

PROBLEMS OF PEDAGOGICAL QUALIETRY

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ABSTRACT

The article reflects the peculiarities of fundamental science qualimetry, the object of study, subject, methods and current problems of pedagogical qualimetry, which is one of the practical branches of qualimetry.

Keywords: Qualimetry is a scientific science that studies all the objects in nature and all the processes that take place in society, the problems and methodology of quantitative assessment of the quality of products created in the field of production.

INTRODUCTION

The transition of the developed countries to the digital economy, the designation of the current year in the Republic of Uzbekistan as the Year of Science and Digital Economy, bold steps in all spheres of state and society, the possibility of quantitative assessment of quality and efficiency of education in order to introduce the digital economy The application of qualimetric diagnostics of pedagogical qualimetry is one of the current problems of today.

Qualimetry - (Latin quails-quality, ancient Greek metro-measurement) means a branch of science that combines methods of quantitative assessment of the quality of objects, products, processes, defining the result achieved using various methods and tools.

Qualimetry is the study of the determination of the quality and quantity of an object using the volume, unit, scale, requirements that determine the quality of the object to be studied and evaluated as a science, based on the theory of implementation of the established and accepted measurement process.

From a modern point of view, qualitative indicators of qualimetry are studied in two main groups: natural and social indicators.

Natural indicators, in turn, are divided into physical, chemical and biological quantitative indicators of the object under study.

Social indicators are applied to the events of a certain stage of development of society, production and consumption products, pedagogical processes, the position and place of the individual in social and independent life, literacy, level of education, personal development.

Qualimetry studies the quantitative and qualitative indicators of each of the above groups as a whole and develops a general procedure for evaluation.

Diagnosis and quantitative assessment of the quality of objects and products began in the XV century BC, when artisans first identified the indicators that determine the quality of their products and began to put quality marks. Thus, branding based on quality indicators was

formed, and in 1549 the first department of branding was established at the University of Padua in Italy.

At the beginning of the XIX-XX centuries in the USA and European countries the assessment and standardization of objects and products by means of points was established.

Thus, in other countries, some work has begun to identify quality indicators and apply them in practice. These efforts led to the emergence of qualimetry as a scientific science and the expansion of the scope of research.

There are three branches of qualimetry: theoretical (general), special, and practical. In theoretical qualimetry, a specific object is designed (abstracted) and the general laws and mathematical models of its quality indicators are studied. The object of research of theoretical qualimetry is the development of philosophical and methodological bases of quantitative assessment of the quality of objects, industrial products, objects and subjects.

In the practical areas of theoretical qualimetry, the methodology and theoretical foundations of quality assessment of various objects and processes have a common feature.

Materials and methods

Special qualimetry develops a clear methodology and mathematical model for assessing the quality of a particular object, which is different and used for different purposes. There are such types of special qualimetry as expert, probability-statistical, indexed, qualimetric taxonomy.

Applied qualimetry is the field that develops the assessment of the quality of equipment, production, human activities, various projects and processes. There are branches of practical qualimetry interrelated with other disciplines, technical qualimetry, social qualimetry, pedagogical qualimetry, medical qualimetry, geological qualimetry and so on.

In a market economy, the competitiveness of products (goods, services, processes) is crucial. International experience has shown that in order to achieve high quality products, services, processes, it is necessary to develop scientific, technical and organizational criteria that determine their quality.

In order for a product, service, or process to be needed, it must have certain characteristics, such as the ability to combine certain characteristics, be fit for purpose, and perform the assigned tasks fluently. The presence of these characteristics in production products and processes allows a quantitative assessment of their quality.

The progress of a particular object or process, services, processes is evaluated by measuring according to the criteria of the model adopted as a benchmark and comparing the results obtained.

In summary, qualimetry studies the evaluation of the quality of goods, services, and processes through the methods of analysis, synthesis, comparison, and comparison.

On the basis of the quality indicators of the model adopted as a standard, its quality is determined taking into account the characteristics of the object being evaluated.

In pedagogical qualimetry, which is a practical branch of qualimetry, the qualification requirements in the training of personnel are accepted as a standard, which is determined by comparing the quality of professional qualifications and pedagogical skills of pedagogical staff.

In the process of training competitive pedagogical staff requires planning the proper organization and management of this process, modernization of the educational process, methodological and technical support of this process.

Pedagogical qualimetry is a scientific-theoretical science, formed and formed on the basis of experience, evidence accumulated over the years, a comprehensive study of pedagogical innovation used in the educational process and, in connection with it, the pedagogical activity of the teacher.

Pedagogical qualimetry is a multifaceted pedagogical process and, in connection with it, the study of the pedagogical activity of the teacher, which is one of the most important but little-studied areas of pedagogical science.

It should be noted that pedagogical qualimetry determines the quality of the pedagogical process and the pedagogical activity of the teacher.

Result and discussion

The methodological problems of pedagogical qualimetry have so far escaped the attention of researchers, and problems in this area are waiting to be solved.

Analysis of the literature showed that the methodological basis of pedagogical qualimetry is directly related to the socio-economic development of society, the state and social orders of educational institutions, so the work on its methodological basis developed on the basis of the law of logical unity of socio-economic development.

The object of study of pedagogical qualimetry is the quality control of the educational process of the educational institution, which is entrusted to the state and social orders, the organization and management of educational activities of students, quality control of teachers' pedagogical activities. evaluation.

In the most recent period of development of pedagogical qualimetry, a paradigm of education focused on the personality of students has emerged.

Person-centered education is based on universal values, pedagogical relations are humanized, the theory of purposeful organization of the educational process, taking into account the interests, needs, internal and external learning motives of the student.

Based on this paradigm, there have been positive changes in pedagogical qualimetry, as well as in the education system. They include:

- Transition from a frontal educational process based on the socialization and adaptation of the dominant person in the education system to a modular learning process that prepares the ground for individual development, allowing the implementation of learning objectives;
- Refrain from equipping students with scientific knowledge and focus on the formation of theoretical knowledge, practical skills and competencies, foundations, science and mega-competence on the basis of universal, universal values;

- Sending students to independent education and training in accordance with the requirements of the modular system, along with compulsory forms of education;
- Transition to the use of integrated content, interdisciplinary links, a system of modules, rather than on the basis of theoretical issues of training courses in the formation of knowledge, skills and abilities, creative experience and values in the content of education;
- In addition to reproductive teaching methods and traditional technologies, the use of innovative and information technologies that allow students to develop creative, critical and logical thinking skills while acquiring theoretical knowledge, practical skills and competencies, background, science and megacompetence.;
- In monitoring and evaluating the final outcome of the educational process, it is necessary to abandon the paradigm of knowledge, skills and abilities to determine the level of development and upbringing of the individual by controlling the competencies accepted as a promising direction of modernization of the education system

The positive changes that are expected to be introduced into the educational process, in turn, will have an impact on the process of assessing the theoretical knowledge, practical skills and competencies acquired by students, the basics, science and mega-competence.

There are the following conceptual foundations of pedagogical qualimetry as a science:

1. Pedagogical qualimetry allows to determine the quality of the educational process, the level and quality of mastery of students, the level of professionalism of teachers and to draw generalized conclusions, which are organized at different stages of the system of continuing education.
2. Pedagogical qualimetry takes the quality of the object under study as a dynamic category and implies an increase in the level of this quality indicator on the basis of state and social orders in the future, in line with the times, the system of continuing education.
3. Pedagogical qualimetry is two interdependent and interconnected fields formed on the basis of the achievements of theoretical qualimetry and practical qualimetry and developing as a science.
4. Pedagogical qualimetry is determined by the level of preparation of future teachers for pedagogical activities, the professional qualifications of teachers working in the system of continuing education, the quality of the educational process at this stage, the knowledge, skills and abilities of students, professional competence (ability) monitors and evaluates theoretical knowledge, practical skills and competencies, compliance with the basics, science and megacompetence, the quality of training of pedagogical staff of higher education institutions, including existing departments, the quality of material and didactic support of courses included in the curriculum.

CONCLUSION

Diagnosis, expertise, monitoring and pedagogical qualimetry are used in quality control and evaluation of the educational process organized in the system of continuing education.

The qualimetric approach, based on the theory of pedagogical measurement, allows to obtain strictly accurate and ranked results about its comprehensiveness, the integrity of the test process, mathematical and statistical analysis of the results, the level of development of students and the quality of knowledge acquisition.

The organization of pedagogical qualimetry monitoring of education on the basis of scientifically based and interconnected types of control and information technology allows to achieve the desired result and determine the quality of the educational process.

Test assignments are used in the monitoring of education in the developed countries of the world. evaluation is carried out, the results obtained are recorded.

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