# STUDENTS OF HIGHER EDUCATION INSTITUTIONS ASSESSMENT QUALITY EDUCATION CRITERIA

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**Abstract:** The article describes the principles of the competence development model of university students studying under the credit-modular system. In addition, the structure of improving the quality of the educational system was developed by the author as a model for organizing students' classes.

**Keywords:** Quality, element, material-technology, process, component, development, structure, credit module.

# КРИТЕРИИ ОЦЕНКИ КАЧЕСТВА ОБРАЗОВАНИЯ СТУДЕНТОВ ВУЗОВ

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**Аннотация:** В статье описаны принципы модели развития компетенций студентов вузов, обучающихся по кредитно-модульной системе. Кроме того, автором разработана образцовая структура повышения качества образования в организации учебных занятий для студентов.

**Ключевые слова:** Качество, элемент, материально-техническое, процесс, составная часть, развитие, структура, кредитно-модульная система.

# OLIY TA'LIM MUASSASALARI TALABALARI TA'LIM SIFATINI BAHOLASH MEZONLARI

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**Annotasiya:** Maqolada kredit modul tizimda ta'lim olayotgan oliy ta'lim talabalarning ta'lim sifat baholash ko'nikmalarini rivojlantirish modeli tamoyillari yoritilgan. Bundan tashqari, muallif tomonidan talabalarning dars mashg'ulotlarini tashkil etishda ta'lim tizimi sifatini oshirish strukturasi namuna sifatida ishlab chiqilgan.

**Kalit so'zlar:** Sifat, element, moddiy-texnika, jarayon, tarkibiy qism, rivojlantirish, struktura, kredit modul.

As a result of the creation of uniform educational spaces around the world, the mutual recognition of diplomas, scientific degrees and qualifications, the introduction of a uniform credit system for learning educational programs, and the creation of internationally recognized standards for the quality of education and its evaluation are gaining urgent importance. The intellectual potential of modern societies is aimed at training specialists capable of creating and implementing innovative technologies in connection with the acquisition of new ways of thinking. In the process of training future specialists based on the integration of science and practice in higher education institutions, the importance of simultaneous development of activities such as training, scientific research, design and construction is increasing sharply.

The concept of "higher education quality" is interpreted in the scientific and pedagogical literature as a fundamental description of education directed to

different goals, different consumers, different management influences. Ensuring the quality of higher education, according to researchers, requires maintaining the quality of higher education (quality of results, process and educational system) at a level not lower than the established norms, requirements and standards. Among the important factors, conditions and resources for achieving the quality goals are educational and methodological tools, material and technical base, abilities of the employees of the higher education institution, the level of motivation and preparation of students, financial support, information supply, in short, the sum of all the main elements of the educational activity of the higher education institution included.

Quality of education means compliance with the requirements of educational standards, quality of education is considered to be related to consistency of goals and results, measures to achieve the goals, and continuous monitoring of the development of the learner's capabilities. The degree of conformity of educational services with the needs of society and expected results serves to determine the essence of quality.

The components of the quality of education and their interrelation We consider three main components as an interrelated structure: the quality of the result, the quality of the process, the quality of the conditions. Because the assessment of the quality of the result leads to a change in the quality of the conditions and the quality of the process, or the assessment of the quality of the process determines the development of the quality of the conditions and affects the quality of the results. Therefore, the quality of one component affects the quality of other components.

Thus, the structure of improving the quality of the entire education system today:

| The following elements (features) can be included in the quality of conditions: | 1. | level of material and technical base; |
|---|---|---|
| | 2. | the quality of teachers' work; |
| | 3. | activities of management bodies; |
| | 4. | personal qualities of students; |

| | | |
|---|---|---|
| | 5. | the level of educational and methodological support; |
| | 6. | internal and external evaluation quality. |
| The main components of process quality: | 1. | quality of educational content of educational programs; |
| | 2. | management of the educational process; |
| | 3. | quality of educational, methodological and material and technical support; |
| | 4. | educational process technology; |
| | 5. | quality composition of teachers; |
| | 6. | quality of students. |
| The quality of the result can be considered as a system consisting of the following elements: | 1. | quality of student learning; |
| | 2. | the quality of the student's educational and cognitive activity; |
| | 3. | student personality development; |
| | 4. | level of preparation of the graduate; |
| | 5. | qualification of the graduate; |
| | 6. | competitiveness and graduate employment; |
| | 7. | achievements and dynamics of career growth of graduates; |
| | 8. | development of student personality. |

This division of the components and elements of the quality of education can be considered conditional, because they are all interrelated and interrelated.

The interdependence of the elements is determined by the naturalness of the relationship between the components of the quality of education. At the same time, these elements are interrelated. Some elements have a significant influence on others and contribute to a certain extent to the formation of the quality of these elements.

The components of the quality of education have a specific structure and influence the formation of subsequent components. Thus, the quality of knowledge, the quality of educational and cognitive activity and the development of the student's personality affect the formation of the quality level of the graduate's training and qualifications, and the level of the graduate's qualifications

and training increases and affects competitiveness. employment of graduates. Graduates' achievements and subsequent career growth reflect the quality of the results and, at the same time, the quality of the education.

Components, criteria and quality indicators of the educational process:

| Components | Criteria | Indicators |
|---|---|---|
| 1. Content of educational programs | Normative base | — Availability of documents from higher management structures;<br>— Quality of educational programs;<br>— Availability and nature of educational programs. |
| | Purpose of educational programs | — Ability to set goals;<br>— Planning ability;<br>— The ability to reflect the results from a point of view;<br>— Achieving the goal. |
| | Priority areas | — Have a plan;<br>— Priorities of the educational program;<br>— Effectiveness of plans. |
| | Curriculum quality | — Availability and quality of basic curricula;<br>— Availability and quality of different curricula. |
| | A collection of additional educational programs | — Number of Additional Education Programs;<br>— Implementation mechanisms. |
| 2. Management of the educational process | School structure. | — Management apparatus;<br>— Services, departments, commissions;<br>— Lessons, shifts. |
| | Quality of management personnel. | — The ability to develop a long-term plan;<br>— Ability to bring the plan to the attention of structures;<br>— Ability to implement and control the educational process. |
| | Manual documentation | — Availability of functional tasks;<br>— Existence of rules of activity;<br>— Leadership style. |
| | Feedback | — The presence of a control system within the school; |

| Components | Criteria | Indicators |
|---|---|---|
| | | — The mechanism and nature of the information received about the educational process;<br>— Availability of corrective actions. |
| 3. Educational, methodological and material and technical support | Description of the educational and methodological base | — Availability of books, manuals, measuring instruments, audio and video materials, software;<br>— Internet resources;<br>— Efficiency. |
| | Description of the material and technical base | — Availability of laboratories, computer classes, classrooms, etc;<br>— efficiency of their use. |
| 4. Educational process technology | The quality of the teacher plan | — The nature of the goal;<br>— Methodological components;<br>— Management system;<br>— Planning teaching methodology. |
| | Modern teaching methods | — Availability of modern teaching methods used;<br>— Their effectiveness. |
| | Evaluation system | — Availability of control and diagnostic, measurement tools in the educational process;<br>— Knowledge assessment mechanism;<br>— A mechanism for correcting students' knowledge. |
| | A mechanism for analyzing the results and correcting the training process | — Summarize the diagnosis;<br>— A mechanism for;<br>— Availability of further action plans. |
| 5. Quality composition of teachers | Professional level of teachers | — Education, qualification;<br>— Level of mastery of educational methods;<br>— level of learning technology. |
| | Teacher motivation | — Attitude towards one's activity;<br>— Reward system. |
| | The existence of a professional development system | — Professional development plans;<br>— The number of teachers who have improved their qualifications. |
| | Competence in innovative methods | — Knowledge of innovative teaching methods;<br>— Being able to use innovative |

| Components | Criteria | Indicators |
|---|---|---|
| | | methods in the educational process. |
| | staffing | — Number of employees;<br>— Quality. |
| 6. Student quality | Achieving learning outcomes | — Levels of knowledge;<br>— Acquired skills;<br>— Participation in the Olympics. |
| | Value directions | — Adherence to generally accepted human standards;<br>— The ability to evaluate situations, express one's point of view;<br>— Level of class and family relationships. |
| | Education of students | — Behavior and activity of students;<br>— Influence of school, community and environment on education. |

These criteria and indicators are not perfect. They can be supplemented with new content and components. The content of some criteria and indicators can be changed according to tasks and conditions.

Reforms of the educational system have been gradually developed, and in order to educate intellectually developed and competitive young people based on the principles of integrity and continuity, a new generation of state educational standards, qualification requirements, curriculum, academic science programs, and educational literature has been developed for the educational directions and specialties of the higher education system, as well as all types of education. put into practice.

Control of the quality of education is considered an integral part of the management system, and its main task is to ensure the quality of education in accordance with the requirements of state educational standards and to implement targeted and coordinated measures to organize control in order to increase the effectiveness of educational processes at the university.

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