

## THE ESSENCE OF IMPROVING QUALITATIVE COMPETENCE IN PRE-SCHOOL STUDENTS AND THE PRACTICAL STATUS OF THE PROBLEM

*Kurbanova Mukhtasarkhan Bahromovna*  
*Graduate student of Kokan University*

**Annotation.** This article describes the pedagogical system, the system for the development of qualimetric competence, its main components, the composition of each module and their content and essence in describing the effective functioning and development of the system.

**Key words.** pedagogical system, theory of qualimetric measurements of competence, mathematical modeling, motivational, semantic-technological, evaluation, correction block.

### СУТЬ ПОВЫШЕНИЯ КАЧЕСТВЕННОЙ КОМПЕТЕНТНОСТИ ДОШКОЛЬНИКОВ И ПРАКТИЧЕСКИЙ СТАТУС ПРОБЛЕМЫ

Курбанова Мухтасархан Бахромовна  
Магистрант университета Кокан

**Аннотация.** В данной статье описывается педагогическая система, система развития квалиметрической компетентности, ее основные компоненты, состав каждого модуля и их содержание и сущность в описании эффективного функционирования и развития системы.

**Ключевые слова.** педагогическая система, теория квалиметрических измерений компетентности, математическое моделирование, мотивационный, семантико-технологический, оценочный, коррекционный блок.

Since the mathematical component (measurement theory, mathematical statistics, mathematical modeling) and training in the field of information technology play an important role in the development of qualitative competence, we decided to implement the main part of the development of qualitative competence within the framework of the discipline "Pedagogical qualimetry". The remaining components of the system are included in this subject and give it an additional practical and professional pedagogical orientation. In order to summarize the acquired knowledge, abilities, skills and experience, we organized a research group on the topic "Pedagogical qualimetry".

When describing the implementation of the effective operation and development of our system, we proceed from the structure of each module (component): target, motivational, meaningful-technological, evaluative, corrective blocks. Targeted and motivational blocks of all components of qualitative competence are implemented at the beginning of the subject "Pedagogy". The conditions for the effective operation of the system were introduced from the first training and throughout the course.

Determination of development goals and initial motivational measures for each component were carried out in the first lecture and practical training. The lecture showed the interrelationship of pedagogy and other sciences, its practical importance, including its importance for pedagogical practice.

In the further description of the theoretical material, we introduced the basic concepts of the theory of measurements, mathematical statistics and modeling, pedagogical quality metrics and the theory of educational quality management. In the first practical session, the goal setting of qualitative competence, the explanation of the tasks of the rating system of assessment, the discussion of modern problems of student achievement assessment, the identification of problematic issues and the selection of topics for future educational projects, work with the university's information-library database were held. recommendations were made.

The conditions for the effective operation and development of our system should be implemented taking into account the tasks of the block. For example, the rating system of the assessment served as an additional tool for involving students in the process of developing qualitative competence and motivating them to study individual modules. Also, the student grading system guidelines allowed for explaining and documenting the learning objectives of each module. The use of educational projects gave a creative character, and due to this, it became an additional means of arousing interest in studying among students. Each learning project clearly states the objective, which allows learners to focus on the target tasks of the modules.

The problems of using pedagogical qualitative methods are as follows:

creation of methodological and software for researching the quality of the educational process;

conducting fundamental researches in the field of diagnosing the level of acquisition of knowledge, skills, skills and competencies of students in educational institutions by means of pedagogical qualitative methods based on the requirements set by DTS for subjects;

development and implementation of the program for monitoring the quality of the educational process in the general secondary education, professional education, higher education system of the continuous education system;

development and implementation of control-measurement materials for courses taught in higher education institutions;

creation and implementation of non-standard adaptive test tasks in subjects in the process of self-control of students.

Pedagogical activity carried out in order to develop the cavlametric competence of students of preschool education at the Higher Education Institution is a long-term, integrative process. Long-term means the acquisition of knowledge, skills, qualifications, competencies that determine the basis of qualitative competence at all stages of the continuous education system. At first, attention was not paid to special, consistent acquisition of knowledge by students in pre-school educational institutions. Episodic information about holidays, traditions, and great figures of this or that state is given at various events. Nevertheless, episodic information itself serves as a "core" for the formation of knowledge about one or another historical period and process in children.

From the year 2020, when the draft of the "Concept of ensuring the coherence of history in preschool, general secondary, professional and higher education systems" was announced, from the initial stage of the continuous education system in the republic, children will be consistently introduced to historical knowledge. the practice

of going has been established. According to the idea of the project, on the basis of a partial educational program, students of preschool educational institutions will be given preliminary historical concepts.

At this point, it would be correct to interpret the concept of "partial educational program": partial educational program is the main program for teaching children in preschool educational institutions and groups. is an additional program that serves a specific purpose.

At the same time, the partial educational program recommended for students of preschool education serves to acquire "professional competence" by the students.

### Summary.

In short, the formation of qualitative competence in students of preschool education is a long and systematic process. For this purpose, it is important to develop a special methodology and ensure that students of preschool education receive education through this methodology.

### References

1. Concept of ensuring the integrity of history in preschool, general secondary, professional and higher education systems // <https://uzviylik.tdi.uz/upload/iblock/fbf/fbf807fcc6a092deb5efa04b9525ce1c.pdf>.
2. Spisok partsialnyx programm v DOU po FGOS // <https://www.resobr.ru/article/63081-qqq-17-m01-obzor-partsialnyh-programm-v-dou-po-fgos>.
3. Concept of ensuring the integrity of history in preschool, general secondary, professional and higher education systems// <https://uzviylik.tdi.uz/upload/iblock/fbf/fbf807fcc6a092deb5efa04b9525ce1c.pdf>.
4. Usmonaliyev I.M. Improving the professional competence of future history teachers based on historical thinking. PhD. diss author. Kokan. 2023