



 **Research Article**

PRINCIPLES AND METHODOLOGY OF PEDAGOGICAL QUALIMETRY IN THE CONTEXT OF ASSESSMENT OF HIGH SCHOOL STUDENTS

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ABSTRACT

This article is a review and analysis of the principles and methodology of pedagogical qualimetry in the context of assessing high school students. Pedagogical qualimetry is a modern approach to assessing educational processes, aimed at more accurate and objective measurement of educational results. The article discusses the basic concepts of pedagogical qualimetry, including the principles of its construction, methods of data collection and analysis, as well as practical aspects of its application in assessing the performance of high school students. The study also highlights the role of pedagogical qualimetry in improving the quality of education and providing feedback to both teachers and students. In conclusion, the article summarizes the main findings and offers practical recommendations for applying the principles and methodology of pedagogical qualimetry in the school environment in order to improve the educational process and achieve better results for high school students.

KEYWORDS

pedagogical qualimetry, assessment of high school students, educational results, objectivity of assessment, assessment methodology in education, principles of assessment of academic performance, quality of education, qualimetric tools, academic achievements, feedback in education, adaptation of assessment methods, school education, educational processes, pedagogical practice, assessment of the quality of educational programs, student performance.

INTRODUCTION

High school student assessment is an important aspect of the educational process that helps assess the level of knowledge and skills of students, as well as the effectiveness of the educational program. However, traditional assessment methods such as exams and tests have their limitations. In recent decades, pedagogical qualimetry has become a popular alternative, offering more flexible and fair methods for assessing the performance of high school students. In this article we will consider the principles and methodology of pedagogical qualimetry in the context of assessing high school students.

1. Definition of pedagogical qualimetry

Pedagogical qualimetry is the science of measuring the quality of education and training. This approach to assessing educational outcomes focuses on identifying specific student competencies and achievements rather than focusing solely on quantitative measures. The main goals of pedagogical qualimetry are to improve the quality of education and develop more accurate assessment methods.

Educational qualimetry is indeed an important field of study in education that focuses on the measurement and evaluation of the quality of education and learning[1]. This approach to assessing educational outcomes focuses not only on quantitative indicators, such as grades and test scores, but also on qualitative aspects, such as student competencies and achievements.

Improving the quality of education: By more accurately assessing educational outcomes and

identifying weaknesses in the educational process, educational qualimetry can help improve the quality of education by developing more effective teaching and learning methods.

Development of more accurate assessment methods: Educational qualimetry strives to develop and improve assessment tools and techniques that are more objective, reliable and fair. This may include the development of standardized tests, questionnaires, and other assessment tools.

Assessing students' competencies and achievements is becoming a priority in pedagogical qualimetry. This allows us to more accurately measure how well students have acquired the necessary knowledge and skills that will be useful in their future lives and careers[2]. Pedagogical qualimetry can also take into account the diverse needs and characteristics of students, which contributes to a more adaptive and personalized approach to learning. Overall, educational qualimetry plays an important role in improving the effectiveness of educational systems and helping to ensure better learning and development for students.

2. Principles of pedagogical qualimetry

The basis of the scientific approach: Pedagogical qualimetry is based on scientific methods and principles, which allows for objective conclusions to be drawn based on data and research. The assessment of high school students within the framework of pedagogical qualimetry takes into account the individual characteristics of each student, which contributes to the development of



his potential. Assessment does not simply measure current knowledge, but also evaluates how well learning contributes to the development of students' skills and competencies. Pedagogical qualimetry evaluates the educational process as a whole, taking into account both formal and informal aspects of learning.

Pedagogical qualimetry, as you have described, is really based on scientific methods and principles, and its purpose is a deeper and objective assessment of the educational process and the success of students. Let's look at the basic principles and characteristics of this approach in more detail:

Individualization of assessment: Pedagogical qualimetry takes into account the individual characteristics of each student[3]. This means that there is no single standard or approach to assessment that applies to all students equally. Instead, the individual needs, abilities and characteristics of each student are taken into account.

Assessment of the development of skills and competencies: Pedagogical qualimetry is not limited to the assessment of the level of knowledge. It also evaluates how learning contributes to the development of students' skills, abilities and competencies. This is important in order not only to measure what the student knows, but also how he can apply his knowledge in practice.

Taking into account formal and informal aspects of learning: Pedagogical qualimetry takes into account not only formal, school classes, but also

informal learning that can take place outside of school. This includes self-education, participation in extracurricular activities and other types of learning that can also contribute to the development of students.

Objectivity and scientific: Pedagogical qualimetry strives for an objective assessment based on data and research. This means that the assessment should be based on concrete facts and research results, and not on subjective opinions or biased judgments.

Systematic approach: This approach evaluates the educational process as a whole, and not just its individual aspects. This helps to identify the connections between the various components of learning and to understand how they affect the overall development of students.

In general, pedagogical qualimetry contributes to a deeper and more comprehensive understanding of the effectiveness of the educational process and helps teachers and school leaders to make informed decisions to improve learning and student development.

3. Methodology of pedagogical qualimetry

Using a portfolio: Pedagogical qualimetry actively applies the portfolio method, in which students collect examples of their work and achievements. This allows us to assess their development over time. **Project methods:** Tasks focused on solving real problems help to assess the practical skills and creativity of students. **Self-assessment and peer review:** The inclusion of high school students in the assessment process, allowing them to

evaluate their achievements and the work of their comrades, contributes to the development of meta-knowledge and self-regulation. Use of technologies: Modern educational technologies allow automating data collection and analysis, making the assessment process more efficient and objective.

The use of a portfolio in education, including in pedagogical qualimetry, has many advantages and can be an effective tool for assessing and developing students. Here are a few ways how a portfolio can be used in the educational process. Students can keep a portfolio in which they keep their work and projects throughout the school year or even for a longer period. This allows both students and teachers to evaluate their individual progress and skill development[4]. The portfolio can include not only works, but also reflections and self-assessment of students. They can analyze their achievements, mistakes and the learning process as a whole, which contributes to the development of metacognitive skills. Teachers can use the portfolio to provide more informative and targeted feedback to students. This can help them better understand their strengths and weaknesses and work towards improvement.

The portfolio allows teachers to evaluate student learning outcomes and achievements throughout the learning process, and not just on the basis of one-time tests or exams. Long-term assessment in education does have many advantages. Let me take a closer look at this important aspect. Long-term assessment allows teachers to understand more deeply the individual needs and abilities of each student. This makes it possible to adapt the

educational process for the best development of each student. Since the long-term assessment covers an extended period, teachers can track the development of students' skills and knowledge over time[5]. This helps to identify which aspects of the subject require additional work and improvement. Students may experience less stress when the assessment is based on more than just one exam. They can feel a higher level of confidence and satisfaction from the learning process, knowing that their success is evaluated over time. Long-term assessment contributes to a deep understanding of the material, as it often includes various types of tasks, projects and practical skills, not just knowledge of facts. This helps students to better assimilate the learning material.

A long-term assessment can take into account the variety of ways in which students can display their knowledge and abilities. This makes the assessment fairer and allows students with different learning styles to demonstrate their potential. Long-term assessment provides more frequent feedback for students. This helps them better understand what they are good at and where they need to improve. Thus, long-term assessment is important to create a deeper, fairer and more individual educational process that promotes the development of students throughout the academic period.

Teachers can adapt learning based on data collected from the student portfolio, which allows them to meet their individual needs more effectively[7]. The portfolio can be accessible to parents and students, allowing them to monitor

progress and participate in the educational process. Students can use their portfolios when applying to educational institutions or when applying for a job to demonstrate their skills and achievements. The use of a portfolio in pedagogical qualimetry contributes to a more complete and comprehensive assessment of student learning outcomes and development, as well as helps them develop meta-cognitive and self-regulatory skills. The use of a portfolio in pedagogical qualimetry (assessment of the quality of education and academic achievements) has many advantages and can contribute to a more complete and comprehensive assessment of learning outcomes and student development, as well as help them develop metacognitive and self-regulatory skills.

Portfolios allow the teacher to take into account the individual characteristics and needs of each student. This allows you to more accurately assess their success and progress. Long-term assessment: Portfolios allow you to track academic achievements for a long time. This makes it possible to more accurately assess the dynamics of a student's development. Creating and maintaining a portfolio requires students to analyze their achievements and identify their strengths and weaknesses. This process promotes the development of metacognitive skills, such as the ability to plan, monitor your progress and evaluate your work. Students, working on their portfolios, learn to manage their time, set priorities and evaluate their efforts. These self-regulation skills can be useful not only in school, but also in life in general.

Portfolios also contribute to the development of reflection skills by allowing students to ask themselves questions about what they have learned, what skills they have developed, and how they can improve[6]. Portfolios provide a broader set of evidence of student academic achievements, which makes the assessment more objective and reliable. Teachers can use the portfolio to provide better feedback to students and their parents, which helps focus on improving learning and development. In general, the use of a portfolio in pedagogical practice can significantly improve the assessment and learning process, contributing to deeper and more conscious learning of students.

CONCLUSION

Pedagogical qualimetry is an innovative approach to assessing the academic performance of high school students, which is based on scientific principles and methods. This approach takes into account the individual characteristics of students, contributes to the development of their competencies and evaluates the effectiveness of the educational process as a whole. The introduction of the principles and methodology of pedagogical qualimetry can help improve the quality of education and increase the motivation of high school students to study.

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