

Theoretical And Methodological Fundamentals of Improving the Quality of Education in Non-State Educational Institutions

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ABSTRACT

At the international level, a number of scientific studies are being conducted to improve the management and financing of non-governmental educational institutions, expand innovation processes, diversify educational services, model and design individual activities based on professional needs, develop continuity mechanisms, and encourage multi-component approaches. It is also necessary to study the best practices of developed countries such as the United States, Great Britain, Japan, Germany, South Korea in improving the quality of education of non-governmental educational institutions, to create a national pedagogical framework based on the international education concept set by UNESCO until 2030. The reforms being carried out in our country to modernize the education system, train highly qualified teachers with modern knowledge and high moral and ethical qualities, and introduce innovative forms and methods of education in the educational process create opportunities for the development of non-governmental educational institutions.

Keywords: retraining centers, preschool education, education, management, financing, abilities, skills of scientific reasoning.

Introduction

In our country, the fields of non-governmental educational services are developing rapidly in preschool education, general secondary education, higher education and training and retraining centers, and the number of non-governmental educational institutions is growing.

Analyzing modern views and principles on improving the quality of education in non-governmental educational institutions and the development of professional competence of teachers working in them, we see the development of a number of international documents in this area, including:

Bologna (1999, Italy), Sarboonn Declaration, Lisbon Convention (2000, Lisbon), dedicated to the issues of improving the quality of education, ensuring mobility in education and continuing education, the single European educational area of the European Union; Declaration of the UNESCO World Education Forum (World Education Forum-2015, Incheon);

The issue of "Creating access to quality education and lifelong learning for all" as the 4th goal of the United Nations Program

"Sustainable Development Goals - 2030" (May 2015) is also relevant.

In the official documents mentioned above, all educational institutions can use modern technologies as modern models for the development of professional competence of teachers, internships, modernization, super version, master classes in research centers of the United States, as well as large corporations (Toyota, Sony, Mitsubishi), development issues in informal and informal forms are widely covered.

Today, the growing demand for non-governmental educational institutions is based on the introduction of international standards for assessing the quality of education and training. in-depth study of high-demand sciences, social pedagogical - psychological diagnostics; providing the education system with modern information technologies, analysis for the needs of teachers, ensuring professional and socio-psychological adaptation of teachers, their retraining and advanced training; Improving the management system of general secondary education (NES), a new approach to the management of the education system; requires an in-depth

analysis of labor relations in educational institutions.

In order to improve the educational system in our country, the reform of the education system of developed countries is based on which the modernization of educational content, its goals and objectives, the problems facing the world education: analysis of the content of activities of non-governmental educational institutions, study of their tasks, objectives and development of necessary recommendations, current challenges of all educational institutions, organization and improvement of education, management, financing, development of material and technical base of educational institutions great attention is paid to the solution.

The Main Findings and Results

Theoretical analysis of the literature in the field provided an opportunity to justify the content and essence of a systematic approach to improving the quality of education in non-governmental educational institutions. In improving the quality of education, the object of research is considered as a system, that is, a complex system that serves to "produce a consumer product."

At the same time, according to the nature of its connections and means, it is necessary to imagine non-governmental educational institutions (in the example of the primary school) as a whole. The study of non-governmental educational institutions was divided into several parts that have specific characteristics, and the relationships between them, as well as the characteristics of general secondary schools, were identified.

In today's society, based on the continuous and modern achievements of modern science and technology, the development of mechanisms to improve the quality of education in non-governmental educational institutions, the solution of its problems should be considered as a result of the growth of ordinary social consciousness and thinking. If we analyze the conclusions here, the demand of the society for the students studying in non-governmental educational institutions in the future has its own direction, which is manifested in the following forms:

Firstly, the proportion of young people trying to obtain a state certificate with a socially influential category in order to gain a place in society;

Secondly, the extent to which students studying in accordance with the curriculum established by the SES are trying to obtain additional diplomas and certificates (for example, learning foreign languages or computer, sports).

Thus, the ongoing reforms in the education system in our country require the development and improvement of mechanisms to improve the quality of education in non-governmental educational institutions, such as the formation of an education system that meets socio-economic, modern requirements. This is one of the main requirements of today, not only to improve the quality of education, but also to identify, adapt and implement guidelines for improving the work of staff at various levels of the system, based on the organization and formation of pedagogical activities of teachers on the basis of innovative technologies that define the functions.

Therefore, the reforms aimed at improving the quality of education include the use of the most effective methods of innovative technologies based on scientific and technical achievements in the organization and management of the educational process in all non-governmental educational institutions on a scientific basis requires going.

Russian scientists P.F. Anisimov, V.K. Batsyn, A.I. Baranovskiy, G.P. Baglaev, Yu.V. Vasilev, A.I. Galagan, Druckers do not understand the quality of education as the relevance of the knowledge acquired by students to the SES and curricula, but the quality of educational services provided by each educator, the effective use of teaching aids.

It should be noted that the quality of education is measured not only by the acquisition of scientific and theoretical knowledge, but also by the level of interactive approach to the formation of skills and abilities to apply them in practice. Pedagogical scholars define the concept of quality as the quality of mastering the education system, the second category of scholars as the quality of mastering knowledge, skills and abilities, others as an increase in the level of development of gifted students. The analysis of pedagogical literature also shows that quality is an important sign, feature, originality that distinguishes one object or event from another, as well as this or that feature is interpreted as personnel, level of

suitability, spiritual-ethical category or pure economic concept.

According to the analysis of the literature, the motivation of producer and consumer activity in a market economy is based on financial success and increasing consumption efficiency. In this case, the consumer will have the confidence to choose the best goods from different manufacturers. The main figure [89;] determines the direction of development of production by purchasing goods and services that meet the needs of the consumer. From this we can say that in education, the "consumer" decides to study in a non-governmental educational institution in accordance with their wishes. Accordingly, when talking about the problem of quality in education, it should be noted that behind this concept is always the "consumer". In everyday life, quality is used as an absolute concept. In our opinion, the concept of "quality" is the main task and activities in the field of general secondary education, teaching, training, diagnostics, outcome, process, social system, assessment, external and internal control, education as a system, pedagogical consists of components of the system and its change affects the quality of education.

Sh. Kurbonov, E. Seytkhalilov's research recognizes the concept of improving the quality of education as "the level of satisfaction of various participants in the educational process with the educational services provided by the educational institution" or "the degree of achievement of goals and objectives in education." In our opinion, improving the quality of education in non-governmental educational institutions differs from the management of education in essence, because the school not only organizes and manages the educational process, but also organizes the educational process on a scientific basis, creation of necessary conditions for the participants of the educational process, organization, coordination, control, analysis and evaluation of their activities, It also carries out a number of other tasks, such as creating and strengthening the material and technical base for this process, equipping it with new pedagogical and information technologies, studying and disseminating a number of work experience in the NGO at the district and city levels, providing highly qualified specialists. implies an increase.

Therefore, it is necessary to unite the efforts of the teaching staff of the institution, improve the quality of education and develop progressive education so that the leaders of non-governmental educational institutions have not only pedagogical experience, but also the knowledge, skills and competencies needed by children in accordance with state requirements.

The Law of the Republic of Uzbekistan "On Education" adopted in 1997 [2;] sets out the legal framework for ensuring the quality of education. In accordance with the National Program of Personnel Training, the introduction of SES (state educational standards), which is mandatory for all types of educational institutions in the country, regardless of departmental subordination and forms of ownership, approval of norms and requirements for the object of standardization. gi is recorded in the statute. Also, paragraph 4.11 of the National Training Program [2;] Development of the market of educational services "A competitive market of educational services will be formed through the development of marketing in the field of education and training. State and non-state educational institutions will be developed, a competitive environment will be created in the field of education and training, and the market for educational services will be managed through the state. A system of paid educational services will be developed, consisting of advisory and additional educational services not provided for in the basic education programs.

Cabinet of Ministers of the Republic of Uzbekistan 2017 Annex 1 to Resolution No. 515 of 18 July approved the Regulation on the Organization of the State Inspectorate for Quality Control in Education under the Cabinet of Ministers of the Republic of Uzbekistan [12;]. According to him, the provision of non-governmental educational services, the introduction of effective mechanisms of public-private partnership in the field, a number of innovations in the study of best international practices and strategic changes in the education system.

Before examining the nature of the problem, let us focus on the concept of "quality of education". In the dictionary of pedagogical terms, educational technology is a set of didactic methods used to transmit educational information from source to consumer [92;], in

pedagogical dictionaries, the quality of education is a certain level of knowledge and skills, mental, moral and physical development of learners at a certain stage. In the pedagogical literature, there are three different concepts in terms of the quality of education. According to the first, the quality of education is measured by its compliance with the standard of education, the level of education in the social consciousness and the system of priorities of the state, the material and technical support and funding of educational institutions, modern management technologies [81;].

According to Sharipov, the quality of education depends on the innovative activity of the teacher, which is reflected in the goal-oriented pedagogical activity based on the review of their pedagogical experience through the comparison and study of educational processes in order to achieve higher results, acquire new knowledge, introduce new pedagogical practices, it is a creative process of planning and implementing pedagogical innovations aimed at improving the quality of education [113;].

In the pedagogical research of a number of authors, the quality of education is based on the interaction between subjects, i.e. the continuity of positive and negative influences, the social psychological dependence of the change of subjects interacting with each other. [89;]. In his research, M.Vahobov suggested that "Definitions and views on the concept of quality of teaching and learning have developed and improved in accordance with the development of the education system" [53;]. M.Vahobov's comment is of special importance in ensuring the quality of teaching. According to him, the quality of teaching can include: pedagogical staff of the educational institution, information-methodical, educational-technological, material-financial resources.

In addition, M.Vahobov's research shows the effectiveness and appropriateness of curricula used to determine the quality of teaching, methodological and organizational innovations, the impact of these innovations on the quality of teaching and the level of knowledge of graduates, the level of technological support of the educational process. compatibility of goals and objectives of joint activities, interrelationships between teaching concepts, state educational standards,

curricula and the content of teaching aids, the effectiveness of information networks in the field of pedagogy, methodology, management, their ease of dissemination and use and reliability are analyzed. [53;]

According to A.I. Galagan, the educational service is a final document, proposed and created to meet certain educational needs of the population, proposed and created in order to acquire certain knowledge and skills, intellectual and professional potential, and confirming that the teacher has a certain level of education is a given activity [56;]

Without denying the opinion of the above pedagogical psychologists, we believe that improving the quality of education in non-governmental educational institutions is directly related to the correct and rational organization of educational services.

Improving the quality of education in non-governmental educational institutions is achieved through a pedagogical interdependence between the content of teaching concepts of state general secondary education, state educational standards, curricula and the content of teaching materials. However, in non-governmental educational institutions there is a greater opportunity to organize the process of individual education with students on a scientific basis, which in turn creates a number of tasks, ie creating the necessary conditions for participants in the educational process, organizing, coordinating, monitoring, analyzing and evaluating their activities. It also envisages the creation and strengthening of the material and technical base for the implementation of this process, equipping it with new pedagogical and information technologies, providing a number of highly qualified specialists.

The quality of education depends more on the quality of teaching, the quality of teaching consists of a set of specific qualities in the learning process and it is a system of socially and legally coordinated relations with the material world that primary school students should possess. The quality of teaching depends on the compliance of the educational process with the state educational standards and the requirements of the "consumer" educational process, as well as the level of impact of educational products and services on students.

As in general, secondary education in non-governmental educational institutions,

education is the basis of students' lives, their development, the process of ensuring the expansion of creative activity, the formation of the scientific worldview. It should be noted that today non-governmental educational institutions and the general secondary education system are recognized as a separate sector. As a result, there are different concepts and competitions in educational institutions, such as the attitude of non-governmental non-governmental educational institutions to the average, the attitude of the education sector, the high opinion of regional educational institutions about themselves.

Therefore, it can be said that the modernization of the education system of non-governmental educational institutions should not be considered in isolation from social and economic problems. According to the analysis of our observations, the modernization of education in non-governmental educational institutions depends on objective and subjective factors, including the subjective approach of the student's talents and abilities, skills of scientific reasoning, responsibility for solving tasks.

Quality of education in non-governmental educational institutions depends on the followings:

- effectiveness and appropriateness of practical training programs;
- creation of fundamental and legal base;
- compatibility of educational content with the requirements of society;
- formation of information and methodological support;
- teaching concepts, DTS, curricula and elementary school

The interaction between the content of textbooks, teaching aids membership;

competence and activity of the subject of innovative activity;

level of readiness of the subject of innovative activity;

acmeological approach to activity (acme - flowering period, high point);

creative approach (creativity is a person's creative, research and non-standard thinking skills);

the quality of the results of this approach and the impact on the level of knowledge of students;

the reflexive approach.

Motivation (internal motivation), process (learning, education) play an important role in

the modernization of the education system in the formation of cognitive motivation, research, creative activity and orientation to the field of professional activity. Considering it as a systemic object of activity of non-governmental educational institutions in improving the quality of education, we found it necessary to note the following specific characteristics:

integrative qualities, none of the separate constituent parts have such qualities;

constituent components, which are the organizational parts of the school;

structure is the established connection and relationship between the constituent parts;

functional characteristics of the system and its individual components;

communicative features resulting from interactions between internal and external environments.

The process of reforming the quality of education in non-governmental educational institutions usually begins with the adoption of unrelated innovations in the management process and in individual parts, as we see in the example of the primary school, in the creative and pedagogical activities of teachers. S. Turgunov comments on management activities that serve to improve the quality of education and defines the basic concepts of a systematic approach [95;]. In his research, it is a "system" and is expressed through concepts such as communication, relationships, integration, integrity, and components. The set of interconnected, interacting parts of this system forms an integral object. The interdependence and interdependence of any constituent parts does not constitute a system. In a systematic approach, these features and their overall set have an integrative structure, which are the main factors of this system.

The formation of the system depends on the following factors: the abundance of interacting parts; mutual compatibility and commonality of features; interaction orientation, interaction properties.

Leaders of non-governmental educational institutions should have not only pedagogical experience, but also a number of concepts such as management functions and their tasks, management methods and their use, management algorithm and its essence, management decisions and ways of making them and management methods and their

application if necessary, these concepts will be explored by management science.

In this regard, it should be noted that the Resolution "On measures to further develop the provision of non-governmental educational services" [9;], we have a rich historical and cultural tradition that really illuminates the role and peculiarities of education and upbringing in human life in its time on the basis of the Eastern approach. In ancient times, the acquisition of science - enlightenment ethics, the art of speech and the culture of communication, the pursuit of spirituality was considered an important criterion of social development. The most important conceptual idea of this period is that a harmonious human being attains enlightenment through reason and knowledge. For this purpose, the approach to education through the prism of the development of various branches of science has brought to the world such scholars and sages as Al-Khwarizmi, Abu Nasr Farobi, Abu Rayhan Beruni, Abu Ali ibn Sino, Alisher Navoi. [27; 83;].

The commonality and importance of education and upbringing, what to pay attention to in teaching, methods and techniques of teaching are reflected in the works of Abu Nasr Farobi "On the Origin of Science", "On the meanings of the mind" [27; 83;].

An important contribution to the theory of knowledge in the teachings of Musa al-Khwarizmi is that "cognition through intuition is partial knowledge, and" logical "knowledge is an important aspect of true knowledge."

Beruni's ideas on ways to acquire and test knowledge, which serve to improve the quality and effectiveness of education, are still relevant today. In his didactic views, Beruni believes that an important factor in improving the quality of education is the conscious and independent attitude of people to the phenomena of nature, society, and reality [83;]. It has also been recognized that not discouraging students of knowledge in the educational process, explaining topics through visual aids, ability, environment and teaching are important resources for human development.

An important criterion of human maturity is teaching through the principle of simple to complex in the teachings of Ibn Sina, the relevance of the subject to the age characteristics of students, taking into account the interests and abilities of children in the

process, focusing on how students acquire knowledge. Another important philosophical idea in Ibn Sina's teaching, which serves to improve the quality of education, is that a person should be well-mannered, well-mannered, well-educated, well-educated in social, philosophical, medical, and secular sciences. [83;]

Yusuf Khas Hajib's Qutadg'u Bilig (Knowledge That Leads to Happiness) says, "Where there is intelligence, there is knowledge" and this shows that it depends on scientific people. [83;]

It is obvious that the great Eastern thinkers, who understood and applied in practice the essence and content of this process to improve the quality of education, inherited their experience and views for the education of children of different ages. learning, immortalization of names plays an important role in increasing the effectiveness of education.

Based on the pedagogical and conceptual nature of approaches to improving the quality of education, we analyzed the research on the topic.

The author of the pedagogical work "The Great Didactics" Jan Amos Comenius, who made a significant contribution to the theory and development of pedagogy, likens the process of mental, spiritual and physical growth of a child to the process of development in nature. Therefore, he developed several didactic principles, emphasizing the need to take into account the features of cognition and the features of natural cognition in the development of the child.

In Adolf Distverg's teaching, the didactics of evolving education are articulated through 33 laws and rules of teaching. Distverg's idea that "a bad teacher can tell the truth, and a good teacher teaches to find the truth" and "it is necessary to repeat it quickly so as not to forget what you have learned" is relevant for its time and for today.

In the pedagogical work "Man as a subject of education" KD Ushinsky, a Russian scholar, in his book "Pedagogical Essay" LN Tolstoy on the quality of education strongly condemned the abandonment and passive upbringing of children. They introduced a method of teaching and upbringing that was universal in nature.

N.I. Pak defines the quality of education as the level of satisfaction of the results and goals of the participants in the educational process with the educational services provided by the educational institution or "the degree of achievement of the goals and objectives of education" [86; 42], in the interpretation of A.I. Baranovsky [43;] "The quality of education is the degree to which the goals of education are achieved", In defining the concept of education quality, Galagan defines the activity of an educational institution in accordance with the conditions and mechanisms, the quality of training, the quality of educational standards, the implementation of standards for the organization of the educational process [56;].

M.V. Clarin conducted research on innovative modular teaching, defining the learning process as the system's compliance with needs, goals, requirements, and standards, and noted that this would serve to increase learning effectiveness. [72;] M.M. Potashkin [90;] Conformity of the quality of education to the requirements of educational standards In this case, the quality of education is considered as a combination of goals and results, measures to achieve the goal, the intellectual potential of the learner. V.A. Kachalov recognizes the quality of education as the degree of compliance with consumer requirements, Peters T., Waterman R.V as the degree of compliance of educational services with the needs and requirements of society. [87;]

Hence, the concept of improving the quality of education has a relative orientation, such as the organization of the educational process in accordance with the needs of consumers, while the second is in line with certain standards and characteristics. Ensuring the implementation of the above decisions and orders poses important challenges for our teachers today. These tasks include the creation of favorable conditions and opportunities for "consumers" in non-governmental educational institutions, as well as the search for effective ways to diagnose the achievement of "learning" goals. Sh.Kurbanov, E.Seytkhalilov [105;] said that the quality of education is organized on the basis of the requirements of the SES, plans and tasks are developed in accordance with these requirements, as well as to assess the level of development of the student's personality. R.Sh.Ahilitdinov [36;] the use of various methods and tools for monitoring and

evaluating the quality and effectiveness of education, the pedagogical skills and competencies of the teaching staff, in particular, the quality of education with different methods, including the level of development of students emphasizes the need for continuous improvement of skills and competencies in relation to control based on a rating system.

U. Begimkulov [46;] puts forward the theory that improving the quality of education depends on the informatization of pedagogical educational processes, while R. Kh. Djuraev and S.T. Turgunov acknowledge that improving the quality of education depends on education management [61;]. U.I. Inoyatov concludes that the quality of education depends on the organizational activity of the teacher and the skillful organization of educational activities [66]. It can be concluded that at a time when reforms in the social sphere cover the educational institution, the need to create a new type of educational institution with new goals and structure aimed at achieving positive results in the development process involving all students, teachers and leaders. requires development as a social system.

It is known that the training process in non-governmental educational institutions to meet the needs and requirements of the participants is met through a paid budget of educational services. The organization of educational services is based on an interdisciplinary integration and competency approach to the content of education, the choice of educational content takes into account the age and individual characteristics of students, the learning process is focused on their needs and interests, the content of education is varied, alternative and problematic forms the basis of the period of vital activity.

Non-governmental educational institutions to improve the quality and efficiency of education to organize pedagogical processes on the basis of modern requirements, to analyze and coordinate subject-object, subject-subject relations, to ensure a competent approach of teachers to the educational process, to apply modern technologies, to work on their own the development of professional competence and the formation and improvement of quality management and education is a requirement of today. Therefore, the creation of a fundamental and legal

framework in NGOs, the organization of educational content in accordance with the requirements of society, the formation of information and methodological support, the competence and activity of the subject of innovative activity, the development of systems and self-development. depending on.

E.A. Dombrovskaya explains that the quality of education is determined by the compliance of education with the requirements of the SES, the relevant educational program curriculum documents [87]. According to Francis, the quality of education is a category that determines the state and outcome of the educational process in society, the needs and expectations of the development and formation of civic, vital and professional competencies of the individual [50;].

The quality of education in the pedagogical dictionary created by G.M. Kodjaspirova, A.Yu Kodjaspirov is a certain level of knowledge and skills, mental, moral and physical development achieved at a certain stage in accordance with the goals set by the student, is the level of satisfaction of the participants [92;].

A.I. Galagan noted that the quality of education is a comprehensive description that reflects the scope and level of educational services provided to the population by the primary, general, vocational and additional education system (gender, physical and mental condition) in the interests of the individual, society and the state. Quality education should enable everyone to continue their education in accordance with their interests [56;].

Conclusion. In summary, the most important factor in ensuring the quality and effectiveness of education in non-governmental educational institutions is the monitoring of student achievement and outcomes, revision and improvement of SES and curricula based on trends in science and technology, modernization of educational content in NGOs in developed countries. one of the main directions is to focus on the introduction of a competency-based approach.

In order to improve the educational system in our country, the reform of the education system of developed countries is based on the modernization of educational content, its goals and objectives, the problems facing the world education and great attention is paid to the solution in the analysis of the content of

activities of non-governmental educational institutions, study of their tasks, objectives and development of necessary recommendations, current challenges of all educational institutions, organization and improvement of education, management, financing, development of material and technical base of educational institutions.

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