

# IMPROVEMENT OF QUALIMETRIC COMPETENCE IN THE STUDENTS OF THE PEDAGOGICAL EDUCATION FIELD WITH THE HELP OF INNOVATIVE STUDY TASKS

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## Abstract

In this article, some opinions are expressed regarding the issue of improving the qualitative competence of the students of pedagogy with the help of innovative educational tasks. The article also discusses qualitative competence and its pedagogical features.

**Keywords.** Innovation, innovative assignments, qualitative competence, development, quality and quantity, improvement.

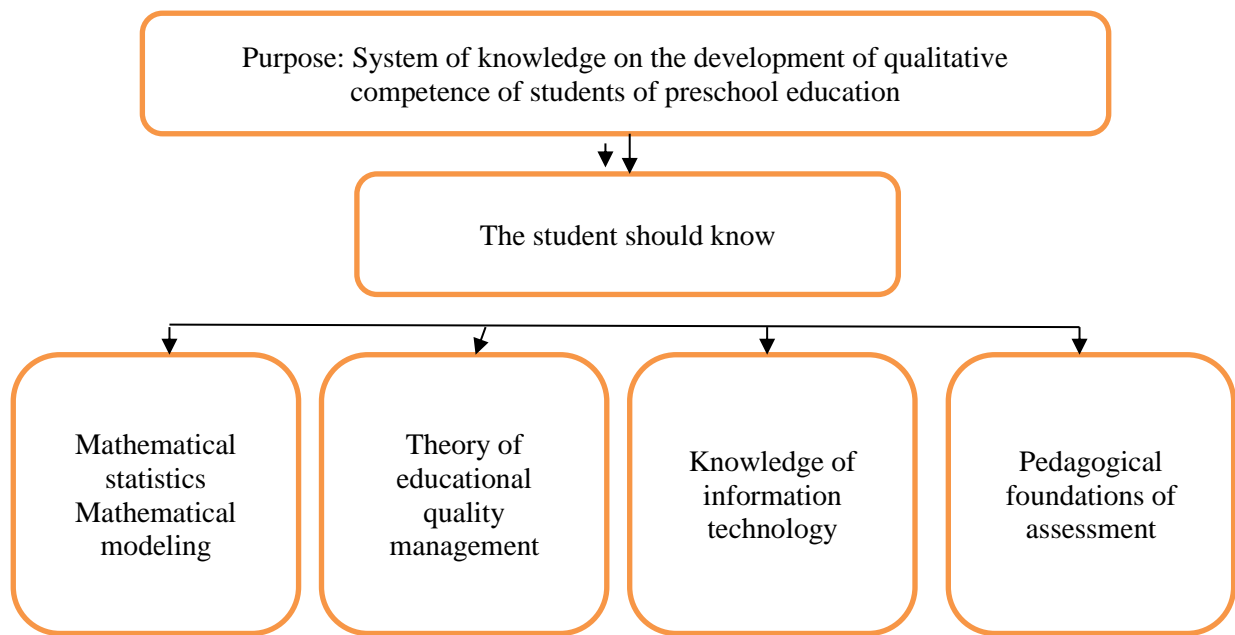
## Introduction

Currently, there are many attempts to define and define the concept of "system" in the general theory of systems. Based on the analysis, in our study, "system" was defined as a category presented as "a set of elements with a certain integrity and interrelationships among them". Systematic analysis is based on the construction of systems and comparison of alternatives. The main stages of system formation are as follows:

- Identifying the qualimetric competence system of pedagogic education students as a component of their professional training metasystem;
- determining the structural characteristics of qualitative competence;
- descriptive description of the composition of components and elements;
- definition of system forming factors;
- determine the systemic and integral features of the system;
- morphological description of system structure and function.

In our research work, the system of knowledge on the development of qualitative competence of students of pedagogy was considered separately (see Figure 1).





**Figure 1. System of knowledge on the development of qualitative competence of students of pedagogy**

According to the analysis of research conducted by us in recent years, researchers take into account the following aspects when determining pedagogical conditions:

modern requirements for the organization of the educational process;  
the specificity of the quality to be formed (competence, knowledge, skills, etc.) and the characteristics of the construction to be studied (systems, models);  
the existing level of organizational and pedagogical tools;  
the necessity and sufficiency of the complex of conditions.

Taking into account the uniqueness of the development of qualitative competence in students and modern organizational and pedagogical tools, we have allocated the following set of conditions:

use of the rating system of evaluation as a factor of involvement in the process of developing qualitative competence in students;

to give a creative character to the preparation process by using educational projects;

strengthening the practical orientation of qualitative training based on the use of the opportunities of the external information-educational environment.

The potential of a number of approaches to the development of qualitative competence of students of pedagogy was studied. An active approach to building a system of qualitative competence of students of preschool education should be based on the following:

It is necessary to create favorable conditions for students of pedagogy to become full-fledged subjects of educational activities;

It is necessary to take into account that the motivation of students of pedagogy to study pedagogic qualimetry is based on their professional needs;

it is necessary to determine the behavior and operations of future preschool teachers, tools and environmental conditions, the forms and methods of monitoring and evaluating educational



activities in the field of professional knowledge, qualification in the field of pedagogical quality;

the system must be implemented in teacher and student, subject-subject conditions;

the qualitative aspect of teachers' evaluation activities should be expressed in the basic concepts of the active approach, and this information should be reflected in the development of students' qualitative competence.

In the research work, the content of developing the qualitative competence of preschool education students was improved based on the step-by-step creation of an active-creative environment aimed at increasing the effectiveness of the use of modular teaching technologies and the grading of variable stages of adaptive adaptation to the developmental educational trajectory. The use of modular teaching technology allows for the development of qualitative competence, which, in turn, ensures the flexibility of the system in the face of frequently changed standards in various areas of higher professional education. In accordance with the system-activity approach for the descriptive definition of the studied system component, we imagine the general structural components of the module:

target section - setting the goals and objectives of a certain type of training;

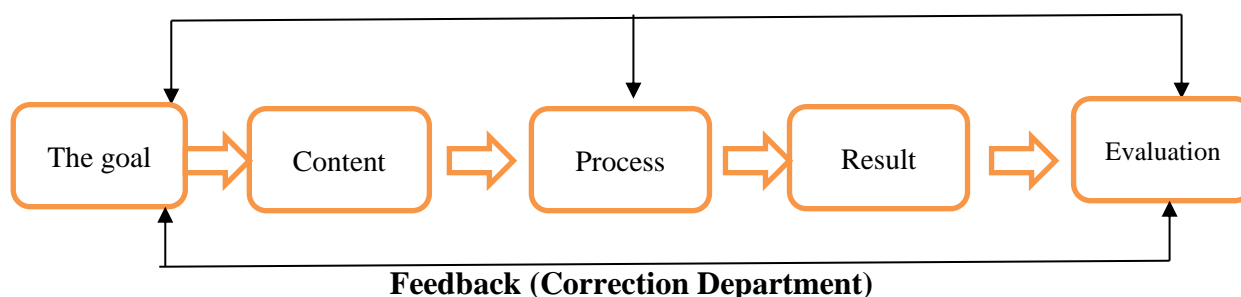
motivational department - creation of a motivational base of teaching;

content section - training content, technology, methods and tools;

evaluative section - evaluation and self-evaluation;

feedback (corrective section) - corrective actions (see Figure 2).

Motivation (according to professional needs)



**Figure 2. Scheme of structural components of the module.**

The system of evaluating the quality of education, which is monitored (checked) at the level of formation of skills and qualifications, occupies a central place in education. Appraisal system - Purpose Content Process Result Evaluation Motivation (according to professional needs) Process Feedback (corrective section) 15 is the most important aspect in the structure of any management. Evaluation is an important task for establishing two-way communication (bottom-up and vice-versa) in the management process system.

There are the following logical methods in the implementation of the pedagogical qualitative process:

- 1) deductive method - organizing the pedagogical qualitative process in a deductive logical direction;
- 2) inductive method - organizing the pedagogical qualitative process in an inductive logical direction.



The problems of using pedagogical qualitative methods are as follows:

- a) creation of methodological and software for researching the quality of the educational process;
- b) conducting fundamental researches in the field of diagnosing the level of acquisition of knowledge, skills, skills and competencies of students in educational institutions based on the requirements set by the DTS in subjects by means of pedagogical qualitative methods;
- c) development and implementation of the program for monitoring the quality of the educational process in the system of preschool education, general secondary education, professional education, and higher education of the continuous education system;
- d) development and implementation of control and measurement materials for courses taught in preschool education;
- e) creation and implementation of non-standard adaptive test tasks in subjects in the process of self-control of students.

During the experimental work, we formed the following components of the qualitative competence of preschool education students:

on the basis of motivational-valuable - pedagogical-diagnostic approach, to strengthen the importance of the educational process in educational and life activities, and to strengthen the interest of students in education on the basis of pedagogical diagnostics;

cognitive-integrative - development of students' knowledge, qualifications, skills, increasing the effectiveness of education based on the analysis of the effectiveness of pedagogical diagnostics;

to find positive and negative aspects and to develop interest and need for the educational process; improvement of the educational process based on world experiences for moral, intellectual, aesthetic and physical development of students;

the ability to learn pedagogical diagnostics in an integrative way with other subjects, creative potential, and the characteristics of striving for growth;

practical-active - to ensure students' activity in the process of effectively using the necessary diagnostic methods during educational activities in accordance with the requirements of the time;

creative-corrective - communicative skills of students: the ability to establish purposeful relations with the pedagogical team, environment, tools during the educational process, creativity, analysis of the level of comprehensibility of the presentation of tasks in various educational programs, predicting the content and results of given creative works ; the ability to establish an emotional relationship;

to be able to explain, interpret and adapt to the social environment on the basis of pedagogical diagnostics for students' mastery;

reflexive evaluation - to be able to evaluate situations and one's own activities and master pedagogical diagnostics in order to apply pedagogical diagnostics in standard and non-standard situations in educational organizations;

improvement of the factors that create a creative approach in the application of the necessary methods, forecasting, the creation of educational trajectories, the criteria that determine the level of effectiveness of the achieved result as an ordered scheme, and the components of the development of the competency of pedagogical diagnosis of children were determined.



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