
**GENERAL SECONDARY EDUCATION QUALITY ASSESS IN MANAGEMENT
USE OF INNOVATIVE METHODS**

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ABSTRACT:

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This article covers the content, form and means of educational quality management by introducing innovative methods of school evaluation; information about the use of PISSA and TIMSS programs in the process of educational organization and teaching is given.

KEYWORDS:

*PIRLS, PISA, TIMSS,
TAILS international
assessment program,
quality of education,
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content, forms and tools.*

In the developed countries of the world, innovative assessment methods are recognized as the main force that ensures the sustainable development of education. In the new concept of education defined by international organizations and the developed countries of the world until 2030, "improving the process and means of evaluating the quality of teaching, putting into practice the mechanisms that allow to determine the achieved results" is defined as an urgent task [1] .

Improving the assessment of the quality of education worldwide is an urgent problem. PISA by the Organization for Economic Cooperation and Development (OECD). TIMSS (Trends in International mathematics and science study) and PIRLS (Progress in International Reading Literacy Study) by The Program for International Student Assessment and the International Association for the Evaluation of Educational Achievement (IEA)) is a comprehensive international assessment that enables effective management decisions in the field of education by comparing students' literacy and the ability to apply it in practice, comparing the quality and equity of educational outcomes, and studying policies and practices used in other countries. research is being conducted.

Deep economic and social reforms implemented in our country, setting priorities for systematic reform of general secondary education in accordance with the requirements of building a developed democratic state, qualitatively new spiritual, moral and intellectual

development of the young generation. raises the level, sets the task of introducing innovative forms and methods of education into the educational process. In addition, by 2030, the Republic of Uzbekistan is set to become one of the first 30 advanced countries in the world according to the PISA international student assessment program rating [3; 1-b] .

Decree No. PF-134 of the President of the Republic of Uzbekistan dated May 11, 2022 "On the approval of the national program for the development of public education in 2022-2026" also defines several main tasks. developing the criteria of an advanced school director and exemplary teacher and evaluating the activities of leaders and pedagogues based on them, systematically organizing spiritual and educational work in general secondary educational institutions, continuous Special attention is paid to establishing monitoring, evaluation and forecasting mechanisms [5; p. 1-2].

In order to carry out work in the above areas, first of all, it is necessary to establish effective management in the general secondary education system (UO"TT), to use innovations in the management of the quality of education. One of the main goals is to create a globally competitive education system and to achieve quality education for our students.

Education is a systematic process aimed at providing students with in-depth theoretical knowledge, skills and practical skills, as well as forming their general and professional knowledge, skills and abilities, and developing their abilities; [2; 1-b]

Today, we need a management model that clearly reflects not only the management of educational activities, but also the quality of educational activities. There are requirements of the state and society expressed in standards. In this regard, we have the task of creating an objective information system about educational results in accordance with educational standards (including defining a set of criteria, procedures and evaluation technologies, organizing pedagogical monitoring and using it as an indispensable tool). folded

A lot of work is being done in this direction, state education standards are being improved as socially necessary standards/requirements, educational quality criteria and indicators at various levels are being developed, pedagogical monitoring is being organized in educational institutions by relevant organizations and researchers. experiences are being studied.

The purpose of monitoring: timely and quick identification of all changes occurring in the field of activity of the educational institution.

There are three main aspects to this definition.

1. It is a system of data collection, processing, storage and distribution.
2. A system designed to provide information for the management of the educational process.
3. Monitoring data is a mechanism that makes it possible to draw reasonable conclusions about the state of the object of observation at any time and predict its development.

The information collected during monitoring provides the teacher or leader with the necessary and sufficient information to select an appropriate teaching or management model.

In the educational process, the following types of monitoring are used in the goal-oriented situation (see Figure 1.6):

1. Figure 6 . Types of monitoring

Monitoring system in education. Monitoring can be conditionally divided into several groups:

1. Monitoring the creation (law, regulation, recommendation) of the information system (normative base) on education management.

2. Monitoring of the growth of students' knowledge, skills and abilities. In this case, the results of the comparative analysis by classes help to coordinate management, change, develop, and define tactics. Basically, such analyzes are necessary for leaders to make management decisions.

3. Monitoring based on input-output model. Monitoring is used to determine the student's level of mastery of standard norms, from the social status of the student when he first comes to school until graduation.

4. Monitoring that shows the efficiency of the technologies used in the educational organization, the factors affecting the quality of education, and the level of the teacher's qualification [4].

Group 1, 2 and 3 monitoring are used more often in educational management.

What does monitoring give the school? Why should monitoring be included in educational activities? Where to start it? It is natural for such questions to arise in management activities. Monitoring improves the quality of education through the exchange of information between school management, teachers, parents, and the community, and increases the responsibility of those involved in education. If monitoring is mastered in form and content and applied to education, it will accustom every person participating in education to have a new attitude to work, a new approach, research, initiative. A new approach and vision will start to give good results. It leads to the use of effective methods in the internal management of education.

So, to sum up, monitoring in the educational process:

- from unjustified, ineffective teaching and management methods , from the use of methodological, diagnostic, random tests, theoretically unfounded works in studying the activities of teachers and students give up ;
- ensure the proper management of the activities of the director, deputy director, teacher and other employees ;
- creates and organizes a base of regulatory documents that control student activity, parents, and public opinion;
- to rework the project/program for the implementation of internal control of each school, regulations , to create an opportunity to determine the next steps of management ;
- it has a good effect on improving the process, form, content, methods of educational quality management.

the main goals of monitoring is to establish modern management. Thus, the implementation of scientifically based monitoring of the educational process makes it possible to bring the form and content of educational work to a new level [5 ; 3-4 p.].

Examination and assessment of knowledge must meet certain didactic requirements. Monitoring and control must be systematic and continuous. If this requirement is not met, the attitude of students to study will deteriorate, and the quality of knowledge will be negatively affected.

In general, continuous improvement of the quality assessment system in school education is an urgent task. We believe that it is especially important to take into account the nature of subjects, the psychological and pedagogical characteristics of students and teachers .

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