

## **ORGANISATORISCHE UND PÄDAGOGISCHE MERKMALE DES SYSTEMS ZUR KONTROLLE DER BILDUNGSQUALITÄT IN FORTGESCHRITTENEN AUSLÄNDERN.**

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**Anmerkung.** Dieser Artikel hebt die Notwendigkeit hervor, das Bildungssystem in Usbekistan in einer neuen Entwicklungsphase zu reformieren, neue Prinzipien der Verwaltung und Überwachung einzuführen und die Erfahrungen fortgeschrittener ausländischer Länder bei der Ausbildung von Führungspersonal zu nutzen. Besonderes Augenmerk wurde auf die Bildungsmodelle im Ausland sowie auf Möglichkeiten zur Verbesserung der Bildungsqualität gelegt

**Schlüsselwörter.** Überwachung, Qualität, Bildungsmodell, strategisches Management, Globalisierung, Berufsbildung.

## **ORGANIZATIONAL AND PEDAGOGICAL FEATURES OF EDUCATIONAL QUALITY CONTROL SYSTEM IN ADVANCED FOREIGN COUNTRIES.**

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**Abstract.** This article highlights the need to reform the education system in Uzbekistan at a new stage of development, to introduce new principles of management and monitoring, and to use the experience of advanced foreign countries in the training of management personnel. Special attention was paid to the models of education in foreign countries, as well as ways to improve the quality of education

**Keywords.** Monitoring, quality, education model, strategic management, globalization, professional education.

At a new stage of development of Uzbekistan, there is a growing need to reform the education system, to introduce new principles of management and monitoring, and to use the experience of advanced foreign countries in the training of management personnel. Good governance is an important factor in ensuring the quality of education. Today, in the education system of developed countries, democratic principles prevail, rather than authoritarian and bureaucratic models of governance. Therefore, a number of studies are being conducted in the world's leading universities and research centers in the context of the need to create innovative models of control and management of educational institutions and reform the existing ones. "Managers of educational institutions should master the functional aspects of management, achieve productivity, take a responsible approach to work,

direct the team to the goal, adapt the control and management of the educational institution to internal and external changes, innovation should introduce ideas. It is also important to have the necessary knowledge, skills and competencies to improve the use of innovative technologies in management. "[1] Therefore, first of all, it is necessary to increase the horizons, knowledge, attitude to time, readiness for innovation and creativity of those who provide leadership and control in the education system.

In his congratulatory message to teachers and coaches of Uzbekistan, President Mirziyoyev stressed the need to improve the teaching of foreign languages, information and communication technologies in schools, and to reform the management system in higher and secondary special education. At the same time, we need to take effective measures to involve young people in science and support their initiatives. In the field of vocational education, he stressed the need to accelerate the transition to a completely new system that fully meets today's labor market and international standards [2;367]. These considerations justify the extent to which the control-management structure needs to be reformed.

Harvard University has been recognized as the best university in the world for the last decade. Stanford University is in second place, followed by Cambridge University in third place. Also on the list of top ten universities are Massachusetts University of Technology, University of California, Berkeley, Princeton University, Oxford University, Columbia University, California Institute of Technology and the University of Chicago. The potential of these universities also depends on their strong and effective management. These institutions of higher learning also have strong and effective oversight principles in place, ranging from the private sector to parents to participate in governance and public oversight.

The processes of globalization and multiculturalism are bringing about profound change and renewal in all countries. It is known that "today there are growing dangers around us, poisoning the hearts and minds of young people and trying to divert them from the right path. We must all work together to fight such ideological attacks on the basis of the national idea and strengthen family, school and community cooperation" [2;362.]. Today, education is recognized as the most important basis for economic development in developed countries. «There are also a number of shortcomings in the management of the education system in Uzbekistan. It is time to entrust the management of the education sector to one ministry. The experience of countries such as the United States and Russia shows this. In order to improve the management of educational institutions, to strengthen their independence, it is necessary to take into account the views of the university staff in the appointment of rectors and vice-rectors, to evaluate the work of the leadership after 5 years» [4]. The economy is now increasingly dependent on the skills of the workforce, and the role of education in general, as well as the importance of training and retraining, is growing. On the other hand, these changes need to be studied and taught. That is the responsibility of educators. It is especially important for a teacher to be aware of changes, to learn from them, and to develop these skills in students for the development of society. To do this, it is necessary to form a new mentality (way of

thinking) in higher education, where the teacher will not be a victim of change, but will pass it on to the younger generation.

In order to develop the quality control structure of education, it is necessary to study the best practices of developed countries, models of education and create a national model based on it, to increase the intellectual, spiritual and material wealth of society.

There are many educational models available today that are effective in improving the quality of education. However, based on the experience of countries that have developed through education today, it is possible to distinguish three types of education models:

- European model of education
- American Education Model
- Asian Education Model

### **European model of education**

- The European model of education aims to set high standards for students from primary school onwards and to provide them with in-depth knowledge, mainly in the natural and engineering sciences. There is also a pre-school education system. Primary and secondary education lasts a total of 10–12 years and is considered general. The next stage is vocational, higher education and postgraduate education. In this model, all levels of education are centralized, mostly free of charge at the expense of the state.

- In this model, the criteria for assessing students' knowledge from primary school are high, and students are transferred from class to class based on these criteria. Although university autonomy has deep historical roots in Europe, it is relatively less independent than in the United States. The role of academic circles in the management of educational institutions is significant, and in the United States this task is more assigned to the boards of trustees.

- Within the European model, the English, French, and German education models, as well as the Eastern European education model, stand out. For example, the German model of the "dual principle" (i.e., linking education to production) and the free nature of education for all are characteristic of the French model of education. The European education system includes a comprehensive education system and a system of free retraining for working specialties, including by the labor and employment authorities. There is also a very comprehensive system of in-service training, which is required and paid for by employers or students.

### **American education model**

The U.S. Regional Department of Education makes high use of strategic management. There is also a well-established system for improving and evaluating and monitoring the quality of education. This work is carried out by the Department's Strategy Development Department, Quality and Efficiency Department, Quality Improvement and Planning.

The structure of the Colorado Department of Education in the United States is comprehensive and covers all aspects of education. In Colorado, the quality of education in the education system is overseen by the Department of Quality and

Efficiency. The quality of education is also systematically assessed by the Accountability and Evaluation Department. These assessments are analyzed by the Reporting and Monitoring Division.

Most importantly, the state's education system has a "Department of Higher Education and Career Training," which helps bring the quality of lower-level education into line with higher education. A special feature of the U.S. education system is its focus on pragmatism. That is, children are taught pragmatic thinking and hard work from school. The Department of Education Quality Improvement and Planning also develops and implements strategic plans for education.

This means that the study of the US higher education system will also play an important role in Uzbekistan's reforming education system. Unlike most national governments that have ministries of education, the U.S. federal government does not exercise general oversight of higher education or serve as its primary sponsor.

In the standards of the world education system, the US education system is unique. Unlike most countries, the United States does not have a Ministry of Education or any other central agency responsible for higher education in the country. The role of the federal government is limited. Replicating other U.S. government structures, the country's higher education system is not decentralized as a whole. State universities and colleges are under state control, not federal government. Educational institutions have a wide range of rights to self-government. These features are manifestations of free control and management, which means that the higher education system is decentralized, does not depend on higher organizations in management, and there are no old standards.

That's why the U.S. education system is efficient and the quality of education is high. Because the quality of higher education, the development of science in the context of true academic freedom, has been proven as a result of these state reforms.

"Uzbekistan today has a task to ensure the development of the economy based on innovation. Therefore, reforms in the education system in Uzbekistan remain closely linked with the emergence of new changes in the economy. The education system of Uzbekistan has undergone a number of changes over the past 20 years. At the same time, there are problems in the education system of Uzbekistan that need to be addressed in the near future " [4]. The need to reform, change and modernize the control and management of the education system as a solution to these problems is also emphasized from the high podiums. Therefore, the Ministry of Public Education and the Ministry of Higher and Secondary Special Education are working to introduce innovative approaches to the control structures to ensure the quality of education, to create a competitive environment in training. As a result, the work on creating professional education is in full swing. As part of such changes, the practice of granting academic independence to higher education institutions and financial independence of some universities is also being piloted.

Despite the growing influence of the federal government in the United States, its role is still limited, and major scientific decisions are still made by institutions, and some by government agencies.

### **Features of the Asian education model.**

- The importance of primary school (in most of these countries, including Japan and South Korea, primary schooling lasts 6 years instead of 4 years);
- Special attention is paid in the school curriculum to the spiritual and moral sciences (music, fine and applied arts, ethics, aesthetics), which provide students with a sense of harmony, the formation of high moral standards;
- The focus is not only on imparting academic knowledge to students, but also on developing their creative and independent thinking skills. (One of the seven advantages that elementary school graduates should have in Singapore is their ability to think and express themselves and take an interest in the things around them);
- Educational institutions, including primary schools, are equipped with computers and connected to the Internet (South Korea is the second in the world after Singapore to fully equip its schools, even rural and island schools). In addition to the efficiency of the learning process, it has provided economic benefits by reducing the cost of publishing textbooks, visual aids, maintaining libraries, etc .;
- Openness of the education system to different segments of society (97% of South Koreans aged 25-37 have higher education, which is the highest rate in the world).
- Flexibility and high level of different types of educational institutions (in South Korea, in addition to ordinary colleges and universities in the field of higher education, there are vocational colleges, other educational institutions with college status, open and part-time universities).
- Students are given the freedom to refuse compulsory academic courses (In Japan, 50 percent of courses are compulsory not only for students but also for high school students), however, educational institutions are given the opportunity to choose special and general education courses;
- High level of participation of private capital in financing and management of educational institutions (In South Korea, private resources account for half of the budget of preschools, 80 percent of the budget of higher education institutions, and 50 percent in Japan. In China, since 1994, along with the expansion of access to student loans and grants, a system of paid secondary and higher education has been gradually introduced);
- Special attention is paid to the study of foreign languages, primarily English. (English is fluent not only in the former British colonies of Singapore, Hong Kong, Malaysia, and India, but also in Japan and South Korea, where the debate over the status of English as a second state language continues);
- Existence of a special program to identify, support and send talented students to the best foreign universities (for example, in Singapore and Malaysia, the initiative to establish such programs has been announced and monitored by the leaders of these countries).

In addition, in many countries (Japan, South Korea, China, etc.) the highest grades and scores required for admission to higher education are set. This approach ensures the high quality of higher education from the beginning. Because it allows you to choose the most talented and well-prepared young people. [5;295].

Many education experts comment on the quality of education in South Korea, one of the most developed countries in Asia, especially the effectiveness of school education and liberal governance. According to them, today the best quality school education in the world is organized in this country. This recognition is confirmed by the results of PISA (Program for International Student Assessment). "Korea has been ranked among the top 70 countries in the world for several years, according to a study of 15-year-old school students around the world in mathematics, physics, chemistry and reading" [6;13.]. These results show that the South Korean education model has become a system that is proving its effectiveness today, proving that the quality of education can influence the development of society. Therefore, in the study of best international practices in our country, the issues of studying the South Korean model of education, the development and implementation of aspects that are relevant to our country are relevant.

According to the study, "South Korea also has a well-established system of effective education management through strategic management. The Ministry of Education, the country's state education body, also has national education strategy development and forecasting departments. If we look at the organizational structure of the Seoul General Directorate of Education, located in Seoul, South Korea, it has a separate Department of Education Strategy, which includes 5 departments. The department is mainly involved in developing strategies to continuously improve the quality and content of education in Seoul, forecasting and analyzing education indicators, and ensuring the innovative development of education. The department is mainly engaged in developing strategies to continuously improve the quality and content of education in Seoul, forecasting and analyzing indicators in the field of education, and ensuring the innovative development of education "[6; 5]. Therefore, the study of the activities of the Department for Strategic Development of Education and the improvement of the quality of education in this country, the study of the quality control and management of education will be an effective methodology for the development of national education. In order to improve the quality of education in our country, it is necessary to reform the system of quality control and management of education in the regions, to introduce mechanisms to manage and control them through a new structure. The new structure should have the function of supporting, encouraging, and liaising with the government, rather than curbing and restraining educational institutions.

If we study the practice of developed countries, higher education in them is governed by a centralized structure. The reason for this is to ensure that higher education ensures the competitiveness of each country's national economy in the world market. In other words, it is very important to control higher education, as it is mainly funded from the state budget.

In conclusion, the study of the quality control structure of education in developed countries serves as a strong basis for achieving quality and efficiency in the path of educational reform in our country. One of the most pressing educational tasks today is to study the education model of developed countries and, on this basis, to create a national model of quality assurance in education. In this way, it is

necessary to develop a model of education based on the characteristics and peculiarities of different nationalities and ethnic groups living in Uzbekistan, which should clearly show the ways of material, spiritual and intellectual development of society.

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