

Ways to Organize Monitoring in Determining the Effectiveness of the Pedagogical Process

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ABSTRACT

In this article, the author states that one of the most important tasks facing the researchers conducting scientific research today is the need to develop modern models and technologies for organizing, improving, and determining the indicators of the achievement of educational goals, in general, in determining the effectiveness of the pedagogical process. ways of organizing monitoring are explained.

One of the most important tasks facing the researchers conducting scientific research today is the development of modern models and technologies for the organization, improvement and determination of indicators of the achievement of educational goals.

There are a number of interpretations of the concept of monitoring, [monitor+visual. ing is an action noun suffix] refers to the continuous monitoring of a process in order to determine whether it is in accordance with the expected result or initial assumption.

The term monitoring was first used as an alternative to the term "control" on the eve of the organization of the Stockholm Conference of the United Nations in June 1972.

The elements of monitoring as a whole system are described and substantiated in the studies of R. Mann, V. D. Federov, K. S. Burdin.

The term "monitoring the quality of teaching" was first used in our country in the Resolution of the Cabinet of Ministers dated January 5, 1998 "On the Development and Implementation of the State Education Standard for the Continuing Education System" and "Uzbekistan" dated May 13, 1998 It was reflected in the decisions on the establishment of general secondary education in the Republic. Monitoring the quality of education, the quality of educational services for the subjects of the educational process, the material and methodological support of the educational process, the state of the legal-normative, strategic, technological, organizational aspects of educational management, and their improvement provides systematic information.

Monitoring the quality of education is a pedagogical process that allows determining the compatibility of educational goals and achieved results, factors affecting quality, correcting the educational process, and predicting its future state.

Akademik R.H.Dzhorayev monitoring is an information gathering in order to provide management of the educational system with information that allows to draw reasonable conclusions about the educational system or its individual elements, to evaluate and analyze its condition at any time. work, processing, storage and distribution.

R.SH. Ahliddinov stated that "monitoring is an English term that means "continuous observation". Also, the scientist views monitoring as the most important, relatively independent link in the field of management in the theory of social management, and the results of pedagogical activities are revealed and evaluated within the framework of educational monitoring.

SH. Kurbanov, E. Seytkhalilov in the book "Educational Quality Management" state that monitoring is one of the most important and relatively independent links in the management cycle in the theory of social management. At the same time, he emphasizes that the implemented management, organizational-methodical and pedagogical activities are determined, analyzed and evaluated within the framework of monitoring. It is also explained that the monitoring of the quality of education is a complex system aimed at monitoring the state and changes of the quality of education, its evaluation and forecasting.

Monitoring of the quality of education is a type of activity that allows to collect, process, analyze and make the right decision about the activity, state and forecasting of the pedagogical system. At the same time, monitoring is a particularly important and independent link of the management cycle in the system of social management theory.

The results of pedagogical activities carried out in the monitoring of the quality of education are determined and evaluated, the most important aspect of this process is the establishment of mutual feedback about the appropriateness of the final results of the pedagogical system. The goal set for the expected result and the result of the activity may not always match. This situation allows for a correct and accurate assessment of the reasons for failure to achieve the goal, deviations from the goal, and directions. The reasons for failure to achieve the goal in many cases depend on a number of internal and external factors affecting the pedagogical system.

In the pedagogical dictionary compiled by G.M. Kodjaspirova, monitoring in education is defined as continuous observation of a certain process of education in order to determine the expected result and compliance with the initial goal.

Today, monitoring is an improved tool that provides quality information to the educational management system. If we analyze the types of pedagogical monitoring, we can see the existence of didactic monitoring, educational monitoring, management monitoring, socio-psychological monitoring.

In our opinion, monitoring the quality of education is a pedagogical process that allows determining the compatibility of educational goals and achieved results, as well as the factors affecting them, correcting the educational process, and predicting future situations.

Therefore, pedagogical monitoring is used to monitor the quality of educational services, the material and technical support of the educational process, the state of legal-normative, strategic, technological, organizational aspects of educational management, and the development of all participants of the educational process. Mapping is a process that provides systematic quality information for improvement.

Monitoring of the quality of education should be carried out according to the classification level and nature of implementation, form, type, function, object, model, periodicity, organizational forms, attitude and purpose.

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In conclusion, it should be noted that through the monitoring of the quality of education, systematic monitoring of the dynamics of the acquisition of knowledge, skills and competencies, as well as the identification of gaps in students' knowledge and their causes, and measures to eliminate them will be planned. Monitoring is carried out in three stages, and the first (evaluation) stage allows to observe, identify and record the results of the fulfillment of DTS requirements, the factors affecting them. In the second (analysis) stage, summarizing the results of observation and evaluation and preparing analytical information on the current situation, filling the identified gaps, in the third (correction, correction) stage, using various methods and trainings based on cooperative pedagogy. Gaps and factors affecting the quality of education will be worked on. The most important aspect of monitoring is its corrective (corrective, developmental) nature. Monitoring of the quality of education is not a solution to problems, but a mechanism that helps to correct the situation. This innovation serves to create a fair and impartial assessment of students' knowledge and create a healthy competitive environment in schools.

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