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MANAGEMENT OF EDUCATION QUALITY BASED ON MODERN PEDAGOGICAL TECHNOLOGIES

Ibragimova Gulnozakhon Sayidmurodovna
Andijan State Technical Institute
Senior lecturer, Department of "Economics"

Annotation. This article examines modern methods of monitoring and assessing the quality of education, as well as the mechanisms for planning and monitoring the pedagogical process. It substantiates that the implementation of modern pedagogical technologies plays a significant role in improving the management system in educational institutions, developing teachers' professional competencies, and fostering students' independent thinking skills.

Keywords: Teacher competence, higher and general education institutions, modern global technologies, skilled personnel, educational technologies, international organizations, ideological approach, investment, innovation, professional level, monitoring, management system, decrees and resolutions, teaching and learning process, students' education and upbringing.

Introduction. In our country, the legal and regulatory framework for the modernization of the scientifically based infrastructure of the integration of science, education, and production has been improved. In general secondary educational institutions, there is an increasing need for the effective use of integrative approaches to motivating students to become competitive specialists who can comfortably and effectively move in the labor market, and organizing the innovative activities of the pedagogical team in the "goal, process, result" relationship.

Improving the effectiveness of the quality of education can be achieved mainly through "independent mastering of new educational technologies, methodological methods and forms of organizing students' educational activities, working with scientific and methodological literature, mutual visits to classes, project development, etc. ".[1]

We know that digital technologies are becoming the main tool for managing the quality of education. Through electronic journals and diaries, automated monitoring systems, and learning analytics, students' learning, participation, and development dynamics are regularly analyzed.[2] These technologies allow for accurate data-based decision-making, early identification of students at risk, and individualized learning trajectories.

Secondly, "management technology based on a competency-based approach requires assessing the quality of education not only by the amount of knowledge, but also by the student's practical skills, creativity, critical thinking, and social activity. Within the framework of this technology, educational outcomes are defined through specific competencies, and assessment criteria are made transparent and clear. School management, in turn, directs teachers' activities to the formation of these competencies."

Thirdly, "internal and external quality assessment technologies require the integration of internal and external assessment in modern quality management. Internal assessment is carried out through school self-analysis, the activities of pedagogical councils, and methodological associations. External assessment is carried out based on the results of state control, national and international assessment programs (PISA, TIMSS, etc.). This technology serves to objectively assess the quality of education and determine a development strategy. [3]

Fourthly (Process management) - this is a "management technology that views the quality of education not as a separate result, but as a continuous pedagogical process. In it, the planning - implementation - evaluation - improvement (PDCA cycle) is the main mechanism. Each

pedagogical and organizational process in the school is analyzed from a quality perspective, and decisions are made to eliminate shortcomings." [4]

Fifth, "pedagogical monitoring and diagnostic technologies are aimed at systematically studying the level of knowledge of students, the dynamics of development and the state of the educational environment. Diagnostic tests, portfolios, and formative assessment methods identify problems in the educational process. This helps to timely implement preventive and corrective measures in managing the quality of education." [5]

Sixth, "management of innovative pedagogical technologies is an important means of improving the quality of education, including project-based teaching of students, STEAM education, flipped classrooms, and inclusive education technologies. School management should systematically organize the training of teachers, the provision of resources, and the evaluation of results when introducing these innovations." [6]

Seventh, "technology aimed at developing the potential of personnel is primarily related to the quality of education, primarily to the professional skills of teachers. Therefore, coaching, mentoring, the "teacher-student" model, and continuous professional development (CPD) technologies are important areas of education quality management. These technologies serve to increase the innovative activity of teachers and improve educational outcomes."

In the context of modern educational reforms, improving the quality of education in general secondary schools requires not only the implementation of regulatory requirements, but also the implementation of innovative technologies. Below are the main modern technologies for managing the quality of education and recommendations for their practical application. [7]

(Table 1)

Main modern technologies for managing the quality of education.

№	Modern technologies	Application content	Practical result	Recommended mechanism
1.	**Digital monitoring technologies**	Data collection via electronic journal, diary, LMS	Impartial analysis, quick decision-making	Implementation of a single digital monitoring platform in the school
2.	**Competency-based approach**	Competency-based assessment of learning outcomes	The student's practical readiness increases	Development of competency maps in the field of science
3.	**Internal quality control**	Self-assessment, pedagogical analysis	Clear shortcomings in school activities are identified	Implementation of the "Internal Education Quality Audit" system
4.	**Using external assessment results**	National and international assessment analysis	Educational outcomes approach international standards	Analysis seminars based on PISA, TIMSS results
5	**Pedagogical monitoring**	Monitoring student development dynamics	Early prevention and correction	Implementation of diagnostic maps and portfolios
6	**Process-based management (PDCA)**	Planning-implementation-control	Continuous improvement of the educational process	Quarterly PDCA analysis meetings
7	**Development of human resources**	Coaching, mentoring, CPD	Teacher skills increase	Institutionalization of the "Teacher-Student" program

8	**Innovative pedagogical technologies**	STEAM, project-based learning	Student activity and interest increase	Innovative pilot classes

As a result of the analysis, it is worth noting that it is advisable to establish a working group (quality council) responsible for assessing and analyzing the quality of education in each general secondary school. This group will regularly analyze educational results, teacher activities and the educational environment, and systematically submit proposals to the management. For this purpose, it is necessary to introduce an electronic journal and analysis of monitoring results into school management practice. It is recommended to develop methodological guides for lesson planning and assessment based on a competency-based approach for teachers and conduct regular seminar-training sessions. [8]

Conclusion. In conclusion, the widespread introduction of modern pedagogical technologies will create opportunities to improve the management system in educational institutions, increase the quality of education, and train competitive, knowledgeable and creative personnel.

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