

INNOVATIVE APPROACHES TO ASSESSING AND IMPROVING THE QUALITY OF  
EDUCATION

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**Annotation:** *This article briefly describes the role of education in the country's development, the importance of innovative approaches to improving the quality of education and its evaluation.*

**Keywords:** *innovative methods, education system, pedagogy, technologies, innovative approaches, education quality, state educational standards.*

**Introduction:** In the modern world, issues of ensuring its quality take priority in determining the tasks of education development and reform. In terms of modern trends of modernization of society, improving the quality of education is important in the problem of managing the quality of education of students, and its relevance is increasing year by year. It should be noted that the problem of the quality of education is a complex and comprehensive issue. To reveal this problem, it is necessary to refer to the main concepts of research - "education" and "quality".

The concept of "education" is interpreted very broadly. Also, education is considered at different levels of its organization - personal, institutional, regional, state. In his concept, E. Gusinsky defines the concept of education as follows: "Education is the process of teaching a person to culture, acquiring literacy in its languages and orientation in its texts." Another definition of it is as follows: "Education is the process and result of creating, forming and developing a system of concepts and ideas about the world, which makes it possible to pursue a goal."

In the pedagogical dictionary, the interpretation of the concept of "education" is defined as "systematic knowledge, the process and result of mastering skills; a necessary condition for preparing a person for life."

A.O. Tatur considers education as a social institution that can be expressed in the form of basic systems:

- ❖ educational content formation system (what do we teach?);
- ❖ educational activity organization system (how do we teach?);
- ❖ educational quality assessment system (what will we achieve as a result?).

It is known that the speed of learning of students is individual. Some students acquire knowledge quickly, others slowly, but their achievements can be characterized by the same indicators (amount of knowledge, creative activity, independence).

The person-oriented paradigm of education has led to an increase in the quality of education. The essence of this approach is the ability of students to solve problems grouped according to certain criteria in a new way:

- problems with making independent decisions in selected situations;
- problems related to the information base for making decisions based on the ability to search, select, analyze and evaluate the necessary information;
- problems related to the legal basis of decision-making and implementation, taking into account the norms and rules, sometimes taking into account actions of a situational nature;

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- problems related to the realization of goals and self-organization of one's activities or the implementation of a decision made on the basis of interactions with other people;
- problems related to the assessment of activity results and, first of all, the ability of a person to assess them independently based on the skills formed to determine the assessment criteria.

At the same time, due to the constant variability of the specified parameters, it is clear that it will be difficult to evaluate the quality of education according to them. In this regard, G.N. Serikov expresses the following opinion: education aimed at the development of the individual achieves its goal to the extent that it creates a situation in which the individual and his self-development forces are required. Therefore, a person should be considered, first of all, as a person who knows his own identity, among others, for others, and thus for himself.

Currently, there are three blocks of basic personal functions:

- 1) responsibility (function of moral choice, motivational justification of life activity, etc.);
- 2) self-awareness (creativity, freedom, independence, overcoming various life obstacles, development of individual provision of the spiritual level of life);
- 3) reflection (a function that provides meaning-search activity, development of the image of "I", autonomy of goal formation).

In general, when evaluating the quality of education, the following indicators can be distinguished:

- quality of pedagogical personnel;
- the state of the material and technical base of the educational institution;
- motivation of teaching staff;
- quality of training programs;
- quality of students;
- infrastructure quality;
- quality of knowledge;
- innovative activity of management;
- introduction of technological innovations;
- demand for graduates;
- graduate success.

Thus, among the indicators of the quality of education, it is appropriate to include the value orientations of students, among which it is necessary to emphasize the readiness to consciously choose a profession. A condition for the formation of such preparation is to encourage students' study activity.

Unfortunately, the indicators of personal growth of students have not yet been clearly defined. Therefore, to evaluate the quality of education, it is suggested to use such indicators as the high level of education, the developed system of educational differentiation, the availability of educational services, and the breadth of the sphere of life activities that meet the needs of children. Perhaps, only the first indicator can describe the quality of education of students, the rest of the indicators can actually be included among the conditions that ensure the achievement of this result.

The scale of changes in the education system shows that they can be implemented according to social needs and can be considered strategic directions of the state policy in the

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field of education. This concept of education reform is reflected in the Law "On Education" of the Republic of Uzbekistan.

The implementation of educational standards ensures the unity of the state educational space and guarantees the right of students to complete education. It is always appropriate to use monitoring as a means of monitoring the implementation of educational standards.

All this implies not only updating the content, but also focusing on the new educational result, the new quality of education in students, in particular, the formation of competencies, the ability to independently acquire knowledge and apply it in practice. This, in turn, requires the creation of new models for managing the quality of student education. Here we are talking about the existence of a connection between the result and the quality of the educational process organized in the educational institution in terms of programmatic, information-technological and competency-based approaches that help to achieve a positive result. All of the above includes the development and implementation of new forms and methods of management that ensure the achievement of the predicted result.

**Conclusion:** In short, the quality of education is a multifaceted concept that includes a set of important characteristics of education that meets the requirements of modern education, is able to meet the educational needs of the individual, society and the state. There are many things that need to be done to improve the quality of education, and among them the most important ones, in our opinion, are the following:

- try to distribute highly qualified teachers as evenly as possible in the education system.
- increase the motivation of teachers by changing the professional status and working conditions.
- preparing future teachers for practical activities through specialized training courses and teaching practice during their studies.
- enable teachers to use effective and appropriate pedagogical technologies using different approaches based on the needs of students of different natures and different materials.

In general, this list can be continued for a very long time, but it would be appropriate to start with these.

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