This implies the need to take into account the feasibility of the required standards and standards. Standards and standards may be increased or decreased.

Their increase will lead to extreme loads, disruptions in the process, leaving individual structural units of TM out of coordinated work. Raising standards and standards, psychologically, causes discomfort among participants in the educational process, a lack of self-confidence, a desire to avoid work, and so on. Lower standards and norms undermine the active participation of participants in the educational process, which leads to negligence, self-esteem, and unemployment. In both cases, the one-dimensional establishment of standards and norms reduces the overall effectiveness of the institution and, in part, the effectiveness of the educational process.



3. When creating regulations, it is necessary to take into account the specific conditions necessary for their implementation. Any significant change in environmental conditions will lead to a forced change in standards. From this point of view, monitoring is not only a process of determining standards or deviations, but also the basis for their revision. That is, monitoring is not only the basis for monitoring the movement to the goal, but also a mechanism for adjusting the goal and ways to achieve it.

4. Many errors in management, partly in pedagogy, are related to the fact that monitoring is considered as a means of minimizing deviations, and not as a way of identifying errors in the goals, plans and standards established by the educational institution.

5. Compliance with standards and norms requires a monitoring device, that is, a separate or collective body responsible for detecting and evaluating deviations. Monitoring practical application on the basis of the structure of the system. Teachers are responsible for assessing compliance with academic standards, and objectivity is important. To minimize the impact of subjective views on student performance and the assessment of their achievements, methods and mechanisms should be introduced that allow teachers to correct their various mistakes as teachers and teachers.

6. Standards should be based on the experience gained and analysis of the current state of the educational institution. Norms serve as the basis and key in interpreting the actual results of an educational institution. The availability of such information will allow us to determine the propensity for one of these situations in the monitoring process and develop a system of appropriate actions. The predicted or expected result based on the previous state of the educational institution is a normative function and remains an element of monitoring.

7. It is necessary to exaggerate the importance of various regulatory requirements and to avoid absolutism. Although norms define the scope and algorithm of human behavior, it also limits stereotypes and homogeneity by limiting and regulating behavior. Such strict rules, excluding creative elements in the field of education, are unacceptable for both teachers and students. In addition, if the value of the norms is exaggerated, a multifactorial assessment of the final results can lead to a shift in focus from simple to measurable indicators to easily measurable indicators. Thus, excessive compliance with the requirements for equipment can lead to a decrease in the requirements for their full use in the educational process, which contradicts the main goals of education.

A typical monitoring scheme in an educational institution is as follows:

- any situation;
- current situation;
- Educational standards;
- expected curriculum;
- TM curriculum, curriculum content;
- a training program that can be completed;
- requirements for the preparation of graduates, the most important knowledge;
- Completed curriculum, students;
- knowledge acquired by them;

The monitoring phase is similar to the information management phase. In both cases, we are talking about information processes. As noted above, the difference in monitoring consists in the consistency between the expected, expected results and the actual result, as well as the availability of information on the assessment of this compliance. Feedback is another necessary element of monitoring and, therefore, management of an educational institution. It serves as the basis for changing attitudes towards results and revising the current, intermediate and final goal.

There are a number of requirements that must be observed to ensure the effectiveness of monitoring

in an educational institution. They include completeness, relevance, continuity, objectivity, consistency, accuracy, timeliness, ease of use, structure and specificity for each stage of monitoring. All of these requirements are generally considered key monitoring characteristics. They also define various organizational forms of monitoring. The scientific literature on management, pedagogy and psychology shows many forms of monitoring, which are distinguished by various signs:

- monitoring of educational institutions;
- scope of educational goals (strategic, tactical, operational);
- stages of training (introductory or qualifying, educational or intermediate, weekend or graduation);
- dependence on time (retrospective, stimulant or stimulant, current);
- frequency of advancement (one-time, periodic, regular);
- Include an object of observation (local, selected, integral);
- organizational forms (individual, group, frontal);

15

[www.auris-verlag.de](http://www.auris-verlag.de) Eastern European Scientific Journal

- forms of object-subject relations (external or social, mutual control, introspection);
- various types of devices (standardized, non-standard, matrix).

Monitoring should be organized in such a way as to reflect the specific operating system in order to become a real management factor. Organization of monitoring is associated with the identification and selection of various forms, types and means of monitoring, taking into account the characteristics of a particular educational and pedagogical situation. Thus, monitoring becomes an area of decision-making, since it is the basis for decision-making on the maintenance or revision of certain methods of action or actions.

Pedagogical assessment performs two very important functions - determining the ratio and motivation. In its first function, pedagogical assessment is an indicator of the level of performance and achievements that a particular student must achieve in his educational activities.

The motivational function of pedagogical assessment is that it has a stimulating effect on the personality of the student. This leads to significant changes in the child's self-esteem, his aspirations, behavior, teaching methods and the system of relationships between all participants in the educational process. As a result of these shifts, the speed of mental development accelerates or slows down, and qualitative changes occur in the student's intellectual structure, personality, and cognitive functioning. Therefore, the motivational function is very important in the psychological and pedagogical approach to pedagogical assessment.

It is important that the teacher performs his assessment activities in the interests of the socio-psychological development of the child. For this, this activity must be relevant, fair and objective. A number of typical subjective views and errors are common. The most common subjective errors in the assessment include generosity, prejudice, central inclination, stress, closeness, errors and logical errors.

“High generosity” or “good manners” is reflected in the revaluation of the teacher. The most generous form of student assessment is bias.

“Focus on the center” is when the teacher avoids giving too high or too low grades, for example, without typing “two” or “five”.

“Inferiority” is when a teacher gives good grades to students with a positive attitude and, accordingly, poor grades to students whose personal attitude is negative.

As a result of the tension of the subjects of knowledge, the personality and behavior of students are assessed as high or low depending on the degree to which the teacher is in them. For example, a teacher who works tirelessly and erratically appreciates organized, disciplined, hardworking students.

“Proximity” is defined as the fact that it is difficult for a teacher to evaluate “five” points immediately after “two,” while an “excellent” student is more likely to give a higher score.

“Logical” errors are expressed in assessing the psychological characteristics and characteristics of the student, and the teacher seems to have a logical connection between knowledge and character. In pedagogical practice, such errors are reflected in the assessment of student behavior at the rate, at the rate. In practice, in many cases, a student who conducts exemplary behavior with a student-disciplinary specialist is given the same answer on the subject.

Consciously, intentional error estimates should be considered in different ways. Each class deliberately raised or underestimated a specific pedagogical, psychological or social goal. Improving the mid-point assessment of a left-handed student can be a factor in supporting his or her learning and increasing their focus on the subject.

The monitoring problem is especially relevant for the student-teacher system. Monitoring in the Student-Teacher system means that we have a set of continuous supervision activities that allow the student to track (and, if necessary, correct) the student’s lack of knowledge.

The explanation is more effective when it comes to learning objectives. The technological approach to education provides high results in the educational process. This approach is based on the planning of the educational process, taking into account the initial mechanisms: social order, educational orientation, learning objectives and content. The planned learning process should ensure that the goals are achieved. The quick feedback provided to monitor the learning process, in turn, is to achieve the learning objectives.

Accordingly, in the technological approach to education:

- goal setting and maximum clarification, description of learning goals to achieve results (first of all, this stage of the teacher’s work is important);
- preparation of training materials and organization of the entire educational process in accordance with the objectives of the training;
- assessment of current results, adjustment of education to achieve goals;
- final evaluation of results is highlighted.

When analyzing the monitoring system, we gave some very important examples of the use of monitoring in educational models, continuing education systems and educational institutions. In this situation, the task will be to select the forms and tools that will be used to clarify the goals and objectives of each specific event, as well as to process, analyze, interpret and evaluate the material.

The main purpose of monitoring is to identify the strengths and weaknesses of the educational programs of students, graduates and employers and use this information to review educational programs. Questionnaires will be needed to monitor the quality of education provided by students, graduates and employers. They are the subject of research in questionnaires.

For example, students can use the following questions to monitor the subject:

Are the study subject textbooks sufficient for the study?

Are the methods, conditions and forms of exams clearly defined?

Is the lesson schedule enough for science?

Is there enough prior knowledge to master science?

Is the training load up to standard?

These questionnaires, in turn, are one of the key tools for filling education gaps and collecting monitoring data.

Different methods of obtaining information in different aspects of monitoring the quality of training can be used. As a tool for monitoring the quality of education, a portfolio section is created to

evaluate and analyze students' achievements in education. One of the new informational and managerial resources in education is the formation of student rating sheets when creating a portfolio. Assessment of student portfolios is carried out through three rating sheets:

17

[www.auris-verlag.de](http://www.auris-verlag.de) Eastern European Scientific Journal

The "My Achievements" results page for the entire academic year shows:

The average score for individual training blocks;

Rank level;

Average points for participation in olympiads, contests, exhibitions, conferences, projects;

Average mark for additional courses;

Other achievements in vocational education.

The second rating list is the average mark for participating in sporting events and competitions.

The third rating sheet lists the scores of individual results:

Leadership Assessment;

Diagnostic results of education;

Motivational assessment.

The above portfolio ratings fully reflect the achievements of students at all stages of formation.

Portfolio monitoring allows you to accurately assess the dynamics of learning.

### **References:**

1. *Wroinstein AI. Assessment of the quality of higher education. Moscow, 2000; 180.*
2. *Karimjonov A. Fundamentals of education management. Tashkent, 2012.*
3. *Work management: under the red. YuP. Pokholkova, AI. Chuchalina. Tomsk; 251.*
4. *Higher education. Collection of normative documents. Tashkent, 2004.*
5. *Vorobyova S. Fundamentals of the management of educational systems. Moscow, 2008; 208.*
6. *Vroeynstyyn AI. Assessment of the quality of higher education. Moscow, 2000; 180.*
7. *Bashina TF, Ilyin EP. Psychology of creativity, creativity, giftedness. St. Petersburg, 2009.*
8. *Drapeau Patti. Sparking student creativity (practical ways to promote innovative thinking and problem solving). Alexandria – Virginia, USA, 2014; 203.*
9. *Gifted children (Transl. From English). Moscow, 1991; 177-178.*
10. *Karimjonov A. Fundamentals of Education Management. Tashkent, 2012.*
11. *Kholikov A. Pedagogical skills. Tashkent, 2011.*
12. *Kudratov T. Fundamentals of Speech Culture. Tashkent, 1993.*
13. *Barysheva TA, Zhigalov YuA. Psychological and pedagogical foundations for the development of creativity. St. Petersburg, 2006.*
14. *Bashina TF, Ilyin EP. Psychology of creativity, creativity, giftedness. St. Petersburg, 2009.*
15. *Markova AK. The psychology of professionalism. Moscow, 1996.*
16. *Yuzlikaeva ER., Madarova SA, Yanbarova EE, Morkova V. Theory and practice of general education. Tashkent, 2012.*