

Rajabova N. A.
In the name of A. Avloni
professional development of pedagogues
and training in new methodologies
national research institute,
"Continuous professional education"
senior teacher of the department
Tashkent, Republic of Uzbekistan

MODERN CONCEPTS OF EDUCATIONAL QUALITY MANAGEMENT IN HIGHER EDUCATION INSTITUTIONS

Abstract: Quality management of higher education requires the introduction of certain modern concepts in the university, standardization and regulation of educational activities, reproducibility and continuous improvement of the educational process, that is, a quality management system (SMT) based on modern methods of process management is necessary.

Key words: higher education, management, quality of education, concept, pedagogy.

Раджабова Н. А.
Национальный исследовательский институт
повышения квалификации педагогов
и обучения новым методикам
имени А. Авлони,
старший преподаватель кафедры
«Непрерывное профессиональное образование»
Ташкент, Республика Узбекистан

СОВРЕМЕННЫЕ КОНЦЕПЦИИ УПРАВЛЕНИЯ КАЧЕСТВОМ ОБРАЗОВАНИЯ В ВЫСШИХ УЧЕБНЫХ ЗАВЕДЕНИЯХ

Аннотация: Олий таълим сифатини бошқариш, университетда маълум замонавий концепцияларни жорий қилиш, стандартлаштириш ва ўқув фаолиятини тартибга солишни, такрорланувчанликни ва ўқув жараёнини

доимий равишда такомиллаштиришни талаб қилади, яъни, жараёнларни бошқаришнинг замонавий усулларига асосланган сифат менежменти тизими (СМТ) зарур бўлади.

Ключевые слова: олий таълим, менежмент, таълим сифати, концепция, педагогика.

As we all know, the meaning of the concept of "concept" is revealed in pedagogical theory from two main aspects: as a research idea and as a form of presentation of its results. Therefore, the concept should not only reflect the author's system of scientific views, but also include the foundations of the logic of its construction, have a certain structure.[1]

E.V. Yakovlev,[2] N.O. Yakovleva[3] and V.P. According to other scientists such as Panasyuk [4], the pedagogical concept should structurally include:

- general rules on the concept, in particular: its definition, purpose, legal support, limits and field of application;
- conceptual apparatus (bases) of the concept: the main concepts used within the concept and their definitions, as well as the relationships between them;
- theoretical and methodological foundations of the concept: methodological approaches that serve as a basis for forming the theoretical core of the concept;
- the kernel (core) of the concept: a set of laws and relevant principles of the phenomenon, the studied process;
- the essence and semantic content of the concept: theoretical justification of the application of the main rules of the concept in the field of pedagogical and management activities (system model, its functional structure, technology and implementation conditions).

In the higher education system, the introduction of educational quality management concepts is of great importance in ensuring the quality of education and increasing its effectiveness. It is worth noting that the implementation of modern concepts of educational quality management is a set of measures aimed at improving the methodology of pedagogical processes based on the introduction of information

products, tools and technologies into the processes of application. First of all, informatics, cybernetics, system theory and, of course, didactics form the theoretical foundations of modern concepts of educational quality management.

Undoubtedly, the university management system should be organized in such a way that it should establish and support certain rules, but, at the same time, should not limit the academic freedom of teachers and, on the contrary, should encourage their creativity, different approaches to pedagogical activities, and should activate the joint work of students and teachers.

To solve the problem of improving the quality of education, it is necessary to perform the following tasks: a) planning it; b) providing it in the educational process; c) confirmation.

The main goal of creating such a system is to increase the effectiveness of education at the university, so the most important task is to choose performance criteria, measure them and communicate the results to all participants of the process. Such an approach means that the most important document of the quality system being created is the strategic planning document of the university's activities - the concept of its development. This concept is actually multi-level and includes the following (Figure 1):

- at a high level - the concept of development of the university as a whole and its main areas of activity: the concept of educational, scientific and production development;

- concepts of the development of university faculties created on the basis of documents of the middle - high level and indicating the goals and tasks of development at the faculty level;

- at the lower level - concepts on the development of university departments (departments, services, departments), defines the goals and tasks of their development. In order to maintain the quality of engineering education at a socially relevant level, it is necessary to develop a comprehensive system to support the quality of engineering education.

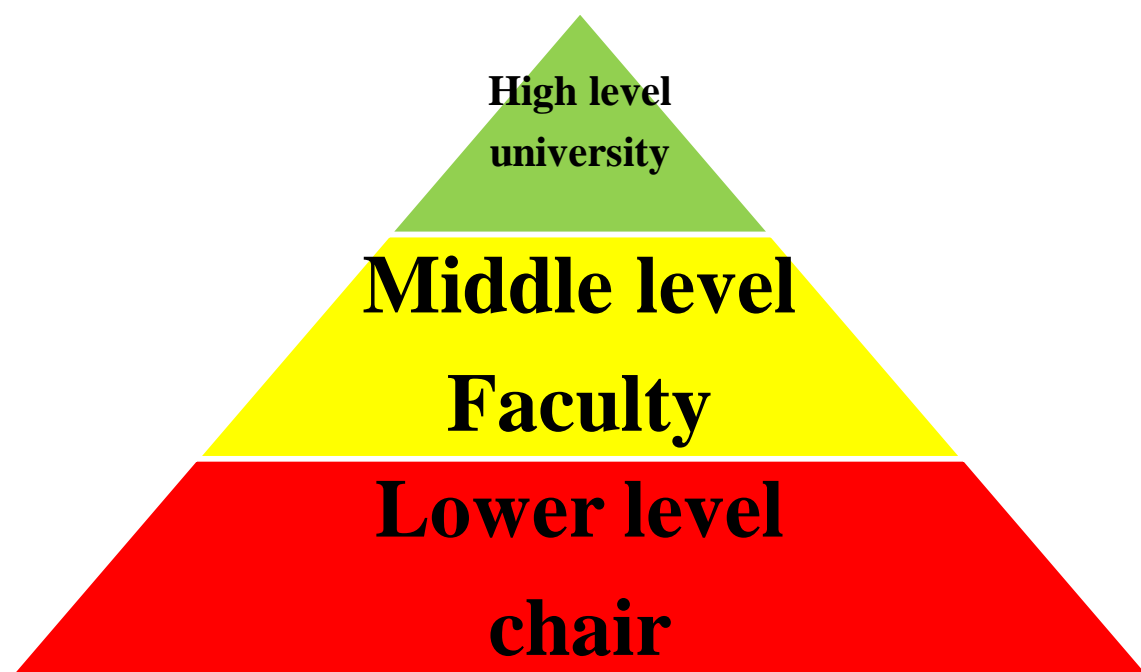


Figure 1. Levels of university development concepts

At the same time, in the management of the quality of education, different approaches to its implementation are also important. A comparative analysis of pedagogical and psychological sources shows that there are a number of scientific approaches to the development of educational quality management: educational quality management as an activity (M.M. Potashnik).[5] Here, management is aimed at achieving a specific object (result). In this process, subjective experience changes; management, influence of one system on another system (N.S. Suntsov, N.D. Khmel, etc.).[6]

As a result of the influence of the subject on the object, changes to the object (acquisition of new qualities, etc.) are observed; management, the interaction of these entities (V.I. Zvereva, P.I. Tretyakov, T.I. Shamova, etc.).[7] In this case, as a result of the change taking place in mutual relations, as a result of which professional qualities are manifested in practice, its assimilation is ensured.

As a result of the content analysis of the studied sources and the conducted empirical research, it should be noted that in order to understand the importance of management of the quality of education, the leading personnel of higher educational institutions, within the scope of their professional duties:

- the process of forming the purpose of the educational institution;
- the process of developing the educational institution's development strategy;
- organization of educational processes;
- process of selection and selection of pedagogic personnel (personnel);
- the process of bringing pedagogical and academic groups into a collective form;
- the process of economic development of the educational system;
- finance and accounting;
- scientific-methodical, international cooperation activity process;
- the process of ensuring and evaluating the quality of education;
- labor and salary distribution process;
- the process of using (distributing) material and technical resources;
- educational marketing;
- the process of computerization of information and education in the field of education;
- the innovative activity of the higher education institution;
- we will be able to show specific areas of activity, such as managing the process of ensuring cooperation with civil institutions.

In turn, the management staff of higher education institutions should distinguish the purpose and subject of education quality management in their activities, as well as determine the mechanisms of development and improvement of professional competences.

Based on the analysis, in our opinion, it is appropriate to introduce concepts based on the integration of acmeological, systematic and functional-structural approaches in the development of educational quality management in higher education institutions.

Bibliography

1. М.Ю.Чандра. Концепция управления качеством проектирования и реализации образовательных программ высшего образования: целостный взгляд, Известия ВГПУ. с.28

2. Яковлев Е.В. Концепция внутривузовского управления качеством образования будущих специалистов // вестник института развития образования и воспитания подрастающего поколения при ЧГПУ. Сер. 3: Управление качеством профессионального образования. 2001. № 3. С. 25–406.
3. Яковлева Н.О. Педагогическое проектирование инновационных образовательных систем. Челябинск: Изд-во Челяб. гуманитар. ин-та, 2008.
4. Панасюк В.П. Педагогическая система внутришкольного управления качеством образовательного процесса: дис. ... д-ра пед. наук. СПб., 1998.
5. Поташник, М.М. Эксклюзивные аспекты управления школой: Пособие для руководителей образовательных учреждений / М.М. Поташник. - М.: Легион, 2016. - 344 с.
6. Шамова, Т.И. Управление образовательными системами: учеб. пособие для студентов учеб. заведений / Под ред. Т.И. Шамовой. -М.: Издательский центр «Академия», 2002. - 384 с.
7. Берлим Л.И. Управленческая компетентность менеджера образования // Известия Российского государственного педагогического университета им. А.И. Герцена. - 2007. - № 53. - С. 276-281.