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Improving the Quality of Knowledge is the Most Urgent Issue of Pedagogy

Suyarov Kusharbay Tashbayevich¹, Abdulkhalikova Naila Ranilevna²

Chirchik State Pedagogical University, A.Temur str,ar.104, Chirchik city, 111700, Republic of Uzbekistan¹²

ABSTRACT. The paper outlines the main criteria for quality education. The factors influencing the quality of education among students of secondary schools are considered. Ways to improve the quality of education and motivation of students are proposed. The ways of forming professional qualities of future teachers are discussed.

KEYWORDS: quality of education, social adaptation, key competencies, demand for acquired knowledge, exchange of experience.

Let's start the presentation of our article with a quote from Rudyard Kipling, who once said: "Education is the greatest of earthly goods if it is of the highest quality. Otherwise, it is completely useless."

The most pressing issue in the global pedagogical community is the preparation of students with sufficient quality of education. In this regard, we will consider what hinders the achievement of this goal, ways and methods of solving urgent problems. What do we mean by the term "quality of education"? The quality of education is

- first of all, the state of children's health;
- secondly, the level of students' learning, the ability to continue education;
- thirdly, a high level of upbringing and culture, social adaptation of graduates to public life and, finally, compliance with certain educational standards.

Socialization should become the subject of educational results and be evaluated as the result of the activity of the teacher and the student. Key competencies should take the place of subject knowledge and subject training. The assimilation of school subjects ceases to be the sole and main goal of learning [1]. Life is changing rapidly, there is a rapid development of society. In this regard, the requirements and approaches to education are changing. What should the person of the future be like? This primarily depends on the level of his education and health.

Due to the urgency of the problem, there is a huge amount of research in this area.

According to many experts, the quality of education is:

the expected result from the educational process of students and their parents, teachers and school administration, the ability to enroll in further education and continue education, intelligence indicators, creativity, the health of the student, his ability to work and resilience, it is the demand for knowledge and skills, the possibility of their application for the implementation of specific goals and improving the quality of life of a graduate of an educational institution [2].

What determines the quality of education and how to improve it?

Consider the factors affecting the quality of education. These factors depend on both the teacher and the student himself.

Considering the pedagogical process it is necessary:

- Identify the most effective educational technologies in the work of teachers to improve the quality of students' knowledge;
- To study the experience of teachers in this direction;
- Encourage teachers to actively work to improve the quality of students' knowledge.

Education of teaching staff capable of working in the new prevailing conditions.

The task of educating teaching staff is to prepare such qualities as a sufficiently high level of professionalism of future teachers.

This indicator includes a number of professional qualities, such as:

- the ability to solve the problems of education, upbringing and development in their interrelation and unity;

- the ability to attract the attention of students and interest them in the material being studied;
- the ability to take into account the age and psychological characteristics of students, their state of health, as well as their level of development and on the basis of this to provide an individual and differentiated approach;
- the ability to build their relationships with students on a humane basis and personal example;-the ability not to get lost in the most difficult and unexpected questions of students;
- the ability to combine theory and practice in teaching an academic subject:
- the ability to competently use the novelties of advanced pedagogical science and practice in their work;
- the ability to master your instrument of labor perfectly - speech, word;
- the ability to think critically and have a clear active civic position, not to give in to difficulties and show students the organic unity of words, beliefs and deeds;
- the ability to diversify their activities, avoid patterns in their organization.

It is important, just like in any business, that a person should love the business he is engaged in. And we, teachers of future teachers, should instill in our students love and respect for their future specialty from the student's bench. To be a good teacher, you need to love what you teach and those to whom you teach. Future teachers should be proficient in various methods that increase motivation to study. In accordance with this, the university teacher - methodologist, in turn, must have all kinds of pedagogical techniques and equip students with them.

There are currently a great many such techniques developed and they are widely available on the Internet. They should be widely used in pedagogical practice.

It is necessary for students of pedagogical educational institutions to give tasks for independent preparation with mandatory verification of performance and practical application of these skills in practical classes at school [3]. The most important point of educating a teacher, as in any field, should be as many practical exercises as possible. And not just practice at school, but differentiated types of practical classes. We offer an avant-garde approach to the practical training of future teachers. For example, after students have studied the material: "Types of laboratory work" it is necessary to work out this material with school students. And so after passing each methodical topic. The material passed theoretically will be firmly cemented by practice.

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Such joint teaching of schoolchildren with students can diversify the lesson. Pythagoras also advised to use techniques of various activities to improve memory and mental abilities. It is also appropriate to quote Bernard Shaw's dictum about the only way leading to knowledge - activity. It is a well-known fact that only a practical approach gives the effectiveness of education.

The use of practice and activity is a proven path of many great teachers and mentors of all times and peoples. For example, Benjamin Franklin is credited with the following saying: "Tell me and I'll forget, show me - maybe I'll remember, let me work with you and I'll learn." Thus, more practical classes will increase the quality of training of future teachers and will contribute to reducing routine in education.

On the other hand, the quality of education depends on the students themselves. What prevents children from learning well? In order to successfully solve the issues of quality of education, it is necessary to remember that education is a process of holistic development of a growing person and the following should be taken into account here:

- genetic factors. The genetic nature of man, as the most ancient and conservative, is least amenable to change and, as a rule, plays a dominant role;
- socio-economic factors;
- psychological and pedagogical factors that create or do not create an environment for human development (prestige of high results);
- personal-activity factors that influence socio-psychological neoplasms in the personality of a student, in the formation of personal and spiritual maturity of a growing person.
- the health status of the student plays a primary role. Therefore, students of pedagogical colleges should have the basics of medical knowledge;
- a huge information flow .
- weak attendance control by both parents and the school;

- skipping classes, both due to illness and without valid reasons;
- lack of unity of requirements for the response of the participants from the teaching staff;
- lack of motivation for learning among the children and too much tutelage from their teachers;
- lack of prospects for students to apply their knowledge (it is necessary to organize excursions to enterprises)
- predominance of passive forms (frontal, collective) of learning over active ones (group, project, system-activity, laboratory work, discussion - loss of communication with parents.

As can be seen from the above, a new approach to the educational process and educational material is needed. It is unlikely that a graduate of a secondary school will need the most complex mathematical calculations with derivatives and integrals. Not every student is given to understand complex materials, interactive and integrated learning);

It has become traditional to distribute textbooks at the beginning of the year once and until the end of the school year. Having received a new textbook at the beginning of the year, the modern average student will usually look through the textbook volume, after seeing a lot of formulas and text, he will say to himself, "Yes, not bad, but not for me, I'll get out somehow." At the end of the school year, such a textbook will be returned to the school library in excellent, new, unused condition.

As a rule, modern students devote very little time (and sometimes not at all) to prepare homework. The sight of a paragraph with complex material scares the student away. Conversely, the popularization of the text, simplifications, all kinds of analogies and linking to the realities of life, simplicity and accessibility may arouse some interest. Another approach to the publication of textbooks can be a quarterly approach. I.e., dividing the contents of the educational materials into brochures by quarters. Thus, the textbook may be divided into four brochures and in each academic quarter the student has a new booklet. Of course, this is extra work for the librarian – to distribute new textbooks every quarter - but this is a sure way to increase interest in the book. The teaching methodology should proceed from simple to complex. Gradually, as you become interested in the subject - to a more complex one. In modern schools, all subjects studied are complicated to the limit.

This is due to the general increase in the amount of knowledge acquired by mankind. And this problem is global. Imagine the mental and physical condition of a high school student who has 6 lessons every day! If you glance the list of subjects that must be studied (this is more than 20 names), these are chemistry, physics, mathematics, biology, computer science, foreign language and many other subjects. It takes at least 45 minutes to prepare each homework assignment, if you approach your studies qualitatively. Textbooks in most cases remain from earlier times, archaic. From year to year, as a rule, only the cover and the names of the compilers change.

The material in many of them is presented in a language that is lagging behind modernity in style and vocabulary. There are no links to Internet resources. Many textbooks are overloaded with formulas and complex mathematical calculations.

The authors of modern textbooks should understand that the times of diligent students opening books and conscientiously and daily performing lessons have gone down in history. Today's students are children who grew up in the information and digital world with much less concentration and concentration, burdened with addiction to electronic games and light entertainment videos, leading a sedentary and unsociable lifestyle. . Communication with the parents of students is becoming increasingly difficult to establish, because the parents of these students are also a new generation who grew up in a different world, not used to studying.

One of the conditions for improving the quality of education in secondary educational institutions is the active interaction and exchange of experience of all participants in the educational process. There should be a commonality of interests in the field of education. Partnership and mutual assistance are needed to develop a unified educational policy.

To improve the quality of the conditions of the educational process:

- professional readiness of the teacher, his motivation to achieve the planned results;
- the possibility of methodological support of the teacher;
- teacher's places (computer and other office equipment), equipment of the student's workplace, access to external resources;
- subject-subject learning: the role of the student is the subject of learning, together with his activity; the role of the teacher is the organizer of the student's educational activity;
- creation of an educational stimulating environment;
- use of modern educational technologies, including ICT;
- application of problem-based search methods of training;



- creation of comfortable teaching conditions (atmosphere of cooperation, mutual support);
- interaction of all participants in the educational process to improve the quality of learning outcomes;
- the focus of training on achieving the planned level of knowledge (knowledge having the properties of completeness and depth, efficiency, flexibility, concreteness and generality, convolution and unfoldment, systematicity and consistency, awareness and strength;
- the focus of training on the formation of personal qualities in unity with knowledge and skills (competence-oriented training);
- purposeful formation of universal educational actions in unity with the subject;
- organization of monitoring of the quality of education in general [4].

CONCLUSIONS

To improve the quality of modern education, it is necessary to solve a complex of complex problems in accordance with the requirements of the time. This includes the training and retraining of teaching staff according to new pedagogical standards. Preparation of the school and university educational base in relation to the new conditions. Consideration of all factors affecting the quality of education of a modern person. Continue studying the components of modern pedagogical technologies and apply them in the work to improve the quality of knowledge. To apply new advanced technologies of teaching the subject more widely [5-7]. Present your experience at pedagogical conferences.

To improve school textbooks (to present the material in accordance with the spirit of the time in an understandable and easy-to-understand style) and the quality of training of future teachers, to introduce avant-garde teaching methods in pedagogical institutes.

An educational institution should form a new system of universal knowledge, skills and abilities, as well as the experience of independent activity and personal responsibility of students, that is, modern key competencies, which constitutes the modern content of education.

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