PARAMETERS FOR THE DEVELOPMENT OF PUBLIC CONTROL OVER THE QUALITY OF EDUCATION IN SECONDARY SCHOOLS

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ABSTRACT

The following article deals with theoretical materials devoted to the problem of management of education system, social control, and its forms, as well as the quality of management decisions. When considering the features of social control over the quality of educational activity, we have used a systematic approach, methods of historical and comparative analysis.

Keywords: Problem of management of education system, social control.

INTRODUCTION

At the ceremony dedicated to the 27th anniversary of the adoption of the Constitution, the President of the Republic of Uzbekistan Shavkat Mirziyoyev said: "In order to achieve the supremacy of the Constitution and the law, of course, the effective use of the institution of public control is important".

In fact, public control has long historical roots in our country. This institution has long been represented in our country in the form of the Council of Aksakals. These councils are a community structure that deals with the improvement of neighborhoods, solving the problems of the population, self-defense, constant vigilance and vigilance, indifference to the upbringing of children and other public works. Nowadays, the factor of public control plays a very important role in the effective functioning of public administration and government. The sphere of influence of this institution is extremely high in the strict observance of the law by the heads of state bodies and the responsible performance of their duties and responsibilities. Therefore, in the implementation of public control is necessary to further strengthen the role and place of all citizens, as well as non-governmental organizations and the media. In this regard, a sense of responsibility, initiative and involvement in the political, socio-economic processes taking place in the country that should be formed in the minds of everyone.

It is well known that public control serves balance, equality, mutual responsibility and accountability in the relations of the individual, society and the state to decide social justice. Therefore, it is necessary to improve the quality of education in secondary schools, to establish public control over the effectiveness, to develop parameters.

The current stage of socio-economic development determines the increased attention on the part of state bodies, as well as the public, to the training of professional personnel in demand in the tough competitive conditions of the Uzbek and world labor markets. The quality of the provision of educational services should be ensured by constant effective control based on a combination of state and public control mechanisms.

Social control is a complex socio-management phenomenon. The complexity of which stems, on the one hand, from the multi-component and hierarchical nature of the subjects of control

and, on the other hand, from a wide range of specific control objects, depending on which specific mechanisms and means of its implementation are formed.

Literature reviyew

The term "social control" was introduced into scientific circulation by the French sociologist G. Tarde, who considered it as one of the "factors of personality socialization". Later the term took root in the scientific lexicon thanks to the works of E. Ross, R. Park, N. Smelzer and U. Samner.

A great contribution to the understanding of the theory of social control and the development of an integral concept was made by Russian researchers: V.A. Yadova , S.G.Klimova, V.S. Bakirov. Certain problems of managing the education system through the prism of social control were considered in the works of A.I. Subbeto, A.V. Novikov, E.G. Andryushchenko, O.G. Antonov, I.V. Mitrofanova.

In the most general form, social control, in the national sociological tradition, is understood as "a set of means and methods of society's influence on unwanted or negatively deviating forms of behavior in order to eliminate or minimize them.

In recent years, public control has become an integral part of public administration of the educational process, which largely meets the requirements of the innovative component of the development of economic relations. Some aspects of this issue are recognized by a number of Russian scholars. For example, according to the ideas of G.A. Fedotova, N.M. Gromov and B.A. Yakubov, the social component of management makes possible to ensure independence and openness in the organization of the educational process.

In our opinion, there are two main levels in the structure of public control of the education sector. Expert, expressed in the examination of the quality of the legal component of the educational process through the organization of public discussions of regulatory legal acts, and the activities of public councils under the structures of state authorities and local self-government that ensure the organization of the educational process.

It seems that the quality of the legal and regulatory framework governing the educational sphere directly determines the quality of the educational process itself. That is why it is very important to comprehensively analyze and work out the norms of future legal acts regulating educational relations, involving independent experts, including representatives of the professional community, who are carriers of objective and reliable information about the problems and needs of their professional industry.

This definition serves as a starting point for the author's definition, according to which, in this article, social control is understood *as a set of measures initiated and implemented by society on the basis of correlating the developed target values with the results achieved in order to prevent the development of negative trends and stimulate positive changes in social relations.*

DISCUSSION

In a democratic state, the people are "the only source of power". This formula constitutes the securing of the people the right to be the main subject of control. In accordance with the constitutional principle of democracy by the people, the people realize this function directly

(civil control) or indirectly, through specially created and authorized bodies of state power - state control (Figure 1).
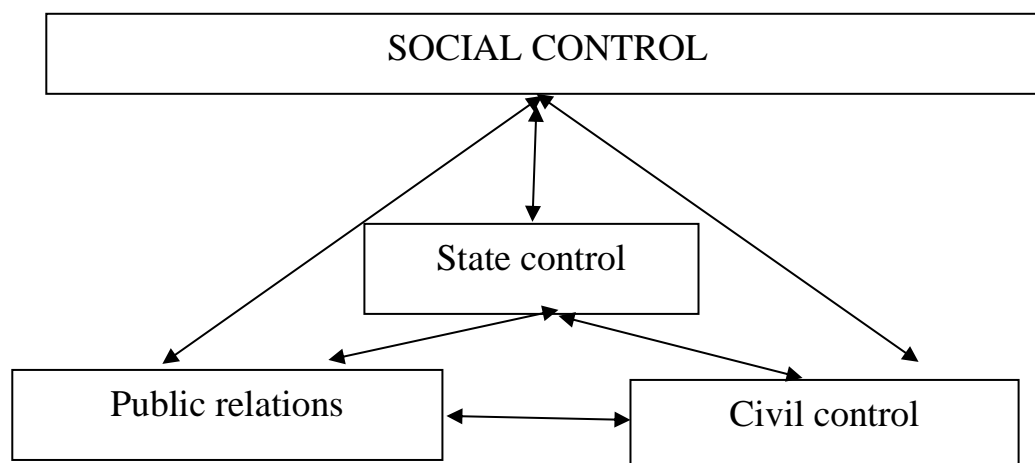
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                        │          SOCIAL CONTROL             │
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                              │   State control  │
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         │   Public relations   │◄────────────►│    Civil control     │
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Figure: 1. Implementation of control activities by the company

Effective social control (civil control) is an indispensable condition for the existence of a truly social and legal state, the guarantor of the democratic course of the political process. In this context, social control helps to improve the efficiency and transparency of the functioning of public and state institutions, i.e. the practical task of implementing effective management activities is unsolvable in the absence of effective social control.

Based on the above model of social control, we note that "in the field of education, social control can be implemented in two forms: formal and informal". Formal control is realized by those entities whose legal status includes the functions of control and supervision, in other words, these functions are formally assigned to them. These subjects in the micro level include departments and subdivisions of educational organizations that are responsible for the quality of education; at the macro level, there is a state service for supervision in education and science. Informal social control is carried out by students (recipients of educational services) and their parents or legal representatives, as well as employers. In some cases, informal groups (parental committees or initiative groups, student formations) have a fixed legal status for the implementation of control in the regulations of the educational organization.

Management in the education system is understood as "the interaction of the administration, teaching staff, students, parents, the public, various organizations and departments for the implementation of cognitive, educational goals and development goals of students based on the solution of personnel, material and financial, organizational, pedagogical and other tasks".

The main formal method of social control by the state is carried out through checking and identification of violations in the activities of educational organizations. This checking is aimed not only at detecting errors and violations, but also to ensure the quality of management decisions in the future. One of the requirements for the educational sphere is its maximum openness and publicity, therefore, very strict requirements are imposed on the websites of educational organizations, where not only all regulatory documents should be submitted, but also reports on educational and scientific activities, information on management decisions and their implementation, results of control activities and so on.

Also, at present, there are public organizations whose purpose is to monitor and assess the quality of the activities of educational institutions. These public organizations are an intermediate link between educational institutions and the system of state control over the quality of education. Public organizations carry out an audit of the activities and quality of services provided by educational institutions for their compliance with state requirements. The result of their activities is recommendations for improving the documentary support of educational activities.

Thus, social control over the educational process is carried out not only through internal mechanisms operating in organizations that are implemented by supervisory authorities, the management of a general education school, colleagues, but society as a whole also exercises control over the quality of performance of social functions by representatives of certain professions. "External control (as a rule, indirect) in relation to the teachers of higher education is carried out by wide layers of the population: students, their parents, employers, representatives of other social groups".
Building effective social control is based on the following principles:
- Sistematization;
- Prevention of fluctuations;
- Flexibility and targeting;
- Regularity and timeliness of events.
Social control acts as a mechanism for self-regulation of society, as a way of "reproduction of a certain type of social relations, institutions, structures". In this context, "social control should not be viewed as an emergency measure, but as an integral element of the management process".

The adjustment of the entire education system and the determination of the conditions for the provision of educational services are based on an articulated public request. Thus, society directly, as the main consumer, forms the demand for educational services, sets requirements for their quality, indirectly, through the state education system, satisfies it and, as a result, as a customer, performs control functions within the framework of social control.

The problem here is that fundamental education as a system is rigid, unable to react sensitively and adapt to rapidly changing needs of society. As a result, the development of the education system is permanently catching up, which places additional requirements on the quality of training of managers in the field of education, whose professional activities will always be aimed at reducing the indicated gap.
The essence of social control is determined through its functions:
- Rule-making, pre-indicative ;
- Pedagogical;
- Preventive профилактическая;
- Regulatory;
- Informative (feedback);
- Estimated;
- Corrective.
In relation to the education system, these functions are implemented in the following areas:
- Formation and approval of educational standards, regulations and requirements for educational organizations;
- Verification of the compliance of educational institutions with the requirements of the state;
- Correction of the activities of educational organizations in the event of detected violations;
- Assessment of the quality of educational services provided and the level of training of specialists both by the state and by employers;

• Participation in the management activities of educational organizations of representatives on the part of students, which ensures the implementation of the function of self-government and the function of direct feedback on the decision made and the peculiarities of its implementation; in this case, the decision may be of a collegial nature, which favorably affects the quality and efficiency of its implementation.

The process of making managerial decisions is a rather complex socio-technological process, which includes the stages of analyzing and processing information, developing alternatives, choosing the most acceptable option, implementing a decision and evaluating its effectiveness.

Thus, quality management of the process of training professional personnel in the higher education system assumes at the entrance and at the exit to carry out control measurements to identify compliance with the requirements not only of state standards, but also the requirements of the labor market. Therefore, at present, representatives of large employers occupy positions of active participants in the activities of educational organizations contributing to "improving the conditions for the existence of training and creating clear requirements for a university graduate".

Thus, potential consumers of the results of educational activities take both indirect and direct participation in the development and adoption of managerial decisions in the education system.

Considering the process of managerial acceptance in the context of social control, it is necessary to focus on such variables as quality and acceptability. The quality of the solution is usually associated with economic benefits, technical optimality, timeliness, etc. Acceptability reflects the degree to which a decision is made meets the interests and goals of individuals and groups, and their expectations. Therefore, first of all, social control will be focused specifically on acceptability, on the compliance of the decision with those standards, norms, rules that exist in society.

With regard to the education system, there are three ways to exercise social control:

1. Effective education and socialization, in the process of which people consciously accept the norms and values of society, its individual groups and social institutions. In this case, the educational environment, on the one hand, will act as a socialize and a source of social control, and on the other hand, the results of its activities will be in the focus of social control on the part of the recipients of educational services and society as a whole.

2. Coercion, application of certain sanctions. In this case, social control is closely related to the categories of freedom and responsibility. In case of deviation from the accepted standards in the education system, sanctions are imposed on educational organizations both by the state and by the recipients of educational services, which affects the ratings of the educational organization and its position in the educational services market.

3. Political, moral, legal, financial and other forms of responsibility. An increasing role is played by such forms of responsibility as group, or collective, cultural values, traditions, group norms. The effectiveness of social control entirely depends on the nature and degree of the country's progress towards civil society, the institutions and organizations of which are able to support and implement the interests and needs of their members, to protect them from any encroachments, including from the state.

CONCLUSION

Since the market of educational services is complexly structured, the development of social control over management in the education system may follow the following directions:

1. Social control over the quality and acceptability of decisions on the part of direct consumers of educational services, namely on the part of students and their parents. For more effective interaction of the management system with consumers of services, a self-government system operates, which is associated with the inclusion of school and student councils in the management system of an educational organization.

2. Social control over the quality of educational services by employers, which is associated with the inclusion of representatives of employers in the educational process.

3. Formal control by the state involves the establishment and control over the observance of state educational standards by educational organizations.

4. Social control is also manifested in the system of so-called "open education", implemented through information computer technologies and distance learning systems, which is now gaining great popularity and ensures the availability of educational programs to large masses of the population, openness and publicity of the educational sphere.

Social control in the field of education is a part of the management process, which involves a set of systems, mechanisms and control agents: formal and informal structures, organizations, public institutions that regulate the quality of the activities of educational organizations and the services they provide through social sanctions.

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