

QUALITY OF THE STRUCTURE OF KNOWLEDGE AND SKILLS OF FUTURE PRIMARY SCHOOL TEACHERS

Sh. Khudoykulova

- Teacher of Methods of Primary Education, Samarkand State University

ABSTRACT:

This article discusses the challenges of assessing the quality of education in terms of the quality and level of preparation of future primary school teachers in assessing their educational achievements.

Keywords: quality of education, knowledge, training of specialists, skills, quality of training

Introduction

Training of pedagogical staff with modern methodological training in the world, the level of professional and pedagogical training of future teachers in pedagogical higher education institutions, the composition of scientific and methodological training and qualitative diagnostics of their professional pedagogical training during pedagogical practice and non-standard tests on PISA, TIMSS, PIRLS Extensive work is being done to prepare primary school students. At the same time, it is noted that there is a need to "improve the process and means of assessing the quality of education, the introduction of mechanisms that allow to determine the results achieved" [1].

Education in the primary grades of secondary schools in the country "to create the necessary conditions for the training of highly qualified, creative and systematic thinking, independent decision-makers, the demonstration of their intellectual abilities and the formation of a spiritually mature person" [2] is one of the directions, and high results have been achieved in this regard. In our country, "continuing the path of further improvement of the system of continuing education, increasing access to quality educational services, training highly qualified personnel in accordance with the modern needs of the labor market," at the same time radically improving the quality of general secondary education [3].

Literature review

In the context of modern development, the issue of training future primary school teachers, assessing the pedagogical system, assessing the quality of teaching, diagnosing the content of knowledge acquired by them is extremely important.

M.I. Zaretsky, B.P. Esipov, M.A. Danilov, I.L. Lerner, M.N. Skatkin and other scientists laid the foundation for a new scientific direction of pedagogical cogniology, which deals with the problem of the content of knowledge and the quality of its assessment. As pedagogical terms, they include the criteria of quality of knowledge, completeness, accuracy, precision, volume, structure, awareness, depth, practicality, generality, specificity, robustness and other qualities of knowledge.

In the methodological literature, the quality of knowledge is described as the fact that students master the content of the subject in a comprehensive and unique way. The concept of the quality of knowledge in the practice of educational activities is determined by the degree to which students master the subject under study with excellent and good grades.

Main part

In his research [4] V.P Panasyuk conducted an analysis of the development of the category "quality of the educational process." The quality of the educational process is seen in the effective implementation of tasks and assignments on the development, education, upbringing of the school student on the basis of integrated features consisting of various elements in optimal harmony [4, p. 51].

For practical purposes, the concept of quality of education is understood as "quality changes" of the learning process environment surrounding the learner, the improvement of the quality of knowledge, skills and competencies, values acquired on the basis of a particular course, section.

As a result of the narrowing of the concept of quality of education, the concept of quality of training emerges. The concept of quality of training can be discussed as the planning of education at the level of implementation of educational programs in the educational process, which is carried out on the subject being studied, as an assessment of its results. The concept of training quality is now used in the scientific literature in parallel with the term academic achievement.

It is important to take into account the quality and level of training of future primary school teachers in assessing their educational achievements. The level of preparation is determined by the set of knowledge, skills, competencies and imaginations that future primary school teachers have acquired in a particular subject. There is no need to classify the knowledge, skills and abilities of future primary school teachers, because the student knows that the level and quality of knowledge of different students differ, and helps to differentiate the existing knowledge, skills and abilities of excellent students with the same training. gives

Conclusions

The classification of knowledge includes their robustness, consciousness, and generalization. In conclusion, it should always be noted that the level of preparation of future primary school teachers depends on their diligence, aspiration and interest in learning, the content of knowledge of future primary school teachers is reflected in the proper organization of the educational process. The formation of the knowledge structure of future primary school teachers depends on the teacher's preparation for the correct organization of the program, the absence of gaps in the organization of lessons, the effective expression of materials, group and individual work skills.

References

1. Incheon declaration/ Education 2030: Towards inclusive and equitable quality education and lifelong learning for all (Word Education Forum, 19-22 may 2015, Incheon, Republic of Korea). - 48 p.
2. Decree No. PF-5847 of October 8, 2019 "On approval of the Concept of development of the higher education system of the Republic of Uzbekistan until 2030". National Database of Legislation, 09.10.2019, No. 06/19/5847/3887p.
3. Towards rapid development and renewal on the basis of the strategy of actions // T .: "G. Gulom", - 2017.- 70 p.
4. Panasyuk V.P. The scientific basis for the design of pedagogical systems within the school quality management of the educational process. - SPb.-M., 1997.-297p.