

ADVANCED FOREIGN EXPERIENCES IN MONITORING THE QUALITY OF SCHOOL EDUCATION

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Abstract

In the context of globalization, the effective establishment of a quality management and monitoring system for education is an urgent issue for every country. This article analyzes the best practices of countries such as Finland, Singapore, Japan, Russia, Kazakhstan and South Korea in monitoring the quality of preschool education. The assessment indicators are based on the pedagogical environment, child development, technological integration and parental participation. Based on international experience, scientific and practical recommendations are put forward for improving the national monitoring system in Uzbekistan.

Keywords: Preschool education, quality of education, monitoring, international experience, digital technologies, pedagogical diagnostics, quality management.

Introduction

In the current era of globalization, effective management and monitoring of the quality of education is a priority for every country. This is especially due to the need to have systematic and reliable data on the quality of work in educational institutions, child development and the adequacy of the pedagogical environment in the field of preschool education. World experience shows that each country has formed a system for assessing and monitoring the quality of preschool education in accordance with its socio-economic, cultural and educational policy. Below, the practical experience of Finland, Singapore, Japan, Russia, Kazakhstan and South Korea in this area is analyzed.

Finnish experience

The Finnish education system is one of the most stable and high-quality systems in the world. In this country, monitoring of the quality of preschool education is carried out mainly in the form of qualitative evaluation. In Finland, monitoring is carried out based on the following criteria:

The specificity of the pedagogical environment - creating a comfortable and safe environment for children;

The socio-emotional development of children - communication, emotions and social competencies;

A personalized approach - taking into account the individual needs and abilities of each child.

A multi-faceted evaluation system has been developed during the monitoring process, which takes into account the opinions of teachers, parents and children. This system allows for an in-depth analysis of qualitative data, not limited to numerical evaluation (Halinen, 2019).

Singapore experience

The monitoring system in preschool education in Singapore is built on a technological approach. Preschools are regularly assessed through the Singapore Pre-school Accreditation Framework (SPARK) program. This system monitors the following aspects:

The quality of the pedagogical process;

The relevance of textbooks and curricula in terms of content;

The effectiveness of management;

Hygiene, safety and sanitation conditions in the institution.

The results of this monitoring, which is carried out once every three years, are made public. This encourages educational institutions to improve quality and quickly adapt to changes.

Japanese experience

In Japan, monitoring of preschool education is carried out on the basis of strict state control. National standards have been developed for Kodomoen institutions in this country, and assessments are carried out annually based on specific criteria:

The comprehensive development of children (language, movement, sensitivity);

The level of pedagogical skills of the teacher;

The participation of the community in the educational process.

In the Japanese experience, subjective opinions are also taken into account along with numerical indicators (Nishida, 2020). This approach serves to protect the interests of children and provide a deep analysis of the pedagogical environment.

Russian experience

In the Russian Federation, the quality of preschool education is assessed based on State educational standards. The monitoring process includes the following stages:

Self-assessment of the institution (self-analysis);

Scheduled inspection by the State Inspectorate;

Below I present the text you provided in an expanded, academic style and in a form that separately reveals the monitoring experience of each country:

2.2. Preschool education quality monitoring systems based on advanced foreign experiences

In the current era of globalization, effective organization of education quality management and monitoring remains one of the priority tasks in each country. In particular, one of the main factors for quality control and continuous development in the preschool education system is systematic and scientifically based monitoring mechanisms. Best practices in the world show that each country is developing monitoring systems in accordance with its social, cultural, economic and pedagogical conditions. Below, the best practices in monitoring the quality of preschool education are analyzed using the examples of countries such as Finland, Singapore, Japan, Russia, Kazakhstan and South Korea.

2.2.1. Finnish experience

The Finnish education system is known for its high efficiency, humanistic approach and innovative principles. The following approaches are taken as a basis for monitoring the quality of preschool education in this country:

Evaluation of the pedagogical environment: the impact of the environment on children's development, the availability of play materials and the quality distribution of educational resources.

Socio-emotional development: the child's ability to express himself, communicate with others, and build positive relationships.

Individual approach: developing educational and educational guidance that meets the needs of each child.

Halinen (2019) notes that in Finland, the monitoring process does not consist only of numerical evaluation, but also serves as a qualitative diagnostic tool. The feedback and experiences of teachers, parents and children are of particular importance in monitoring.

2.2.2. Singapore experience

The Singapore education system is distinguished by its technology-based approaches. Quality monitoring in preschool education is carried out through the Singapore Pre-school Accreditation Framework (SPARK) program. This system is based on the following key indicators:

Quality of pedagogical activities;

Modernity and effectiveness of educational programs;

Organizational and managerial activities;

Compliance with safety and hygiene standards.

Monitoring within the framework of the SPARK program is carried out once every three years, and the results are published in open sources. This, in turn, encourages educational institutions to constantly update their activities and adapt to the requirements of the time.

2.2.3. Japanese experience

In Japan, monitoring of preschool education is strictly regulated by the state. National standards for preschool institutions, known as “Kodomoen”, have been developed, based on which monitoring is carried out according to the following criteria:

Comprehensive development of the child (language, movement, emotional sphere);

The teacher’s professional skills and educational approach;

The participation of the local community in the educational process.

As Nishida (2020) noted, the Japanese monitoring system puts the interests of children first. Subjective indicators - observations of teachers, opinions of parents and the child's own statements - also play an important role. Numerical indicators are used for general analysis.

2.2.4. Russian experience

In Russia, quality monitoring in preschool educational institutions is based on State Educational Standards. The monitoring system includes the following stages:

Self-assessment of the institution (self-analysis);

Inspection by the State Inspectorate;

Independent examination.

The following indicators are important in monitoring:

Individual approach to each child;

Harmony of education and upbringing;

The presence of a nurturing environment.

In recent years, monitoring systems based on digital technologies have been introduced in Russia. In particular, electronic portfolios and QR-code assessment systems are being integrated into the educational process. These tools allow for quick, reliable and systematic information about the quality of education.

2.2.5. Experience of Kazakhstan

The preschool education system in Kazakhstan has been gradually modernized since 2010 within the framework of the “Balapan” program. Monitoring the quality of education is carried out on the basis of the “Mektepke deyingi bilim beru standarty” approved by the Ministry of Education and Science of the Republic of Kazakhstan. The following criteria are considered basic in the system:

Modernity and suitability of the curriculum for children;

Qualification level and pedagogical potential of teachers;

Health and psychophysiological state of students;

Quality and activity of parental participation.

This approach allows for a multifaceted analysis of the activities of preschool educational institutions, as well as the opportunity to actively involve parents and society in the monitoring process.

Conclusion:

In recent years, digital technologies have been introduced - electronic portfolios, QR-code monitoring systems, through which it is possible to track the

development trajectory of each child. The main criteria for monitoring are an individual approach

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