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Herald pedagogiki. Nauka i Praktyka (HP) publishes outstanding educational research from a wide range of conceptual, theoretical, and empirical traditions. Diverse perspectives, critiques, and theories related to pedagogy — broadly conceptualized as intentional and political teaching and learning across many spaces, disciplines, and discourses — are welcome, from authors seeking a critical, international audience for their work. All manuscripts of sufficient complexity and rigor will be given full review. In particular, HP seeks to publish scholarship that is critical of oppressive systems and the ways in which traditional and/or "commonsensical" pedagogical practices function to reproduce oppressive conditions and outcomes. Scholarship focused on macro, micro and meso level educational phenomena are welcome. JoP encourages authors to analyse and create alternative spaces within which such phenomena impact on and influence pedagogical practice in many different ways, from classrooms to forms of public pedagogy, and the myriad spaces in between. Manuscripts should be written for a broad, diverse, international audience of either researchers and/or practitioners. Accepted manuscripts will be available free to the public through HPs open-access policies, as well as we planed to index our journal in Elsevier's Scopus indexing service, ERIC, and others.

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# ASSESSING THE USE OF INFORMATION AND COMMUNICATION TECHNOLOGY QUALITY OF EDUCATION

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*Abstract: Before, the individuals make use of ICT, it is vital for them to possess adequate knowledge and information. One needs to be well-equipped with ICT, before, making use of it. The main areas that have been taken into account in this research paper include, policy of ICT in education, benefits of ICT in education, and role of ICT in bringing about changes in learning. Internet technologies, of course, greatly facilitate the process of quick access to huge amounts of information. In addition, in some situations, many information data are available only in electronic form. A positive aspect is that the global network provides an almost unlimited opportunity for self-education in various fields: from playing the guitar and learning a foreign language to mastering web design and quantum physics.*

*The development of society over the past decades has a technogenic character. Our reality is almost completely based, and also directly or indirectly dependent on IT systems that have penetrated virtually all areas.*

*The main element of the technogenic development of mankind is the Internet. It is the global network that today solves an infinite number of tasks set by man. The Internet has expanded the ability to work with a large amount of information and feel comfortable in the information environment.*

*Keywords: internet technologies, monitoring the quality of education, monitoring.*

## Introduction

Information culture is closely connected with the communication culture - the culture of communication, dialogue in the broadest sense of the word: the dialogue of peoples, a person with a person, a person and a computer, an internal dialogue, a mental dialogue between a reader and a writer, an actor and a spectator, a learner and a teacher. Information culture requires, first of all, from the teacher and from the student new knowledge and skills, a special style of thinking, provides them with the necessary social adaptation to changes, and guarantees a worthy place in the information society and performs the following functions:
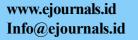
regulatory, since it has a decisive impact on all activities, including informational;
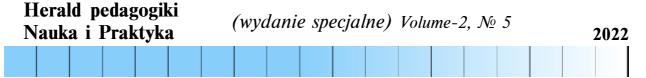
cognitive, because directly related to the research activities of the subject and his training;

communicative, since information culture is an integral element of the relationship of people;

educational, because information culture is actively involved in the development of

the whole culture by a person, mastering all the wealth accumulated by mankind, shaping his behavior.

The use of ICT in the educational process is one of the ways to increase learning motivation. ICT contributes to the development of the creative personality of not only the student, but also the teacher. ICT helps to realize the main human needs - communication, education, self-realization. The introduction of ICT in the educational process is designed to increase the efficiency of the lessons, free the teacher from routine work, increase the attractiveness of the presentation of the material, differentiate the types of tasks, and also diversify the forms of feedback.

The use of ICT opens up didactic opportunities associated with the visualization of the material, its "revival", the ability to make visual journeys, visualize those phenomena that cannot be demonstrated in other ways, and allows you to combine control and training procedures.

"The golden rule of didactics is visibility" (Jan Kamensky). Multimedia systems make it possible to make the presentation of didactic material as convenient and visual as possible, which stimulates interest in learning and eliminates gaps in knowledge. An integral part of the work on the development and implementation of computer learning tools in the educational process is the methodology for preparing and delivering lectures using ICT. The main part of the lecture is the presentation of material on issues, accompanied by video demonstration materials: video slides - fragments of the main theoretical provisions of the topic being presented, tables, charts, diagrams, graphs, mathematical formulas and models prepared by the lecturer.

**Method**

Thus, the quality of education is the degree to which learning outcomes meet regulatory requirements, social and personal needs.

Monitoring. One of the most important tasks facing researchers today is to develop modern models and technologies for monitoring, improving and defining the achievement of educational goals.

There are a number of definitions of the concept of monitoring, [monitor + visual. ing - the name of the action suffix] means to constantly monitor any process in order to determine whether it corresponds to the expected result or initial assumption.

This means that monitoring the quality of education is the observation and analysis of the level of knowledge that students have acquired, the formation of skills and the ability to apply them in practice during their work or pedagogical activities.

The term monitoring was first used by the United Nations On the eve of the organization's June 1972 Stockholm Conference, it began to be used as an alternative to the term "control." Elements of monitoring as a whole system are described and substantiated in the research of R. Mann, VD Federov, KS Burdin.

Academician R.H. Djuraev defines monitoring as the collection, processing, storage and dissemination of information in order to provide the management of the education system with information that allows to draw reasonable conclusions about the education

system or its individual elements, to assess and analyze its state at any time.

According to R. Akhlidinov, monitoring is an English term meaning "continuous monitoring". The scientist also considers monitoring as the most important in the theory of social management, a relatively independent link in the field of management, and the results of pedagogical activity are identified and evaluated in the context of educational monitoring".

Sh. Kurbanov and E. Seytkhalilov in their book "Education Quality Management" emphasize that in the theory of social management, monitoring is one of the most important, relatively independent links in the management cycle. At the same time, the management, organizational, methodological and pedagogical activities carried out will be identified, analyzed and evaluated in the framework of monitoring. Education quality monitoring is also defined as a comprehensive system that monitors the state and changes in the quality of education, its assessment and prediction.

In the pedagogical dictionary compiled by GM Kodjaspirova, monitoring in education is defined as continuous observation of a certain educational process in order to determine the expected outcome and suitability of the initial goal.

The creation and development of the information society (IS) involves the widespread use of information and communication technologies (ICT) in education, which is determined by a number of factors.

**Result**

The importance and necessity of introducing ICT into the learning process are noted by international experts in the World Report on Communication and Information 1999-2000, prepared by UNESCO and published at the end of the last millennium by the Business Press agency. In the preface to the report, UNESCO Director-General Federico Mayor writes that new technologies should help "create a better world in which every person benefits from the achievements of education, science, culture and communication". ICTs affect all of these areas, but perhaps the most positive impact they have on education, as they "open up completely new ways of teaching and learning". More details on the relevance and need for the introduction of ICT in education are discussed in the second chapter of the same report - "New Directions in Education", written by Craig Blairton, Associate Professor at the University of Hong Kong, and in Chapter VII "Information Services, Libraries, Archives", the author of which Ole Garbo, Professor at the Royal College of Librarianship in Copenhagen.

In addition, the same report summarizes and analyzes the global processes of convergence of the media, the electronics industry and telecommunications and their impact on the development of the information society, as well as the planetary problems of using ICT in education.

The global introduction of computer technologies in all areas of activity, the formation of new communications and a highly automated information environment have become not only the beginning of the transformation of the traditional education system, but also the first step towards the formation of an information society.

The main factor determining the importance and expediency of reforming the existing education system is the need to respond to the main challenges that the 21st century has made for humanity:

- the need for the transition of society to a new development strategy based on knowledge and highly efficient information and telecommunication technologies;
- the fundamental dependence of our civilization on those abilities and personality traits that are formed by education;
- the possibility of successful development of society only based on genuine education and effective use of ICT;
- the closest connection between the level of well-being of the nation, the national security of the state and the state of education, the use of ICT.

As shown in a number of works, the main directions for the formation of a promising education system, which are of fundamental importance for Russia, which is at the stage of complex economic transformations, are the following:

- improving the quality of education through its fundamentalization, informing the student about modern achievements in science to a greater extent and at a greater speed;
- ensuring that training is focused on new IO technologies and, first of all, on ICT;
- ensuring greater accessibility of education for all groups of the population; increasing creativity in education.

The use of computers in education has led to the emergence of a new generation of information educational technologies, which have made it possible to improve the quality of education, create new means of educational influence, and more effectively interact with computers for teachers and students. According to many experts, new information educational technologies based on computer tools can increase the efficiency of classes by 20-30%. The introduction of a computer in the field of education was the beginning of a revolutionary transformation of traditional teaching methods and technologies and the entire education industry. An important role at this stage was played by communication technologies: telephone means of communication, television, space communications, which were mainly used in the management of the learning process and systems of additional education.

Modern quality management is an effective component of leadership and support to ensure that tasks are met. The use of quality management ideas and methods in higher education should be carried out at all levels: at the university level, in its departments, faculties and departments, in classrooms where students' knowledge, skills and abilities are formed and "values, values" are created for consumers.

**Discussion**

Conformity of the quality of education to the requirements of educational standards is considered to be the quality of education - the conformity of goals and outcomes, measures to achieve the goal, the constant monitoring of the development of student capabilities. The degree to which educational services meet the needs of society and the expected outcomes serves to define the essence of quality.

Among the definitions of the quality of education, the following is of particular importance. According to him, quality in education is not only the result of the learning process. It is a system, model, organization of the educational process and educational process that provides comprehensive personal and social development of students and allows them to contribute to the development of science, technology and society, taking into account their needs.

N.V.Bordovskaya and A.Rean The quality of education has three distinctive features: the degree of conformity of learning outcomes and goals to a particular educational system or the scale of the educational institution; compliance of the level of educational readiness of an individual with the established parameters; The degree to which theoretical knowledge and skills can be applied to personal and professional activities.

N.A. Selezneva, a specialist in qualitative science, conducts research on the quality of education in higher education, defining it as the results, processes and compliance of the education system with the needs, goals, requirements and standards.

S.E.Shishov and V.A. Kalny in their book "School: Monitoring the Quality of Education" on the concept of education quality described as A. Moiseev defines this concept as "the quality of education - a unique set of features and characteristics of learning outcomes aimed at meeting the needs and requirements of students, society and customers".

According to J. Delor, who served as the head of UNESCO, a person should have the "Three Pillars of Education". These are: the ability to study independently, the ability to work, and the ability to live in a society.

Thus, the concept of quality has two relative aspects: the first is the state educational standards, qualification requirements and characteristics of the field in the field of education and specialization, and the second is the suitability of consumer needs.
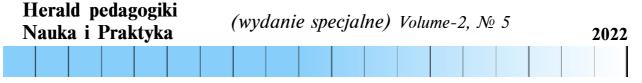
In today's fast-paced world, one of the most important tasks for researchers is to find effective ways to diagnose the achievement of educational goals.

Sh.Kurbanov, E.Seytkhalilov's book "Education Quality Management" is a complex system of education management: if all subjects of the educational process and management process have the necessary skills and are interested in improving the efficiency of their activities and the quality of education; if the educational process is organized on the basis of SES, qualification requirements, plans and assignments are developed in accordance with these requirements; It has been noted that different methods and tools for monitoring, controlling and evaluating the quality of education can be effective in similar situations.

Today, local and international best practices determine that the quality of education meets the following basic pedagogical principles: the curriculum should be person-centered and developmental, based on the needs of students, staff and consumers; the content and form of education are structured, integrated, multidimensional, alternative, pluralistic in solving aproblem, and focused on finding multiple solutions; the content is based on the principles of problem-based and collaborative learning, the interaction of participants in the educational process is established; students' activity as aparticipant

in the educational process, independence, creative activity in self-development, self-assessment, etc.

**Conclusion**

Today, there are a number of challenges in improving the quality of education, including the effective use of advanced technologies and teaching aids. An informed society creates new conditions for the management of educational activities in the implementation of the quality of education.The teaching process is based on the principles of teacher-student interaction, which requires a thorough mastery of modern pedagogical and information technologies.

Continuous improvement of the quality of the country's education system We need to improve our own and relevant areas by deeply analyzing the experience of all developed countries in improving the educational process. In particular, the gradual selection of teachers from all educational institutions (literacy, knowledge of foreign languages, a thorough knowledge of the rich history of our country, the level of professionalism should be taken into account) to send them to developed countries for internships is effective. In addition, the combination of staff with experience in the development of curricula in their field, with excellent theoretical and practical knowledge and skills in a specific field, and concerted action can be a factor in ensuring quality. In society, the content of education, ensuring the quality and effectiveness of higher education means the scientific knowledge, practical skills and abilities required, as well as the system of educational ideas aimed at shaping the worldview. modern methodological views of scientists in the field; scientific and technological progress (modern information and communication technologies and systems). In order to further improve the quality of education, it is necessary to ensure the continuity of subjects in the curriculum, that is, to be consistent in the teaching of subjects. In order to improve the quality of bachelor's degree, it is necessary to constantly improve the theoretical knowledge of teachers in the field of specialization.

In order to ensure the quality of education in higher education, special attention should be paid to the proper organization of the educational process on the basis of educational documents (state educational standards, qualification requirements, curriculum, curriculum, science programs, lesson plans).

Ensuring the quality of education in higher education depends not only on the availability of material and technical base or educational regulations, but also on the quality of education.

Scientific-methodical work of pedagogical staff

This is due to the fact that they have a good command of foreign languages and information and communication technologies, and have the competence to use them effectively in the classroom.

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