

## QUALITY IMPROVEMENT METHODOLOGY IN GENERAL EDUCATION SCHOOLS

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The article is devoted to improving the quality of teaching in schools. The starting idea for improving the situation is the orientation of postgraduate education to the individual professional needs of the teacher, related to achieving the best result of professional activity. In this regard, the problem of improving the quality of education is considered by the author through the activities of professional learning communities of teachers (professional learning communities). The analysis of foreign sources shows the possibilities of professional learning communities. The given data of the experimental practice of the activities of professional learning communities testify to the positive experience of schools in organizing the process of teaching teachers in direct professional practice. In the article, the authors propose steps to create professional learning communities of teachers: analysis of educational outcomes and identification of children's learning difficulties, selection of effective pedagogical strategies (technologies), analysis of teachers' readiness to implement the chosen strategy and identification of teachers' professional deficits, joint design of the content of the activities of a professional learning community. In conclusion, conclusions are drawn about the external and internal conditions for the activity of professional learning communities.

**Keywords:** professional communities of teachers, professional development of a teacher, schools, unfavorable social conditions.

### Materials and Methods

Recently, the issue of improving the quality of education of students has become very relevant. The staff of our school managed to achieve certain positive changes in the direction of improving the quality of educational services. This is evidenced by the results of students' performances at competitions, and the change in the general motivation of all participants in the educational process. Nevertheless, the problem of reducing the level of cognitive activity of students in the classroom and the need to develop independent work skills continue to be in the field of view of the teaching staff

of our school. I would like to highlight the most effective and tested methods that help improve the quality of education: [1: 31]

1. Implementation of interdisciplinary connections.
2. Joint activities of parents and students.
3. Portfolio as a means of assessing the personal achievements of students.
4. Work to support gifted children.
5. Organization of vocational guidance for students.
6. Introduction of innovative technologies.

I will dwell on each of these methods in more detail.

### **Discussion and Conclusion**

1. The implementation of interdisciplinary connections in practice causes many difficulties. In our school, this method is implemented in the interaction of such musical-theoretical disciplines as listening to music or musical literature. To this end, teachers have developed a textbook "Musical Literature", which was the result of many years of searching for opportunities to implement the effective interaction of these disciplines. At the lessons there is an appeal to the musical themes of works from the course of musical literature and listening to music. So in practice, an integrated approach to training is implemented.
2. The organization of joint activities of parents and students is one of the effective forms of work with parents, which solves the problem of the involvement of parents in the educational process of the school. By conducting regular surveys of parents, we determine the sociological portrait of the students' families, orient the educational process to the needs and requests of parents.
3. The next method is to collect and maintain a student portfolio. The portfolio allows you to solve two main tasks: to track the individual progress of the student and evaluate his personal achievements. We have developed: Regulations on the student's portfolio, a table of rating assessment of students' activities and Regulations on the school competition "The Best Student Portfolio". The student's rating table includes two main sections - educational and concert and educational activities and is filled out during the school year. In the final scoring, 3 levels of assessment of the student's creative and social activity are revealed: "excellent" - from 45 to 50 points; "good" - from 40 to 45; "sufficient" - from 30 to 40. Based on the results of the competition, the best students are encouraged. This is one of the forms of support for gifted children.
4. Support for gifted children in our school is implemented through the Our Hopes Program, which is primarily aimed at identifying gifted children, involving students in extracurricular activities of the school, participating in festivals and competitions at various levels. The program provides ways to stimulate and reward the achievements of students and their teachers. The implementation of this program makes it possible to provide targeted assistance to support gifted students, improves the quality of

education, influences the performance of school students at olympiads, competitions, festivals and exhibitions, develops abilities that are relevant for further professional activities. Annually, the school holds a reporting concert, at which the awarding of laureates and diploma winners of the program to support gifted students is held based on the results of competitions and festivals for the academic year.

5. Among the areas of the program, I will focus on three main ones:

**Direction 1** is implemented through the practical involvement of students in various types of educational, cognitive and creative activities. It is based on the education of basic professional competencies and skills through the performing activities of students.

**The 2nd direction** is implemented through the development of cognitive experience and interest in professional activities. Involving students in socially useful activities in accordance with cognitive and professional interests (school self-government, holding school events as hosts, publishing wall newspapers, etc.)

**The 3rd direction is based on** professional education of students. The main vector of this direction is the formation of an educational request in graduates that corresponds to their interests and abilities, as well as the right decision on choosing a training profile.

6. Another effective method of improving the quality of education is the introduction of innovative technologies. This is explained by the fact that new socio-economic conditions require new approaches to the organization of the educational process, new relationships between the teacher and students. Teachers are mastering new innovative techniques, technologies, are actively looking for new forms of teaching lessons. We understand that only a creative approach to the construction of a lesson can ensure its effectiveness and allow developing the cognitive activity of students. An important role here is played by the use of information and communication technologies in the lesson, which in turn allows solving many problems, from providing visibility in the lesson (presentations, video materials, etc.) and ending with the use of various musical programs. The use of a computer is possible not only in such subjects as listening to music, musical literature, pop vocals, art history, but also in solfeggio, in the class of academic vocals, piano, in choral and art classes. Equipping the computer class with the necessary technical equipment allows introducing such subjects as musical informatics and computer graphics into the educational process. The result of the use of ICT in the classroom is to increase the interest of students, better assimilation of the material and the formation of a positive attitude towards the subject. Improving the quality of education directly depends not only on the methods and forms of work with students and parents, the state of the material and technical

base of the school, but also on the professional skills of teachers. Today, a creative teacher is in demand, who is able to mobilize his personal potential in the modern system of education and development of the student. A. S. Makarenko noted that “no matter how a person successfully graduates from a pedagogical university, no matter how talented he is, and if he does not learn from experience, he will never be a good teacher” [1]. It follows from this that a young teacher needs to be provided with knowledge and skills for work through self-education, studying best practices. Most of them need the opportunity to receive methodological, psychological, pedagogical and other information. The implementation of the goals and objectives of the project ultimately comes down to organizing assistance to adapt to a new team and profession. There are projects aimed at organizing a system of work on self-education and the exchange of experience, disseminating advanced pedagogical ideas, generalizing the pedagogical experience of teachers in their school, developing such forms of professional development for teachers as refresher courses, open lessons, creative seminars, participation in master classes, competitions pedagogical skills, scientific and practical conferences. The quality of education is undoubtedly the key idea in the development of the modern art school. In the process of applying certain methods that contribute to improving the quality of education, students increase their motivation for the educational process, they begin to show interest in subjects, creative activity, the ability to reason, analyze and work independently is formed.

### **Literature**

1. Makarenko A. S. "Articles and stories." RuLIT.Net - Page 51.
2. [Electronic resource]. URL: <http://www.rulit.net/books/stati-i-rasskazy-read-143338-51.html>.
3. Key terms (automatically generated): learning process, musical literature, improving the quality of education, laureate, pedagogical excellence, professional excellence of teachers, listening to music, participation, participant, student, school.