

TENDENCIES OF MONITORING DEVELOPMENT AND EDUCATION QUALITY ASSESSMENT IN THE SYSTEM OF GENERAL AND SECONDARY EDUCATION IN THE REPUBLIC OF UZBEKISTAN

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ABSTRACT

The article discusses monitoring system modeling in general-secondary education system in Uzbekistan. Today, quality of intellectual resources is becoming a major geopolitical factor in the world. In this regard, upbringing of younger generation who have strong knowledge, active citizenship and independent thinking, is one of the priorities of state policy in Uzbekistan. Uzbek nation, which permanently cares about the future of its children and bears responsibility towards the spirit of ancestors, has always paid a great attention to the education and upbringing of its young men and women. This has been proved during a long history and showed remarkable results.

Keyword: Monitoring, modeling, technology, quality assessment, model, general secondary ducation.

INTRODUCTION

Thus, reforms in the sphere of education, first of all, bring about positive changes in consciousness and play an important role in prosperity of national spirit. The system of professional education, created on the basis of the Laws of the Republic of Uzbekistan «On Education» and «On the National Program for Professional Development», adopted under the direct guidance and leadership of the President, play an important role in building great future of our country.

Primary objective of the system is to bring up the new generation with a high spirit, with a strong personal standpoint, and capable of acquiring modern knowledge and technologies. It is to say that the issue of youth is set as one of the priority spheres of government policy in Uzbekistan.

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Principles of ensuring the priority of law, making it work for the interests of people and sustaining the justice serve as a foundation of maintaining execution of laws in the educational sphere. To illustrate, principles of «uzbek model», which was initiated by Islam Karimov, were strictly followed during the implementation of The National Program for Professional Development, and the reforms were realized step-by-step in accordance with the development of the country.

LITERATURE REVIEW

«Education is considered to be a priority in the sphere of social development of the Republic of Uzbekistan». Law of the Republic of Uzbekistan «On education», (Article 3).

«Everyone shall be guaranteed equal rights for obtaining education regardless of sex, language, age, racial and ethnic background, belief, religion, social background, type of activity, social status, place of residence, and length of stay in the territory of the Republic of Uzbekistan». Law of the Republic of Uzbekistan «On education», (Article 4).

«The goal of the National Program for Professional Development of the Republic of Uzbekistan is to thoroughly reform the sphere of education, remove all the remains of old ideological conceptions from education, create National system of training highly qualified cadres at the level of developed democratic states which meets moral and spiritual requirements. Law of the Republic of Uzbekistan «On the National Program for Professional Development».

During the years of independence, serious attention has been paid to the provision of educational institutions with modern academic and laboratory equipments, computer technologies, textbooks and methodological materials, as these are said to be very crucial in improving the quality of education and productivity of teaching.

According to the Decree of the President of the Republic of Uzbekistan, adopted in September 28, 2008, «On Creating Public Educational Information Networks of the Republic of Uzbekistan», 9392 educational institutions were connected to the Internet through «ZiyoNET».

Creating online tutorials from all the subjects expand the opportunities of using information communication technologies in teaching these areas, and it consequently increases students' efficiency of mastering knowledge.

On the basis of the Program «On creating highly efficient multimedia applications and electronic tutorials which meet all the requirements of state educational standards», multimedia applications in 199 nominations were created for different school subjects, and they are successfully being implemented in teaching processes.

Centre of «Developing Multimedia Applications for General Education» was created under the Ministry of Public Education. Till this day, 20 electronic textbooks, 40 virtual laboratory works, and 113 different multimedia resources were produced by this centre and were successfully implemented on educational processes.

In the Scientific pedagogical library of the Republic 106432 electronic scripts were created in order to form electronic catalogue of the existing book funds and include it to the republican combined electronic catalogue.

Furthermore, distant system of retraining and raising the qualification of teachers was created in our country. Created educational-recourse centres are widely spread around the territory of Uzbekistan. As a result, nowadays, teachers in the remote areas do not have to commute to region centre in order to raise their qualification. This can easily be done in one of the local educational-resource centres.

On the basis of the words of our President «Textbooks should reflect the foremost examples of the nation's thoughts, consciousness, and ideology», the Decree of the Cabinet of Ministers «On Program for Publishing Textbooks and Educative-Methodological Manuals for Schools during 2005-2009» was adopted. On the ground of this document, systematic mechanism of creating, publishing, and delivering modern textbooks to the pupils was developed.

Textbooks are being published not only for Uzbek schools, but for the schools where teaching is organized in fraternal languages also. For this reason, groups of national authors, who will develop textbooks in other languages, were created.

It is worth to note that, in 1991 the level of procurement with textbooks was only 55.4%. This figure reached 99.9% in 2015. Every year first graders are provided with 12 kinds of study tools, together with all the textbooks as a present of the President.

During the years of independence, many studies were carried out in order to reform the content of education according to latest requirements. Uzbekistan was one of the first republics from the former Soviet Union where state educational standards were developed. These standards, which can be said as one of the outcomes of the above stated studies, were put into practice in 1999.

Each improvement in social development, science, and technology alters the people's outlook and consciousness. Obviously, it changes educational requirements. From this point of view, advancements in science and technology demand regular enhancement of state educational standards. Thus, it is clear that development always leads to change in requirements for teachers and students, betterment of styles and means of teaching. On the assumption of this condition, second generation of standards of general secondary education was created and implemented to the process of education.

As is known, state educational standards set the norms of knowledge and skills which should be acquired by the student according to level of his psychophysical abilities. Taking into account these aspects, improved state educational standards and modernized teaching programs are gradually being implemented to teaching process.

During the process of realization of National program, experiment zones are established in the leading support schools of different regions of the republic, where the requirements of new educational standards and modernized teaching programs are regularly being tested and implemented.

METHODOLOGY

It is very important that the youth within modern education process understands responsibility, has ability of self-control. If the education system is able to produce right-decision maker based on existing conditions, initiative person who is able to make reasonable choice, progressive social changes can be speeded up. The person, who chooses the way of his life according to existing ability, interest this person will be able to acquire qualitative knowledge and necessary skills.

Qualitative education management and control system is defined as one of the priorities of staff training national model and the program. Education quality assessment being Multi-

functional, shall be introduced in education quality control at every stage, namely: Republic, the Republic of Karakalpakstan, regions and Tashkent city, county (city), as well as within educational institutions.

As one of the actual challenges of pedagogy-arrangement of parameters and indicators for General secondary education quality assessment and monitoring process, legally, socially, psychologically substantiating its technologies as well as from point of view of quality metering, research and methodology, working out a new model of education quality monitoring, strengthening the cooperation between civil committee institutions and educational organizations by using cooperative pedagogy in educating intellectually developed, competitive youth- requires implementation of scientific research works.

In our opinion to eliminate this problem it is required to create education quality monitoring model taking into account experience of our country in the sphere of education, achievements and experience of developed countries and international evaluation system, and to substantiate from scientific and methodic point of view and to determine methodology for its practical implementation. Meanwhile this determines urgency of creating theoretical and practical improvement basis on the ground of modeling education quality control in general secondary education system.

Effective management and evaluation of the quality of education, above all, are resulted from education, that is considered as the most important requirement of society, training's continuity, that focused on the formation living skills, by saying in one word results from a paradigm "to take quality education during a life".

As a result, increasing of requirements to the modern person, competitive specialist, makes urgency of education quality and related to this evaluation of human and person development

Monitoring of education quality in institutions is a systematic observation of dynamics of the development of skills, knowledge and aptitudes defined by the state educational standards for the students and identifies the gaps in knowledge and the factors affecting the quality of the education quality and is the process that enables planning of measures.

The education quality monitoring is a logically linked between the three stages:

The first stage (evaluation phase) – observation of fulfillment of public education standards requirements, determine the factors that affect the execution, register findings;

The second phase (analysis phase) summarizing the results of the monitoring and evaluation, preparation of analytical data on current state and developing recommendations to fill identified gaps;

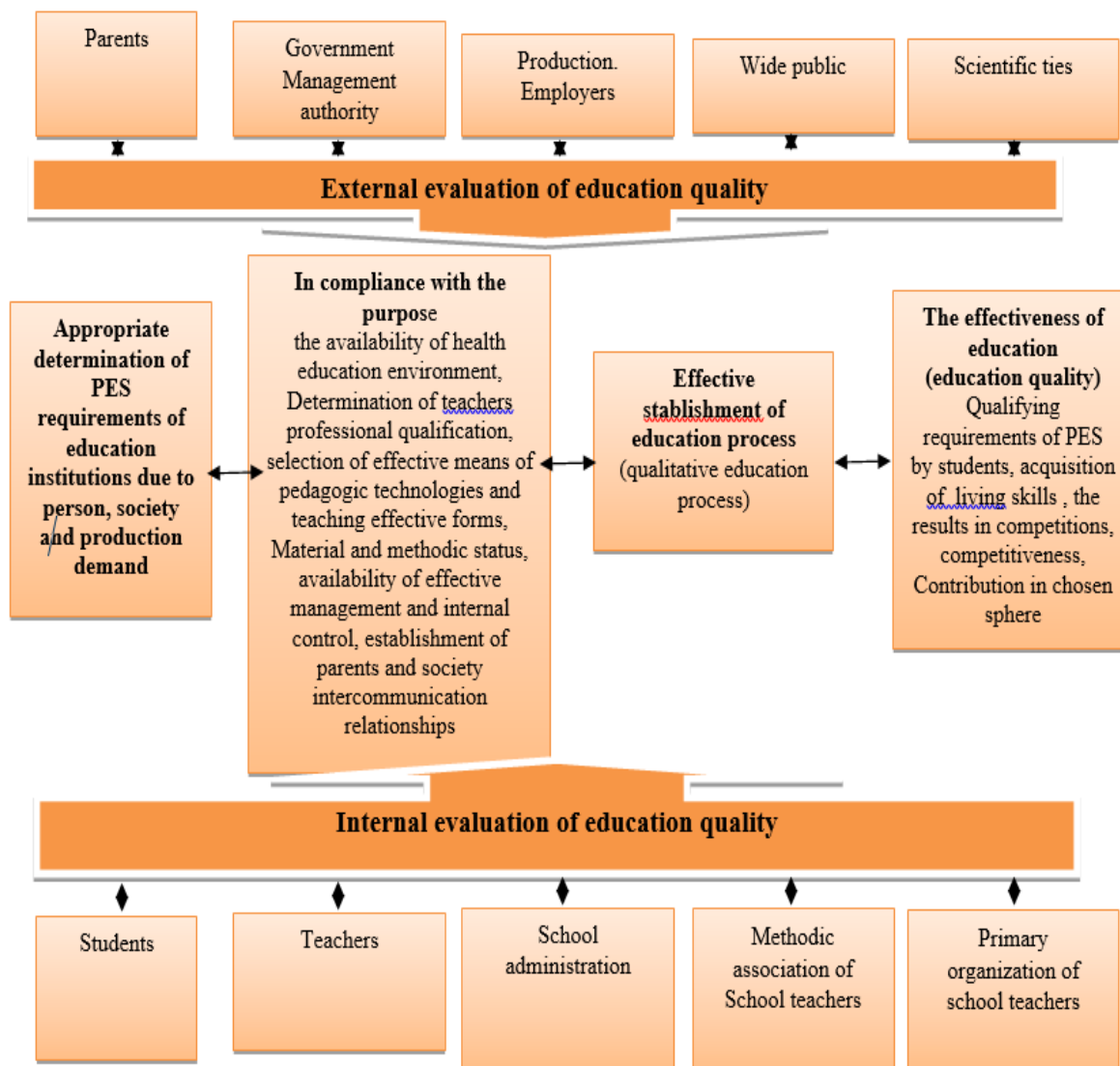
The third stage (correction phase) is the stage of working out at the identified gaps in knowledge and skills of children and the factors that affect the quality of education. In this process there is used different methods and assignments. If the above process uninterruptedly continues, the dynamics of education quality will be a positively changed.

The most important aspect of education quality monitoring is its correction (*corrective, developing*) feature.

In the years of independence of our country in a row with Modernization and reforming of the education system, improving education and training quality and effectiveness of teaching there is improving mechanism for monitoring the quality of education. Reasoning from hitherto experience if the following model of education quality monitoring in the general

secondary education system is applied it will be expedient for the system:

SCHOOL ASSESSMENT MODEL



RESULTS

The present model implies participation of social customers and all participants of the educational process in the process of evaluating education quality. There is feedback at the most important process which facilitates to increase the effectiveness of education and training.

The fairness and objectivity,

Responsiveness of pupils' psycho-physiological characteristics, transparency, clarity, equality, science-based methodology are considered as the principles for Evaluation of education quality.

The evaluation of education quality has its specifics. Hence the monitoring of education quality should be carried out in the following order:

1. Establishment of Working(creative) Group for education quality monitoring, for the preparation of control materials and organization a training for them;
2. Determining the purposes for monitoring process, procedure, monitoring techniques to be used;

3. Prepare control materials completely corresponding to Primary education standards and curriculum. Control materials should be focused on working of students at various types of data, a logical thinking, comparison a variety of sources, generalization, conclusion summarizing, determination the level of acquired skills.

4. To identify the factors that directly affect the quality of education there is prepared questionnaire for students, teachers, school administrators and parents. These survey shall be focused on 3 goals: student and his family conditions, factors that affect the quality of education, the factors related to teachers qualification and professionalism that affect the quality of education, school leadership management skills, as well as methodological work affect on quality of education.

In general education institutions along with monitoring process all disciplines and all classes are covered during the academic year. During the monitoring there is studied factors effecting the quality of education, as follows:

Factors related to the level of teacher preparation and professional skills;

Effective Introduction of progressive pedagogic and information and communication technologies and their effectiveness;

Factors related to facilitating effective educational process by school administrators;

Factors related to facilitate and resources and their effective application;

The factors related to the conditions of pupils and their families;

Factors related to methodical aid and training quality in Educational institutions, to teachers.

The above-mentioned one of the factors affecting the quality of education is Effective Introduction of progressive pedagogic and information and communication technologies and their effectiveness, that can be determined on the basis of the following criteria:

The productiveness, the regularity of the educational process effectiveness and a high level;

The urgency and social importance, effective performance of educational and training functions;

Stability, achieving high results a few times, testing under different conditions;

Presence of opportunity to achieve high achievements through condition and means,

Optimality, minimal time;

In a view that the Monitoring of education the quality has corrective nature, if this feature is operatively applied in eliminating identified gaps and challenges the education quality will significantly raise.

The difference in context and nature of model for monitoring education quality in general secondary education system is that, first of all, its systematic integrity, continuity and that it covers the most important components of this sector, as well as taking into consideration the economic and social modernization of this branch.

Main Elements of monitoring

- The ministry of education (MOE) appoints either an implementing agency within the ministry or an independent external body (for example, a university department or a research organization), and it provides funding.

- The MOE determines policy needs to be addressed in the assessment, sometimes in consultation with key education stakeholders (for example, teachers' representatives, curriculum specialists, business people, and parents).

- The MOE, or a steering committee nominated by it, identifies the population to be assessed (for example, fourth grade students).
- The MOE determines the area of achievement to be assessed (for example, literacy or numeracy).
- The implementing agency defines the area of achievement and describes it in terms of content and cognitive skills.
- The implementing agency prepares achievement tests and supporting questionnaires and administration manuals, and it takes steps to ensure their validity.
- The tests and supporting documents are pilot-tested by the implementing agency and subsequently are reviewed by the steering committee and other competent bodies to (a) determine curriculum appropriateness and (b) ensure that items reflect gender, ethnic, and cultural sensitivities.
- The implementing agency selects the targeted sample (or population) of schools or students, arranges for printing of materials, and establishes communication with selected schools.
- The implementing agency trains test administrators (for example, classroom teachers, school inspectors, or graduate university students).
- The survey instruments (tests and questionnaires) are administered in schools on a specified date under the overall direction of the implementing agency.
- The implementing agency takes responsibility for collecting survey instruments, for scoring, and for cleaning and preparing data for analysis.

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CONCLUSIONS

Steps to improve the system for monitoring and assessing the quality of education in Uzbekistan can be divided into three stages:

- 1st stage: monitoring the quality of students' knowledge,
- 2nd stage: comprehensive monitoring
- 3rd stage: monitoring of education system.

Summing up aforesaid, the monitoring of the education quality model implies modernization of teaching general education discipline methodology, introduction of mechanisms on continual enhancement of teachers skills, innovative pedagogic and mediatechnologies, and reaching high efficiency through introduction of education quality indicators.

The main purpose of monitoring and assessment of education quality is to study and analyze systematically performance of the State Educational Standards requirements at schools, identify and fill up gaps in knowledge and competencies of students. This monitoring system measures performance and identifies factors and determines their impact on the quality of education. Also, measures for improvement and development of educational institutions are defined, necessary regulatory guidelines are accepted. Currently, studies and collaborations

with international organizations such as UNICEF and the World Bank have been conducted to further improve the monitoring and evaluation of education quality.

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