INTERPRETATION AND MODELING OF QUALITY OF EDUCATION

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Abstract: In clause the special attention is directed on value of the formulation of basic conceptual representations and the methodological tools allowing adequately interpreting and modeling quality of education. It is a question of a choice of a vector of conceptualization of the theory and practice of quality management of education in the following direction: from consecutive conceptualization of a phenomenon of the quality uniting the most different values and meanings (including paradigms, forms, structures, education levels) to systematic creation of tools of a control system by quality of education.

Keywords: modeling, classical concept, education commercialization, logical generalization, complete system, quality concept, vector, analogy, phenomenon of quality, retrospectives, innovative process.

At the present stage of a development of education in the Republic of Uzbekistan the formulating of basic conceptual representations and the methodological tools allowing adequately interpreting and modeling quality of education in all variety of its manifestations (paradigm qualities) is of particular importance.

At once we will note that the concept of quality of education isn't classical. We will explain the told:

– the classical concept represents the generalized characteristic of object from the point of view of specific communication between its separate signs or properties; on the contrary, The quality of education has no any initially given objective contents, but represents subjectively the generated system of interpretations and criteria;
– the classical concept assumes its continuous deepening, saturation by new meanings without loss of former knowledge, on the contrary;
– the concept of quality of education sets a synchronic set not only different, but also opposite representations (so, for example, quality education, from the point of view of the student – free education, and, from the point of view of educational institution, – possibility of commercialization of education);
– definition of classical concept assumes allocation of some patrimonial essence specific in some specific relation, on the contrary, quality of education possesses category signs as has no uniform logical generalization, but can be rather presented by a set of associations, analogies, intuitive images.

The problem of the real research is connected with creation of strategy of research and transformation of a cash situation in system of the higher pedagogical education. Actually, we can't say that in modern conditions management of quality has character of complete system. It is a question of a choice of a vector of conceptualization of the theory and practice of quality management in the following direction: from consecutive conceptualization of a phenomenon of the quality uniting the most different values and meanings (including, paradigms, forms, structures, education levels) to creation of tools of a control system by quality of education.

One more stage in theoretical research of a problem is formulating models of strategic quality management of the education, adequate specifics of functioning and development of system of the higher pedagogical education.

In this logic the first step is phenomenological analyze the concept quality of education considered in a context both of practical, and theoretical representations. It is obvious that the logic of research of problems of management quality of the higher pedagogical education has to include discussion both relative, and absolute aspects of quality of the higher pedagogical education. Thus, the absolute concept of quality has to include substantial interpretation of the main types of professional and pedagogical culture, both in an historical retrospective, and in a modern educational context. On the other hand, the relative concept of quality has to assume elaboration of the certain procedures, allowing to make a quantitative assessment and the comparative analysis of the main indicators of professional and pedagogical culture (Kulnevich, 1997, pp. 108-115).

For simplification of a further statement, we will present the basis developed by us to the concept of quality management of the higher pedagogical education as set of statements, each of which will be given in the relation to the existing concept of management by education, as to that.
1. The management of education is represented by specific process including set activities, in which its subjects by means of planning, organization, the managements and control provide joint achievement of optimum claimed quality of educational system. Option of this definition is attention emphasis on wider range of the purposes of management where belong formation, stabilization, optimum functioning and development of educational system. However in case of education quality management we deal from in any other manner conceptualization of object of management. In a situation of management of educational system (differently, organization) problems of resource providing, an ordering of internal structure and hierarchy maintenance, and, the most important, full execution of standard legal requirements organization to establishments of education and activity realized by them come to the forefront. Problematic quality managements of education has a number of peculiar features and differences. First of all, management the quality arises not only in connection with execution of the state standards, but due to the need of acquisition by educational institution of competitive advantages. One more important difference of a problematics of management of educational systems and quality management of education is the attitude to innovative processes. From the point of view of management of educational systems, innovative activity represents one of a set of the processes happening in the organization and demanding the corresponding regulation and management. From the point of view of problems of quality management, innovative activity represents not only the leading mechanism of increase of quality, but also the basic practice which result becomes not only change of structure of educational system, but also – changes of all control system. Thus, key elements of definitions of quality management of the higher pedagogical education are recognition in it the multilevel social and information system providing diagnostics, conceptualization and support of realization of interests and requirement of all main subjects educational activity (Kurbanov and Seyithalilov, 2004).

2. Within the traditional concept of management of educational systems, the main planning (management at the level of standards, requirements, instructions), the organization (Management at a level of activity and interaction of the people within the framework of divisions and substructure), the management (management as direct impact on behavior of people) and control (Management as reception of the information about productivity of all previous functions) admits to administrative actions. It is obvious that in this set of actions, its productivity directly depends on clearness and an operative of goals. In a management situation of quality, the object of management appears so diverse and multiple-factor phenomenon what to speak about achievement of some set level of quality practically it isn't necessary. In this regard, quality management is based not from the purposes which achievement acts as the main criterion of success of management, but from problems which decision causes acquisition by educational system and its certain subjects of some competitive advantages. To number of such advantages can concern: increase of availability and productivity of formation(education), growth of demand on the part of the market of work on the graduates of the given high school, enrichment of educational environment(Wednesday) etc. In this situation, educational audit, a problematization and design, management of processes, an organizational reflection and training appear key administrative functions (Nujdin et al., 1998, pp. 135-150).

3. Signs of effective management of educational systems in traditional approach are focus, systemacity, a forecasting, recurrence, etc. In this logic, education quality management in general and the higher pedagogical education, in particular, it is connected with promotion of a bit different principles: substantial alternative of a purposefulness is problematic(quality management effectively so far as it solves existing problems, liquidates defects and reduces risks). The essential requirement to quality management of education are a projective which, unlike a forecasting, assumes subject character of the analysis and reconstruction of existing educational practice. All these visible differences are consequences of deeper distinction between classical linearly – the administrative systems of managements based on one-man management and submission, and modern flexible systems of network management (Balashov, 2002, p. 128).

References