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# Improving the Quality Management System in Higher Education

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**Gafurova Shahlokhon Karimovna**

*Teacher, Department Of Economics, Bukhara State University, Bukhara, Republic Of Uzbekistan*

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**Abstract:** Today, improving the quality management system in higher education institutions is becoming the most complex and much-needed practice. Access to education and quality control in institutions that train future personnel have a direct impact on the economy, labor demand and supply. In the system of continuing education, it is important to control the content and quality of education in order to improve the quality and effectiveness of teaching subjects. Today's demand is to increase the effectiveness of education through the introduction of advanced pedagogical technologies and best practices in education, in which teachers are constantly improving their knowledge, innovative and interactive methods and requires careful mastering of pedagogical technology methods and their effective use in their professional activities.

**Keywords:** Quality management, higher education, education, economy, labor demand, effectiveness, pedagogical technologies, professional quality.

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In the pedagogical and psychological literature, the structure of a teacher's professional activity is also considered as his / her professional qualities or professional abilities. Hundreds of professional qualities and attributes of a teacher are determined on the basis of this structure. In particular, about 200 positive qualities, abilities and more than 60 negative professional qualities were studied.

The structure of a teacher's career can be described as follows:

1. Educational ability - upbringing is a high level of art, which means the ability of an individual to meet the requirements of social life. The ability to nurture is determined by the ability to focus on self-discipline, not nurture. The goal of today's education is to develop people who can think independently and have the ability to educate themselves.
2. Organizational skills - the organizational skills of the teacher play an important role in the effective conduct of educational work. To be able to organize a class or group, to deal with each student individually, to know their age, gender and individual characteristics, to listen to the wishes of students, to help them find problems and find solutions, etc. This includes the creation of appropriate conditions for conducting additional classes, clubs, and educational classes.
3. Communicative ability - "Teacher-student", aimed at establishing the right relationship and professional and cultural ties with parents, community, community and other organizations.
4. Perceptual ability - the ability to find a way to the heart of the student, in turn, to feel it in the heart and put it in its place, to explore the spiritual world of young people, to him objective assessment is the teacher's perceptual ability to study the child's mood,

emotions, attention and other mental processes, knowing the psychological nature of the child.

5. Information ability is the beginning of the educational process, the ability of the teacher to receive as much information as possible, to study and analyse it in detail, to convey it in accordance with the age, consciousness and worldview of the student. finds expression in being able to give. In this case, the feedback and its effectiveness determine the level of information skills of the teacher.
6. Didactic ability - to determine the interest of the student in learning, to study the knowledge, skills and abilities acquired on the basis of independent thinking, logical and analytical thinking, to what extent the knowledge and skills acquired in the process It is important that it rotates. Another didactic ability of a teacher is to be able to observe and analyse the teaching process. Another characteristic of didactic ability is the knowledge of the teacher, the sharpness of the mind, the creativity. Didactic skills are developed based on the teacher's information skills.
7. Orientation ability is related to motives and motivation and is in harmony with free thought, interest, passion, aspiration and dream.
8. Developmental ability - is realized in accordance with the development of education, in which the teacher is characterized by the ability to purposefully develop the student's emotional-volitional, didactic, mobilizing, innovative and scientific-creative abilities in a specific system.
9. Creative ability is a unique ability of a teacher to learn new concepts in his mind, starting from analysing it, striving for innovation, collecting information in his field, by making it a separate program and applying it to the process of education and upbringing.
10. Gnostic (research) ability - a teacher's interest in research, creative work, science, the ability to set goals and objectives in solving problems, the ability to fill in scientific and practical facts, to find a solution to a specific scientific hypothesis, scientific research encourages them to work, to act on the principle of science-based education.

In the system of continuing education, it is important to control the content and quality of education in order to improve the quality and effectiveness of teaching subjects. In doing so, the management and teachers of the educational institution should know the following:

- scientific organization of the management mechanism;
- the concept of quality in education;
- organization of quality control in education;
- factors determining the quality of education;
- quality assessment criteria;
- quality control officers (quality commission);
- control monitoring and its maintenance;
- evaluate the final results and identify additional measures

Quality in education is the monitoring of the results of monitoring and evaluation of the work done to achieve the set goals. In any educational institution, if the management mechanism is properly organized on a scientific basis, the plans to improve the content and quality of education, which is one of the main tasks of the management of the educational institution, will be focused on specific goals. If so, mechanisms should be developed to organize and

monitor the quality of education in this educational institution. To this end, a quality commission will be established to develop the main tasks of the management of the educational institution aimed at improving the quality of education and to monitor the implementation of these tasks.

Develops criteria for assessing the quality of education based on the factors that determine the quality of education, and based on these criteria, the quality of education is assessed, and additional measures are identified for the problems encountered during the monitoring.

In order to carry out this work, first of all, the management of the educational institution and the teaching staff will determine the factors that determine the quality of education.

Factors determining the quality of education include:

- ✓ DTS, curriculum, study programs;
- ✓ Textbooks, manuals, guidelines, their electronic versions, electronic textbooks;
- ✓ technical and multimedia teaching aids;
- ✓ laboratory and multimedia equipment;
- ✓ Theoretical lessons in science;
- ✓ didactic materials on science;
- ✓ teachers;
- ✓ Teaching and pedagogical practice, etc.

In order to fulfil these factors or to eliminate the existing shortcomings and problems, the management of the educational institution will develop a logical system of the working group to conduct quality control in education:

- heads
- Deputy Heads
- Teachers
- Department of Education
- Education quality control

One of the main factors determining the quality of education is teachers. One of the key elements in improving the content and quality of education is the creativity, inquisitiveness of teachers in the quality of the educational process, the assessment of pedagogical skills and material and moral incentives for their work.

Today's demand is to increase the effectiveness of education through the introduction of advanced pedagogical technologies and best practices in education, in which teachers are constantly improving their knowledge, innovative and interactive methods and requires careful mastering of pedagogical technology methods and their effective use in their professional activities. In this regard, teachers have the following tasks:

- ✓ Defining the purpose, tasks and content of education;
- ✓ Designing the level of mastery of the educational material to the intellectual potential, age and level of mastery of the student;
- ✓ development of control tasks of different levels of complexity;
- ✓ Development of criteria for determining the results of education and its effectiveness;

- ✓ planning of independent work assignments for independent study in class and out of class time, development of their system and content;
- ✓ Divide the information on the subject into modular blocks;
- ✓ selection of interactive teaching methods to improve teaching;
- ✓ Use of problematic and informative elements of education, etc.

Every teacher should be able to analyse their work in the classroom and draw appropriate conclusions. If a teacher is not able to evaluate the effectiveness of his / her lessons, he / she will not be aware of his / her shortcomings and will not have a creative approach to this activity.

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