

## Methods of Assessment and Control of the Quality of Education in the Learning Process

*Shingis Saparov*

*Associate Professor of the Department of Psychology Nukus state Pedagogical Institute named after Azhiniyaz (Nukus, Republic of Karakalpakstan)*

*Tleumuratova Ayjamal Muratbekovna*

*1st year of Master's degree Nukus state Pedagogical Institute named after Azhiniyaz (Nukus, Republic of Karakalpakstan)*

**Abstract:** This paper is about methods and assessments of educational quality.

**Keywords:** Knowledge, competence, education, education quality, assessment.

**Introduction:** Today, the development of advanced technologies in the field of production and informatisation, complex and sometimes global social and cultural changes in the life of society, globalisation processes, integration, increased competition - these and other factors lead society to the need to pay attention to the category of "knowledge". Knowledge is increasingly recognised as one of the main factors in the development of society as a whole and an individual organisation in particular in the conditions of the information society and the formation of innovation economy, taking place against the background of complex migration and integration processes.

**Methods:** The era of post-industrialism, with its emphasis on diversity on the one hand, and the recognition of the need to manage processes, which has given rise to a new branch of organisational management - knowledge management - on the other, raises another set of questions in relation to the category of "knowledge". One of the key concepts of knowledge is competence. E. Ignatieva believes that "competence is more than pure knowledge, because it is systemic, combines, as a rule, multidimensional knowledge that overlaps in a specific area; competence is already personal, because it arises exclusively in the presence of internal motivation. Competence is the highest degree of knowledge possession or manifestation of knowledge". As we can see the notions of competence and quality of education are closely connected. Today, the category "quality" has firmly entered both the field of education and the arsenal of pedagogical concepts with a generalised semantic load as a set of certain properties that characterise the essence of the object and its difference from others. The quality of education is a synthetic category reflecting all components and aspects of the development of education as a system. When solving the problem of identifying the criteria that determine the state of education quality, the authors propose five groups, depending on the approach to research, which are divided according to the interpretation of education quality.

The first group is oriented to the compliance with the expectations and needs of the individual and society, and the quality of education is determined by a set of performance indicators and: the state of the education process.

The second group - is based on the formed level of knowledge, skills, abilities, skills and socially important qualities of personality, and the parameters of the quality of education are socio-pedagogical characteristics.

The third group - focuses on the compliance of a set of properties of the educational process and its result with the requirements of the standard, social norms of society and personality.

The fourth group - considers as a criterion the conformity of the result to the educational objectives, predicted for the zone of potential development of personality, and the quality of education is considered as a set of characteristics of the graduate's education.

The fifth group - highlights the ability of educational institution to meet the established and predicted needs, and the quality of education is considered as a property that determines the ability of educational institution to meet the needs of consumers at different levels.

**Results and Discussion:** The analysis of approaches to the definition of "quality of education" allows us to identify the basis for their systematisation, as well as different emphases in the interpretation of "quality of education" in both narrow and broad sense. In monitoring studies, the quality of education in the narrow sense is considered as a category that characterises the result of the educational process, reflecting: the level of formation of general theoretical knowledge, practical skills and abilities of graduates; the level of intellectual development, moral qualities of personality; features of value orientations that determine the world outlook; activity and responsible creative attitude to reality, manifested in activity.

L.V.Gil believes that "the most modern concept of quality is the concept of compliance with latent needs. Higher school should anticipate future, still unrecognised demands of consumers".

The author believes that the quality of education in the broad sense implies the approach to education as a socio-pedagogical process and is considered as a set of characteristics of this process. This concept of quality in a generalised form can be formulated as follows - a specialist is demanded by society with a given baggage of knowledge and some basic experience, In the modern educational situation, when the social order is not clearly enough defined, many educational institutions themselves develop and implement the models of their graduates. In this case, the university is based on its chosen concept and available material resources. When considering the quality of education in a broad sense, it is impossible to ignore the fact that Russian education has always been oriented towards fundamental-classical education that promotes the identification and development of creative abilities of an individual. Subsequently, vocational and applied education had a serious basis. Unfortunately, the fact of strengthening of techno-culture oriented to the education and development of a narrow specialist is becoming more and more obvious.

**Conclusion:** The quality of education in the narrow sense is based on classical elements: measurement and evaluation. Measurement is the process of finding quantitative values of a value. Evaluation is the result of measurement. It is aimed at forming value judgements about the object. Recently, most modern educational structures do not rely on problem tasks, but on memory training with the help of tests, memorisation of facts, formulas, axioms, various stories, i.e. on the development of skills. At the same time, the developed skills and abilities have a utilitarian-pragmatic origin.

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