

APPLICATION OF THE QUALIMETRIC APPROACH IN THE MANAGEMENT OF QUALITY OF STUDENT TRAINING IN MODERN UNIVERSITIES

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Annotation. The article examines the application of the qualimetric approach in managing the quality of student education in modern universities. The qualimetric approach offers a systematic and comprehensive assessment of the quality of teaching, taking into account such aspects as strength, depth, awareness and consistency of students' knowledge. The author emphasizes the importance of introducing qualimetric principles into the educational process to ensure high standards of learning and optimal conditions for the development of students.

Key words: qualimetric approach, quality management, student training, modern university, strength of knowledge, depth of knowledge, awareness of knowledge, systematic knowledge.

Аннотация. В статье рассматривается применение квалиметрического подхода в управлении качеством обучения студентов в современных вузах. Квалиметрический подход предлагает систематическую и комплексную оценку качества обучения, учитывая такие аспекты, как прочность, глубина, осознанность и системность знаний студентов. Автор подчеркивает важность внедрения квалиметрических принципов в образовательный процесс для обеспечения высоких стандартов обучения и оптимальных условий для развития студентов.

Ключевые слова: квалиметрический подход, управление качеством, обучение студентов, современный вуз, прочность знаний, глубина знаний, осознанность знаний, системность знаний.

Annotatsiya. Maqolada zamonaviy universitetlarda talabalarni o'qitish sifatini boshqarishda kvalimetrik yondashuvni qo'llash ko'rib chiqiladi. Kvalimetriya yondashuvi talabalarning bilimlarining mustahkamligi, chuqurligi, xabardorligi va izchilligi kabi jihatlarni hisobga olgan holda ta'lim sifatini tizimli va har tomonlama baholashni taklif etadi. Muallif yuqori o'quv standartlari va talabalarning rivojlanishi uchun maqbul sharoitlarni ta'minlash uchun o'quv jarayoniga kvalimetrik tamoyillarni kiritish muhimligini ta'kidlaydi.

Kalit so'zlar: kvalimetrik yondashuv, sifat menejmenti, talabalarni o'qitish, zamonaviy universitet, bilimlarning mustahkamligi, bilimlarning chuqurligi, bilimlarning xabardorligi, bilimlarning izchilligi.

Introduction

The qualimetric approach is a methodical strategy that is utilized for the purpose of measuring and evaluating the quality of a variety of processes and products. Within the context of the field of education, this term refers to the use of objective criteria and methods

in order to evaluate and evaluate the level of student learning that is taking place in a modern educational establishment. You will have a greater degree of control over the educational process and will be able to guarantee that it is in accordance with the most recent standards and criteria if you use the qualimetric technique.

Literature review

In the context of reforming the system of higher professional education, researchers are actively studying aspects related to the quality of education (S.I. Arkhangelsky, A. Ponukalin and others) [1], they develop methods and mechanisms for managing this quality (N.V. Basova, V.I. Zagvyazinsky, M.V. Nikitin, V.P. Sergeeva and others) [2], they also introduce a variety of knowledge control and assessment systems into the educational process (I.V. Alexandrov, N.N. Dikanskaya, Yu. Pereverzev and others) [3]. The study of psychological and pedagogical literature shows that many authors pay considerable attention to the concept of “qualitative technology” (G.G. Azgaldov, F.R. Miftakhudinova, V.K. Fedyukin, A.V. Cherekovich and others) [4]. Qualitative technologies mean educational technologies developed in accordance with the theory of quality, which introduce new approaches to managing the quality of the educational process into the system of postgraduate education, based on the principles of qualimetry as a scientific discipline.

Research Methodology

It is essential to take into consideration both the educational and professional parts of the process when assessing the quality of training that individuals who are interested in becoming experts have received. For each and every institution, the educational component is the most important component. This component is responsible for demonstrating the professional focus in the curriculum through the utilization of a certain set of disciplines. When it comes to ensuring that children receive an education of the highest possible quality, the most important components are giving students' needs top priority and creating conditions that are conducive to their learning and development.

In addition to the phases of human growth, the conditions and consequences of the educational process, and the criteria for measuring the effectiveness of an educational institution, the quality of education is a multidimensional metric that covers all of these aspects. This involves the achievement of achievements that are achievable and that are in accordance with the mandates of the government as well as the expectations of society and individuals alone.

The integration of an entity's internal and exterior components is what contemporary viewpoints on education quality mean when they talk about improving educational standards. When evaluating and analyzing the students' comprehension, it is essential to take into account not only their overall capabilities, but also the indicators and qualities of internal certainty. These include the extent to which the students comprehend the material, the consistency of their knowledge, and their capacity to adjust to a variety of situations.

Analysis and results

V.P. Sergeeva notes that the management of educational systems lies in the conscious and purposeful interaction of participants in the pedagogical process, based on an understanding of its objective laws and aimed at achieving optimal results. Managing the quality of student education, like any activity, is based on compliance with a number of principles [5]:

1. The notion of *democratization and humanization of management* aims to foster the engagement and autonomy of all individuals involved in the educational process, including instructors, students, and parents. Collegial decision-making is a type of engagement in management. Attaining this objective may be accomplished by ensuring the accessibility and transparency of management information, which includes providing frequent updates from the administration to both the teaching staff and students.

2. *Systematicity and integrity in management*: Excluding a unilateral approach, the application of this principle presupposes the interdependence and interaction of all management functions. Recognizing the pedagogical process as a systemic and holistic phenomenon establishes tangible circumstances for its efficient administration.

3. *The most effective balance between centralization and decentralization*: The ideal allocation of powers while making management choices is achieved by combining these two techniques. Excessive centralization can stifle the autonomy of lower levels, while excessive decentralization can diminish the authority of the leader and result in difficulties in the functioning of educational institutions.

4. *Collegiality*: Collective decision-making, which incorporates the perspectives of managers at various hierarchical levels and performers, serves as a means to surmount managerial subjectivism and authoritarianism. However, collegiality does not absolve each team member of personal accountability for the execution of designated responsibilities.

5. *Scientific validity of management*: Managers are obligated to examine and accurately implement empirical patterns and trends that emerge in the evolution of educational systems and society. In making decisions, it is imperative to consider both the present circumstances and the projected trajectory of events. In order to enforce the scientific validity of management, it is essential that accurate and comprehensive data regarding the condition of the managed pedagogical system and the surrounding environment be accessible.

Due to various objective factors, including the ongoing advancement of global scientific and technological progress, the accumulation of knowledge, and shifts in official perspectives regarding the significance of educational service quality and national interests, the educational system has encountered a unique predicament: a substantial surge in the need for teaching personnel well-versed in the realm of education quality management. These developments have resulted in the necessity of developing pedagogical qualimetry, which is the establishment of a comprehensive system for monitoring and assessing the knowledge of students. This system should comply to European standards and should allow for effective

administration of educational policy.

In order to elucidate the fundamental nature of the qualimetric approach in pedagogy, it is imperative to initially ascertain the constituents that comprise the caliber of knowledge and the efficacy of teaching.

The notion of "quality of knowledge," as expounded by V.P. Simonov, encompasses the subsequent constituents [6]:

Strength of knowledge: characterized by the ability of students to apply theoretical knowledge acquired earlier in their educational and practical activities.

Depth of knowledge: is determined by the number of concepts, laws, rules and statements firmly grasped, as well as their clear understanding.

Awareness of knowledge: reflects students' understanding of cause-and-effect relationships in theoretical material and the ability to apply these connections in practice.

Systematic knowledge: promotes the harmonious combination of academic knowledge with a holistic vision of the world.

When it comes to education in general and educational material in particular, the strength, depth, and awareness of knowledge are represented in educational content. They contribute to the formation of a particular orderliness and succession of knowledge when added to the concept of systematicity. The result of this is the development of a new qualitative technology, the application of which establishes the conditions necessary for the implementation of creative processes, hence introducing novel technological and technical options for the management of a wide range of activities, and also results in a rise in the number of quality characteristics [7-10].

Conclusion/Recommendations

The implementation of a multi-tiered framework for advanced professional education compelled the incorporation of a qualitative element due to the subsequent rationales:

Competence as a learning outcome: The transition to third generation educational standards increases the importance of competence as the main learning outcome. A specialist with qualitative knowledge and qualimetric skills more effectively ensures the quality of his professional activities at all levels.

Formation of a qualitative culture: Quality education, combined with the internal need of a specialist for quality results, creates conditions for the formation of his qualitative culture - the highest manifestation of professional competence.

Connection with innovation: The educational quality management education system is closely related to innovation, which contributes to the creation of new products that meet the growing needs of society, as well as new technologies in the field of production, culture and education. Innovative activities help improve the education quality management system in higher education.

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