



MONITORING THE QUALITY OF EDUCATION IN THE PROCESS OF PROFESSIONAL DEVELOPMENT OF TEACHERS

Ibragimov Olimjon

Researcher, Research Institute for the Study of Problems and
Determining the Prospects for Public Education
Named After A. Avloni. Uzbekistan

Abstract

One of the most important priorities of social development of Uzbekistan is education. Today, in our country, established continuous education system and training personnel for higher and secondary-special education have established for all sectors of the economy and employment. An important stage of continuous education in Uzbekistan is the Professional Development System. Topical issue today is to increase the educational and professional competency of teachers and evaluate its results through carrying out a research in the field monitoring.

Keywords: Professional development, educational researches, classification, monitoring and evaluation, qualimetry, continuing education.

Continuing education is the basis of the personnel training system and a priority area that ensures the socio-economic progress of the republic, satisfies the economic, social, scientific, technical and cultural needs of the state and society. It creates all the necessary conditions for the training of creative, socially active, highly spiritual and highly qualified competitive personnel.

In this regard, in order to further strengthen the socio-economic significance of Uzbekistan in the world, constant work is needed to improve the conditions for ensuring the quality of the education system. The first President of Uzbekistan Islam Karimov said: "In this regard, we still have a lot to do in order to further strengthen the material and technical base of general education schools to the level of the most modern standards, critically assess the educational process in pedagogical universities and institutes and organize it on the basis of high criteria, more wide introduction of advanced educational and information and communication technologies, in a word, the formation of a new generation of teaching staff[1]".

One of the important step and an integral part of continuous education in Uzbekistan is the system of retraining and advanced training of teaching staff. The most important condition for improving the quality of education in the system of advanced training of workers in public education is the systematic monitoring and analysis of





objective data on the quality of education and the preparedness of students. The process of managing the quality of education can only be effective if there is constant feedback that provides the subjects of education with reliable valid information about the quality of the entire education system and its components. In this regard, we believe that our scientific research in the field of monitoring and evaluating the quality of advanced training of public education workers (hereinafter referred to as SPKRNO) is relevant.

It should be noted that in order to improve the professional level of knowledge of public education workers, an effective system of monitoring and evaluation is necessary. Separate elements of monitoring are reflected in the works of R.Sh. In their work, they studied the organizational foundations for ensuring the quality of education and management, as well as methods for assessing the quality of education, the introduction of modern management methods in the educational process.

However, the monitoring of the quality of education and the technology of assessments in the system of advanced training of public education workers have not yet been studied as an object of scientific research. An effective solution to this problem makes it possible to improve monitoring and technology for assessing the quality of education. Having reliable information will allow the head of an educational institution to decide on the choice of a strategy for managing the quality of education. An analysis of the pedagogical literature on this issue led to the conclusion that the very description of monitoring has been transformed over the course of many years. From the more general - "checking and recording the knowledge of students", the quantitative - "assessment of knowledge and skills", to the more rigid - "control and accounting of knowledge and skills". Further to the indefinite - "tracking the educational achievements of students" - and more diagnostic - "measuring the level of achievement by students of the educational standard" - and, finally, to modern concepts - "diagnostics of the quality of education", "educational monitoring", "examination of the quality of education", "qualimetric monitoring". An analysis of the frequency of using certain concepts allows us to distinguish the following: system, observation, analysis, forecasting, diagnostics of the state of an object or process, examination.

Diagnostics is a means of identifying learning outcomes in SPKRNO and the practice of assessing the quality of educational activities, the state of pedagogical processes, as well as a differentiated procedure for obtaining information, assigning them to a certain class, resulting in a fairly complete picture of the real state of individual parameters of the quality of education. As I.P. Podlasy notes, "diagnostics should be an indicator of quality - a categorical determinant of a student's progress, or,





conversely, should exist as an indicator of the advantages or disadvantages of a particular system[3]”. In recent years, the diagnostics of the quality of education has become a relatively independent, rapidly developing branch of pedagogical science and educational practice.

The main task of diagnostics as a scientific direction of B.P. Bitinas and L.I. Kataeva see it in determining the optimal set of directly fixed indicators of the state of pedagogical phenomena and processes, where each individual indicator indicates this state only with some probability [4]. From these positions, in modern pedagogical literature, the concept of “diagnostics of the quality of education” is more often used - “diagnosing”, which is considered as “an activity to establish and study the signs characterizing the state of any systems in order to predict possible deviations and prevent violations of the normal mode of their work[5]”.

The object of monitoring and diagnostic studies, as a rule, is the pedagogical system. The main elements of the pedagogical system are learning functions, the goals of education, the content of education, didactic processes, organizational forms, teachers, technical means mediating their activities, etc. To analyze the state of the pedagogical system, a scientifically based expert assessment of the results of diagnostic observations is necessary.

In connection with this, the creation of information databases on the state of all elements in SPKRNO allows for various types of analysis (correlation, dispersion, factorial, comparative, dynamic, didactic, etc.). Educational monitoring is considered as a method of improving management efficiency, studying the real parameters and characteristics of objects and subjects of education, upbringing and development, as a way of accumulating results that allows you to compare them, analyze and build a forecast for the development of a separate subject of the educational process and the pedagogical system. Monitoring is understood as a set of research procedures that allow independent methods for a wide range of indicators to quantify the nature of qualitative changes in the object under study over a certain period of time. Its directions are distinguished: sociological, pedagogical, psychological, educational and managerial.

Pedagogical monitoring includes didactic and educational. The main tasks of pedagogical monitoring are the assessment of knowledge, skills and abilities (in a broader sense, educational achievements) and the correlation of their level with a given standard (state requirements) or statistical norms. Versatile information provided by pedagogical monitoring contributes to an increase in the level of interaction between various subjects of the educational process, creates conditions for self-assessment and self-identification, self-education and self-development for these





subjects. In this case, one can also speak of complex monitoring, which ensures the identification of the main characteristics of the system and its subsystems. In this regard, it becomes necessary to consider pedagogical diagnostics not only as a means and practice of identifying the state of the educational system and the quality of educational activities, the reasons for its successes and failures, but also as a direction of research aimed at developing modern tools and methods for assessing the quality of education.

In professional development activities, the results of pedagogical monitoring are the basis for managerial monitoring, since only on the basis of pedagogically significant information is it possible to purposefully manage the activities of the subjects of the educational process and the quality of educational systems. You can add such less common concepts as monitoring the quality of student training, monitoring the quality of educational services, monitoring learning (monitoring the state of the pedagogical process), monitoring the quality of education, etc.

The concept of control is closely related to monitoring and diagnostic procedures. The possibility of implementing various types of monitoring depends on the degree of development of the respective control systems. Control is most often associated with the procedures for measuring and evaluating the results of educational and cognitive activity of students, and the backbone of all types of monitoring is pedagogical monitoring. Therefore, we will keep in mind that the comprehensive monitoring of the quality of education in the system of public education can include students, teachers, all institutions for advanced training of public education, educational systems, and the subject of its assessment is primarily the educational achievements of students as a measure determined as a result of control. compliance of the achieved level with the norm - state requirements, statistical norm, as well as consumer requests. Checking, monitoring, measuring the level of achieved quality of educational achievements mainly involve obtaining quantitative information, including the results of the educational system based on long-term observation and analysis of statistical results. Based on such information, a qualitative analysis, formulation of conclusions, search and adoption of managerial decisions to improve the educational process and the conditions for its implementation are carried out.

To date, the disadvantages of the traditional control system are spontaneity, irrational use of control methods, lack of didactic orientation, ignoring the characteristic features of the material of the subject and working conditions, lack of systematicity, unified means and evaluation criteria, subjectivity, insufficient development of control methods.





The change in the control and evaluation system creates conditions for obtaining and accumulating statistical educational information (educational statistics) based on universal pedagogical measurements of the level of educational achievements. The quality of educational systems and the educational process can be identified with sufficient reliability only through long-term qualimetric monitoring, accumulation and analysis of statistical results on the quality of knowledge, skills and abilities of students in advanced training courses. This means that through pedagogical measurements, means and technologies of mass independent testing conducted under standardized conditions and standardized control and measuring materials, only over time it is possible to determine the qualitative parameters of the educational system and its components by quantitative assessments with a sufficiently high degree of accuracy according to statistical characteristics. . This necessitates the formation of the concept of a new type of monitoring - qualimetric multilevel - and predetermines the direction of its development.

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