

FORMATION OF PROFESSIONAL COMPETENCE OF STUDENTS ON THE BASIS OF INDICATORS OF PEDAGOGICAL QUALITY IN INSTITUTIONS OF PEDAGOGICAL HIGHER EDUCATION

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ABSTRACT

This article describes the scientific-theoretical basis of clarifying the levels of legal, ideological, foreign language and ICT knowledge, psychological preparation, scientific activity and methodological training of future teachers on the basis of qualitative indicators in the formation of professional competence of future pedagogues. In addition, in the article, proposals have been developed for evaluating the professional-pedagogical training and professional ability of science teachers based on qualitative indicators in general educational institutions, using pedagogical qualitative elements and analyzing problems.

Keywords: Pedagogy, competence, pedagogical indicator, qualimetry, qualimetric indicator, examination, analysis, generalization, pedagogical model, professional competence, pedagogical qualimetry, qualimetric measurement.

INTRODUCTION, LITERATURE REVIEW AND DISCUSSION

The analysis of literature published by foreign scientists showed that indexation of consumer goods in the national economy using quality methods, research works published by G.Agzalov, A.Kostin, A.Omiste and in the manual “ABC of Qualimetry” showed that it has found its expression[1].

The use of pedagogical quality indicators is important in monitoring and evaluating the effectiveness of the educational process at all stages of the continuous education system introduced in our republic, and in determining the level of professional-pedagogical training of pedagogues working in this system.

From this point of view, all links of the continuous education system, including teachers working in general education institutions, should understand the essence of the approaches used to evaluate the professional skills and pedagogical activities of teachers based on pedagogical quality metrics.

The concept of pedagogical qualimetry also has a place in determining the professional skills of teachers. The following methods of pedagogical qualimetry are used to assess the professional-pedagogical training, professional competence and self-assessment of the teaching staff [3]:

1. Examination method.
2. Analysis method.
3. Observation and analysis of the pedagogical process.
4. Conduct a survey.
5. Test assignments.
6. Conversation method.

7. Mathematical-statistical analysis.

Generalization.

When applying the process of pedagogical qualimetry, there are the following logical approaches:

1. Organization of the pedagogical qualimetric process in the direction of deductive logic;
2. Organization of the pedagogical qualimetric process in the direction of inductive logic;

An example of the organization of the pedagogical qualimetric process in the direction of deductive logic is the processes of attestation of higher educational institutions, accreditation, determination of the rating of higher educational institutions.

In order to determine the effectiveness of the pedagogical activity of this teacher, the sample trainings are analyzed by specialists and experts and a conclusion is drawn about their effectiveness.

One of the main methods of qualimetrics in monitoring and evaluating the acquired knowledge, skills, qualifications and competencies of students in a specific educational course, the use of test tasks, is an example of the organization of the qualitative process in an inductive logical direction.

The problem of using pedagogical qualitative methods are as follows:

- Creation of methodological and software for researching the quality of the educational process;
- conducting fundamental research in the field of diagnosing the degree of proficiency of knowledge, skills, qualifications and competencies of students in general education institutions based on the requirements set by DTS in subjects by means of pedagogical qualitative methods;
- development and implementation of the program for monitoring the quality of the educational process in the general secondary education system of the continuing education system;
- development and implementation of control-measurement materials for subjects taught;
- creation and implementation of non-standard adaptive test tasks in subjects in the process of the self-control of students using an electronic software tool.

When analyzing the integrity and systematicity of the educational process organized in general educational institutions, first of all, it is necessary to determine the requirements for the educational process organized in this institution, as well as state and social orders.

The requirements for the educational process established in public institutions are expressed in the Law of the Republic of Uzbekistan "On Education".

Based on these requirements, the educational content of the educational process organized in general educational institutions is determined. This content is expressed in legal and regulatory documents.

Teachers who carry out pedagogical activities in general educational institutions are entrusted with the task of organizing the training process according to a specific part of this content, that is, the established course of study.

Teachers organize their educational activities in order to convey the content of the assigned course to the minds of students.

In order to organize educational and cognitive activities of students in a particular educational subject, the means of teaching, the purposeful choice of methods, the means of teaching appropriate to the educational content, teaching methods are embodied in the forms of teaching.

Forms of teaching in general educational institutions include: lecture, laboratory, practical and seminar classes, Independent Education.

It is necessary for teachers to design ways of using pedagogical and information technologies in these forms of teaching.

In order to carry out feedback in the educational process, that is, to analyze the results obtained, a process of control and self-control of the acquired knowledge, skills, qualifications and competencies of students should be established.

The result of the study and analysis of the effectiveness of the educational process organized by teachers, the fact that the control of the acquired knowledge, skills and qualifications of students is carried out superficially, that is, on the basis of sample training and test tasks, general and it showed that the control of private powers is neglected, the process of self-control of students is not organized.

In the developed countries of the world, teachers create a bank of test items according to the content of the educational course, create test items adapted from these tests with the help of computer programs, establish a process of self-control of students, and this process it was found that it directly and indirectly affects the increase of educational efficiency.

It is worth noting that monitoring the acquired knowledge, skills, qualification and abilities of students, self-monitoring is a continuous part of the educational process organized in general educational institutions, and this process is complete organization helps to increase the effectiveness of education.

To analyze the educational content of each course of study, it is necessary to rely on the following theoretical framework.

To the components of the content of education by I.Y.Lerner:

1. Knowledge (scientific concepts, ideas, laws, scientific theories);
2. Methods of activity (skills and qualifications);
3. Creative activity experiences;
4. The value system is included.

In the current types of control, in most cases, knowledge is emphasized, and the next three components of the educational content: methods of activity (skills and competencies), experiences of creative activity, value system are neglected.

The accent of the Test assignments compiled on the training courses are Test assignments at the reproductive level, allowing only knowledge of the knowledge, skills and qualifications specified in the working program to be determined. The accent part of the recommended assignments to determine skills and competencies is structured in the same way, showing that the development of independent and creative thinking skills of students is overlooked.

The main theoretical base of pedagogical qualimetry consists of questionnaires, testing, as well as methods of expert assessments that use the heuristic capabilities of a person based on experience, knowledge and intuition. There is no doubt about the prospects of using

pedagogical qualitative methods at the moment, because this theory opens wide opportunities for full, in-depth study and analysis of psycho-pedagogical processes.

To prepare future specialists in the field of pedagogy in the higher educational institutions of our republic based on the requirements of the times, to educate them to be skilled masters of their profession, able to quickly perceive new knowledge and apply it in their work, to educate them to creativity, professional statistical development of higher education and its quality assessment aimed at the creation of qualitative software based on the principles of factor educational technology means the relevance of this article.

Pedagogy it is relevant to analyze the activities of a modern teacher based on qualimetric criteria, taking into account the personal, professional, scientific and individual characteristics of future educators in higher educational institutions. Therefore, in this article we have developed recommendations for setting the criteria for determining the qualimetric measurement of a modern teacher.

When setting these qualimetric criteria, the normative documents contained in the educational system of our Republic were analyzed. The basis of the Model was the requirements set out in the DTS, MT and educational plan of pedagogical higher educational institutions, which embodied such components as personality qualities, the ability to educate, educate and be able to fairly assess and control the knowledge of educators.

In our opinion, the qualities that contribute to the pedagogical activity of the future educator are: thirst for science, creativity, accessibility, humility, hard work, discipline, dedication, kindness, tolerance, mastery of a foreign language, politeness, etc. It is desirable to enter. The educational part of the educator includes a highly spiritual, pedagogical culture and educational, an example of personal decency, prestige, patriotism and duties, humanitarian and humanistic training, the organization of educational and educational work. In the formation of these requirements, state and social orders before the system of continuing education should be taken into account and clearly defined.

Support and the educational process environment of the educator, psychological and pedagogical training, knowledge of foreign languages, deep knowledge of science, professional competence, erudition, access to modern pedagogical technologies, scientific and methodological work, research work, striving for continuous improvement of their work, knowledge of regulatory documents, access to computer technology, information base and resources are included.

In the qualitative measurement model of the future pedagogue, the separation of the pedagogue's ability to teach and educate is not scientifically based. Because these two functions are performed in a single educational process, and it is also contrary to the principle of integration of education and training.

Nowadays, modern information technologies are rapidly entering all areas of our republic. Including, digital technology is entering all areas of Public Administration. It is known that educators operating in the educational system are constantly measured by the scientific and methodological work of the teacher to increase their activities to a certain level. Currently, a certification process is being carried out with the aim of evaluating the activities of teachers working in the field of public education and sorting out quality personnel. In addition, a sharp increase in the number of higher education institutions and an increase in the coverage of

admission in our republic in turn leads to the emergence of competition in the selection of future personnel. This assumes the development of transparent mechanisms for sorting quality frames and its digitization. In the preparation of future educators in pedagogical higher educational institutions, it will be advisable to improve qualimetric norms on the basis of foreign experiences and form DTS, MT and educational plans based on these norms.

The qualimetric measure of an educator is the level of a teacher of a particular subject, which is assessed on the basis of qualimetric norms.

The following norms serve as the basis for determining the qualimetric measure of future educators in pedagogical higher educational institutions:

- 1) criteria for measuring personal quality levels of a teacher;
- 2) level of psychological training;
- 3) level of political and legal training;

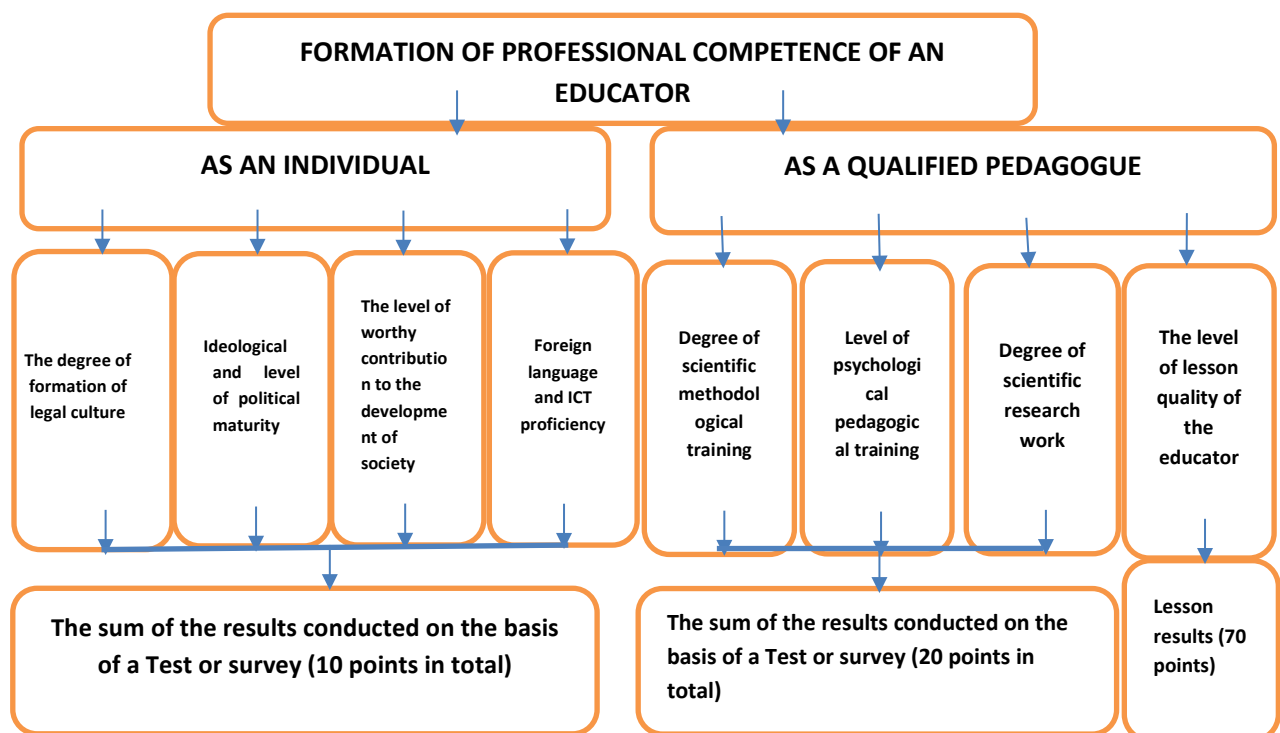


Figure 1. Qualimetric indicator recognition model

On the basis of all the points presented in this model, test questions are formed.

In conclusion, the level of legal, ideological, knowledge of foreign language and ICT, psychological training, scientific activity and methodological training of a teacher in the general education system is important in increasing the quality of professional training of teachers of physics to a certain extent.

In conclusion, the use of pedagogical qualimetry techniques in the educational process prepares the ground for determining the effectiveness of education, eliminating existing shortcomings.

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