

CONTENT AND PRIORITY PRINCIPLES OF DEVELOPING QUALIMETRIC COMPETENCE IN PRESCHOOL EDUCATIONAL ORGANIZATIONS

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Annotation. This article presents some thoughts on the content and priority principles of developing qualitative competence in preschool educational organizations. We have determined the scope of knowledge, skills and abilities for the successful application of qualitative methods that allow drawing conclusions at the level of qualitative competence in editorial practice. When assessing the level of qualitative competence, it is necessary to take into account the availability and quality of practical experience in the use of qualitative methods in editorial objects, processes and events in the educational process, in editorial practice and in performing qualification work.

Keywords. Competence, qualitative competence, racial educational program, leaders of preschool educational organizations, education system, children.

Since 2020, when the project of the “Consortium for Ensuring the Continuity of the History Course in Preschool, General Secondary, Vocational and Higher Education Systems” was announced, the practice of consistently introducing children to historical knowledge has been established in the republic, starting from the initial stage of the continuous education system. According to the idea of the project, on the basis of a racial educational program, primary historical concepts are given to preschoolers. One of its important aspects is the use of qualitative methods that can be found directly in the subject of history.

At the same time, it would be appropriate to comment on the concept of "racial educational program": a racial educational program is an additional program to the main program for educating children in preschool educational institutions and groups, which serves a specific purpose.

Based on the results of research on the development of qualitative competence of heads of preschool educational organizations, qualitative competence of heads of educational institutions was considered as a set of knowledge, skills, abilities and practical experience necessary for their successful professional activity in a particular area. In addition, we understand the content and essence of the concept of qualitative competence of heads of preschool educational organizations as a special type of professional and pedagogical training aimed at the development of qualitative competence.

We have determined the volume of knowledge, skills and abilities for the successful application of qualitative methods that allow us to draw conclusions at the level of qualitative competence in editorial practice. When assessing the level of qualitative competence, it is necessary to take into account the availability and quality of practical experience in the use of qualitative methods in editorial objects, processes and phenomena in the course of the educational process, in editorial practice and in the performance of qualification work.

Editorial qualitative is considered the structure of the editorial activity of the teacher, depending on the multifaceted editorial process, and occupies the most important place among the areas of editorial science. It should be noted that editorial qualitative determines the quality of the editorial process and the editorial activity of the teacher. The methodological problems of editorial qualitymetry have not yet been sufficiently studied by scientific researchers and the problems in this area are waiting for their solution. The analysis of the literature has shown that the methodological foundations of editorial qualitymetry are directly related to the socio-economic development of society, state and social orders placed on educational institutions, and therefore the work carried out on its methodological foundations has developed on the basis of the law of the logical unity of the socio-economic development of society.

Life in the education system also proves the need to train managers to objectively assess the changing qualities of a person's cognitive activity. Research indicates that the increase in the effectiveness of teaching and skills development is directly related to the improvement of the quality of assessing student success. The use of modern technologies opens up additional opportunities in the system of assessing educational outcomes as qualifications and skills. Among the assessment methods, tests (exams), which include the organization of computer and remote testing, occupy an important place.

In educational systems, including in the preschool education system, two principles of knowledge control are used:

- 1) assessment of the student's knowledge in the subject area and the rules for assessing the actions of respondents and diagnosis of the level of knowledge;
- 2) standardized control of knowledge on the basis of a selected set of specific tasks and the respondent's answers to them.

The computerized testing technology of control in the preschool education system should have the following main features:

- a) the presence of an interactive media environment; blind application; adequate reflection of the future model of the subject area in the testing process;
- b) the ability to choose a testing algorithm; the ability to integrate (combine, integrate) various educational technologies; the ability to create a profile; the ability to change the scope;

- c) ease of operation, acquisition, study, implementation, availability; user-friendly interface;
- d) maintaining (conducting) a database of blindly selected test tasks;
- e) the ability to control/adjust the planning and management of the test;
- f) intended to achieve good results and increase the level of motivation.

In recent times, instead of the traditional concept of “control”, in addition to the concept of “diagnosis”, the concept of “monitoring” has begun to be used. In the “teacher-learner” system, monitoring is understood as a set of control and diagnostic measures that arise from setting the goals of the educational process and provide for the dynamics of the learner's mastery levels. Assessment, grading is a one-time action or interaction between a teacher and a respondent, the result of which is a quantitative or qualitative result reflecting the achievements of the subject at a certain stage of education. In the assessment of educational outcomes, there are control, result, verification, measurement, observation, analysis, conclusion, training, level, indicators.

Qualimetric competence of the heads of preschool educational organizations is an important structural element of educational work organized in the relevant direction of advanced training courses. This structural element represents the general essence of the process of teaching a series of preschool education courses ("Mathematics", "native language", "edagogy", "psychology", "education"), organizing spiritual and educational work outside the classroom and the course. In the development of qualitative competence, the independent mastering of courses in the field by the leaders of preschool educational organizations and the process of applying theoretical knowledge into practice - educational practice - also plays an important role.

Based on the ideas put forward in educational sources, the level of possession of qualitative competence of preschool educational organization leaders is assessed using the following methods:

- 1) methods of direct study of students' educational and cognitive activities in the educational process (educational observation, study of retrospective work documents and plans of educational and professional activities, interview, analysis, etc.);
- 2) special methods that help diagnose the level of possession of qualitative competence (diagnostic situations, questionnaire, test, etc.).

The full development of qualitative competence of preschool educational organization leaders in higher education institutions is a rather complex process. Consequently, the series of preschool education courses includes a large amount of knowledge, the successful mastery of which by students requires a certain amount of time and intellectual effort. Positively solving the following tasks in the educational process will allow preschool education respondents to adequately master the knowledge of qualitative competence during their student years:

1. An innovative approach to the process of teaching the series of preschool education courses.
 2. Organizing classes based on interactive methods.
 3. Establishing collaboration between the teacher and respondents.
 4. Creating conditions for the respondent to independently act in mastering the basics of preschool education courses.
 5. To direct respondents to the implementation of creative projects through work in small groups.
 6. To stimulate the creative activities of respondents.
- To develop in respondents the ability to independently reflect on their learning and cognitive activities.

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