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ACTUAL PROBLEMS OF INNOVATIVE CONTENT OF HIGHER EDUCATION QUALITY

Annotation: The XXI century is the age of globalization, information and communication technologies and the Internet, the age of increasing competition in the world space and the world market.

Key words: actual problems, higher education, education quality.

The quality of education is one of the leading directions, which expresses the combined manifestation of many factors. These include the quality of state educational standards, the level of pre-university training of applicants, the qualifications of teaching staff, the material base of educational institutions, external socio-economic conditions, the content of educational programs, etc.

In addition to the various factors that determine the quality of education, self-assessment of quality cannot be one-dimensional and involves the use of a multi-level approach. In particular, we can talk about the quality of education at the macro and micro levels.

The first one includes quality assessment at the state, regional and industry levels, which is expressed in solving issues of standardization of education, compliance of graduates with the needs of the region, issues of qualification and social protection. In the sphere of micro-level there are, first of all, a specific University, teachers, students, etc.

The most urgent problems of implementing the principles of quality of education can be reduced to the need to form an integrated management and control system. To solve them, the following innovations in the University system are necessary:

- it is necessary to train specialists in quality management for all specialties in the system of higher professional education;
- develop educational standards for quality;
- conduct professional retraining of teachers to read new training courses in the field of quality management;
- to carry out the publication of teaching AIDS and textbooks for various specialties of higher education;
- improve the methods of organizing the educational process;
- develop a system of control over the implementation and implementation of the basic principles of educational quality;
- conduct periodic testing, continuous analysis of the results of sessions and accounting for the performance of students of various categories (state budget, target enrollment, fee basis, etc.), which are one of the means of control;
- to organize educational and scientific-research work of students;
- create a permanent feedback system between different departments of the University;
- create targeted programs of research and methodological development on the problem of quality of education;
- to form and establish a system of grants to Finance theoretical and applied research on this subject.

In General, the very focus on the quality of education "exposes" a lot of problems of various types in the University system. On the other hand, its achievement and implementation of the fundamental principles will contribute to their adequate solution.

The awareness of citizens to be socially protected and in demand without a high level of education has led to a sharp increase in the number of state and non-state universities, an increase in the number of students in Uzbekistan. The effectiveness of the result is minimal: only a small part of graduates get a job in their specialty. The immeasurable attraction of family and private funds to education not only creates a financial barrier between schools and universities,

closes access to quality education for children from low-income families, but also destroys the foundations of the socialization process, leading to the accumulation of tension in society[2].

At the present time, the overall assessment of the quality of education has become associated with the implementation of the market order and the implementation of new socio - economic expectations. This reanimated the conclusion that the growing volume of information knowledge is impossible for a student to learn in any organization of the education system. The alternative paradigm leads to the organization of education, when knowledge is divided into portions. This led to an attempt to turn the learning process into a continuous-constant, mixed in time with professional activity. The main parameter of knowledge assessment in this case is not so much the object of acquired knowledge, but the ability and readiness to learn skills of independent search for information and self-learning.

In recent years, there has been an active search for a system for evaluating and monitoring the quality of education, including distance education. Finally, this system has not been formed. There is no unified legal framework, unified methods, criteria and means of assessment. In practice, quality assessment and control is now carried out by structurally fragmented divisions of education management bodies at all levels with different measurement and evaluation indicators. The results of such assessments are not comparable and ineffective.

It is high-quality education that will ensure the release of highly qualified specialists who meet the requirements of the modern economy, to ensure that the proportions between the needs of the region and the number of graduates in popular specialties are met, which, in turn, will reduce the unemployment rate. It is high-quality education that will contribute to improving the quality of life of society as a whole.

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