

## UMUMIY O'RTA TA'LIM TIZIMIDA TARBIYA ISHLARINI KVALIMETRIYALASH - MUAMMO SIFATIDA

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***Аннотация:** Мақолада ма'naviy-axloqiy tarbiya, uning mazmuni, hamda sifat va samaradorlik ko'rsatgichlari, jamiyat taraqqiyotida ma'naviy-axloqiy muhitning tutgan o'rni yoritib berilgan. Xususan, "Oila, maktab va mahalla hamkorligi"ning birlikdagi ishlarini baholash kriteriyalari va o'quvchilarning ma'naviy-axloqiy tarbiyalanganlik sifatlarini belgilash va shu orqali umumiy o'rta ta'lim maktablarida ma'naviy-axloqiy tarbiya ishlarini kvalimetriyalashning usullari, hamda uning zaruriyati ochib berilgan.*

***Калит сўз:** Kvalimetriya, ma'naviyat, педагогик ҳамкорлик, baholash me'zonlari.*

## КАЧЕСТВО ВОСПИТАТЕЛЬНОЙ РАБОТЫ В СИСТЕМЕ ОБЩЕГО СРЕДНЕГО ОБРАЗОВАНИЯ - КАК ПРОБЛЕМА

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***Аннотация:** В статье подробно описаны духовно-нравственное воспитание, его содержание, а также показатели качества и эффективности, роль духовно-нравственной среды в развитии общества. В частности, критерии оценки совместной работы «Семья, школа и общество» и определение качества духовно-нравственного воспитания учащихся, а значит квалиметрия духовно-нравственного воспитания в общеобразовательных школах методиками, а также его необходимость.*

***Ключевые слова:** квалиметрия, духовность, педагогическое сотрудничество, критерии оценки.*

## QUALITY OF EDUCATIONAL WORK IN THE GENERAL SECONDARY EDUCATION SYSTEM AS A PROBLEM

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***Abstract:** The article describes in detail the spiritual and moral education, its content, as well as indicators of quality and efficiency, the role of the spiritual and moral environment in the development of society. In particular, the criteria for assessing the joint work "Family, school and society" and the definition of the quality of spiritual and moral education of students, which means qualimetry of spiritual and moral education in secondary schools by methods. as well as its necessity.*

***Key words:** qualimetry, spirituality, pedagogical cooperation, assessment criteria.*

Undoubtedly, we see the strong potential of today's education in the form of young people who have become active forces in all spheres of tomorrow. To this end, one of our main tasks is to mobilize all forces in cooperation with the educational institution in the education of students, to regularly monitor the level of activity. The organization of joint upbringing of the younger generation is certainly not a modern solution to the problem of spiritual and moral education. Such pedagogical cooperation has long been the basis of the social order, determined by the need to improve and enhance the life of society.

General secondary schools directly direct and design the cooperation of family, community and school in the spiritual and moral education of students - this is the spiritual and educational work of the general secondary school. is the deputy director. In order to study the quality of the process of spiritual education and its regular assessment, we considered it an urgent task to conduct a regular social monitoring schedule aimed at revealing the trend of quantitative changes in the education of students. It identifies and identifies the need to identify low-performing groups and work with them in an intensified manner, to identify

quality indicators in the educational work with students and to develop new long-term plans for its further improvement. So, sociological monitoring is an activity to collect and process data that can be used to improve decision-making and production management and subsequent analysis<sup>1</sup>. Hence, the conclusion of socio-monitoring is an important necessary step for successful upbringing. Responsible persons will be formed under the guidance of MMIBDO to plan this ongoing monitoring. The monitoring group should include school psychologists, class teachers, educational teachers and ICT teachers. The achievement of the goals of "continuous spiritual education" is an important criterion for the content of education. This is because the effectiveness of spiritual and moral education shows how strong and high-quality the educational functions of pedagogical cooperation are.

Despite the fact that the Public Councils manage the monitoring and evaluation of family, school and community cooperation on a legal basis, no scientific and theoretical code for the evaluation of pedagogical cooperation has been developed. The development of an integrated system of indicators for the evaluation of educators and students is a very complex and problematic issue. Evaluation of the effectiveness of educational work is formed mainly by determining the quality of students. In our research, the task is to determine the scope of this quality indicator and the factors that contribute to its effectiveness, including:

- The impact of the family on the quality of spiritual and moral education of students;
- The impact of the educational institution on the quality of spiritual and moral education of students;
- It is planned to determine the impact of the neighborhood on the spiritual and moral quality of students.

For example, the positive effect of the family may not be equal to the positive effect of the teacher and the neighborhood, or conversely, the effect of the

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<sup>1</sup> <https://uz.atomiyme.com/monitor-u-inson-faoliyatining-turli-sohalarida-manosini/>

neighborhood cannot be equated with the impact of the family or educational institution. Therefore, it is necessary to evaluate and draw conclusions, taking into account the specific tasks, responsibilities and responsibilities of each partner system.

For example, when we evaluate collaborative systems on an equal footing, we can divide them into the following qualitative levels based on their overall impact:

Educational institution - "excellent";

Parents - "good";

If a neighborhood has an "unsatisfactory" rating, that is, an impact, then we need to clarify by analyzing the performance of the "excellent" rating system and the "good" rating system. will be. Qualimetry in the educational work of educational institutions is qualitatively measured by a set of individual and collective quantitative indicators. In general, the main purpose of measurement in pedagogy is to obtain numerical equivalents of the level of significance of the characteristic of interest<sup>2</sup>

**"Family Parliament"**. Assessment of parents 'collaborative upbringing in the family is based on the quality of their children and the extent to which they are involved in school education, based on the instructions of the class teacher and the parents' committee in the classroom. We can also determine the percentage through expert surveys of parents and students.

In assessing the impact of the neighborhood on the education of students and youth during our study, we concluded that a general approach should be assessed based on the following criteria. Why do we evaluate the overall approach? There are few accurate quantities to measure neighborhood impact. This is because the number of advocacy activities in the school can be limited by the number of educational therapies conducted by students and their families with gaps in their education. If we evaluate the effectiveness of the

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2 Inamov D.D. Bo'lajak kasb ta'limi o'quvchilarining bitiruv malakaviy ishini kvalimetrik baholash metodikasini takomillashtirish.13.00.05.- Pedagogika fanlari bo'yicha falsafa doktori.T:-2018; B.-39

neighborhood in spiritual education with quantitative changes in the quality of school education, we can get a very low figure. Therefore, it is necessary to measure the influence of the community on educational work, which is a bit weak, given that their ability to influence each child individually is less than that of parents and educational institutions. It is true that, legally speaking, the influence of neighborhood activists on the family is not limited to the school, but the neighborhood does not have the functional capacity to work directly with the children of each family on a regular basis. Only in the case of school-related advocacy should we be able to carry out advocacy work on a large scale, and in a separate order to assess the extent to which the functions of dealing with families in need of special assistance are widely formed. In fact, the ability to achieve maximum results even at the minimum level of opportunity depends on the quality of the direct and indirect influence of this neighborhood. To do this, it is necessary to create a spiritually stable environment in the neighborhood, to identify exemplary families and intellectuals, to optimize their life experiences, to strengthen advocacy to prevent crime and delinquency in the neighborhood and to ensure strong control over social management. if it is possible to quantify these indicators on the basis of a subjective approach, we can better understand the role of the mahalla in the spiritual and moral education.

How is cooperation evaluated? Is each system separate or evaluated on the basis of overall impact? If we measure the overall impact, it is natural to ask questions such as which partner system is most effective and which is not.

Important principles for evaluating the MAT performance of PH:

- a) PH and its MAT work are the object of evaluation of the research.
- b) Selection and rounding of evaluation indicators of the object.

Without a sociological analysis, it is impossible to effectively organize the problems of education in a collaborative educational institution, expand the content of the process of spiritual education and assess the orientation of students to a strong spiritual education.

For the sociological analysis of educational work, it is necessary to first thoroughly study the following components of the object of study:

- First, the legal framework for the spiritual and moral education of students on the basis of pedagogical cooperation and the issues of social order in the system of cooperation;
- Second, the subjects of spiritual and moral education of students: the structure of educational work, such as class teachers, school psychologists, the staff of the educational institution, parents, parents' committees and community activists;
- The object of spiritual and moral education - the peculiarities of students and their complexities;
- The state of continuity and continuity of the object and subjects of education in the process of spiritual and moral education;
- The presence of other external factors that affect spiritual education.

### **Stages of qualification of pedagogical cooperation**

<b>Stages</b>	<b>The main purpose</b>	<b>Methodology</b>	<b>Respondents</b>
<i>Empirical stage - (Analysis of the qualitative supply of PH assessment) 2020-2021yy.</i>	Extensive theoretical analysis of the problem	Analysis of relevant sources and documents, observation and dialogue of pedagogical cooperation	Class leaders, parents and neighborhood authorities
<i>Shaping stage - (Selection and development of PH evaluation criteria) 2021-2022 yy.</i>	Develop a qualitative assessment of the object under study	Survey, interview, individual expert survey (IES), modeling	General high school students, teachers, parents, and neighborhood authorities
<i>Generalization stage (Processing and analysis of PH evaluation results) 2022-2023 yy.</i>	Processing of experimental results	Mathematical statistics	

While qualifying family, community, and school partnerships, we have certainly tried to legislate criteria for evaluating each system. The internal charter of the educational institution provides the legal basis for the rights and obligations of parents. It is also necessary to separate the elements of the work of the mahalla as a partner system for education and family facilities on the basis of relevant regulations.

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