

EFFECTIVENESS OF IMPROVING THE QUALITY OF EDUCATION IN PROFESSIONAL EDUCATIONAL INSTITUTIONS

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Abstract

This article presents a complex of necessary and sufficient pedagogical conditions for increasing the effectiveness of improving the quality of education in a professional educational institution.

Keywords: professional education, training, professional profile, selection profile.

The main tasks of a professional educational institution are to train middle-level specialists and create conditions for the development of a person in the educational process. Achieving these goals depends on how the educational content is formed. In pedagogy, didactic education and educational theories deal with educational problems and the educational department.

Under the concept of education, it has become customary to understand the process of mastering the system of knowledge, skills and abilities, during which the characteristics of creative activity, the worldview and behavioral qualities of a person are formed, and cognitive abilities are developed. An educated person acquires knowledge, skills and abilities, develops a system of views.

Educational tasks are solved in different ways. The main of them is training. Training is a purposeful, systematically organized process for providing students with new educational information, assimilating it, developing skills and competencies, and developing knowledge. During the training, there is an interaction between the teacher and the students, the effectiveness of which depends on the quality and quantity of the actions taken on the one hand and on the other; in other words, when a cooperative relationship develops between a teacher and a student, that is, self-education. Arousing students' interest in self-education, contributing to their knowledge needs, forming independent mental work skills and qualifications are difficult tasks of preparing students for self-education.

An expert model is used to define the learning content. In labor psychology, the model of a specialist is developed as a reflection of the scope and structure of professional and socio-psychological qualities, knowledge, skills, which together represent his generalized character as a member of society. An expert model usually includes the following components:

- Professiogram - a description of the psychological standards and requirements imposed on the activity and personality of the specialist;
- professional and official requirements - description of the specific content of the specialist's activity, that is, what and how to do in solving professional problems in the conditions of a certain position (professional skill);
- selection profile - necessary types of professional activity and their level of qualification, combination of qualification categories for payment, etc.

Thus, the content of education is a category indicating the requirements for the final result of educational activity, that is, the result achieved before the end of the educational institution. This refers to the requirements for the knowledge, skills and abilities of the graduates of the educational institution, their general level of education, breadth of worldview, level of intellectual development, formation of cognitive needs and interests, readiness for independent mental work, professional personal qualities. These requirements are determined by society, depend on its level of development and change with the development of science, culture, production, and society.

To implement these requirements, it is necessary to develop the educational content in the form of a list of educational subjects, content and didactic units included in these subjects, and a set of tasks, tasks and exercises aimed at forming these skills and competencies.

This material is partially presented in the state educational standard of secondary special vocational education, which specifies the knowledge areas and minimum didactic units of each area that students should study. However, this material needs clarification.

The main problem of developers is to determine the necessity and sufficiency of the material, to allow it to be redundant, and to determine the content of this redundant knowledge and skills.

The composition of the basic knowledge necessary for professional activity can be interpreted in different ways. From our point of view, in addition to what is sufficiently necessary, it is necessary to provide such knowledge and skills:

1. Professional growth of a vertical specialist (transition from the position of technician to the position of engineer, from the position of foreman to the position of head of the workshop);
2. Horizontal movement (transition from one production to another, from one branch of the national economy to another);
3. Possibility to change the production technique and technology while the specialist keeps his previous job;
4. Opportunities for creative self-expression at work (invention, rationalization);
5. A reserve of knowledge and skills for decision-making in extreme situations when the specialist is forced to go beyond the performance of his duties;
6. Proper assessment of professional activity in the system of performance of labor obligations together with other people, mutual relations with them, in the process of regulating their and their activities.

In such conditions, the content of education increases the professional mobility of the graduate, the ability and readiness to change work activities in response to changes in life conditions.

The problem of ensuring professional mobility is especially relevant in the conditions of the formation of market relations existing in the country of unemployment. Vocational mobility can be achieved by strengthening fundamental training in general vocational and special subjects.

Experts in the field of educational content pay attention to the need to determine the level of formation (design) of educational content. These levels include the level of general theoretical representation, that is, the necessary content is recorded in the form of a generalized idea about the main components of the social experience that the student should acquire during the educational process (curriculum level); the level of academic subjects - the content, content, goals and functions are reflected in the educational programs; the level of educational materials (textbooks, training manuals, etc.) that are the direct subject of educational and cognitive activity.

The algorithm for designing a generalized logical construction of science, which includes the following processes, has been developed most completely and clearly:

- presentation of content as a system of separate elements;
- designing a matrix of interdependence of structural elements to emphasize the main knowledge;
- modeling of basic knowledge in a symbolic, graphic or other form;
- change the basic knowledge model to highlight the most general concepts and the systematic connections between them;
- formation of general structures of cognitive activity specific to this field of scientific knowledge;
- development of a system of specific tasks to be solved by common methods.

Pedagogical activity is multifaceted, complex, there are no fixed elements in the work of a hard-working teacher: the field of knowledge is constantly developing, its basics are taught by the teacher, the contingent of students changes, and the science of pedagogy is enriched. All this requires a constant search for the most important content, appropriate forms, teaching methods and tools, effective methods of cooperation with students in the process of learning.

An appropriate management system is selected depending on the goals set by the educational institution. Regardless of the scope of the task or the managed process, effective management has some specific characteristics: the existence of the main general goals or objectives of the organization; the existence of more specific goals subordinated to the achievement of the general goals of the organization; correct selection of appropriate units of measurement to approach specific goals; determination of control numbers or activity norms in selected units; control numbers or norms of information about controlled processes; evaluation and selection of appropriate management actions based on the results of the comparison, and then their

implementation; monitoring the results of management actions; the existence of a stage of revision of goals, units of measurement, norms, etc.

The basis for practical implementation can be a control system with feedback.

In order to ensure the fulfillment of the set goals and tasks, the management system provides for the following: setting the set level (standard); taking into account the impact of environmental stress on the work process; measurement of quality parameters during output in the evaluation of results; correction (elimination of errors). In general, the goal of feedback management is to reduce the gap between desired and actual results, such as the quality standard and the quality determined in product testing.

The need to change the existing structure and system of college management is related to the change in the principles of the state policy in the field of education, when the principle of satisfying the individual's need for education is put in the first place, in contrast to the prevailing principle that exists in our country - satisfying the need of the national economy for professionals with the appropriate profile and qualifications, education monitoring, development and implementation of state education standards in all areas of the institution's law and educational institution activities.

All aspects of management are greatly influenced by its structure, which can be defined as an integral structure of the management and controlled subsystems that form their links and are regulated by interrelationships in accordance with the location of these links in the management process. Management structure is inextricably linked with goals, functions, work process and mechanism, people and their powers. Therefore, it is necessary to carefully approach the principles and methods of forming the types of management structures, choosing the type or combination. In our opinion, the promising way here is to create structures that meet the principle of finding an optimal ratio of centralization, and within which any system of management of the Central figure is a person with his own goals and needs. An alternative way of trying to explain a person's behavior is to identify the needs of the person they are trying to satisfy.

Improving the organization and planning of work for the satisfaction of the individual and the team as a whole can be achieved based on their motivations presented in the picture.

Thus, we identified the following complex of necessary and sufficient pedagogical conditions for increasing the effectiveness of management of innovative activities in a professional educational institution:

1. Organizational and economic - transition of the professional educational institution to a new economic mechanism (multi-channel financing, strengthening and development of the material and technical base);
2. Educational materials-coordinating professional education programs in certain specialties with the needs of the labor market, prospects for the development of regional industries and individual requirements; updating the content of specialist training, taking into account the implementation of advanced educational trends that ensure the development of the personal

and professional potential of specialists and their mobility in accordance with the requirements of the time;

3. Scientific and methodological - to increase pedagogical and methodological competence of teachers and employees, research culture;

4. Organizational and management - forming a flexible management structure aimed at organizing innovative activities based on the harmonization of vertical and horizontal relations of management; renewal of management functions based on empowerment and relative autonomy;

the balance of centralization and decentralization of management functions; creation of a pedagogical monitoring system as an information-analytical base of management;

5. Psychological and pedagogic — renewal of management methods and tools; creating positive motivation in all participants of the innovative educational process through pedagogical stimulation, professional and managerial competences.

In short, under the management of innovative activities in professional educational institutions, we understand the planned, forecasted and technologically supported management of innovative activities aimed at creating optimal conditions for the necessary level of quality professional training of future specialists. Formation of a flexible management structure aimed at organizing organizational and management-innovations is an activity based on harmonizing vertical and horizontal relations of management; renewal of management functions based on expansion of authority and relative autonomy, balance of centralization of management functions; it is necessary to create a pedagogical monitoring system as an information-analytical base of management.

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