

My conclusion is that the upbringing of a child is a very delicate process, it should be done by educated and experienced people, and as a result, a physically and mentally healthy child is formed.

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**METHODOLOGICAL ASPECTS OF QUALITY ASSURANCE AND MODERN
MANAGEMENT IN EDUCATION IN UZBEKISTAN**

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Abstract: The new conditions that have emerged in Uzbekistan with the beginning of a new phase of reforms have changed the structure of higher education, the demand for their knowledge and skills. Now there is a high demand for personnel who can apply new knowledge in practice, understand the scope of innovative opportunities in a particular profession. These should be highly qualified professionals with analytical skills who can not only competently solve current economic and production issues, but also make the right decisions.

It has become necessary to strengthen competition, which encourages the development of higher education institutions and the provision of quality educational services by them. In the process of reforming the education system in Uzbekistan, based on the positive foreign experience, a system of public management of educational institutions is gradually being introduced through the establishment of guardians and supervisory boards.

Keywords: aspects of quality assurance, modern management, quality of higher education.

Their composition is formed in accordance with the Charter of the founding organizations, local authorities, business circles, public organizations, foundations and sponsors, through which higher education institutions can solve their problems independently. Today, such Councils exist in a number of universities. The most important direction of reforming the country's education system is to limit government regulation and at the same time expand the independence of higher education institutions in the organizational, financial and, most importantly, educational spheres.

In the countries included in the "elite list", this principle is defined as one of the fundamental principles of higher education.

Based on world experience, the transfer of powers of the central government body (ministry) can be divided into three main models:

- 1) Powers are transferred to the territorial administration;
- 2) transferred to a specialized agency (intermediary organization);
- 3) It is given directly to the higher education institution.

The Brinchi model is suitable for countries with a more federal structure and less decentralization. In Uzbekistan, the use of this model is more difficult due to the lack of administrative capacity at the local level. The second model runs the risk of making this organization look like the Ministry of Higher and Secondary Special Education.

Under the third model, the role of the Ministry of Higher and Secondary Special Education will be reduced to the level of strategic management. Everything else, that is, the operational and tactical management of activities, should be decided by the universities themselves.

Today, higher education institutions can and must have a direct impact on socio-economic development, as a specific donor of innovation based on fundamental knowledge and at the same time practice-oriented.

The modern society of information technologies is of great interest to its citizens for their ability to work independently, actively, make decisions, adapt quickly to changing living conditions. To implement these tasks, it is necessary to develop mechanisms to improve the form of participation of large and medium-sized businesses, professional associations of educational institutions, teachers and researchers, parents and public organizations in the implementation of public education policy and intensify their participation.

Guardianship and supervisory boards of higher education institutions are effective tools to address this task. The world experience of their organization and operation shows that such councils have the highest executive power, they are the legislative bodies that shape the organizational structure and policy of the university, from the curriculum to the order of filling vacancies of teachers and staff in higher education.

Currently, the most relevant and controversial concept in the higher education system is the concept of "quality of higher education." This concept is widely used today, it is reflected in the legislation governing the activities of higher education, is studied in detail in the broad discussions and debates of the pedagogical community, is the object of research of many scientists and practitioners.

It should be noted that the concept of quality of higher education in this regard is one of the most complex and important problems in the higher education system of our country. The system of quality assessment of higher education, traditionally and formally used, does not rely on objective methods of pedagogical measurement, and therefore the concept of "quality of higher education" is not universally interpreted in the same way.

For example, we will look at different interpretations of the concept of "quality of education" to help effectively and comprehensively cover and analyze key aspects of the problem. First of all, it is necessary to define the concepts of "quality" and "education" in general. In accordance with the international standard ISO 9000-2011, it is accepted to understand the degree of conformity of the set of characteristics inherent in quality.

In turn, the concept of "education" in the Law of the Republic of Uzbekistan "On Education" refers to the process of targeted training and education in the interests of the individual, family, society and the state, as well as knowledge, skills, abilities and values acquired within a certain scope and competencies. , is defined as a social blessing as a sum of experience and competencies.

From the above, as well as in accordance with the definition in the Law of the Republic of Uzbekistan "On Education", we can conclude that the quality of education is a comprehensive description of education, which meets the state educational standards and requirements of education and the needs of customers. represents the degree of compliance with expectations.

Describing this concept as a description and uniqueness of this or that pedagogical system, we note only the specificity of a particular model of educational practice. According to NN Aniskin, one of the scholars who has conducted a number of studies in the field of study and analysis of the quality of education, the problem arises when we try to define the quality of education in terms of the interpretation of "production". For economic systems, the concept of product quality is simple and straightforward enough, but as soon as we begin to apply it to specific areas, such as education, we face a number of contradictions.

In most cases, it is accepted that an educational institution emerges as a producer of educational services, and the consumers of its services are society and its institutions, potential employers, the learners themselves

and their parents. But today, no one is arguing about the active role of the learner in the learning process, and therefore everyone recognizes that the learner himself is directly involved in creating the quality of education.

The state determines the education policy, finances the education system, regulates the education system through licensing, certification and accreditation, sets standards for the content and results of education, that is, the state is directly involved in creating the quality of education.

Over the past few decades, the concept of 'quality' in education has been similar to the concept of 'intellectual superiority', which was measured, for example, by the proportion of highly educated professionals or the number of successes in international student competitions.

Today, the concept of "quality of education" has a completely different meaning. The concept of quality of education for the institutional environment means that higher education institutions have the potential to continuously meet and develop the educational needs of different segments of the population.

The model of a modern higher education institution differs from its traditional appearance in that a higher education institution is able to offer different types of educational programs, stimulate the creative activity of students, and guarantee them employment prospects. gives

A different approach to understanding the quality of higher education is related to the results of educational activities, which are determined by conducting intermediate attestation, test assignments, control work in the teaching process.

There is also a third approach related to understanding the quality of higher education as the quality of the implementation of the education system. Proponents of this approach view the problem of the quality of higher education as a necessity to increase and achieve the requirements of state educational standards of higher professional education.

Under this approach, the issue of quality assurance in higher education is directly related to the certification of compliance with the state standards of higher education services provided, which means that non-compliance with the requirements of this standard means the termination of the higher education institution.

At the same time, some scholars have tried to define the concept of "quality of education" in a more successful, systematic way.

These authors believe that the quality of education as a social system belongs to the generation of systemic-social qualities. It is the conformity of the education system to the demands placed on it by society, the individual, the doctrine, and other social systems. They then rightly point out that the quality of the educational process as an education system is also reflected - in a narrow sense, the quality of teaching, upbringing and education. Thus,

the authors propose to consider the concept of "quality of education" in a broad and narrow sense. By their definition, the quality of education is:

- compliance of education with a wide range of requirements, needs, goals, norms (standards);

- is a systematic set of hierarchically organized, socially significant semantic features of education.

It is clear that higher education institutions do not have access to a narrow definition of quality. Accordingly, the quality of education, the quality of higher education - these are multidimensional and multifaceted concepts.

The concept of quality extends far beyond traditional views, and is expressed at the level of compliance of the content of these curricula with the standards or the examination scores of the students of the higher education institution.

The higher education institution will need to adopt and use the following concept: quality is the level of satisfaction of the needs of consumers (students, teachers, enterprises, society), the level of readiness of the higher education institution to work effectively and conduct appropriate daily activities. The above idea allows the study and research in the form of a pyramid, which includes the concept of quality of education:

- quality of the education system;
- quality of education management;
- quality of educational processes;
- quality of educational results.

Having completed the analysis of the various approaches to defining the concept of the quality of higher education, we would like to draw attention to another methodologically important feature. The ineffectiveness of finding a universal definition of such a multidisciplinary and complex concept as the quality of higher education does not mean that it is not possible to determine its semantic properties and structure.

The quality of higher education is always a means of determining whether the results of the system meet the requirements of the state, society and the individual (or not). In this case, both the system, the process and the result must be appropriate to its social responsibilities and fully meet the specific needs of different groups of consumers.

There is a growing need to assess the quality of higher education, which is due to the growing competition between national and international institutions of higher education. These days, it has become an equally important issue for any higher education institution operating in a market economy.

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ORGANIZING SYSTEM OF DISTANCE EDUCATION IN PRIMARY SCHOOLS AND HIGHER EDUCATION SYSTEM

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Abstract: This article discusses the benefits and drawbacks of distance learning in primary school and higher education. The focus is on distance learning to address today's social issues. At present, in accordance with the Law of the Republic of Uzbekistan "On Education", the education system is based on the reform of the education system, the formation of a competitive environment in state and non-state educational institutions and training, as a set of output. The current distance learning system is one of the newest and most convenient forms of teaching, which allows students to teach at a convenient time, place and environment, but in this way the specialist. It also raises new and pressing issues for the anticipators

Keywords: Distance learning, educational news, education system, problems in education, 5-day education system, pedagogical technologies.

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At the same time, they will be able to improve their skills with the help of news. Although distance learning is designed for geographically diverse educational institutions, the development of modern technologies allows for the long-distance implementation of the educational process.