

SOME ASPECTS OF PROFESSIONAL EDUCATION DEVELOPMENT

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Abstract

In this work, existing state and public systems for improving the quality of professional education in our country and abroad are studied. This analysis can help create a unified system of independent assessment of the quality of professional education, which naturally complements the state accreditation system, and increase the prestige of professional education and its integration into the international scientific and educational sphere.

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INTRODUCTION

Achieving high results of the country in socio-economic spheres, its position in the international arena, and taking the place of a full-fledged partner in the world economic system directly depend on the education system. The development trends of the world education sector are determined by the evaluation of the quality of education.

MATERIALS AND METHODS

The question of evaluating the quality of education is considered one of the most important directions in today's modern society, and in this process, effective technologies that serve to ensure the necessary level of educational quality are put into practice, and effective methods of educational quality management and quality measurement are developed. The main task is to form a methodological approach to the problem¹.

Relatively well-known systems for evaluating the quality of education are widely used in Great Britain, the United States and France. Such systems have existed in Great Britain since 1948, in the United States since 1969, and in France since 1979. The national TSB system has been in practice in Chile since 1978. All of these systems are developed on the basis of carefully prepared projects and allow collecting the necessary information. In other countries, such systems appeared relatively later.

RESULTS AND DISCUSSION

In most countries, the development of national systems for assessing the quality of education began in the 1990s. The purpose of such national assessment systems is to determine the mastery of learners

¹ Mirsolieva M., Sultanov A. Analysis of approaches to the assessment of the quality of education: advanced foreign experiences and practice. Materials of the republic scientific-practical conference. - Tashkent, 2016. - p. 388

within this system. For this, the following is necessary²:

- determining the level of mastery in the field of education;
- to determine the strengths and weaknesses of the knowledge and skills acquired by students;
- to determine the existence of problems related to mastering of students of the group;
- identifying factors related to development;
- Maintaining the dynamics of development.

If we look at the developed educational quality management systems at the level of individual countries, their technology, methodology, methods, and other characteristics differ sharply from each other.

For example: the goal of the US National Assessment of Educational Progress (NAEP) is to assess the reading, numeracy and communication skills of children and adolescents. These evaluation programs:

- ensuring the implementation of educational programs;
- providing feedback to increase mastery level;
- providing parents with information;
- obtaining generalized information about the levels of mastering in the educational institution;
- Formation of national statistics is carried out in this way.

The objective of the French National Assessment System is to:

- assessment of processes of mastering subjects by students;
- helping students to choose measures;
- Is to help students plan activities.

Quality control and assessment of professional education in Great Britain is carried out by state and public bodies. Today, many countries are interested in the UK system of evaluating the quality of education. is characterized by putting the mechanism into practice. In this case, the responsibility for organizing the process of evaluating the effectiveness of the working mechanism of quality assurance is assigned to the Quality Assurance Agency (QAA)³.

Germany has a unique system of quality management of education, especially professional education. Currently, there are a number of quality assessment agencies in Germany, some of which are narrowly focused on the technical, medical, and business sectors, while the remaining agencies are involved in all other areas, including evaluation of educational programs, accreditation specialized in conducting.

In Japan, the processes of quality management and accreditation of education, like other developed countries, consist of self-examination, external expertise and decision-making. The commission includes commissions for general assessment of the activity of the educational institution and evaluation of individual educational programs.

CONCLUSION

Relying on the practice of developed countries in determining the quality and rating level of professional educational institutions of our country, it is moving to the practice of basing itself on various specific standards formed to ensure the quality of the professional education system.

² Mayorov A.N. Monitoring in education. M.: Intel.-Sentre, 2015 - 424 p.

³ Zaripova, M.D. (2019). Assessment of the quality of education in the higher education system. ISJ Theoretical and Applied Sciences, 11 (79), 390-392.

In the development of new approaches to the evaluation of the quality of professional educational institutions of the Republic of Uzbekistan, it is necessary to rely on the experiences of foreign countries that have been effectively using such institutions for a long enough time, to study them, to conduct a comprehensive comparative analysis, to meet the requirements of the time. Improvement of a suitable national assessment system will create the basis for this.

As a result, if the national evaluation system is improved to determine and measure the quality of education that meets the requirements of the time, the quality of training of intellectual potential personnel in higher educational institutions will also increase.

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