

Pedagogical Support for the Quality of Teaching in Higher Education

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Abstract: The article reveals: factors necessary for the implementation of a quality system for educational activities, principles of monitoring:, essence of control, control circuit ,comparative capabilities of various forms of control.

Keywords: control plan, educational session, definition, quality system, education, pedagogical support, ensuring the quality of the lesson, analysis, quality of education, quality of teaching, modern world trends.

In today's competitive environment, the quality of education plays a vital role in the success of educational institutions and the education system as a whole. Ensuring the quality of education is not only an important priority and goal of educational reform but also an indicator of the effectiveness of implemented measures. Analyzing the quality and efficiency of the educational process remains an integral part of all stages of higher education development, for example (A. Distervig, John Dewey, E. Kay, J.A. Comenius, M. Montessori, A. Makarenko, I.G. Pestalozzi, and others).

Analyzing the legacy of great educators from the past and present, as well as the experience of national and international institutions, provides an understanding of the nature and purpose of education. Identifying factors and conditions that enhance the quality of education also offers valuable insights into modern theory and practice.

In most cases, the assessment of education quality is based on the goals of the education system, the alignment of educational materials with national educational standards, and the level of knowledge acquired by students and graduates. This approach forms the basis of the education quality selection process organized by the Ministry of Higher Education, Science, and Innovation of the Republic of Uzbekistan, as well as state accreditation and certification of educational institutions.

The level of education, training, and student development reflects the quality of education. Philosophers and psychologists have analyzed this concept and explained that modern social issues are not tied to external factors but rather to the quality of education.

- The quality of educational programs depends on the efforts of the educational institution to provide relevant professional education and training and ensure the alignment of the curriculum with national standards. Under this approach, the assessment of quality is based on internal standards and recommendations without considering their significance to society.
- The quality of education is defined by the level and relevance of preparation to the needs of the professional and social environment, such as professional success, preparation for family life, proper use of leisure time, and

Lifelong learning. It should be noted that many indicators of education quality can only be assessed long after the completion of education.

- The quality of teaching is closely linked to the structure and outcomes of higher education programs. This approach allows deans, heads of departments, and teachers to focus on ensuring a high standard of teaching at all levels of higher education. Simultaneously, modern global trends are an important factor shaping the quality of educational programs (see Figure 2.1).

Development of uniform criteria and standards for guaranteeing the quality of educational activities in European countries, taking into account the framework of the Bologna Process
Development and implementation of quality systems for educational institution
Creations ,development and harmonization of national accreditation systems for educational programs in European countries
Design of quality management systems for the educational process based on effective principles of quality management , etc.

Fig. 2.1. Criteria for Ensuring the Quality of Teaching

(Global Trends)

When analyzing approaches to quality assurance, it is clear that there are different points of view on this issue. Although each researcher evaluates the quality of education in accordance with his experience and the subject of research, A. Shabanov (1. 427) defines the most important elements of the quality assurance system in higher education as follows:

- improvement of general educational and professional training of university students;
- facilitating the identification and diagnosis of specific goals of the teaching and training process;
- improving the quality of the learning process;
- increasing the variety of content of basic educational programs;
- improving the quality of the educational process;
- measurement and assessment of learning outcomes;
- improving the professional and organizational skills of teachers;
- improving the quality of the educational process;
- selection, appointment and professional development of teachers
- development of new educational materials;
- use of the latest educational technologies;
- development of comprehensive teaching materials;
- educational activities carried out by students and teachers of the university;
- pedagogical analysis and optimization of interaction and connections in the educational process, including feedback, cooperation, mutual support and individualization;
- Development, exploration, and updating of pedagogical principles for the humanization and democratization of higher education.

In "formal" education, it is important for the assessment of research groups' work to align with the standards and norms of the education system.

The phenomenon of "workgroup quality" has long fascinated researchers as it encompasses all aspects and components of educational system development. It is worth noting that there are reasons why it is necessary to develop and ensure the quality of workgroups (see Fig. 2.2).

Significant continuous increase in personal, industrial and social needs
Increase in volumes of services provided and possible increase in complaints
Consumers' rejection of services with a low level of quality

Increasing role and pace of scientific and technology ,economics and the entire world community
Improving services, product designs and increasing the importance of functions performed
Tightening requirements for intensifying production and increasing its efficiency as a necessary factor for the prosperous existence of enterprises, etc.

Fig. 2.2. Reasons Determining the Necessity of Enhancing and Ensuring the Quality of Teaching

Modern research in the field of education is conducted within a humanistic paradigm and focuses on the content of teaching and learning to achieve desired educational quality. Such an approach to the issue of education quality (V.E. Abirov, Kh.Kh.Ashurova, N.Kh. Baysariev, R.U. Baratov, N.Kh. Vokhidova, B.S. Gershunsky, V.S. Lednev, Zh.S. Ramatov, D.N. Rakhimova, and others) has been adopted by many scholars from various countries. To ensure the quality of the educational process, the importance of analyzing the content, methods, and individual characteristics of teaching and learning, developing adapted approaches, creating appropriate educational materials, and seeking ways to enhance the teaching process is emphasized.

In the conditions of the modern global market and high competition, developed countries recognize the quality of education as a crucial strategic prerequisite for business and pay special attention to it as a significant source of national wealth. The role of education impacts the position of a country, its ability to respond to social and individual needs, and its competitiveness. In times of competition, the survival and profitability of a company depend on its quality. Therefore, enhancing and ensuring the quality of education becomes a key priority in modern market relationships. The strategic development of higher education should acknowledge that the role of higher education goes beyond the provision of educational and other services. Higher education institutions should be seen as a creative environment with socio-cultural functions associated with knowledge and value reproduction, development of concepts, theories, and methods, and knowledge dissemination.

Professional collaboration in the research and education process is more critical than mere interaction between producers and consumers. In a creative environment of higher education, it is important to incorporate the following aspects into the system's social priorities of educational activities:

- Ensuring effective leadership;
- development of science and innovation sector;
- improvement of the content of education (humanization, strengthening of basic knowledge, integration and harmonization of subjects, activation of creative thinking);
- structural reform of educational institutions;
- improvement of teaching methods, use of information technologies;
- creation of harmonious relations between educational institutions, society and the state;
- democratization of the university curriculum;
- active international cooperation.

Diversity of curricula at different levels, including primary and secondary education, plays an important role in ensuring diversity in the structure and content of higher education. The introduction of a multi-level education system entails important changes in national educational standards.

Currently, these standards determine the length and type of education, as well as the content that students must learn. They include the core elements that should be taught, but do not clearly define the ultimate objectives, qualifications of graduates and management and evaluation mechanisms.

Authors R.N. Abitov and I.E. Vildanov, (2. 78) have developed an intensive training system that promotes the development of vocational training programs that are competitive, modern and relevant to current needs. The main principle of the system is the creation of a learning environment that makes maximum use of the natural psychological characteristics of the human perception. The main objectives of intensive learning are to provide integrated and continuous preparation across all subjects, organize education in blocks, and reduce the number of simultaneous daily or weekly meetings between teachers and students.

To improve, update, and enhance the quality of education in the Republic of Uzbekistan, the following measures are proposed:

- Establishing a system for assessing the quality and level of professional education and retraining in accordance with international standards;
- Ensuring diversity and accessibility of educational services in higher education institutions;
- Strengthening the role of student volunteers;
- Creating mechanisms for systematic updating and flexible adaptation of educational programs at all levels, including professional education and retraining.

It is essential to emphasize the importance of internationalization of higher education and consider changes. Economic integration also requires the standardization of education outcomes. According to researchers, students should have the opportunity to apply what they have learned in one country in another country, and the knowledge they acquire should be relevant to their field of work. Therefore, developing countries are active exporters of education. Many foreign students want to study at universities in the USA, UK, Canada, Australia, and the Netherlands. China plays a significant role in international student mobility. In many countries worldwide where English is the official language, such as Germany and France, "bachelor's degree programs are conducted in English." (3. 293-299)

Improving the quality of education is one of the most important directions of development. The main goal is to establish simple and understandable procedures for monitoring and evaluating educational programs. In other words, it is necessary to introduce new methods of management and evaluation of the educational process. For a successful quality assurance system in educational activities, each higher education institution needs to consider specific elements (see Fig. 2.3).

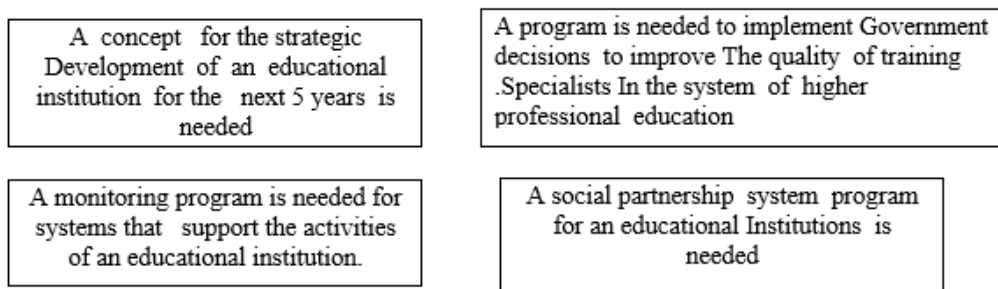


Fig. 2.3. Factors Needed for Implementing a Quality Educational System

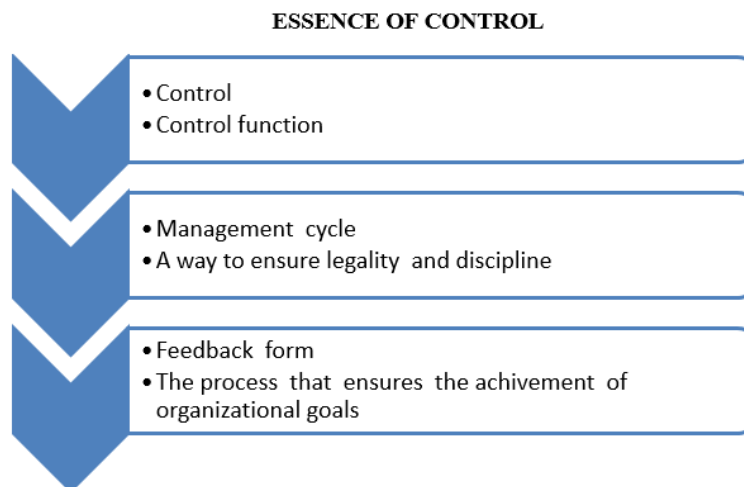
The quality of education is closely related to the management of educational programs and other activities that contribute to the development of students and graduates. In order to ensure the competitiveness of educational services in the national and international higher education markets, higher education institutions in the Republic of Uzbekistan should develop and adhere to a concept of quality educational services and professional education in accordance with quality assurance policy.

Ensuring quality in higher education is closely linked to effective management of the educational process and other activities that contribute to the development of students and graduates. In order to maintain the competitiveness of educational services in the national and international markets, it is recommended that higher education institutions in the Republic of Uzbekistan develop and

adhere to a concept of quality educational services and professional training in alignment with the quality assurance policy.

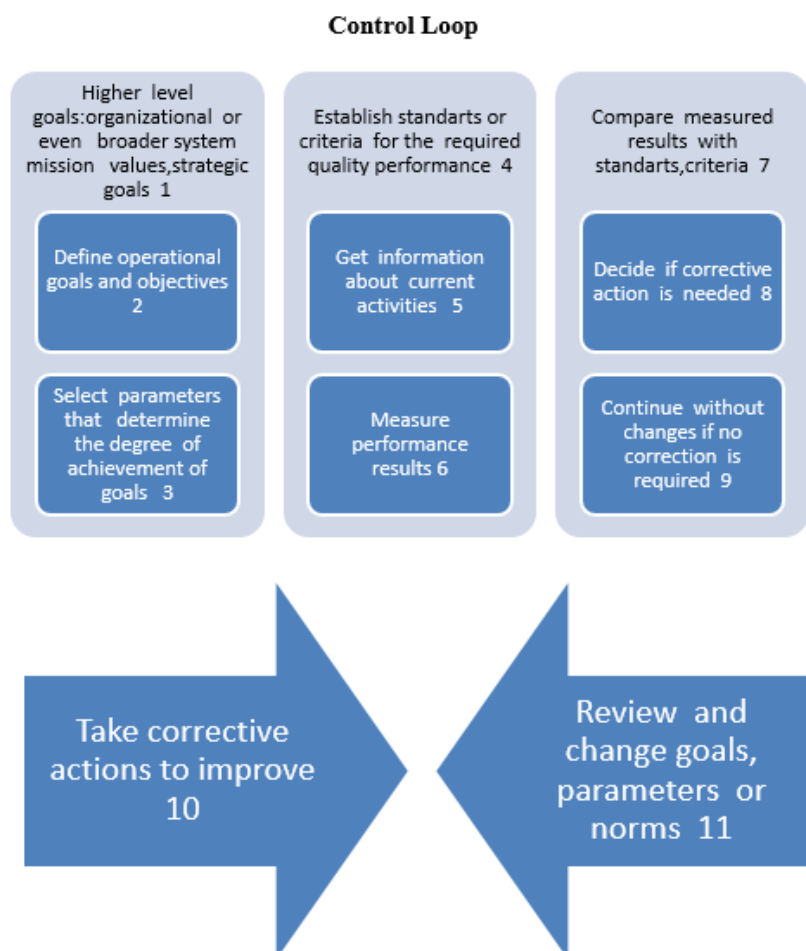
The essence of control is depicted in Scheme 1.

Scheme 1



Experience shows that control has several advantages. Control is an integral part of the regulatory system and is aimed at identifying deviations from established standards (such as standards, plans, programs) at an early stage, taking corrective measures, and preventing or limiting future deviations. Regardless of the source of control, the multistage control process can be represented as a control cycle (see Scheme 2).

Scheme 2



In the steps shown in the scheme, it is evident that strategic or high-level goals (Step 1) are highlighted separately. However, these goals and tasks are taken into account when setting the goals and tasks of the operational plan in Step 2. If the goals set in Step 2 cannot be measured, how will you know if they have been achieved? At Step 3, appropriate quantitative and qualitative indicators are selected to assess the quality of the educational program, the success of the admission and graduation plan, the staffing potential of the educational institution, and the physical and technical infrastructure of the educational institution.

Step 4 defines the expected values of these indicators, referred to as norms and standards, and practical requirements are determined, such as learning speed, level of knowledge and skills, planning, staffing, qualification requirements, and job descriptions.

Steps 1-4 can be briefly described as follows:

- Identify the activities to be monitored (for example, management (delegates), teaching (teachers), learning (students)).
- If the results are unsatisfactory, the current policy can be changed and you can revert to the previous step.

Steps 5-8 form the basis of the monitoring process. Based on measurable goals and plans, information about the current situation is gathered at Step 5, the performance results are measured at Step 6, and compared with the criteria set in Step 4. The analysis of the collected information occurs at Step 7 and leads to the decision-making process at Step 8. At Step 8, one of three possible decisions is chosen. Steps 9-11 present three options. Step 9: Corrective actions are not required as the indicators meet the established criteria and no significant problems have been identified. Continue monitoring as described in Steps 5-8. Step 10: If realistic plans have not been achieved, take corrective actions to improve the indicators, and then continue monitoring. Step 11:

Incorrect selection of goals, performance measurement parameters, and standards is identified as the reason for the lack of progress. Return to Steps 2, 3, or 4.

Research during the planning stage has shown a close relationship between planning and observation. As a management function, control plays a crucial role in tracking progress towards goals, aligning goals and methods, motivating new work, improving methods, approaches, and work styles, and identifying hidden opportunities. The primary goal of observation as a management process is to motivate employees to perform specific tasks, achieve planned results, and accomplish set goals. Regardless of the type of plan, such as organizational development directions or goals that must be achieved within a specific time frame, it is essential to establish an observation system. This system should include the following components:

- Clear goals are important, including operational and strategic orientations.
- The degree of control and influence is determined.
- Regulatory framework sets the expected level of work through a set of standards or norms.
- Information infrastructure provides access to the necessary information for control.
- Timeframes define the control periods.
- Control mechanisms and methods are tools and approaches used for monitoring and evaluation.
- Actual results consist of specific actions and behaviors based on the control outcomes.

The university's control plan includes:

- Defining the goals and tasks of control. - defining the objects subject to control and determining the types of control;
- defining the objects subject to control;

- determining the control period;
- delineating responsibilities and identifying participants;
- selecting the format and method of audit;
- preparing and defining the report;
- preparing the final document, including analysis and evaluation;
- setting deadlines for the review of recommendations and proposals.

Managers are advised to adhere to the following monitoring rules:

- establish timeframes for monitoring;
- the Ministry of Finance conducts regular internal audits based on the annual report of the Audit Committee, overseen by the minister;
- the internal audit department should promptly report to the competent body's leadership and supervise internal audit activities;
- discussion and transparency of management conclusions;
- management should accept the audit results and understand how to rectify shortcomings.

The comparability of various types of control is shown in Table 2.1.

Table 2 Comparative Capabilities of Different Control Forms

Forms of Control	Objectivity	Demanding	Multidimensionality	Accuracy	Depth	Cost estimation	Results
Collective forms of control	+!	+	+!	+	+	Larger(-)	+!
Taking control ,methodical mentoring	+	+	+	+!	+!	Average(+)	+
Selfcontrol	+	+	+	+	+	Small(+)	+
Spontaneous administrative control	-!	+!!	-	-	-!	Very small(-)	-
Planned administrative control	+	+	+	+	-	Average(+)	+

If management is a purely mechanical task, then everything is relatively simple, but if the human factor needs to be taken into account, the situation becomes more complicated.

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