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INCREASING EDUCATIONAL EFFICIENCY AND MEASURES TO IT

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Abstract
In this article, the problems of improving the quality of education, ways to overcome them, as well as the effective use of foreign experiences in this regard, as well as opinions and comments on determining its perspective, including the improvement of educational processes, educational training It is discussed about the design of classes, organization of scientific research works based on the requirements of the time, as well as the development of professional qualities of learners and logical thinking operations.

Keywords: quality of education, foreign experience, system, international, information technology, quality, efficiency.

Today, effective reforms are being implemented in the higher education system. It should be mentioned here that the number of HEIs in our Republic has increased significantly compared to previous years. That is, as of May 10, 2019, the number of higher education institutions operating in our republic reached 102. Also, the rate of enrollment of young graduates into higher education was 9 percent in 2016, and in 2019, it was 9 percent. the indicator is 20 percent. In 2018, additional admission quotas for bachelor's and master's training were allocated on the basis of joint educational programs with foreign higher education institutions. A number of changes occurred in educational processes. It's done. The time standards have changed, the 100-point system was abandoned and switched to the 5-point system. Examination processes are also carried out in a transparent manner, i.e. a system that excludes the participation of the professor-instructor, and the introduction of the credit module system is also used to improve the quality and efficiency of educational processes in the higher education system. It is no exaggeration to say that it is one of

the positive changes. A credit is a unit of measurement of the educational load (time) spent on studying and mastering subjects in a particular educational direction or program (course).

The credit is given to the student after successfully completing the assigned tasks in a certain subject. As envisaged in the Bologna Declaration, the credit module system, with an emphasis on independent learning, mainly serves to fulfill two functions: First: students and ensures the mobility of teachers, i.e. the free transfer (transfer of study or work) from one higher education institution to another HEI without any obstacles; Second: education chosen by the student The academic load-credit is accurately calculated for all educational and scientific activities in the field or specialty. The total credit shows how much the student has mastered in the chosen program. A module is a combination of several subjects and courses. part of the studied curriculum. It is a set of several subjects (courses) aimed at students to acquire certain knowledge and skills, analytical and logical observation capacity ui. In this, the teacher organizes the educational process, conducts live, video and audio presentations, coordinates and monitors the student's activities. The student learns the subject independently and completes the assignments. In general, this system is aimed at the professional growth of the student and his maturation. If we look at the history, since the 90s of the 20th century, the quality of education, the quality of intellectual resources, began to appear as the main factor.

being considered a social category, it determines the state and result of the educational process in society, as well as the formation and individual development of a person's professional, domestic and civil competence, as well as the compliance with the demands and needs of society. is evaluated through a set of descriptive indicators. These indicators include educational content, teaching forms and methods, material and technical base, staff structure, etc., which ensure the development of the competence of learners. The quality of education in higher education - contextual indicators of the educational model, institutional purpose and tasks, as well as the specific standards of the educational system, educational institutions, curricula, and disciplines, is a multifaceted and highly dynamic concept. along with the system components, the following can be included: teachers; DTS, curriculum and educational programs; textbooks, study guides, etc.; teaching tools; theoretical materials for subjects; practical materials on subjects; didactic materials on subjects; laboratory and workshop equipment;

Such approaches to the educational process consist in ensuring the creation of a system of normative, organizational, educational-methodical, information and material and technical conditions for personnel training. The quality of education is

primarily determined by the quality, level and qualification of knowledge holders and distributors. Knowledge holders mean the composition of professors and teachers of a particular higher educational institution and their scientific potential and knowledge thinking. They provide knowledge to students using various pedagogical technologies and methods. It should be noted that starting from the current academic year of 2022, a relevant law was adopted on the admission of students who do not have an international or national certificate in a foreign language to the master's level. the quality of the system is improving. Because today a lot of interesting and useful literature is written in a foreign language, and it is appropriate for students and young people to know a foreign language in order to read and analyze them. That is, large-scale reforms are currently being carried out in the field of higher education and scientific research in the Republic of Uzbekistan. other aspects are reflected in the projects implemented in higher education institutions under the Tempus and Erasmus + programs. Tempus is an EU-funded program aimed at reforming higher education in partner countries in the Western Balkans region, Eastern Europe and Central Asia, North Africa and the Middle East, supported mainly through inter-university cooperation projects. In Uzbekistan, the Tempus program began its work in 1994, and up to now more than 80 international cooperation projects are being implemented. Erasmus+ is a new program of the European Union aimed at the development of education, vocational training, youth and sports for the period of 2014-2020. To date, they are part of the European Union's plan to reform Uzbekistan's higher education. is one of the main tools. Higher education institutions, teachers and students of Uzbekistan have the opportunity to participate in the following 3 directions of the Erasmus+ program: International Credit Mobility - exchange program with one or more European universities, increasing the potential of higher education Capacity Building in Higher Education, Joint Master Degree program and Jean Monnet program. 12 projects have started working with the participation of Uzbekistan's HEIs, 10 of them are joint projects and 2 are structural projects. During the mobilities, there will be opportunities to compare and update educational programs in HEIs and to improve teaching and management methods. The pedagogue's management skills are directly involved in improving the quality of education and the effectiveness of educational processes in higher education institutions. the management of cognitive activity depends on several factors.

As experts say, only interest has a positive effect on mental processes and their functions such as perception, attention, memory, thinking and will. Educational activities, like other activities, are interesting only when they are varied. Giving information in the same way and actions in the same way will quickly cause boredom

in the student. It is very important to make students aware of the necessity, importance and appropriateness of studying science and some of its parts in the formation of interest in the educational process, including science. In the effective organization of the educational process, if the material being taught is explained in harmony with the previous material, i.e. it is more connected, it seems more interesting and important to the students. At the same time, State educational standards and state educational requirements are directly involved in improving the quality of education: State educational standards for general secondary, secondary special, professional and higher education determines the content and quality requirements. State educational requirements: extracurricular education, post-higher education, as well as the content, structure of education and conditions for the implementation of education, retraining of personnel and their qualification. determines the norms about the physical, personal, intellectual, scientific and professional qualities of the recipients. Experiences and approaches are also important. Today, in all educational systems of the world, the quality of higher education is approached on the basis of the following three basic concepts. educational process; 3. The educational result, which is considered the main and starting point of the quality assurance system. : continental (European countries) and Britain. For the continental approach, it is important to determine the readiness of graduates to participate in the national economy of the country. This can be explained by the state financing of higher education institutions. For the British approach, quality is defined more in independence and autonomy, that is, universities are free to choose their own development and forms of control. This is explained by the fact that the higher education system in Great Britain is less dependent on state funding. From this point of view, one of the most urgent tasks today is to generalize and implement the work carried out to improve the quality of education in our country using advanced foreign experiences. is considered For this purpose, the introduction of modern pedagogical technologies, educational programs and teaching-methodical materials based on international educational standards into the educational process in recent times has been defined as an important task. [1]

The need for an innovative approach in increasing the effectiveness of education In the current conditions, innovative activity is directly related to the redevelopment of higher education in terms of content and organizational structure. The basis of these processes was the rapid development of the theory of pedagogical education in the last three decades. 8 (A.A. Abdulina, Ye.V.Bondarevskaya, V.I.Zagvyazinsky, V.S.Ilin, N.M.Kan-Kalik, V.A.Slastenin, etc.) Personal (private) oriented interpretation of the theory of private innovation within the modern innovative directions of the

development of pedagogical education developments in the field of education, organizational-structural model of education, development of multi-level system of education can be distinguished. In order to realize the future of life, a person consciously re-establishes self-activity and uses the opportunities of the educational process for this. In particular, this process is the period of student age, the period of youth is an important stage for starting this process. The next idea of this concept is related to the development of pedagogical subjectivity: the student passes through the position of "learner", "reader", "teacher".

If a higher educational institution is considered "not a place and time of study, but a place for young men and women to grow up" (D.B. Elkonin), then the pedagogical process in this higher educational institution is being educated through its implementation. The subject of creative self-reconstruction of the pedagogical process, which activates the student's self-development, is an opportunity for both the student and the teacher. The activity of the teacher will also change: from imparting knowledge on the basis of pedagogical technology through the work of a "master", he will become a designer of his future professional activity together with students in the position of "consultant", who organizes joint activities in order to form pedagogical skills in students. Accordingly, it becomes urgent to implement integrative educational technologies. In this matter, it is necessary for the institute of educational design problems to take the lead in today's urgent issue. In addition, the block of pedagogic and psychological sciences in the field of teaching each subject in higher education should be engaged in the implementation of rapid technological research. It is worth paying special attention to the organizational-structural model of pedagogical education implementation. These are: focusing on small-scale, multi-level and multi-level models. Each of the above-mentioned models is considered as an independent holistic education, which has its own nuances and is directly related to specific socio-cultural and economic conditions.

A small-scale system is a traditional system of higher education, which is strictly considered, where narrow specialists are trained, and there is no opportunity to choose teaching options during the educational process. The DTS adopted in 1998 included a variant part, but this system still limits personal choice. In a multi-level system, there are opportunities for higher education based on the secondary special education system, and an interconnected curriculum has been developed. This system is considered compact, and many problems arise in connection with the admission of graduates to the third year: based on which funds to teach, first of all, the question of the quality of knowledge acquired by students in pedagogical universities and colleges raises various suspicions. In accordance with the Law "On Education" adopted in

1997, a multi-level system of higher education was established. The development and implementation of a multi-level system of higher education can be defined as a powerful innovative process. In this matter, the experience of Western European countries was comprehensively analyzed and evaluated, and based on our own mentality, a unique multi-level system of higher education was created in the conditions of the Republic of Uzbekistan.

In the development of these programs, it can be seen that the task of each block, the interdependence between the blocks was carried out in cooperation with organizational, didactic-technological works and qualified specialists.

The results of the conducted research show that when comparing the work based on the multi-level system (OTKT) in higher education and working with the traditional system, students (OTKT) are more likely to work consciously and creatively in the new educational system. it is noticeable that the students pay more attention, the level of educational motivation is high. Structural-functional and substantive-technological restructuring of faculties and departments of higher education will be carried out. In general, significant experiences have been accumulated in the field of individual-creative and collective-creative activity in higher education, observing changes in the development of subject-subject relations between the participants of the educational and pedagogical process.

possible Through this system, the enthusiasm of students to work independently increases, and their active participation in the rating system is ensured, on the other hand, the level of methodical culture in managing students' activities by pedagogues increases.[2]

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EXTRACURRICULAR ACTIVITIES IN VISUAL AND PRACTICAL ARTS

The article provides feedback on extracurricular activities in fine and practical art.