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THE ESSENCE OF CHANGE MANAGEMENT, ITS PLACE IN THE EDUCATIONAL QUALITY ASSESSMENT SYSTEM

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Abstract. In this scientific thesis, the essence of change management, its role and importance in the system of evaluation of the quality of education is theoretically and methodologically based.

Keywords: change, change in education, motivation, management, quality of education, content of education.

The concept of change is a common idea that is considered to be "permanent" in life. The world we live in is not static, but constantly evolving. By the same token, human-made organizations are also evolving. Therefore, change depends on the progress required to bring the organization to success. Merriam-Webster's dictionary defines change as "a transitive verb to make something different..." There are other descriptions of modifications in the literature. In particular, they are defined as "To be different", "to change, pass or replace", "To give a different position, direction". Every person or organization experiences change at some point in their life cycle. Change is about progress and requires a systematic management process. For these and other reasons, the field of management creates a need to study the process of change management in organizations. Thus, the characterization of organizational change management as a systematic process is determined by how an organization conceptualizes, implements, and evaluates its changes to achieve a desired outcome.

Managing change effectively is one of the most challenging tasks. By following the recommendations of experts, theoretical frameworks and scientific research results, change management ensures that the process is effective and that defects do not increase.

The implemented changes affect all participants of educational relations and all components of the educational system. Changes in the school education system are expressed in the following:

- standardization of educational content and conditions of educational activities;
- development of a system to support the individual development of students;
- updating the educational environment of the school and using the regional socio-cultural environment in solving educational problems;
- new approaches to ensuring the professional skills of professors and teachers;
- development of mechanisms for social and professional assessment of the quality of education;
- improvement of the practice of state management of education;
- changing school management technologies;
- updating the financial and economic mechanisms of the school [1];
- to study the experience of foreign countries to evaluate the changes in the school;
- development of quality education evaluation indicators.

Changes made in order to improve the quality of education bring opportunities that people can use both now and in the future. In the conditions of globalization, all the countries of the world are trying to teach that every person in the society becomes important with his knowledge and science in the way of economic development. Any

level of education is useful not only for the individual but also for his nation, it is more beneficial for his nation to have at least some schooling than for those who never went to school for education. Over time, old knowledge developed new knowledge and presented new horizons for thinking; that is, the meaning of education is not only reading and writing. There is a race of the best, behind which education acts as a matchmaker, and every nation tries to beat its rival in the field of education. The role of public education and higher education in the development of the nation is incomparable, because the education system at any level is closely related to each other. While higher education is responsible for providing qualified and trained personnel for industry and training top management for civil society, the public education system creates the initial foundation for the potential of these personnel.

Currently, the study of conceptual changes in school education is important to determine their development opportunities and negative impact factors. This can be a basis for predicting and designing ways to adapt the school as a leading social institution to ongoing and future changes, to participate in their "project". A means of achieving this may be to model school management in a changing environment based on the following key requirements:

- the need to ensure the stability of the model in relation to external and internal changes;
- use of the concept of "distributed" leadership as the basis of management;
- changes in goal setting and provision of resources for all decisions;
- ensuring the development of school activities in four integrated directions: educational process, personnel policy, financial and material and technical support, external cooperation and social partnership;
- existence of an innovative system in the school;
- to follow the principle of state-public management of education.

In the current, developing era, education performs several important tasks for the development of any country. It educates and prepares a competent workforce for the economic development of the 21st century. In order to fulfill the above responsible task, it is important to carry out several reforms to improve the quality of education, implement changes in the management of education policy, and improve it in order to ensure the appropriateness of these changes. Of course, changes in any industry are likely to face some initial hurdles, and industry representatives will face a number of challenges.

The growth of the digital generation, the fact that education exceeds the boundaries of the school, and the formation of new educational institutions have created the need for changes in education. Now, educational changes require not only the updating of the material and technical base, but also compliance with the ratings that evaluate the quality of education at the international level, and not sudden, but planned implementation of the change.

To implement quality education, investment in the education system, innovation, experienced pedagogues with knowledge and skills, and, of course, scientific research and analysis that carry out evaluation, planning and forecasting of changes in the education system are necessary.

As the President of the Republic of Uzbekistan noted, "... we will spare no expense and opportunity for the development of the school system." The fate of our future generation, the fate of our entire nation, people, and state depends on respected teachers..." [2].

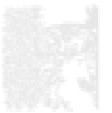
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