

ANALYSIS OF DIFFERENT APPROACHES TO EDUCATIONAL QUALITY MANAGEMENT SYSTEM

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Annotation: This article discusses the problems of improving the quality of education, which allows to develop the methodological basis of the quality management system through the formation of scientific approaches to the definition of quality education management, methods of practical use, formation and implementation of quality management system and its subsystems in higher education. The article considers the concept of monitoring the quality of education as the basis for the introduction of quality management systems in educational institutions, involving the idea of quality systems "TQM". Appropriate conclusions were made on the establishment of a quality management system in educational institutions.

Keywords: education, quality of education, management, monitoring, system, higher education, object, process, concept, management system.

The quality of education is a set of knowledge required in specific conditions, which is necessary to improve the quality of human life and use it to achieve a specific goal. Quality of education in higher education is a multifaceted, multi-level dynamic concept related to the contextual indicators of the education model, institutional goals and objectives, as well as specific standards of the education system, educational institutions, curricula and sciences [1]. It is increasingly being considered in quality reports at congresses of the European Union. According to Russian scientist V. Kachalov, "the quality of education is not only learning outcomes, but also systems, models, organizations and procedures that enable students to meet their needs and contribute to a comprehensive personal and social development, contributing to the development and improvement of society as a whole. ». At the UNESCO World Conference on Higher Education [2], one of the main tasks of the university is to ensure the quality of training.

M. Belyaeva [3] in her scientific work: "The state of the education system significantly determines the future of the country, because it serves as a basis for the development of the productive forces of society - the means of production and the personal factor of production. "Human capital is the most important element of national wealth, and investments in it bring high returns, primarily through the growth of technical innovation and increased labor productivity ..." This problem is reflected in other scientific studies [4]. I. Ilinsky [5] points out that "the problem of the quality of education has always existed. Now it has gotten much worse not only in us, but all over the world. However, there are no clear criteria for the concept of "quality of education". There may be hundreds of indicators ... " A number of authors highlight the three main components of the quality of education: the conditions, process, and outcome of educational activities. Conditions of the educational process include the type and type of educational institution, the professional level of teaching staff, the characteristics of the contingent of students, educational-methodical, normative-legal, material-technical and financial support of the educational process.

The educational needs of each subject are different, so the wider the range of educational services, the greater the chance that the consumer will find an image of their needs. Russian scientist V. Kachalov [6] systematized different views on the factors determining the quality of education and proposed a classification consisting of three factors divided into seven groups.

1. Education services get of the subject quality (a biturient , student , listener , doctoral rant).
2. The quality of the object of educational services (general secondary education, primary, secondary special education and higher education, as well as postgraduate education), including:
 - quality of management (purpose, principles, style, structure, organization of planning);
 - The quality of the project for the provision of educational services (structure, content of training programs);
 - The quality of resource provision of the process of providing educational services (logistical, methodological, personnel, etc.).
3. The quality of the educational services process, including:
 - The quality of the organization and implementation of technologies used to provide educational services (the structure of interaction between the subjects, the form and content of the educational process, motivational factors);
 - quality control of the process of providing educational services;
 - quality control of educational services results.

The following conclusions can be drawn by evaluating the methods, approaches and quality management principles discussed above in educational institutions.

1. Methods and approaches to quality management are based on the ideas of the theory of management of social systems in general and the theory of management of educational institutions in particular.
2. In modern approaches to the creation of quality management systems in education, the trend is reflected in the comprehensive implementation of program-based management ideas and methods aimed at managing the procedural side of the educational process.
3. The principles of universal quality management have a significant impact on the management of educational institutions, covering all aspects of the activities of these organizations in a systematic and integrated manner.
4. In solving the problems of general management of educational institutions and quality management in them, in particular (depending on the type and complexity of the tasks to be solved) it is expedient to use them comprehensively.
5. The main methodology of the quality management approach proposed by modern Russian and foreign scientists and practitioners in relation to educational institutions, in general, corresponds to the generally accepted principles of quality management. Furthermore, from the approaches discussed in quality management in an educational institution, it can be seen that the most optimal and responsive requirements of today's practice are a systematic approach.

Thus, as an educational institution, a higher education institution corresponds to the main features of the system: expediency (goals in the field of quality), complexity (complexity of many structural units and their interrelationships), division (education, research, teaching, economic activity) , integrity (the direction of action of structural units is subject to single goals), diversity of elements and differences in nature (different types of activities to their functional specificity and autonomy),

structures (interrelationships and relationships between units at hierarchical levels) [7]. Therefore, when creating quality management systems for the educational process in higher education, it is necessary to:

- aimed at implementing a systematic approach;
- maximum accounting of internal resources of the educational institution;
- Ensuring the optimal performance and quality development of the educational institution;
- optimization of the organizational structure of management;
- maximum accounting of internal reserves of the educational institution.

In terms of approaches to evaluating the results of educational services, two features should be distinguished:

- the relativity of the quality of the results (the result can be qualitative or non-qualitative only from someone's point of view);
- The specific nature of educational activities (combined services for the creation and consumption of services), which makes it difficult to assess the consumer characteristics of the services provided by the university.

Abroad, there are two approaches to solving these problems. The first is relative, i.e., the university's mission is to develop an independently developed quality- oriented mining concept focused on demand (market), defined on the basis of its own standards and quality criteria . Accordingly, the outcome of educational services and its quality is a specific model of existing market needs. The second approach has broad powers of the state in ensuring the quality of educational services. Equality of state and market interests in the field of quality is ensured by a system of courses selected by state standards, the composition and content of which is determined independently by the university [10].

Summarizing the above, we came to the following conclusion:

1. The diversity of approaches to defining the quality of education in concepts and terms is related to one of its distinctive features - the content of the concept of "quality of education", because it is dynamic, multifaceted and situational.
2. Higher education institutions can supplement the areas of their activities (information, administrative-economic, financial, etc.), which expands the scope of its activities.
3. "Quality" does not end by itself. Its formation and continuous improvement is an objective necessity that arises as a result of meeting the needs of existing educational services in society.
4. The content of training of a certain level of specialist and its focus on quality is determined by the quality of the content of educational programs.
5. Preparation for educational programs in the education system of any state is the essence of educational services, so the quality of educational services is determined by the quality of educational programs.
6. Mandatory minimum (quality) of the content of educational programs in the level of education (bachelor, master, etc.) and areas of education (specialties) is determined by the relevant educational standard.

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