Analysis of Problems of Educational Quality Assessment in the Professional Education System

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A B S T R A C T

The article is devoted to the problem of assessing the quality of vocational training in the vocational education system. The purpose of this article is to identify problems in the implementation of areas and models of assessment of professional competence in vocational education institutions and to justify the improvement of the mechanism for assessing compliance with professional and state standards in training.

The scientific novelty of the research is to improve the professional training of graduates and ensure their competitiveness in the labor market through the development of mechanisms for the organization of internal evaluation to ensure quality in the training of specialists. There is a list of measures to improve the process of formation and evaluation of the system of vocational education, which requires coordination in vocational education services.

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At a time when reforms are underway in all areas, the state's demand for improving the quality of education and the introduction of objective assessment of this quality is growing. Today, the assessment of the quality of professionals is mainly about the assessment of individual achievements of students in vocational education and the procedures for licensing, certification and accreditation of educational institutions. However, the inability of vocational educators to compete in the labor market shows that the problem of assessing the quality of education in this system is much deeper and more serious.

If vocational education has shifted to educational services based on international standards (as many believe) by moving to a new mission after it is newly established, then why are those who use our vocational education services not competitive? After all, about 70% of the existing professions and specialties in the country should be trained in the newly established system in vocational schools, colleges and technical schools.

The purpose of this article is to systematically review the entire set of quality assessment of professionals in vocational education.

We begin the research process by analyzing five elements of the national vocational education system:

1. Governments in the Vocational Education System (GVES);
2. Vocational Education Institutions (VET);
3. Vocational Education Programs (VEP);
4. Educational process;
5. Learners.

And it makes sense to single out the four subjects of vocational education (customers and consumers of educational services):

- person;
- production;
- society;
- education system[1].

It is also important to answer the question of who (or what) evaluates professionals in the newly formed system of professional education, and on what criteria (based on whose position, whose interests). That is, we need to systematically list the subjects of evaluation, the objects of evaluation, and the evaluation criteria. To date, the goal of the vocational education system is a specific set of knowledge and skills of a future mid-level specialist, which is specified in their qualifications ("should know...","must be able to do...").

It is well known that the teaching process in vocational education institutions consists of theoretical and industrial education, which are independent but interrelated. This requires a unique planning and implementation of the learning process, and in many cases, the learning process takes on a descriptive form[2].

Given this situation, today we have the opportunity to assess the level of competence of students of vocational education institutions on the basis of internal and external assessment. In our national competency assessment system, we have largely adapted to external assessment. In this context, we will consider the possibilities of internal evaluation during the study. As we analyze, the subjects and objects of assessment are the general system of vocational education and the elements of this system, and the assessment can be carried out by public authorities.

Evaluation of professional education in the internal system.

Self-Assessment of the Educational Process: This issue has not yet been raised in terms of its importance to this day and in the present. The main reason for this is that in our environment today, the aimless activity of the educator in professional education services and the lack of mechanisms to ensure integration into the education system with the labor market.

Such forms and methods are evolving only because they are monitored and evaluated by the teacher, the educational institution, and so on. The question of how to teach educators self-monitoring and self-assessment in their learning activities remains completely open. This is due to the fact that to date there is an artificial demand for vocational training (due to 9 + 3 continuous education) and the lack of methods for teaching self-assessment. Textbooks and other textbooks do not have appropriate methods. But in a lifelong learning environment, self-monitoring and evaluation of one's own learning activities becomes the most important quality for a person.

Thus, this problem needs to be addressed in the form of the development of a new scientific and methodological methodology. Student self-assessment, of course, cannot and should not be institutional, formal. The above applies to the self-assessment of teachers - teachers: teachers and masters of industrial education[3].

Internal quality monitoring. Monitoring is an activity, the process of monitoring the status of a process. The results obtained at different levels of monitoring are analyzed and serve as a basis for management

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[1]Novikov A.M. PostalyukN.Yu. How to assess the quality of basic vocational education?https://www.researchgate.net/publication/274390731_Kak_ocenivat_kacestvo_bazovogo_professionalnogo_obrazovania.

[2]Makhsudov P.M., Karimbaeva S.N., Dzhuraeva S.N. Training of teachers of vocational education in the field of agriculture in Uzbekistan: history and development. - Moscow: Journal"Secondary vocational education", No. 8, 2015 - p. 67-70.

[3]Sokolova O.A. "Self-assessment of learning outcomes as a factor in improving the quality of education". SCIENCE journal. ART. CULTURE. Issue 1 (5) 2015.P. 167-173.

decisions. This system is widespread in many countries, including our vocational education institutions. It is a system based on regular surveys of students and teachers 2-3 times a semester. Monitoring questionnaires cover all aspects of the educational process of a vocational education institution: the quality of teaching each subject, textbooks and other teaching materials, the objectivity of assessment by teachers, the condition of classrooms, library, workshop work, student kitchen, bookstore, sports facilities, and more.

For each question asked in the survey, the student gives an appropriate grade (as a rule, one of three or five, for example, very satisfactory, satisfactory, unsatisfactory, very unsatisfactory, below any standards). A professional education institution has the ability to define an internal monitoring model, but it is an integrated system that includes the following components:

1) the purpose of monitoring - to form a basis for the analysis of information on the state of education in the educational institution and the main indicators of its activities;

2) monitoring functions:

- Collection of information on the conditions, organization, content and results of the educational process;

- Assess the quality of the educational process, assess the performance of departments (identify changes in the direction of achieving the final results - "will be", "better", "worse");

- management activities to correct the educational process (improve performance) and forecast the development trends of the educational institution;

3) Monitoring requirements should be: economic; objective; encourage all participants in the continuous, predictable and, of course, educational process to improve the quality of their activities;

4) monitoring objects can be any component of the system within a professional educational institution, from the analysis of stakeholder needs to the assessment of customer satisfaction;

5) subjects of monitoring - all persons who carry out monitoring research and assessment: functional services of the institution, senior management, teachers, students. Other persons not directly related to the educational process, but involved in its implementation (scientists, representatives of educational institutions, employers, etc.) may also be subjects;

6) monitoring methods: expert evaluation method; analysis of documents and work experience of departments, faculty; sociological methods: observations, surveys;

7) monitoring management - is carried out by the management, which organizes the implementation of the relevant services. Based on the results of the monitoring, analytical materials will be prepared that are relevant to the goals and objectives of the specific research;

8) monitoring criteria:

- the level of compliance with the standards (defined in the documents of different levels), first of all, the quality standards of professional education set in the state education standard;

- level of compliance with the requirements of stakeholders;

- changes in the situation ("+", "-" trends)[4].

These questionnaires are processed on a computer and submitted to the management of the educational institution. The analysis of such questionnaires allows to assess the performance of each teacher, other staff and all services and take appropriate action in a timely manner.

Internal evaluation of educational programs. Currently, professional education standards are being developed with the participation of interested ministries and organizations, as well as representatives of major employers and scientists, and for this, independence has been granted in part. Significantly, as a new system today, the foundations for a new professional education have been adopted for this assessment. The Resolution of the Cabinet of Ministers of the Republic of Uzbekistan dated May 15,

[4]*Struminskaya L.M. "Inside the university monitoring the quality of education". Journal of Professional Education in the Modern World, No. 4 (19), 2015. P. 68-69.*

2020 No 287 “On measures to organize the activities of the national system for the development of professional skills, knowledge and abilities in the Republic of Uzbekistan” and the Resolution of the Cabinet of Ministers of the Republic of Uzbekistan dated August 7, 2020 No 466 “On approval of regulatory legal acts regulating the system of continuing primary, secondary and secondary special vocational education in the Republic of Uzbekistan” provide for the possibility of making certain changes at the regional, local level, at the level of the educational institution in accordance with the specifics required by the content of education.

Internal evaluation of the activities of vocational education institutions (except for internal quality monitoring). Self-assessment of the activities of basic vocational education institutions is currently almost non-existent. Therefore, in the period between attestation and accreditation, it is advisable to develop a detailed methodological framework for the organization of self-assessment of institutions, in particular, and introduce it as a mandatory activity for heads of educational institutions.

Evaluation by educational authorities. Expert commissions on state certification of educational institutions (ie subjects of vocational education quality assessment) are formed and approved by the state body of education management. The commissions are, as a rule, dominated by representatives of educational institutions, specialists of scientific and methodological institutions, representatives of educational authorities. In the Republic of Uzbekistan, a separate organization responsible for organizing this process is the State Inspectorate for Supervision of the Quality in Education under the Cabinet of Ministers. However, no new normative framework for the state certification of vocational education institutions for the new vocational education system has been adopted. For the new standards, it is advisable to develop norms based on international standards.

Assessment of individual achievements of students. We already know that the assessment of the quality of vocational education at the level of vocational education is carried out in two ways: the final state certification of graduates and intermediate and current certification of learners / students within the system of quality control of internal education.

Unfortunately, test tools to assess the quality of training of learners / students in most vocational education institutions have been developed by the educational institutions themselves on the basis of relevant state educational standards. In this process, there is a possibility of subjective influences in order for the educational institution to perform at a high level.

Today, as a novelty, paragraph 25 of the Resolution of the Cabinet of Ministers of the Republic of Uzbekistan dated August 7, 2020 No 466 “On approval of regulatory legal acts regulating the system of continuing primary, secondary and secondary special vocational education in the Republic of Uzbekistan” states that: According to the decision of the pedagogical council of the vocational school, the student who has fulfilled all the requirements of the curriculum and science programs, by the order of the director to take the final state certification exams and final state certification can be carried out in accordance with applicable regulations or in the form of a “practical-demonstration” examination. The participation of the non-governmental sector as the entity that develops the requirements for these processes is a common practice today. Therefore, the involvement of employers and the public in the system of final certification and quality control of internal education, the organization of processes based on their requirements, shows an effective result.

Evaluation of the activities of professional education bodies. Currently, vocational education authorities are evaluated only by the relevant government, depending on the subordination of the relevant vocational education institutions. The main vocational education authorities, unfortunately, today are not evaluated by students, staff training, vocational education institutions, or external entities - production structures, public organizations and others.

Evaluation of pedagogical staff. The current system of assessment (certification) of heads of vocational education institutions and their professors and teachers can be recognized as very sad compared to other problems of assessing the quality of vocational education. Because, firstly, the existing system does not have a clear system for formal internal evaluation of staff performance. Secondly, the lack of knowledge and skills of heads of educational institutions. Third is the irresponsibility and inability of administrative staff to set criteria for efficiency.

In this regard, it is desirable to give independence in the assessment of personnel performance in the introduction of formal and informal systems in the new vocational education system. Today, most vocational education institutions have been transferred to a self-financing system. Now it is necessary to set efficiency criteria for each expenditure in the activity, and the introduction of a system of monthly payments on a differentiated basis will increase the focus on human resources.

In summary, the areas of internal assessment of learners in vocational education institutions require the adoption of new normative frameworks and the introduction of new mechanisms as an imperfect process in the national vocational education system. First of all, it is necessary to take measures to increase the responsibility of administrative staff and participants of the education service.

The analysis of internal evaluation processes shows that the combination of external evaluation directions and internal evaluation processes of professional education services is an activity that ensures efficiency.

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