

**MECHANISMS FOR MONITORING THE QUALITY OF EDUCATION IN PRE-SCHOOL EDUCATIONAL INSTITUTIONS**

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**Abstract:** The article presents the views on the reforms being implemented in our country to further improve and develop the preschool education system, the organization of educational quality control and management.

**Keywords:** Preschool education system, organization, management, management methods, personnel, quality of education, scientific approach, process, situational, program-targeted approach, personnel policy

**Introduction.** Over the past period, extensive work has been carried out in our country to organize an effective system of preschool education aimed at raising the growing generation to a healthy and comprehensively mature adulthood, introducing effective forms and methods of education and upbringing into the educational process. The favorable conditions created for the development of public-private partnership in the field of preschool education have become a solid foundation for further increasing the number of non-state preschool educational organizations and expanding the types of services they provide. At the same time, the analysis conducted shows the need to address the issues of ensuring the coverage of children with preschool education, replenishing preschool educational organizations with modern educational and methodological materials and fiction, and attracting qualified pedagogical and managerial personnel to the field.

In order to improve the mechanism for monitoring the quality of preschool education in the world, various issues such as the introduction of state educational standards based on a competency-based approach, the development of scientifically based proposals and recommendations for innovative activities, a system of criteria, indicators, parameters and indicators of management quality, and the identification of factors affecting the quality of management are being addressed. Key stakeholders such as UNESCO, OECD, UNICEF are conducting a number of studies, such as “Evaluation and improvement of monitoring systems in preschool education, the use of indices and metrics in monitoring the quality of education, and the creation of platforms for studying interstate experiences” [1]. In particular, the Organization for Economic Cooperation and Development, through its Early Childhood Education cooperation program, is engaged in important issues such as ensuring equality in society and establishing quality education systems for children. Research on the quality of preschool education is being conducted in developed countries of the world. In particular, scientific research is being conducted by the Harvard Kennedy School aimed at “improving the quality of preschool education by introducing modern educational methodologies such as managing organizations in the preschool education system and assessing the quality of education” [2]. Also, the issues of studying new practices of systematic and effective management in improving the quality of education, developing effective management models, and implementing innovative approaches into practice remain relevant.

**Materials and methods.** The quality of preschool education is being improved, in particular, the quality of education is being established based on the experience of South Korea. To date, scientific research has been conducted in our country on the management of monitoring the

quality of preschool education, the development of professional competence of pedagogical personnel by Sh. Qurbonov, E. Seytkhalilov, R. Sh. Ahliddinov, M. N. Khushnazarova, M. M. Vakhobov, M. A. Yuldashov, A. Radzhiev. Currently, practical and theoretical issues of monitoring the quality of education in preschool educational organizations have been studied in the works of foreign scientists M. V. Krulekht, I. N. Telnjuk, I. S. Kleyman, A. A. Dmitrienko, G. M. Chuykov.

Monitoring the process of preschool education is important for improving the quality of education, monitoring children's development indicators, and effectively organizing the activities of teachers. This process requires a systematic approach and includes the following main areas: Organizational and management methods are based on the law, law and order, and obedience to a superior, that is, the motivation of authority.

Control of pedagogical activities is the analysis of children's lesson plans and methodological materials. Assessment of the effectiveness of the methods used in working with children. Monitoring the processes of self-development and professional development of teachers.

Monitoring the development of children, regular assessment of individual development indicators of children. Monitoring the level of their physical, intellectual, social and emotional development. Identifying children's abilities through various games, activities and activities.

Monitoring the quality of education, assessing the compliance of lessons and classes with program requirements. Monitoring the use of modern pedagogical and innovative technologies in the educational process. Education quality management, first of all, involves the use of such activities as monitoring the process of education and personnel training by management personnel. To do this, they need to clearly determine the initial and current state of education quality by applying appropriate methods, including the principles of qualimetry, that is, a method of quantitative assessment of quality.

**Analysis and results.** Monitoring in education is used in various terms (pedagogical, educational, didactic and upbringing monitoring) and represents a pedagogical phenomenon that performs general pedagogical functions [3, pp. 32-33].

Educational monitoring is a system for organizing the collection, storage, processing and dissemination of information about the activities of the education system, continuous monitoring of its status and forecasting its development [4, p. 26].

The information collected in the monitoring system allows us to identify problems in education related to errors of school textbook authors, imperfections in teaching methods, violations in the ratio of curricula, etc. It can be used to assess the impact of innovations introduced into education at various levels.

Monitoring of preschool education is a systematic and ongoing process, the purpose of which is to identify, analyze and evaluate the quality of education. Monitoring and regulation of the quality of education in preschool educational organizations is a process aimed at assessing and managing the quality, effectiveness of the educational process and the pedagogical impact on the development of children. This process includes a number of important steps and criteria. Below is detailed information on this topic. To monitor the educational process: Roundtable discussions and seminars, involving teachers in the exchange of experience, tests and monitoring, regular assessment of children's knowledge and skills, reports and analyzes.

Monitoring of preschool education consists of the following:

- 1) Information sources are preschool educational organizations, schools, various educational institutions. Since the object of observation in them is the students. At each level, the information obtained from the child is summarized accordingly.
- 2) Information processing is carried out at each level, taking into account its specific characteristics, to obtain a clear conclusion and analysis.

- 3) It is necessary to store information at each level to allow comparative analysis and forecasting.
- 4) Dissemination of information.

The methods and techniques used in the inspection process depend on the type of control, which aspect of the educational process in a particular group or which aspects of the financial and economic activities of the institution are being checked, and the professional skills and practical experience of the inspector. The use of various methods in the inspection process is of great importance in the comprehensive study of the work of a preschool educational organization.

The observation method serves to identify achievements and shortcomings in the pedagogical process, eliminate difficulties in work and increase the effectiveness of educational work. Also, the observation method allows you to correctly assess the pedagogical process, the state of methodological and financial economic activities in the organization and draw the necessary conclusions.

Through the general inspection method, all aspects of the organization's daily activities are monitored: the content, directions, effectiveness and results of organizational, administrative, financial and economic, educational and educational activities. Modern management is determined by the duty of the head of a preschool educational organization to the organization, which is determined by the ability to early understand the external factors of the organization in various situations in the development of the organization he manages, internal factors of the organization, namely pedagogical staff, educational technologies, planning and management mechanisms of the educational process, and at the same time make rational decisions. We consider it appropriate to quote the following thoughts of the President in the introduction to our article: "Every citizen should know that the decisions we make bring real benefits. Management must ensure that the processes in the managed facility are clearly targeted and organized. Management carries out this task by forming the image of what it should know (goals and plans for achieving them), distributing tasks and powers among performers (creating and maintaining a formal structure), creating conditions that ensure the performers' interest in effective work (encouraging), forming common values and favorable relations in the team (creating and maintaining an informal structure), controlling the progress of work, and solving other special management tasks.

In scientific literature, assessing the quality of products and services is included in a separate type of function of management activities aimed at forming judgments about the value of the object of assessment. Measuring the quality of education involves determining a quality measure and obtaining its value using special algorithms. The effectiveness of such a process is ensured by the use of statistical methods of assessment. This is due to the fact that in most cases the values

of the quality indicators of the assessed object are considered random variables. This situation is explained by the many factors and conditions that directly or indirectly affect this quality. Therefore, the management team must be able to use statistical methods of obtaining and processing information about the quality of education. The importance of monitoring and regulating the quality of education. Ensuring the development of children: Meeting their intellectual and social needs. Adaptation to standards: Adapting the educational process to international and state standards. Increasing the efficiency of the system: Creating a high-quality and effective educational environment in preschool educational organizations. Strengthening the trust of parents: Attracting parents through quality education and gaining their trust. A teacher with pedagogical skills is an influential leader who is able to overcome the difficulties of upbringing, who understands the spiritual world of the growing younger generation, feels their feelings. They are individuals who are able to skillfully and carefully approach the child's personality with a delicate inner world, who have wisdom and creative courage, scientific analysis, imagination and fantasy, and deep scientific thinking. The quality of educational

activities in preschool educational organizations is determined not by the planning of the educational process, its implementation, the content of the curriculum and programs, but by the quality of the educational results associated with the knowledge, skills and abilities acquired by students, and their independent knowledge.

**Discussion.** Assessing the quality of preschool education is one of the most pressing issues facing the preschool education system of the Republic of Uzbekistan today. The quality of preschool education is a comprehensive system in which all components are interconnected and complement each other.

The state's attention to the issue of the quality of preschool education is based on the uniformity of mandatory requirements for the implementation of basic educational programs in the Law of the Republic of Uzbekistan No. ORQ-595 "On Preschool Education and Upbringing" dated December 16, 2019. Thus, the state educational standard of preschool education normatively determines the obligations of the state in relation to each preschool child.

The State Educational Standard for Preschool Education includes a section on the requirements for the conditions for implementing the basic educational program for preschool education, which includes requirements for the psychological, pedagogical, personnel, logistical and financial conditions for the implementation of the Program, as well as for the developing scientific and spatial environment. This, in turn, reflects the list of mandatory information about the monitored preschool education system.

Since 2017, monitoring activities in preschool education have been carried out in full accordance with regulatory requirements, using various methods, both our own and independent developments. Every year, we carry out various types of monitoring (independent assessment of the quality of services provided, monitoring the quality of preschool educational programs in preschool educational organizations, both remotely and personally with our participation). Such a variety of approaches and quality assessment models implemented makes it impossible to consolidate data without losing the main information. Many models do not provide complete information about the activities of preschool educational organizations. Thus, the urgency of developing a unified system for monitoring the quality of education in preschool educational organizations in order to ensure a unified understanding of the requirements of the state educational standard for preschool education becomes obvious.

**Conclusion.** Monitoring and regulation of the quality of education in preschool educational organizations is an important mechanism for ensuring the effectiveness of the educational process and the development of children. This process helps to achieve the following main goals: Improving the quality of education: Creates conditions for development that meet educational standards. Supporting the development of children: Has a positive effect on their social, psychological and intellectual development. Improving pedagogical activity: Allows you to improve teaching methods and improve the skills of teachers.

Identifying and eliminating problems: Aims at quality management by eliminating shortcomings in the educational process. Increasing the effectiveness of the preschool education system: Creates a foundation for development in accordance with the needs of children and society. Thus, monitoring and regulation play a key role in improving the quality of education, providing a solid foundation for knowledge and development for the future generation.

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