

**ЎЗБЕКИСТОН РЕСПУБЛИКАСИ ОЛИЙ ВА ЎРТА МАХСУС
ТАЪЛИМ ВАЗИРЛИГИ**

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Ўзбекистон Республикаси Вазирлар Маҳкамасининг 2021 йил 2 мартдаги 78-Ф-сонли Фармойиши асосида Бухоро давлат университети Хорижий тиллар факультети Табиий йўналишларда чет тили кафедраси ташаббуси билан 2021 йил 17-18 март кунлари “Чет тилларини ўқитишнинг долзарб масалалари” мавзусида ўтказилган республика миқёсидаги илмий-амалий конференция материаллар тўпламига замонавий тилшунослик, таржимашунослик, адабиётшунослик, хорижий тилларни ривожлантиришда инновацион ғоя ва технологияларнинг ўрни, хорижий тилларни ўрганишнинг Ўзбекистон тараққиётидаги аҳамияти, ўрта, ўрта махсус ва олий таълимда чет тилларни ўқитиш масалалари ва чет тили ўқитиш методикасининг долзарб муаммоларига бағишланган илмий маърузалар ўз ифодасини топган.

Мазкур тўпламга республикамиз олимлари, катта илмий ходим-изланувчилари ва мустақил изланувчиларининг мақолалари киритилган.

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excellent agent de liaison, parce que son camarade lui avait bien expliqué le travail.

Демак, биринчи навбатда предикатив элементлар(фразани ташкил қилувчи элементлар) синтактик алоқа орқали бирикара экан. Фраза сатҳида синтактик муносабатлар содда гап сатҳидаги муносабатларга қараганда муҳимроқ роль ўйнайди ва алоҳида хусусиятга эга бўлади.

Н. Васильева ва Л. Пицковалар¹нинг фикрига асосланиб қўшма гап ва содда гапни қиёслашда тенг ва тобе боғланиш(coordination/subordination) оппозициясининг ҳам ўрни борлигини таъкидлаш зарур. Бу боғланишларни кўпроқ фраза соҳасида учратамиз. Оппозиция ўзининг мазмуни ва формал кўрсаткичларига қараб қўшимча белгиларга эга бўлади. Масалан: содда гап ичидаги боғланган бўлақларнинг иккаласи шу гапнинг учинчи бўлаги билан муносабатга киришади. Тенг боғланган предикатив бирликлар бу белгиларга эга эмас. Фраза сатҳидаги тенг муносабат кенг тарқалган ва семантик жиҳатдан хилма-хилдир. Предикатив бирликлар ўртасидаги тобе муносабат содда гапларда вужудга келадиган тобе муносабатдан ҳам кенг тарқалганлиги билан ажралиб туради. Иккала қиёсланаётган гапларда ҳам тўлдирувчили, аниқловчили ва ҳолли муносабат мавжуд, бироқ муҳими уларнинг қандай йўллар билан ифодаланишига боғлиқ.

Шундай қилиб, фраза сатҳидаги синтактик алоқалар мураккаброқ ва хилма-хил, синтактик алоқалар семантик муносабатлар билан ўзаро таъсири билан характерланади. Фразалар ўртасида ҳам муҳим тафовут мавжуд ва бу фарқ фразаларни ташкил қилувчи элементлар ўртасидаги алоқалар даражаси ва хусусияти билан белгиланади. Синтактик алоқа даражаси ўз навбатида қўшма гап сатҳида кенг тарқалган фактордир. Бу фактор кўпинча эргаш гапли қўшма гапни таснифлаш учун асосий мезон бўлиб хизмат қилади.

APPROACHES TO THE DEFINITION OF THE NOTION OF QUALITY AND QUALITY ASSURANCE

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Abstract. The article deals with the concept *quality* and *quality assurance* in education, different approaches to defining quality assurance in education referring to the research of European experts.

Key words: Quality assurance, objectivistic approach, relativistic approach, concept, measurement, absolute criteria, curriculum improvement.

¹ Васильева Н.М., Пицкова Л.П. Французский язык: Теоретическая грамматика: Морфология: Синтаксис: Ускоренный курс. – М.: Высш.шк., 1991,222.

Introduction. In this article, we discuss the most common interpretations of the concept *quality*, referring to the research of European experts. The term *quality assurance* used in Europe, denotes a procedure that includes the stages of assessment, as well as the stages of search and adoption of decisions on improvement quality in education and their implementation. Quality assurance system in general is characterized by a cyclical process and focus on improvement.

Main part. Let's analyze several principal and most interesting approaches for us to defining the concept of quality. In this regard, in particular, there are three main approaches: objectivistic, relativistic and developmental concepts [1]:

- objectivistic approach is based on the possibility of objective measurements and comparability of results, which ultimately provides visual indicators and comparative picture of the Higher Educational Institution (further HEI). It also provides an analysis with indicative characteristics "input" and "output". An "input" indicators are the material and technical base of the HEI, the professional level of teachers and knowledge of students. An "output" is determined by the competence of graduates;
- The relativistic approach is based on the principle of the absence of absolute criteria of evaluation and aims at "goal compliance".
- The concept of development is creative. It is based on all kinds of procedures aimed at improving the quality of education, including curriculum improvement.

According to many experts, the quality assurance system should be a collective and multifactorial process aimed at evaluating and controlling for compliance with the system of standards, tracking changes and innovations. Essence of this system, in particular, is characterized by the following five interrelated steps [2]:

- 1) a special process aimed at a positive result on the "output";
- 2) the process of improvement in the framework of the educational process;
- 3) compliance with goals, which means the fulfillment of requests, requirements and expectations of consumers;
- 4) the result of investments;
- 5) transformations indicating changes in improvement, provision of opportunities for students or in the development of new knowledge.

The following generally accepted components are allowed in the quality assurance system [3]:

- quality assessment denotes a whole system of quality assessment in a broad sense, both external and internal evaluation, including the stages of planning, monitoring and analysis. More specific assessment procedures can also be denoted by terms *quality evaluation*, *quality audit*, *quality judgment*;
- quality control implies external assessment procedures, focused on achieving a certain expected level of quality;
- quality monitoring implies direct processes of evaluation or tracking of certain criteria and / or quality indicators, determines the "level" of quality, as well as

associated with the evaluation of the effectiveness material investments. It should be noted that in the process of assessing the quality of education there are two characteristic directions for all quality structures. This is an external and internal assessment. External evaluation is carried out, as a rule, by interested parties, as a state, employers, etc. Great attention is paid to the internal assessment system due to the possibility of independence and autonomy of the University, hence the interest of the University in obtaining opportunities for self-regulation and orientation in the labor market.

The problem of finding a common approach to determining the quality of education was touched upon in Europe in the early 80s of the last century for the first time. The relevance of research on this problem can be explained, first of all, by the fact that, against the background of globalization, Western European system of higher education is expanding and cost for its development is increasing. This leads to the fact that educational institutions really have to meet the need to demonstrate a quality level of training to justify the investment made. Ideological prerequisites regarding the concepts of quality education belong to researchers from the UK, France and the Netherlands. In 1984 The National Committee of Quality was organized in France, in 1985 the document "Higher education: autonomy and quality" was announced by the Government of the Netherlands. On this initial stage of the emergence of the quality assurance system in higher education the main objects of educational evaluation were considered the parameters "quality" and "investment". Later, in the 90s, systematic structuring of the process of quality assurance and quality control was started in other European countries. The Committee for the control and quality of higher education in Finland, established in 1996, is advisory than controlling by its nature. Norwegian Ministry of Education introduced projects designed for improvement and self-development of the educational process, as well as on the development of an assessment system. In the field of quality policy, the British system is different from the European system, for example, by the fact that parameters of «independence» and «autonomy» are characteristic of it. This is because the Higher Education system in Britain in its development and form of control is less dependent on the state. Most of the funding comes to the Universities. Process of evaluation by non-governmental organizations contributes to the improvement of quality education of Universities.

Conclusion. The accumulated experiences of different European countries for the quality of education have played a crucial role in organizing the European Association for Quality Assurance of Higher Education (further ENQA), which was founded in 2000. The idea of creating ENQA was supported by the recommendations of the Council of Europe for European cooperation in the field of quality assurance in education and recommendations of the Bologna Declaration. Today there are Standards and quality guidelines for higher education that have been developed by ENQA and adopted by the Ministers of

Education of European countries. All countries that adopted these Standards and recommendations will monitor the progress and implementation of them. ENQA activities are funded by the European Commission. Thus, in Europe there is a unified and broad quality assurance system in higher education. This suggests the possibility of systematization and structuring the quality assurance process. Against the background of integration, ENQA standards can be a useful source in creating documenting the basis for our national quality assurance system combined with higher education standards of Uzbekistan. And the current principles of ENQA are advisory tools in this process.

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