

THE THEORETICAL AND SCIENTIFIC APPROACHES TO ENSURING THE QUALITY OF EDUCATION IN THE TRAINING OF COMPETITIVE PERSONNEL IN HIGHER EDUCATIONAL INSTITUTIONS

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ANNOTATION

This article discusses the scientific and theoretical basis of training competitive personnel in higher education, the essence of developing a strong staff to improve the quality of education.

Keywords: Quality of education, pedagogical technologies, distance learning, Bologna process, Law on education, National curriculum.

INTRODUCTION

The usefulness of knowledge learned under the specific conditions of its application to attain a specific goal and improve one's quality of life is the measure of educational quality. The underlying character, depth, and motivation to work after graduation define the quality of knowledge. One of today's most serious challenges is how to increase the quality of higher education or how to establish a successful educational institution. There was no common way to measure the quality of education until recently. However, there are a few indications that distinguish successful universities from the rest.

Firstly, this is the presence of clear objectives and development plans that are open and understandable to every employee of the University.

Secondly, this is the integrity of the educational institution, which means effective cooperation of all departments of the university, as well as the interaction of teachers and students.

Thirdly, These are qualified educational personnel who continue to improve their skills on a regular basis. The availability of instructional programs, an extensive library, computers, and other sources of information that supply students with the requisite knowledge can also be used to assess the efficacy of Higher Education. And, in recent years as the state has focused on enhancing educational quality, more and more attention has been paid to current technologies that are employed in universities and aid in achieving the maximum positive synergistic effect.

In order to improve the quality of education, there must be clear objectives of higher education institutions and to achieve them. In fact, the primary purpose of all educational institutions is to give trained specialists to one - the country. However, to achieve these goals, a number of obstacles must be overcome, such as constant growth and updating of information for student teaching, the need to reduce class time for the educational process and adhere to uniform standards in student preparation, to conduct work taking into account their abilities, opportunities, and personal interests, and so on. This can be accomplished through the introduction of automatic systems. This

will assist each student in identifying his or her own method. observing it, and responding to deviations as soon as possible. Most higher education institutions have three forms of Education: full-time, correspondence and distance learning. And, although in daytime education. students are continually in contact With their teachers. receiving questions and guidance. correspondence and distance learning students are not afforded the same opportunities. These pupils must be able to master the sciences on their own, find answers, and comprehend the material. However, the questions frequently persist, necessitating the teacher's assistance. It is critical for such students to receive advise from their teachers and to complete tasks independently via information technology, such as the Internet, rather than meeting in person. Furthermore, continual communication with higher education is required to boost learning motivation, develop a sense of control among students' professors, and ensure a systematic approach to the educational process. The method must be organized in such a way that it is simple to construct and provides easy access to educational data for each department of the subject being studied. As a result, the logical conclusion has been reached. The automation of pedagogical and methodological work is the most pressing challenge facing higher education leaders. Administrative and scientific duties are the next level in the automation of each educational institution's department's job. In higher education, the establishment of a single information space must be done step by step. This will allow you to respond quickly and resolve any anomalies in the automated goals you've defined- Quality systems in higher education institutions, according to many curent models, are dependent on a variety of criteria. As a result of the real decline, decrease in the quality of training of specialists, the quality and educational processes of graduates of higher education have led to a decrease in the reputation of the higher education system at national and international level. The causes of the object and the subject of the current situation are known: - this is a significant reduction in real wage- the salary of professors of Higher Education - this led to the departure of qualified, highly qualified employees. - pedagogical staff-a decrease in the level of training due to natural aging,lack of motivation for the flow, as well as insufficient time to ensure the quality of new, young personnel.- due to the lack of financial resources, the need for compensation appeared on the "side"; associated with the economic crisis, the collapse of the economy, the growth of unemployment and, as a result, the lack of motivation for obtaining education Theoretical and practical approaches to the formation of a system of quality of Educations. Education in the higher education system was primarily focused on acquiring necessary knowledge. Furthermore, governmental educational standards and goals intended to acquire particularly constructed didactic units, general topic directions, and the international educational community. As a result, the existing scenario in higher education institutions cannot be described as beneficial to educational quality or society's educational level. As a result, it is important to evaluate university activities using a list of accrediting indicators that have been accepted by state education regulation and a flexible management of educational institution operations. Higher education activities, the principles of its organization, the order of management and the content of the educational system, as well as the requirements for the organization of the educational process are determined by the law" on education. This law establishes the organization of the higher and postgraduate education system, as well as ensuring conformity with state educational standards for vocational education by establishing educational levels, requirements, and circumstances for universities to carry out their activities. The state accreditation of an educational institution, which is a set of indicators that form the model for assessing the quality of educational

services, is determined by a comprehensive assessment of university activities; licensing, attestation, and training of specialists in an educational institution. As a result, the established mechanism for managing and evaluating the quality of higher education is aimed at determining the efficacy of a specific educational institution in light of the criteria. Competition in the market of educational services and the labor market, including in the state order of manpower training, has led to an increase in demand for specialist

Factors that cause decline in the quality of education in the higher education system: - a lack of management that takes present and future changes into consideration; - a of qualified senior managers capable of anticipating and responding to changes in the labor market and educational services: - lack of a new way of organizing work in higher educational institutions the fact that the university is engaged in personnel activities that are not only aimed at meeting the state's requirements, but also take into account the requirements and needs of all parties interested in ensuring the quality of higher professional education; - Simultaneously, economic resuscitation expenditures in the Society for education: - The promptness with which educational services are provided at branches and commercial institutions. It was developed in the new version "on education" on September 23. 2020. to coordinate activities on this. As a result, the need for higher education bodies to establish uniform requirements for educational institutions' quality the mechanism for assessing these systems, and the introduction of educational standards, as well as the need to develop and ensure a guarantee of educational quality acceptable to each educational institution before the educational authorities, provides a guarantee of educational quality. The main world trends in the field of ensuring the quality of education are as follows:- The admission of Uzbekistan into the European educational space (Bologna Process): - Developing universal criteria and standards to ensure that education in European countries is of high quality; - Create. develop, and harmonize national accreditation for European educational programs:- establish quality management system for the learning process based on quality management concepts without resorting to models directly; - conduct the center of gravity from procedures. Internal self-assessment of educational institution based on particular models of its results is ensured through national attestation and accrediting systems aiming at external quality control of the educational process and internal self-assessment of the educational institution. The four basic needs for improving educational quality are setting indicators and methods, self-evaluation, external examination, and mass-information systems. The phrase "educational quality" was first used in paragraphs and sections of the Republic of Uzbekistan's normative-legal acts devoted to state control over educational quality in 1997. This, in turn, gives impetus to the creation of a number of theoretical and practical works to ensure the quality of Education. "When we say the quality of education-is the level of satisfaction of expectations from the various participants in the educational process and the educational services given by the educational institution," according to Sh. Kurbanov and E.Seytxalilov's research. "Quality of Education is a set of consumerism qualities of educational services that ensure the entire development of the reader's personality," N. Shmireva, M.Gubanova, and the chairmen believe. "Quality of Education - a category that determines the status and outcome of the educational process in society, the development of civil, vital, and professional skills of an individual, as well as conformity with the demands and expectations of formation," writes A.Voronin, Ye. Dombrovskaya admits that" the quality of Education corresponds to the requirements of the state educational standards of education, educational-programming documents

of the relevant educational program". The literature review reveals that, in a broad sense, educational quality is defined as the sum of traits that meet individual needs as well as the interests of society and the state. Based on the foregoing, we can conclude that educational quality is the result of educational recipients' knowledge conforming to international state standards, the quality of educational institutions at various levels, the institution's successful operation, and the activities of participants in the educational process in ensuring quality.

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