

# Issues of Continuously Organizing Quality Indicators in The Sphere of Individual Education and Upbringing

Xolboy Ibraimov

Director of the National Institute of Educational Pedagogy named after Qori Niyoziy, Doctor of Pedagogy, Uzbekistan

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**Abstract:** In this article, the theoretical and practical foundations of the continuous organization of quality indicators in the field of education and upbringing are analyzed. The article examines the factors influencing the quality of education, the criteria for assessing the effectiveness of the upbringing process, modern pedagogical approaches, and mechanisms for monitoring the quality of education. It also presents scientific and practical recommendations on improving quality indicators in the continuous education system, the effective use of digital educational technologies, and strengthening cooperation among participants in the educational process. The results of the article serve to enhance the quality of the education and upbringing process in educational institutions and improve it in line with international requirements.

**Keywords:** Quality of education, upbringing, quality indicators, lifelong learning, education monitoring, assessment system, pedagogical technologies, digital education, competency-based approach, educational effectiveness, innovative activity, education management.

**Introduction:** The continuous organization of quality indicators in the field of education and upbringing is of great importance not only for the regular assessment of students' knowledge, skills, and competencies but also for the formation of their spiritual-moral maturity, social activity, independent thinking, life competencies, and their attitude toward national and universal values. This requires strengthening mutual cooperation among all participants in the educational process — teachers, students, parents, and the community.

The effective organization of quality indicators in the lifelong learning system contributes to ensuring the harmony of educational content, pedagogical technologies, assessment mechanisms, digital educational tools, and monitoring systems. At the same time, improving internal and external quality control in educational institutions and adapting international assessment criteria to the national education system are among the important tasks.

The relevance of this topic is determined by the need

to improve the theoretical and practical foundations of the continuous organization of quality indicators in the education and upbringing process, to increase the effectiveness of education, and to nurture competitive, spiritually mature, and intellectually capable individuals. From this perspective, the scientific study of the issues of continuously organizing quality indicators in the field of education and upbringing and the development of their effective mechanisms is one of the urgent tasks of today.

Preparing highly competitive specialists for the modern labor market means, first of all, forming in young people the motivation for continuous self-development and cultivating in the individual the desire for self-education, self-expression, and self-improvement. In this regard, relying on the educational values put forward by the scholars of Central Asia is of great importance. The views of our ancestors on imparting knowledge and enlightenment to the youth are fully consistent with their wisdom about

overcoming one's ego, not fearing constant difficulties on the path of acquiring knowledge, and the principle of "Seeking knowledge from the cradle to the grave."

The main idea of lifelong learning is to adapt education as much as possible to the interests of the individual and society and to fully utilize the opportunities of all its stages for the development of the individual. Thus, lifelong learning means creating social and pedagogical conditions for a person to demonstrate their abilities not only during their studies in educational institutions but also throughout their subsequent practical work, as well as to meet their professional, spiritual needs, and interests. Lifelong learning, as a pedagogical system, involves acquiring knowledge, deepening it, improving professional skills, manifesting oneself as a citizen, and satisfying spiritual interests through various methods, means, and forms. It also plays an important role in ensuring interconnection and continuity among all types of education.

Lifelong learning plays a significant role in preventing psychological, economic, and organizational difficulties that a person may face when transitioning from one stage of education to another, by strengthening succession between stages and types of education and ensuring their historical evolutionary development, thereby creating convenience for the individual. In our country, there is a wide network of lifelong learning opportunities to continuously meet every person's professional and spiritual interests.

A person can choose the stage and scope of education based on the capabilities and characteristics of their personality and, relying on its components, fulfill their goals. For this, it is important to form organic connections between the various stages and types of education. In this context, the coordination and integration of basic education (preschool education, general secondary education, secondary specialized, vocational, and higher education) — vertically — and additional education (various hobby groups, technical, natural science, artistic, music, boarding schools, computer information tools, Internet-based education, distance learning, advanced training, and retraining) — horizontally — is extremely important. Experience shows that ensuring the continuity of education through vertical and horizontal directions, i.e., ensuring gradual continuity between different types and stages of education, is the most complex scientific-theoretical

and organizational-pedagogical issue. If this issue is scientifically resolved, continuity will be ensured in many aspects.

The concept of lifelong learning is multidimensional, and at its core lies the development of a person as a perfect individual at all stages of their life. According to its purpose, lifelong learning is a process of creating conditions for the individual's perfection, the development of their social opportunities, the realization of their abilities and potential, the growth of general and professional maturity, and the improvement of previously acquired training. Therefore, lifelong learning is inseparable from a person as a generalized characteristic of their entire life.

Such an approach to the education system, as a new methodological principle stemming from the ideology of independence and the essence of our country's leadership policy, requires the following:

1. The essence of independence policy is to make education serve, first of all, the development of young people into deeply knowledgeable and skilled professionals, and on this basis, the development of the creative potential of the entire population;
2. Correctly defining the goals and objectives of the components of education within the general system of lifelong learning;
3. Directing lifelong learning toward accelerating the socio-economic, scientific-technical, and spiritual-cultural development of our society in the overall social life process.

From this point of view, lifelong learning exists on the basis of the integral unity of state and non-state, as well as public organizations, and is aimed at meeting the personal and social needs for a person's general and professional training. Among these, meeting the needs of professional activity is decisive. Improving professional skills is a guarantee of the teacher's continuous development as a person and professional within the framework of lifelong learning and, on this basis, the improvement of professional activity.

The purpose of didactics is to solve a number of problems in theory. These include:

1. Defining the goals and objectives of the theory. Without this, the teaching process will not achieve a

certain completeness.

2. Analyzing the teaching process and revealing its regularities.
3. Substantiating the principles and rules of teaching based on these regularities.
4. Determining the content of education. This primarily includes selecting the educational materials that the student needs to master, as well as developing practical exercises to reinforce knowledge.
5. Clarifying the main ideas and concepts regarding the forms of organizing education.
6. Explaining to teachers the methods and techniques of teaching — various ways to achieve high-quality education for students.
7. Describing the material and technical means that help implement the tasks of teaching.

Thus, didactic values are important conditions that are necessary for the learner, ensure the foundation of the teaching process, and determine its content and implementation — its vital core. Its main feature is that it was widely used in the educational process in the past and has served as the basis for the advanced educational content, forms, methods, and tools used in modern education.

All principles of teaching are aimed at realizing the main function of didactics — the task of education as an educator and developer of the individual. Developmental education is becoming the basis for a new approach to the question of how to teach and what to teach. These include:

- Viewing the content of education as a means of personality development;
- Increasing integration between school subjects;
- Enhancing differentiation and variability in education;
- Positive motivation for learning, among others.

The implementation of these tasks is aimed at supporting the holistic and comprehensive development of the learner as a person, their individuality as a subject of education, freedom, and creative thinking.

Therefore, the study of didactic phenomena begins with the analysis of connections between the content

of education, phenomena, and conditions that existed in different periods, based on the principle of succession in didactics, their description, and systematization. Relying on the principles of consistency and sequence when studying the history of didactics makes it possible to systematically approach theoretical and practical knowledge of the history of teaching. When following this principle, the following must be taken into account: first, identifying and organizing theoretical approaches to the history of didactics, i.e., dividing it into logical parts and periods, determining their descriptive order, and analyzing them from the perspectives of modernity and historicity (comparative analysis should take the leading place in this method); second, determining the main didactic concepts (key terms) that existed in each logical section and period, their essence, central ideas, and structural composition; third, identifying direct and indirect connections between logical parts, periods, educational principles, and didactic values.

Various criteria and approaches underlie didactic concepts. These may include the reorganization of methods used in the educational process and reliance on new data put forward in pedagogical psychology. Leading didactic concepts also advance other criteria and approaches.

Among the well-known didactic concepts put forward in Western pedagogy, one can mention the traditional paradigm, the rational model, and phenomenological directions. In the conditions of ideological pluralism, the advancement of various theoretical models is a natural phenomenon, in which several didactic paradigms are combined and integrated at the same time.

One of our important tasks is to present more widely and deeply to the world pedagogical community the worthy contributions of our ancestors to the illumination of educational issues. After all, the place occupied by our independent republic in the world pedagogical community in the context of the globalization of education is also measured by its contribution to it. Unfortunately, the history of the formation and development of didactics in Uzbekistan has not been comprehensively studied from a scientific-methodological point of view. In this regard, it is noteworthy that some significant works in this field have begun to be published.

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