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**THEORETICAL AND METHODOLOGICAL PRINCIPLES OF
EDUCATION QUALITY MANAGEMENT IN HIGHER EDUCATION
INSTITUTIONS**

Abstract: In the conditions of developing market relations, the problem of the efficiency of university management is becoming urgent with the emergence of new demands placed on higher educational institutions by the market of educational services and the labor market, in which a modern educational institution is fully involved.

Keywords: education, quality, management, principle, pedagogy, market relations.

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**ТЕОРЕТИКО-МЕТОДОЛОГИЧЕСКИЕ ОСНОВЫ УПРАВЛЕНИЯ
КАЧЕСТВОМ ОБРАЗОВАНИЯ В ВЫСШИХ УЧЕБНЫХ
ЗАВЕДЕНИЯХ**

Аннотация: В условиях развивающихся рыночных отношений, проблема эффективности управления вузом становится актуальной с появлением новых требований, предъявляемых к высшим учебным заведениям, рынком образовательных услуг и рынком труда, в которые всесторонне вовлекаются современные высшие учебные заведения.

Ключевые слова: образование, качество, управление, принцип, педагогика, рыночные отношения.

Solving national problems in the field of quality of higher education requires widespread introduction of modern effective methods of quality management in universities based on the ideas and principles of the concept of general quality management. The education quality system includes not only external (state, expert) assessment, but also internal assessment, which expresses the opinion of the student body about the quality of received educational services. For each university, it is important to form a system for evaluating the quality of education and preparing for state control procedures.[1]

Assessment of the quality of professional training acquires a new meaning and importance, because it is this assessment that should guarantee quality education to students, help develop competitive relations between educational institutions, and ensure academic mobility of students and teachers.

The quality of higher education is a multifaceted concept that covers all aspects of the university's activities: educational programs, scientific and research activities, teachers and students, educational and material base and resources. Experience of quality management has been accumulated in local and global practice. The TQM (Total Quality Management) methodology and the ISO 9000 series of standards implementing this approach define the current system of requirements for educational activities.[2]

In modern conditions, the relevance of the scientific approach to education management, the objectively and subjectively accepted need for scientific support

and justification of management activities, in determining management on a scientific basis, is felt at all levels of network management.

At the level of management of educational institutions, this need is realized by the significant complexity of the educational institution as an object of management, the growth of its independence, the need for systematic purposeful development, development and development of person-oriented education and management technologies, the complexity of the interaction of the participants in the pedagogical process.

In the modern paradigm of the higher education system, organizational, methodological and information technologies related to the modernization of educational processes and changes in the management of these processes are being updated, which leads to the modernization of the entire professional training system.

In the pedagogical discourse, it is impossible to reveal the meaning of the concept of "quality of education" without clarifying the definition of education. In this case, education means a purposeful process of creating conditions for transferring relevant scientific knowledge to the generation that forms a social personality. It is a tripartite process, which includes teaching, training and personal development, carried out by subjects of the field of education (teachers and students) in specially organized educational organizations (Fig. 1).

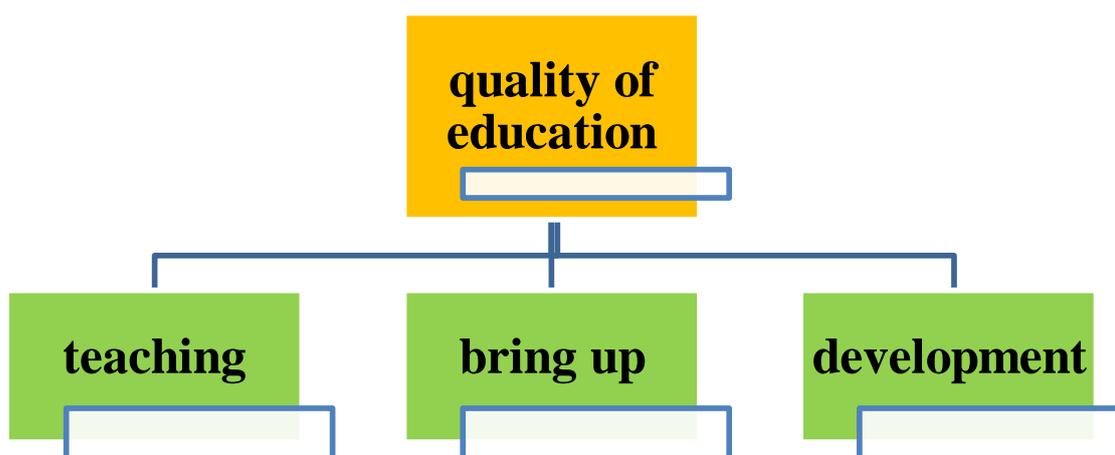


Figure 1. Elements of educational quality

Most of the resources on educational quality management and social management, creating quality processes that are affected by the level of training of

professors or staff who provide the curriculum, adequate and effective use of modern educational technologies, and organizing the educational and cognitive activities of effective students can achieve the results shown in education, who came to the conclusion that.[3]

In the discourse of pedagogical knowledge, it is related to the need to ensure the requirements set by human resources, material resources, the basis of production education, the use of effective methods, regulations and programs, projects, concepts, and practical educational technologies as indicators of the quality of the educational process.

The quality of higher education is expressed in the broad and narrow sense of the term. The broad meaning of the term expresses the compliance of higher education with various needs, goals, norms (compliance of the level of knowledge, skills and qualifications of graduates with the requirements of the standards). Features of the quality assurance system include educational content, level of preparation of applicants, level of teaching staff, information, methodological and material-technical support, and used educational technologies. The quality problems of higher education are manifested in the violation of such balances. In a narrow sense, the quality of higher education is the quality of training of highly educated professionals.[4]

There are a number of interpretations and explanations of the concept of "Educational quality" in the science of pedagogy. Definitions and views on the concept of quality of education have developed and improved in accordance with the development of the educational system.

V.I. Zvonnikov, who was engaged in the history of the origin of the concept of educational quality, emphasizes that although the term "educational quality management" was not used in ancient times, there were definitions with this meaning.[5]

In particular, M.V. Martynenko, L.D. Maslova, D.Sh. Matros, V.N. Pugach and N.F. Efremova in their research go back to the period when the first initial period

of the formation of the concept of "quality of education" existed in the countries of the ancient world. They said that it will be worn.[6]

Approaches to the quality of education changed radically by the 18th century. During this period, the concept of education and knowledge improved, and the theoretical and experimental achievements of science began to be considered as a quality determining factor.

One of the famous pedagogic scientists of Russia, K. D. Ushinsky, in his pedagogical work "Man as a subject of education", clarified the content, principles, forms and methods of education, developed the issues of conducting education in a demonstrative, conscious and organic way.[7]

N.V. Bordovskaya and A. Rean, the quality of education has the following three specific aspects: the degree of conformity of educational results and goals to a specific educational system at the level of the educational institution; compliance of the level of educational preparation of a particular person with the specified parameters; Azari emphasized that knowledge and skills are distinguished by the level of compatibility of being able to use them in personal and professional activities.[8]

In the book "Educational Quality Management" by Sh.Kurbanov, E.Seytkhalilov, the complex system of educational system management: if all subjects of the educational environment and management process have the necessary qualifications and are interested in increasing the efficiency of their activities and the quality of education; if the educational process is organized on the basis of DTS, qualification requirements, the plan and tasks are developed in accordance with these requirements; it is noted that it is effective if various methods and means of monitoring, controlling and evaluating the quality of education are used and in similar cases.[9]

Today, local and international best practices determine that in managing the quality of education, it meets the following basic pedagogical principles: the development of educational programs based on the needs of learners and personnel

consumers; orientation of educational content and form of activity to systematicity, integrity, multivariate, alternative, multi-thinking in solving one problem and finding several solutions; that the content is based on the principles of problem-based and cooperative education, that effective communication cooperation of the participants is established in the educational process; activity of learners as a participant in the educational process, independence, creative activity in self-development, ability to self-assess, etc. So, quality management of education is the level of compliance of educational results with normative requirements, social and personal needs.

One of the most important tasks facing researchers in today's rapidly developing era is to find effective methods for diagnosing the achievement of educational goals.

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