

## THEORETICAL METHODOLOGICAL BASIS OF IMPROVING THE QUALITY OF EDUCATION IN NON-PUBLIC PRE-SCHOOL EDUCATIONAL INSTITUTIONS

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### Abstract

Modern society requires the training of qualified specialists from non-state educational institutions based on innovations. Therefore, the issue of the quality of graduates of higher educational institutions is of decisive importance from the point of view of educational reform. Competence-based education, which includes the use of active learning methods, the creation of conditions for the formation of students, cognitive, communicative, organizational, moral and self-help experience, is the most important part of the innovative educational process.

**Keywords:** quality of education, quality of personnel training, competence helps to train specialists. competence, professional model;

### Introduction

Today, most of the countries of Central and Eastern Europe, including Russia, have developed frameworks for monitoring and evaluating educational activities within the framework of the global reform of the education system of their countries. These countries began to set norms (standards) in the development of personnel training programs, which is an important stage of national policy as a component of education and its quality control. These norms (standards) are a necessary basis for setting educational goals, creating a unified pedagogical space in the country, and thanks to them, a uniform general level of education of young people is ensured in various types of educational institutions. Any analysis of the educational sector, development of any rating of the activity of educational organizations or systems is always related to the choice of assessment. This will be a decisive factor in the formation of approaches to the study of parameters of the quality of education as an independent category. Pedagogues, economists, and politicians are engaged in studying the issues of improving the quality of education, looking for opportunities to develop the educational system. Interest in obtaining quality education and building human resources is manifested in the development of new standards and the introduction of new mechanisms of quality assessment systems. Often, monitoring is carried out to obtain relevant and reliable information about the current state of educational services and the level of satisfaction: student learning results, work of professors and teachers, educational programs. , material and technical support, required requirements. the number of educational institutions (from preschool to higher education) and others. Therefore, for a comprehensive analysis, we highlight several approaches within the classification based on assessment methods and subjects.

The approach is considered according to classifications: objective and relativistic. According to the objective approach, quality is understood as objective measurements, reporting of facts and the possibility of comparing the results of different educational institutions, levels and forms of education. The data obtained in the research process are indicators of the development of a particular educational institution and allow a comparative analysis of the entire educational system. This approach is used to confirm the values to be achieved by a certain date, to compile a ranking of schools and universities according to performance indicators.

Different evaluation systems use performance objectives. Indicator monitoring is a reflection of all activities: student activities, implementation of new projects, methodological activities, etc. Often, systems include indicators, indicators, and target values provided in the form of official reports, state, regional, and local development plans. Thus, an objective approach reflects the "efficiency" of students on the positive side. In planning indicators, but in some areas, as in education, in the social sphere, there is a clear quality component, which is very difficult to describe objectively in percentages. And first of all, the problem of choosing representative indicators has a special role, because the correctness of the decisions made depends on the correct formulation, application and analysis of the achieved values. The next approach is relativistic. It rejects indicators as absolute criteria by which the effectiveness or quality of education can be evaluated. From the point of view of such an approach, not the advanced steps towards achieving this or that event, but the achievement of the result - the achievement of the final goal, concrete successes in the development of the educational system are evaluated. Here the category "quality of education" should be evaluated. is an absolute value. An example of such an approach is sociological research. Thus, the main contribution of the relativistic approach is that it shows the result of all changes in the educational system, its impact on the life of society. The approach does not distinguish whether the final result is achieved: program development and implementation, implementation of extracurricular activities, or increasing the percentage of students studying in "4" and "5". Whether it has satisfied the higher purpose of society with the quality of education or not, the intellectual of children and young people. assesses whether the ground has been created for creative, cultural, moral development.

If we consider approaches to defining the category of "quality of education" from the point of view of the attitude towards the educational process and the activities of educational institutions. objective and relativistic approaches are suitable for external assessment. The third approach is based on the analysis of the processes taking place in the institution itself, that is, research within the framework of the "concept of development". The main value of this approach is internal self-examination, not external evaluation from a higher authority. The purpose of such research is the conditions for ensuring the quality of education at the present time. This review includes both indicators and a survey. First, the level of academic achievement, teachers are taken into account to determine the teaching staff. the second helps to evaluate the attitude towards the educational institution itself, its role in the educational process, and to identify the causes of dissatisfaction. Such an approach does not replace external evaluation, but it more fully reveals the causes of positive experiences or deficiencies affecting the educational process in general.

The success of the new policy in the field of education is related to the social and economic processes taking place in society. Thus, openness, distribution of responsibilities, the right to various proposals related to needs are determined by the principles introduced and implemented in the political and economic spheres, applied in the field of education. To assess the quality of education, it

is necessary to use not only the examination of student knowledge. To assess the quality of education, it is necessary to implement a comprehensive study of the educational institution's activities. There are a number of definitions of quality, for example, from the point of view of the World Standards Institute, quality is a set of characteristics that depend on the ability of an object to meet standards, which meets the expected needs of an individual, society. , state. A. V. Glichev proposed a unique definition of the concept of quality, which is considered as a set of features and characteristics associated with the ability of an object to meet specified or expected needs.

### **Conclusion**

A few words can be said about the control of the quality of education, the control of knowledge acquisition by teachers, and the activities of the pedagogical team. It has been proven that there is a connection between the level of knowledge of the teacher and the results achieved by his students. It should be remembered that teachers and educational institutions are only one element of the educational system, which is one of the most important, and the success of students in the educational process depends on it. Therefore, when we understand the need to evaluate the teacher's performance in order to control the quality of education, this element is related to the family environment or the individual characteristics of the student (tendency, motivation, etc.).

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