

Improving the Quality of Education through the Development of Core Competencies in Academic Lyceums

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Annotation: This study focuses on analyzing the significance of developing core competencies to enhance the quality of education in academic lyceums. The competency-based approach is aimed at equipping students with universal knowledge and skills, fostering independent activity experience, and promoting creativity. The research highlights the role of monitoring, diagnostics, and modern pedagogical technologies in improving education quality. The findings include effective methodological recommendations for academic lyceums.

Keywords: Core competencies, education quality, competency-based approach, monitoring, diagnostics, modern pedagogical technologies, methodological recommendations, learning motivation, innovative approaches.

Introduction. In the context of globalization today, the primary objective of the education system is to nurture knowledgeable, skilled, and independently thinking young individuals. Academic lyceums represent a vital link in enhancing the intellectual potential of the country. In managing the quality of education, a competency-based approach and the process of forming key competencies among students hold significant importance. Key competencies shape the content of education by directing students toward the acquisition of universal knowledge, practical skills, experience in independent activity, and a sense of personal responsibility.

Literature review. These standards are based on a competency-based approach and are aimed at creating a holistic system that fosters students' acquisition of universal knowledge, skills, abilities, experience in independent activity, and personal responsibility. This, in turn, requires the adoption of optimal decisions in managing the quality of education, timely adjustment of pedagogical actions, and the search for the most effective methods and approaches that ensure professionalism and creativity in the formation of students' key competencies. In this regard, it becomes necessary to clearly define the key competencies that must be developed in students.

In implementing the second pedagogical condition, we relied on the key competencies proposed by A.V. Khutorskoy, which include value-based, general cultural, cognitive, informational, personal, and reflective competencies. The planning of methodological work was carried out with the aim of improving these competencies while taking into account the specific characteristics of the academic lyceum. This work is based on scientific achievements, advanced pedagogical practices, and a thorough analysis of the educational process.

Research methodology. Methodological activities in the academic lyceum were implemented in the following forms: scientific-practical seminars, open lessons and events with subsequent analysis, subject weeks, unified methodological days, pedagogical monitoring, certification procedures, organization and supervision of teacher training courses, individual consultations on lesson planning and delivery, study of methodological and pedagogical literature, development of methodological materials for classroom and extracurricular activities, as well as the use of instructional resources available on educational portals.

The main functions and principles of the methodological service are presented in Table 1 and are oriented toward the development of students' key competencies. The methodological service defines the strategic

directions necessary for improving the quality of education within the institution and contributes to the professional development of teachers. These functions and principles are complementary; they are focused on enhancing teachers' scientific and methodological skills, meeting their professional needs, and promoting the application of advanced pedagogical methods in the educational process.

1- Table Functions and principles of the methodological service

Functions	Principles
1. Analysis of social demand, program-methodological requirements, and directives from higher authorities; implementation of activities aimed at improving the quality of education.	Humanism – taking into account and supporting teachers' professional needs, encouraging self-education and professional growth.
2. Introduction and application of scientific achievements and advanced pedagogical practices into teachers' professional activities.	Variability – implementing diverse approaches to enhance teachers' professional competence.
3. Development of teachers' professional values, worldview, and beliefs, as well as motivation for creative activity in forming students' key competencies.	Professional Orientation – considering the interests, perspectives, needs, and capacities of the supported subjects of the methodological service.
4. Development of professional skills.	Flexibility – aligning the content of methodological support with the current and future needs of academic lyceum education.
5. Strengthening team unity and fostering shared values.	Social Partnership – attracting additional resources to enhance teachers' professional competence.
6. Encouragement of pedagogical creativity.	—

Analysis and results. The highest structural form of the methodological service is the Pedagogical Council, which, in the context of our research, functions as a governing body within the academic lyceum. The activities of the Scientific-Methodological Council related to the development of key competencies are focused on addressing priority psychological-pedagogical and informational-methodological issues in education. It provides general guidance over the methodological work of the academic lyceum and operates in alignment with its core objectives.

The Scientific-Methodological Council places special emphasis on working with gifted students. In this process, forward-oriented and individualized assignments are given both during lessons and as homework. Olympiads in mathematics and informatics were organized, and students achieved prestigious results. As a result of these efforts, some students were awarded prize-winning places in olympiads in Russian language, informatics, and mathematics.

For students with lower academic performance, group and individual remedial sessions were organized as part of the support process.

Summary and suggestions. Enhancing the quality of education through the development of key competencies in academic lyceums is considered one of the most important directions in the modern educational system. This process plays a crucial role in fostering students' critical thinking, creativity, and practical skills. Achieving this goal is possible through the improvement of pedagogical conditions, the implementation of innovative approaches, and the effective management of the educational process.

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