

IMPROVING THE EDUCATIONAL SYSTEM AND EFFICIENCY IN UZBEKISTAN IS THE MAIN ISSUE

Shukhratjon Abdinazarovich Abdisamatov

Fergana State University, Department of Finance, senior teacher

ARTICLE INFO.

Keywords:

Education, quality, educational quality, educational management, cluster model, principle of cooperation, principle of openness, decentralization of education.

Abstract

The creation of new mechanisms in the development of the educational system has become a vital necessity of today's globalization processes, and the improvement of the quality of education requires its modernization. That is why the educational system and factors, principles and models of increasing its efficiency are covered in the article.

<http://www.gospodarkainnowacje.pl/> © 2022 LWAB.

Since the end of the 20th century, one of the ultimate goals of the society is to introduce and implement serious changes in the field of educational reform, not only in the educational system, but also in its content, technologies, and organizational forms.

Over the past 30 years in Uzbekistan, specific tasks have been carried out to reform the quality of education in form and content, to further improve its legal base, to strengthen its material and technical base, and to increase the effectiveness of educational content, forms and methods.

The creation of new mechanisms in the development of the education system has become a vital necessity of today's globalization processes, and increasing the effectiveness of the quality of education, requiring its modernization, the following tasks have been set as the main goals:

- justification of the urgency of improving the quality of the continuous education system in our country;
- identification of priority aspects of modernization of educational process of general secondary educational institutions in the process of globalization;
- justifying that new innovative approaches used in education are an important tool for improving the quality of education.

When approaching the issue theoretically, it is appropriate to dwell on the problem of the quality of education, and first of all, it requires an analysis of the essence of the main concepts such as "quality", "management", "management of the quality of education", "modernization of education".

"Education" in a broad sense is a general process aimed at constantly conveying experiences of great social importance to the next generations, and in a narrow sense, it is a social institution, one of the social substructures of society.

"Quality" as a philosophical term is the sum of all important properties of an object or subject.

Combining the essence of the concepts of "education" and "quality", the quality of education is a process consisting of the combination of the most suitable methods that serve the integrity of its characteristics, the learning and personal development of the learner.

"Educational quality" is a process of qualitative tasks of the components of the entire educational system, a process with a complex development force, which is explained by changes in the activities of educational institutions, that is, changes in their social, economic, technological and political environment.

Today, it is important that the reform of education is not implemented as a departmental project, but that it becomes a political and national task of society. We believe that active subjects of the education system, all citizens of the country, families and parents' community, regional institutions of state power, local self-government bodies, professional and pedagogical team, scientific, cultural, commercial and public institutions work together to ensure the quality of education.

At this point, the cluster model plays an important role as a means of forming support for innovations in the education-science-production system, as a mechanism for strengthening organizational forms of unification of sectors (education, economy, etc.) interested in achieving competitive efficiency.

The cluster model of the development of pedagogical education - providing education, creating new educational literature, increasing the scientific potential of pedagogic personnel, conducting activities in general directions related to the integrity of education and upbringing, and at the same time managing and organizing education through these general directions, types and directions of education, integrity and ensuring integration, teaching methods and tools are important in carrying out privatization processes.

In the processes of applying the cluster model to the educational system, first of all, the results of foreign studies should be thoroughly analyzed, and special attention should be paid to the use of effective methods and tools adapted to our regional mentality.

The democratization of the management of the pedagogical system in ensuring the quality of education is the selection of personnel, hiring on the basis of a contract, open discussion of the decisions being made, making the information open and understandable for everyone, allowing them to express their opinions about the life of the educational institution, giving priority to democratic ideas in the educational institution. means In connection with the development of democratic processes in education, first of all, the task of implementing the human factor among educational subjects is set on the basis of effective management. In this context, it is important to emphasize one of its main principles - access to education, where the availability of education is considered a fundamental legal principle in a democratic society. This shows that, regardless of the family's material wealth, place of residence, nationality and health, it is necessary to ensure equal rights everywhere for young people to receive quality education in accordance with their interests and inclinations.

In continuing the idea of democratization of education, we should pay particular attention to the principle of cooperation. The condition for the implementation of the principle of cooperation is significant as it requires changing the position of the teacher in the educational process from "over the student" to "with the student". In this process, the principle of self-management is developed, and through this the process of "moving forward" is realized.

Today, the principle of cooperative organization of education shows the importance of replacing the harmony of "teacher-student + science-knowledge" characteristic of traditional pedagogy with the harmony of "community of learners + integrated knowledge + individual education based on interests".

Another important condition for the implementation of the principle of openness of the educational institution is the development of market relations and open relations with social and foreign partners. The activation of scientific, creative and other cooperative relations with educational institutions in

other regions of the country and foreign colleagues in various forms of continuous education, i.e. taking into account the main and additional opportunities at any stage, level and directions, further develops the principle of institutional openness of the idea of democratization of education.

Another important principle of the idea of democratization of education is regionalization of education. The main task of the democratization of the education management system is its centralization, which means the need to take into account the specific characteristics of the region, human resources and other characteristics, its development prospects in the management of education. Historical, cultural, natural geographical, socio-demographic, socio-economic, administrative-political and economic characteristics determine the specific characteristics of the region, but none of them should be the only basis for regionalization of special education.

As mentioned above, the regional principle means not only centralization, but also the maximum consideration of the history and current situation of the region, the advanced trends of its development. It can be seen that regionalization of education is undoubtedly important even at the current stage of society's development. This principle is implemented within the links of the state structure, and when solving many problems, the processes of centralization and regionalization of state structures change the nature of relations between lower links, objects, and move to the regional level, at all four main levels of management, that is, at the level of the state, region, city and educational institution. content is reviewed and issues are resolved.

The implementation of the principle of equal opportunities for the democratization of education in the context of society is carried out under the condition of increasing the role of the state in regulating the opportunities offered to every person in a democratic society. Further improvement of educational standards, development of elite education, social protection of students with disabilities and other features are characterized by clear and purposeful implementation of "equal opportunities" in a democratic spirit. The full implementation of this principle can be considered more openly with the principle of the diversity of the educational system. The main conditions for the implementation of these principles are differentiation, analysis and individualization of existing educational programs, taking into account the diversity of educational institutions.

Thus, we conclude that the analysis of the above-mentioned principles of the theory of educational development suggests that its quality and characteristics can be solved in modern society at the regional, city, and school levels, focusing on public requirements, the interests of specific regions, and educational needs.

REFERENCES:

1. Ўзбекистон Республикаси Президентининг 2020 йил 6 ноябрдаги “Ўзбекистоннинг янги тараққиёт даврида таълим-тарбия ва илм-фан соҳаларини ривожлантириш чора-тадбирлари тўғрисида”ги ПФ-6108-сон Фармони
2. Ўзбекистон Республикаси Президентининг 2020 йил 6 ноябрдаги “Таълим-тарбия тизимини янада такомиллаштиришга оид қўшимча чора-тадбирлар тўғрисида”ги ПҚ-4884-сон Қарори
3. Таълим-тарбия ва илм-фан соҳаларини янада такомиллаштиришга қаратилган комплекс чора-тадбирлар Дастури. 2020 йил 6 ноябрь.
4. Инновацион таълим технологиялари / Муслимов Н.А., Усмонбоева М.Х., Сайфуров Д.М., Тўраев А.Б. – Т.: “Сано стандарт” нашриёти, 2015. – 150 б.
5. Рўзиева Д., Усмонбоева М., Ҳолиқова З. Интерфаол методлар: моҳияти ва қўлланилиши / Мет.қўлл. – Т.: Низомий номли ДТПУ, 2013. – 115 б.