

## **Forecasting quality management in education**

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In modern times, quality is shown as one of the main indicators that ensure the socio-economic development of the country. Quality can also be seen as the perfection of economy. It is impossible to meet the demands of a constantly developing society without a quality indicator. Quality management is a systematic process that covers all stages from production planning to final product sales and service. This includes quality planning, assurance, control and improvement.

When we say quality in education, it is understood that quality indicators at the international level are reflected in the sphere of education. The process of quality management requires continuous development-oriented management in education. The development of education and the globalization of the economy have led to an increase in the importance of education at the world level. This change has forced countries to create a competitive education system and adopt internationally accepted education standards. In most countries, certain institutions have been established for the development of quality assurance mechanisms. The quality of education is a concept that encompasses all functions and activities that are part of academic life in a university system. Management of education as a dynamic system requires predictive information about development prospects in order to make appropriate management decisions.

In the process of education management, quality forecast evaluations depend on human (intellectual) capital and the activity of the economy in general. Forecasting for the management of the education system includes the selection of methods and approaches for the best use of the accumulated knowledge related to the development of education in the short, medium and long term. Forecasting the development of the education system in developed countries is considered one of the

most important factors. Research and development costs in this direction make up approximately 2% of the annual expenditure of the educational sector. The benefits of research and development are more than 50 times the costs associated with their implementation. Special attention should be paid to predicting the development of the education system, especially in the conditions of economic crisis. A forecast is a probable assessment of the future results and ways of development of the educational system, as well as the resources and organizational measures necessary for its implementation. In the process of making forecasts for the development of the education system, it is necessary to observe the following methodological principles:

- systematicity, which requires considering the object of forecasting and the background of forecasting as a system of mutual relations;
- optimality, which ensures the preparation of accurate and reliable forecasts with minimal cost;
- analogy, which includes the use of information sources obtained on the development of objects analyzed along the line of development of similar objects;
- complexity, which provides a comprehensive description of the object of prediction;
- specificity, which requires the calculation of differences, indicators and characteristic features that are unique to the analyzed object.

The forecasting of the education system should be evaluated in advance of the changes that may occur in the prospective development. The goal of forecasting, which includes a number of methods and approaches, is related to the best use of the accumulated knowledge on education to choose the priority directions of science and innovation development. Forecasting is an important element of state regulation of the education system, development of prospective strategic plans, national programs and projects. Making strategic decisions without taking into account the forecast evaluations of their results deepens the crisis in the economy and the life of society. The state regulation of the education system should be based on the coordination of forecasting, strategic and indicative planning, programming, scientific, financial,

logistical and personnel provision. Scientific support for the development of education should answer the following basic questions:

- which areas of scientific research will be prioritized in the next 15-50 years;
- in which areas of knowledge and when scientific theories will exhaust its potential, new paradigms will emerge;
- which fields of science will form the technical and technological image of future education;
- With what force should the scientific and technical potential be provided: rapid development of science within the selected priority areas, transition of education to the path of innovative development;
- how should be the relationship between fundamental research and applied research in the field of education;
- What is the expected effect of obtaining and applying the results of research and scientific-technical activity.

Forecasting (long-term, medium-term and short-term) determines the possible trends in the development of the education system under the influence of external and internal factors, evaluates the trajectories of its dynamics, the ways of influencing these trajectories and the results in order to be able to choose the optimal development path in the forecast period.

Despite the fact that the education system currently has the ability to compete with the education system of many developed countries, in order to further increase the quality of work and competitiveness, the state's education policy should be widely supported by the society, the necessary resources should be allocated for the development of education and the improvement of quality indicators, and their effective use mechanism should be created, the education system should be comprehensively modernized. It is known that the importance of education as the main factor in the establishment of new qualities in society increases with the trend of human capital formation. Therefore, the main strategic line-education modernization should be carried out in the next decade, including the main principles of the state's

education policy, problems related to the development trend of the society, and the main directions of the socio-economic policy.

Literature:

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