

THEORETICAL AND INSTITUTIONAL BASIS OF ASSESSING THE QUALITY OF PRESCHOOL EDUCATION AT THE NATIONAL AND INTERNATIONAL LEVEL

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ABSTRACT

This article discusses the issues of improving the education system through the development of theoretical and institutional aspects of assessing the quality of preschool education, harmonizing national and international approaches to improving the quality of education, improving systematic monitoring mechanisms, and analyzing international standards.

Keywords: quality of education, international programs, CLASS (Classroom Assessment Scoring System), ECERS (Early Childhood Environment Rating Scale), diagnostics, adaptation

Theoretical and institutional foundations of assessing the quality of preschool education at the national and international levels. Improving the quality of preschool education is one of the priority areas of development of the modern education system. International programs (for example, ECERS – Early Childhood Environment Rating Scale, CLASS – Classroom Assessment Scoring System, and other programs based on international requirements) offer important tools for the systematic assessment and development of the quality of education. By adapting these mechanisms to national educational standards, the effectiveness of the educational process can be increased.

Goal: To analyze the quality of preschool education using international assessment methods and develop assessment mechanisms adapted to the national system.

Tasks:

1. To study the requirements and criteria of international programs.
2. To improve assessment methods in accordance with local conditions.
3. To prepare teachers to work with international assessment tools.
4. To form a system for continuous monitoring and assessment of the quality of education.

International standards for assessing the quality of preschool education

1. ECERS (Early Childhood Environment Rating Scale):

- Assessment of the educational environment and pedagogical approaches.
- Study of child safety, hygiene, availability of didactic materials and pedagogical methods.

2. CLASS (Classroom Assessment Scoring System):

- Assessment of the quality of the pedagogical process.
- Interaction between teachers and children, the learning environment and educational effectiveness.

3. ILO and UNESCO requirements:

- Improving the quality of education within the framework of the Sustainable Development Goals.
- Enriching the learning process through play and activities.

4. Analysis based on PISA data:

- Determining the level of readiness of children for primary education.

Stages of improving the assessment mechanism:

1. Diagnostics:

- Development of assessment indicators in accordance with international requirements.
- Analysis of current national standards for assessing the quality of education.

2. Adaptation:

- Adapt international assessment systems to local conditions.
- Conduct consultations with educational institutions and educators.

3. Experimentation:

- Implement pilot projects.
- Analyze assessment results and develop recommendations based on the analysis.

4. Implementation:

- Widely implement an assessment system adapted to international standards.
- Make strategic decisions aimed at improving the quality of education based on assessment results.

The following recommendations are made for the implementation of the mechanism.

1. Training educators:

- Organize special training courses and trainings based on international programs.
- Develop skills in using assessment tools.

2. Create a monitoring system:

- Form a system for regularly monitoring the quality of preschool education.
- Collect and analyze assessment results through electronic platforms.

3. Provision of resources:

- Provision of modern educational materials, assessment tools and technologies.

4. Involvement of parents:

- Explaining to parents the importance of the assessment system and involving them in the educational process.

Expected results

- Preschool education quality assessment processes are aligned with international standards.

- Educators use modern approaches to improve the quality of education.

- New assessment mechanisms that support children's development are introduced.

- Strategic decisions to improve the quality of education are justified and their effectiveness increases.

Resources

1. International sources:

- ECERS, CLASS, UNESCO and ILO recommended manuals.

2. Local materials:

- National education standards and manuals.

3. Technical tools:

- Electronic systems and platforms.

If the mechanism for assessing the quality of preschool education is improved based on international programs, the quality of education will increase, have a positive impact on the development of children, and this will ensure the sustainability of the future educational process.

Measures for the national implementation of the international MELQO system for assessing the quality and outcomes of early childhood education

The essence of the MELQO system. MELQO (Measuring Early Learning Quality and Outcomes) is an international assessment system, the purpose of which is to analyze the quality and development outcomes of early childhood education. This system covers:

- Educational environment (quality),

- Children's development level (outcomes),

- Assessment of teachers' pedagogical approaches.

MELQO is used internationally and monitors children's development through various indicators (social-emotional development, language and mathematical skills). By introducing this system into the national education system, it is possible to more effectively manage the educational process of children and improve its quality.

The purpose of introducing the MELQO system at the national level: To systematically monitor the quality of education in preschool institutions through the MELQO system and form an assessment mechanism adapted to national education standards.

Implementation measures

1. Diagnostic stage: study of the international system

- Study the main components of MELQO and analyze the possibilities of adapting it to the local education system.
- Comparison of MELQO with existing national assessment systems in preschool education.
- Development of adapted assessment criteria based on international experience.

2. Adaptation and testing of the system

- Implementation of pilot projects:
 - Conducting pilot tests in preschool educational institutions.
 - Development of assessment indicators adapted to local conditions.
- Analysis of results:
 - Studying problems and opportunities in the testing process.
 - Improving assessment criteria.

3. Training of educators

- Special training and seminars:
 - Organization of training courses for educators and leaders to teach them how to use the MELQO system.
- Technical assistance:
 - Introduction of special electronic platforms and technologies for assessing the quality of education.

4. Creation of a monitoring system

- Formation of a national monitoring system for monitoring the quality of preschool education.
- Preparation of regular reports based on the results of the MELQO system and development of recommendations for improving the educational process.

5. Involvement of parents

- Conducting informative seminars for parents on the MELQO system and its importance.
- Providing resources to help parents monitor the development of children.

Main areas of implementation

Assessment of the quality of the educational environment:

- Study of activities provided by educators, conditions created for children, and educational materials.

Assessment of children's development results:

- Analysis of language skills, mathematical knowledge, level of socio-emotional development and motor skills.

Analysis of pedagogical methods:

- Individual approach to children, innovations in the educational process and the effectiveness of teaching.

Development of a development strategy based on the results of the assessment:

- Creation of programs to improve the quality of education based on the results.

Expected results of the implementation of the MELQO system

1. Obtaining accurate information about the level of education of children:

- Individual educational programs are developed for children who are lagging behind in development.

2. Adapting national educational standards to international requirements:

- Ensuring high-quality and equal education in preschool education.

3. Improving pedagogical activities:

- Teachers improve their work based on the results of MELQO.

4. Formation of a monitoring system:

- Regularly monitor the quality of education and identify problems early.

5. Increase parental involvement in the educational process:

- Parents are aware of the development results of their children and actively participate in the educational process.

The introduction of the MELQO system at the national level is a strategic step towards improving the quality of preschool education, systematically assessing children's development, and improving the educational process. This system will serve not only to improve the quality of education, but also to ensure the future success of children.

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