

## Socio-Psychological Mechanisms for the Formation of Quality Personnel in the Modern Higher Education System

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Today, the world community has begun to address the issue of improving the effectiveness of the quality of education. As is known, each educational institution (taking into account the subjects of pedagogical interaction) is involved in solving a number of tasks related to the quality of education. Therefore, it can be assumed that the quality of education is a measure of the proportionality of goals and results, a measure of achieving the goal. As is known, the educational process is multifaceted, therefore its results are also complex in all respects, dialectically interconnected and mutually influencing each other.

- the results are fully manifested after several years, and this often happens outside the sphere of education, therefore, they cannot be accurately recorded and determined directly during the educational process;
- depends not only on a large number of controllable, but also on random, uncontrollable factors, therefore, ultimately, education has produced certain positive or negative results as a result of what pedagogical and managerial actions, what reasons, what elements of the educational process; this is also the reason for the enormous difficulties in determining the mechanisms for controlling the resulting dimensions.

Indeed, the presentation of improving the quality of education as a leading mechanism for modernizing the entire education system has only appeared in recent years, therefore it is important to delimit the scope of concepts that determine the content of the current concept of the quality problem, applied to the higher education system.

First of all, when considering this problem, it is important to determine the semantic field in which the concept of quality exists in the main regulatory and legal documents that define the goals and objectives of education in the Republic of Uzbekistan. The second side of this problem is the identification of scientific-theoretical and intuitive concepts that become relevant based on our discussion of the quality problem. And finally, in this order, there is a need to redefine theoretical concepts about the essence, purpose, structure and conditions of effectiveness of higher education in qualitative categories. In this regard, it is precisely the intuitive concept of the quality of higher pedagogical education (the second group of problems), expressed in the form of mutually complementary basic concepts and assumptions about the essence, orientation, criteria and specificity of education, that plays a special role. These include:

a competent approach to pedagogical education, which sets as its noble goal the achievement of the highest level of effectiveness in educational activities, manifested in the creation of a personal pedagogical education system, the soundness of pedagogical activity, and the possession of unique pedagogical techniques;

- a professional approach that reflects the most important requirements of the professional thinking and activity of a specialist in specific social and cultural conditions;

- an individual-creative approach to pedagogical education, which focuses on the development of non-specialized qualities and characteristics of the human personality, such as openness, sociability, self-expression, and self-understanding that are appropriate to the human personality [215; 249].

As a result of defining the conceptual foundations of the quality problem, a third group of problems arises related to the need to create a quality management mechanism. Indeed, conceptual understanding of a particular phenomenon is a necessary, but not sufficient condition for developing a model for influencing it in the desired direction. Within the framework of our research, three main mechanisms are identified that significantly affect the dynamics of educational quality. These include:

- standardization of education: this should be understood as a multifaceted practice of analyzing, developing, and applying the effectiveness of educational goals and standards;
- quality management of educational processes: this should be understood as a description of the norms that characterize all processes carried out in educational institutions, the effectiveness of which is subsequently continuously improved according to the standards of application;
- strategic planning and organizational management: it should be understood as a set of measures taken to create a system of management of innovation processes in the higher education system, aimed at achieving the highest level of quality.

The scope of the traditional concept of a normative standard to which the entire educational activity of a higher education institution should be adjusted is wider. From our point of view, the concept of standardization, which is to describe, normalize and restructure the basic values and norms of educational activity in accordance with the interests and needs of the state and the educational institution, is more modern and effective.

- a profession-oriented professional standard that determines the purpose and structure of certain processes of personnel training in higher education institutions within the general framework of higher education;
- a professional standard that allows you to form the main basic concepts, knowledge and skills for pedagogical activity. At the next stage of the problem, the important foundations and possibilities of creating a model of systematic management of educational quality are discussed. The technologies used in the educational process, the model for accounting (monitoring) the results of educational activities, as well as the scientific and information resources used are the main criteria for quality. The general model for creating a systematic management of educational quality requires the allocation of the level and indicators of each individual educational process in accordance with the established criteria with subsequent optimization of this system.

In this case, the following criteria play the role of a decisive parameter:

- human resource potential;
- material and technical support;
- the range and quality of educational services;
- socio-cultural benefits;
- general intellectual potential;
- student contingent;
- the pricing policy of the higher education institution;
- the active movement of educational services of the higher education institution in the labor market;

the development of sales channels for educational services;

The level of development of the brand and image of the university

This portrait, in turn, must be consistent with the content of the document “Quality Management and Assurance

Standards. Rules for Managers on Selection and Implementation”. As is known, the standard includes the concept of a new term for economic processes, the “Level of Approval”. This is the degree to which the quality of the product and its management developed by the organization (enterprise) manufacturing the product meets the technical requirements of the mutually agreed contract.

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