MODELS OF IMPROVING THE QUALITY OF EDUCATION IN WORLD EXPERIENCE.

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Annotation: This research explores global models aimed at improving the quality of education, focusing on best practices implemented in developed countries such as the United States, Finland, South Korea, and Singapore. The study analyzes key aspects of these models, including effectiveness, innovative approaches, increasing the efficiency of the learning process, professional development of teachers, and improvement of assessment systems. It also examines the recommendations of international organizations such as UNESCO and OECD (particularly PISA assessments) in enhancing education quality. The paper concludes with proposals for adapting the most suitable international models to the context of the Uzbek education system.

Аннотация: В данном исследовании рассматриваются мировые модели повышения качества образования, а также передовой опыт развитых стран, таких как США, Финляндия, Южная Корея и Сингапур. Проанализированы ключевые аспекты этих моделей: эффективность, внедрение инновационных подходов, повышение результативности учебного процесса, профессиональное развитие педагогов и совершенствование систем оценки. Особое внимание уделено рекомендациям международных организаций, таких как ЮНЕСКО и ОЭСР (в частности, оценкам PISA), в вопросах повышения качества образования. В заключение представлены предложения по адаптации наиболее подходящих международных моделей к условиям национальной образовательной системы Узбекистана.

Annotatsiya: Mazkur ilmiy ishda dunyo miqyosida ta’lim sifatini oshirish bo‘yicha qo‘llanilayotgan ilg‘or modellarning o‘rganilishi hamda ularning asosiy jihatlari tahlil qilingan. Rivojlangan davlatlar (AQSh, Finlyandiya, Janubiy Koreya, Singapur kabi) tajribasiga tayangan holda, ta’lim tizimida natijadorlik, innovatsion yondashuvlar, o‘quv jarayonining samaradorligini oshirish, o‘qituvchilarning malakasini rivojlantirish va baholash tizimlarini takomillashtirish kabi yo‘nalishlar yoritilgan. Shuningdek, xalqaro tashkilotlar – UNESCO, OECD (PISA baholashlari) va boshqa muassasalar tavsiyalari asosida ta’lim sifatini oshirishda qo‘llanilayotgan strategiyalar ko‘rib chiqilgan. Ish yakunida o‘zbek ta’lim tizimi uchun mos keladigan modellarni tanlab, ularni milliy kontekstda tatbiq etish bo‘yicha tavsiyalar berilgan.

INTRODUCTION

Education quality is a strategic priority for every country. In today's globalization and digital transformation, the international community is testing a number of models and mechanisms in the development of education and implementing the most effective approaches. In particular, the USA, Finland, South Korea, Singapore, Japan and other countries with advanced education systems have developed models and mechanisms based on complex, systematic approaches to improving the quality of education in their experience.

US experience: accreditation-based quality management

In the USA, the quality of education for higher education institutions is assessed primarily by independent accreditation agencies. This system is distinguished by its transparency, analytical mechanisms and public control. Each higher education institution has its own internal quality monitoring system and follows the "Continuous Improvement" model.

In addition, organizations such as ABET, AACSB, NEASC assess the quality of education in engineering, business and other areas. Programs are ranked based on their relevance to the labor market, teacher competence, student outcomes, and innovative infrastructure. Students' independent thinking, innovative solutions, and social engagement in society are also considered evaluation criteria.

The Finnish model: trust, independence, and individual approach.

The Finnish education system is currently one of the most stable and effective in the world. The quality of education in this country is based on the following principles:

1. Trust in the teacher - teachers at all levels have a master's degree, and their pedagogical freedom is fully guaranteed.

Ease and transparency of assessment - there are no national tests, assessment is carried out in a more formative (developmental) form.

Personalized education - the psychological, intellectual, and social needs of each student are taken into account.

Quality assurance system - higher education institutions maintain their own internal quality monitoring system, and only strategic support is provided by the state.

Finland creates an educational environment that focuses on preparing students for real life, rather than giving them priority. This is a model of improving the quality of education based on intrinsic motivation and a strong cultural infrastructure.

Singapore's experience: STEM and leadership-based education model. In Singapore, the quality of education is a core point of state policy. Under the motto "Teach Less, Learn More", Singapore has developed its own innovative, digitalized and future-oriented education model. The main features are as follows:

1. Priority to STEM subjects - in-depth preparation in science, technology, engineering and mathematics.

2. Teacher leader model - each teacher is studied as an educator, innovator and leader.

3. Multi-level assessment model - there are formative, summative and metacognitive assessment systems.

4. Education integrated with the economy - higher education programs are closely linked to industry, and students solve real professional problems during their internships. As a result, Singaporean students have high scores in international tests such as PISA (Programme for International Student Assessment) and TIMSS.

The Japanese experience: traditionalism and technological convergence. In Japanese higher education, values such as "kaizen" (continuous improvement), "gakko" (school team) and "benkyo" (commitment to mastery) play a key role in improving quality. Key features of the model:

1. Strict discipline and cultural approach - students take a high level of responsibility for mastery.2. Technological integration - there are advanced laboratories for robotics, AI and IoT, and lesson modules based on artificial intelligence.

3. Skills-oriented teaching - theoretical knowledge is combined with practical skills taught in each educational program.

In Japan, the quality of education is based on the principles of internal culture between the teacher and the student, hard work, teamwork and honesty.

South Korean experience: education policy aimed at national progress. In Korea, the quality of education has risen to the level of a national brand. Based on the concept of “Smart Education 2025” adopted by the government, digital education, career guidance programs, startup centers and international certification systems are being actively introduced. The country:

-There is a national database of digital educational content;

-A personal development map is created for each student;

-National online platforms are used to assess the quality of education (Edunet, Neis, K-MOOC).

The general conclusion of international experience shows that the following universal model components are necessary to achieve effective and sustainable quality of education:

1. Independent quality control system - balanced integration of internal and external assessment mechanisms;

2. Person-centered approach - adaptation of education based on psychological, individual and motivational needs;

3. STEM and digital literacy - curricula focused on mastering modern technologies;

4. Teacher potential and methodological freedom - support for continuous professional development, research and creative approach;

5. Academic mobility and international cooperation - strengthening integration in the global education space.

First of all, the view that the quality of education has become a multifactorial and systemic category in modern approaches, which is determined not only by the results of providing knowledge, but also by the organization of the educational process, management efficiency, the learning environment and the personal development trajectory of the learner, was substantiated. It was shown that the concept of quality should be interpreted not only through final assessment or rating indicators, but also as an integral state of the entire education system, and internal and external factors affecting the quality of education were also considered in detail. Among the internal factors, the modernity of curricula, teacher qualifications, the fairness of the assessment system, the state of the learning environment and educational technologies were analyzed. As external factors, state policy, labor market requirements, international educational standards, society's attitude to education and the influence of information technologies were highlighted. Based on these approaches, it was proven that the factors affecting the quality of education are a complex, interrelated and dynamic phenomenon. One of the important directions is the study of advanced models of education quality management and improvement in world experience. Analysis of the experiences of the USA, Finland, Singapore, South Korea and Japan showed that each country is developing approaches to quality improvement that are appropriate for its national conditions, but consistent with international requirements.

CONCLUSION

In particular, teacher capacity, independence in assessment, student-oriented methods, digital infrastructure and university-autonomy relations are recognized as the main factors determining quality.

On this basis, it can be concluded that through a deep theoretical analysis of the quality of education, its modern interpretation, assessment criteria and indicators, a system of internal and external factors affecting it, as well as advanced management models used in international experience have been scientifically revealed. These basic concepts, analyses and comparisons serve as a theoretical basis for substantiating the proposed mechanisms, adapting them to the national education system and implementing them in practice.

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