



FINDING THE LEVEL OF PROFESSIONAL-PEDAGOGICAL PREPARATION OF STUDENTS AS A PEDAGOGICAL PROBLEM

Sh.M. Khudaykulova

Associate Professor of the Department of Primary Education Methodology
Uzbekistan Finland Institute

Abstract:

In the article, the composition of the level of professional-pedagogical preparation of students is studied as a pedagogical problem. qualitative indicators of qualimetry are studied by dividing them into natural and social indicators.

Key words: analysis, synthesis, comparison, knowledge, skills, competence.

Organization of education in the primary classes of general education schools in our republic based on modern requirements and content renewal, integration of the continuous education system with science and production, further improvement of the system of higher education institutions in the field of pedagogy, strengthening of methodical training in the professional activity of a competitive teacher is one of the main directions of society's demands, personal development and the new educational paradigm, changes in the social, economic, and political spheres, regionalization of education, and the need to fundamentally change the content and quality of the professional training structure.

In the conditions of modern development, the problem of training future primary school teachers, evaluating the pedagogical system, evaluating the quality of teaching, and diagnosing the content of knowledge acquired by them is extremely important. Qualimetry is a scientific science that studies the problems and methodology of quantitative assessment of the quality of all objects in nature and all processes occurring in society, products created in the field of production. Qualimetry - meaning (Latin quails - quality, ancient Greek metros - measure), a branch of science that incorporates methods of quantitative assessment of the quality of objects, products, processes, and determines the result achieved using various methods and tools.

From the point of view of modern times, qualitative indicators of qualimetry are studied by dividing them into two large groups: natural and social indicators. Natural indicators, in turn, are divided into physical, chemical and biological quantitative indicators of the studied object.

There are three branches of qualimetry: theoretical (general), special, and practical.





Qualimetry studies the issues of evaluating the quality of goods, services, and processes.

In this process, the main methods of qualimetry are listed: analysis, synthesis, comparison and comparison.

Based on the quality indicators of the model taken as a benchmark, its quality is determined, taking into account the properties of the object being evaluated.

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

Pedagogical qualimetry is a scientific-theoretical science that was created and formed on the basis of experiences and evidence collected over the years.

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

Methodological problems of pedagogical qualimetry have so far escaped the attention of scientific researchers, and the problems in this field are waiting for their solution.

J.O., who conducted research on pedagogical qualimetry in our republic. Tolipova in the "Pedagogical Qualimetry" study guide, which is a practical branch of qualimetry, it is noted that the qualification requirements for the training of personnel in the pedagogical qualimetry, which is a practical branch of qualimetry, are taken as a standard, and accordingly, the quality of the professional qualification and pedagogical skills of the pedagogical staff is determined through diagnostic analysis.

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It was also emphasized that in the process of training competitive pedagogical personnel, it is necessary to plan the appropriate organization and management of this process, to modernize the educational process, to ensure this process methodologically and didactically.

Pedagogical qualimetric diagnosis analyzes the teacher's pedagogical activity and determines the quality indicators of innovative and information technologies used in the process of personnel training.

The results of monitoring students' knowledge and skills are expressed in grades. Evaluator is the expression of the level of knowledge and skills developed by the student in the form of points (conditional marks) identified by the listener. For the sender, it represents the result of the reverse feedback processing of the information transmitted by the sender. As a quantitative expression of the degree of transmission of the processed information to the receiver, the receiver burns a value (symbol). The grade is documented as an expression of the student's level of achievement. The





assessment process is objective and its result is subjective. Bakho expresses the result of the student's academic activity and gives an idea of whether the level of knowledge and skills corresponds to the level of control requirements [2].

We understand the optimal amount of knowledge, skills and qualifications as the amount of requirements for students' knowledge, skills and qualifications (maximum possible results, minimum expenditure of time and money, etc.) from the point of view of certain criteria. In most cases, the level of preparation of students in the imagination of the teacher is also taken into account. A requirement is an expression of the planned results of education, allowing students to imagine what kind of knowledge, skills and qualities they will have in what activities. Requirements can also appear as evaluation criteria that determine the level of knowledge and skills of students.

Usually, the level of knowledge is based on the principle of systematicity, that is, it presents a taxonomic system.

Educational materials consist of many interconnected components, which are a system of knowledge, skills and competencies that are integrated for the purpose of teaching students. This system is very robust because its components are strictly based on scientific logic, age characteristics, and the requirements of textbooks and study guides.

In pedagogy, the content of education, in the analysis of educational material, is based mainly on three components. These are "KM" consisting of knowledge, skills and competencies that form the basis of a 3-level model: Level 1 - Knowledge, Level 2 - Skills, Level 3 - Competence. The specified levels are explained as follows [3]:

Knowledge is theoretical generalizations, interrelated specific facts, systems of concepts, laws, rules that reflect certain laws;

Skill - practical actions performed by the student based on the acquired knowledge and serving to acquire future knowledge;

Skills are the automation of actions mastered on the basis of practice, that is, the raising of skills to the "automated level".

It is taken into account that knowledge lies at the core of creating and forming skills and qualifications. Although all the levels of this model are not sufficient to express the educational goals in the current conditions, they can serve as a basis for structural analysis of educational materials.

V.P. Bepalko expresses all the existing structure of human activity possibilities as the ability to perform various tasks and tasks through 4 consistent actions in a mutual sequence:





1st level - the student's cognitive activities (the purpose, situation and actions are given in the task);

Level 2 - modern (the purpose and situation of the task is expressed, but the use of previously mastered actions is required);

Level 3 - heuristic (the goal is given, the situation needs to be determined, the use of pre-learned actions is required, the ability to perform the task without having a ready-made algorithm, subjectively finding a new algorithm is required);

Level 4 – creative, searching (the requirement to find a new objective algorithm, that is, to create objective information is set).

V.M. Sokolov, supporting the opinion of V.P. Bespalko, proposes the following special type of reproductive activity with 6 levels:

1) familiarity (choosing exactly one of the educational elements that are close to each other);

2) launch (restoration of received content based on memory, processing);

3) application (use of many educational elements, modern-customary procedures, algorithms, methods in solving the task). V.M. Sokolov considers the level of mastery of educational elements as a continuation of the type of productive activity:

4) synthesis (use of several types of methods, algorithms in an unusual problem situation, generalization, expansion, bringing the content and meaning of a certain educational element out of the scope of the field of application, comparison with other meanings);

5) evaluation (elements of the used educational materials and their compositions, evaluation of the introduced corrections); in his work [4]

6) designing (designing and building a model of an event, process, object representing the nature of the problematic situation offered to the examinee)

In conclusion, it can be said that the study of the quality and effectiveness of future elementary school teachers as a pedagogical problem is of great importance in understanding its essence and designing a system of education development.

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