

Monitoring As A Way To Study The Quality Of Education In The System Of Advanced Training Of Teachers In The System Of Professional Education

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Annotation:

This article is devoted to the problem of monitoring the quality of education in the system of advanced training of teachers in the vocational education system. The article presents monitoring as one of the ways to study the quality of education in the advanced training system, and examines it from a methodological standpoint: the essence of monitoring and its factors is revealed, the relevance of its widespread implementation in the advanced training system is determined, and the principles, didactic features, and functions of monitoring are highlighted.

Key words: monitoring, education, quality of education, advanced training, professional education, functions and principles of monitoring.

The transformation, the emergence in all our societies, innovative processes in economic and social life and, most importantly, the choice as the main thing in the reorganization of society, the tasks of emancipation of the individual, the creation of conditions for everyone to freely develop and develop their abilities actualize new requirements in the education system for education and professional development of general pedagogical and vocational-educational education.

Today, modern society needs educated, moral, enterprising people, professionals who can independently make responsible decisions in situations of choice, capable of cooperation, distinguished by mobility, dynamism, and possessing a developed sense of responsibility for the fate of the country.

Therefore, the most fundamental importance is currently attached to raising the educational and professional level of teachers. This is due to the fact that only an independent and creative professional, an active subject in the educational services market, possessing an individual style of professional activity, able to manage his intellectual potential, constantly developing his pedagogical competence, is capable of implementing modern ideas of priority areas of socio-economic development of our country.

An important place in the implementation of the above tasks is given to the system of advanced training of teaching staff. Because it is in the process of advanced training and self-education that a teacher acquires those necessary qualities and abilities that will ensure the active participation of a teacher in the transformations taking place in all areas of our country and society. This once again indicates that the system of advanced training of teaching staff should develop adequately to the requirements of both the personality of the teacher and the requirements of the labor

market. Hence such special attention and interest in the work of the system of advanced training of teaching staff. The quality of the work of the advanced training system, how effectively the process of advanced training proceeds, its compliance with state requirements can be determined through monitoring tracking.

The concept of "monitor" (literally: reminder, supervising) in the late 18th - early 19th centuries was used exclusively in pedagogy. In Great Britain, the USA, France, Belgium and Russia, this was the name given to a senior student, a teacher's assistant in mutual education schools (Bell-Lancaster system). With the development of information technology, "monitor" began to be called "a device for monitoring certain parameters that must be maintained within specified limits, a device for monitoring the quality of a television image", etc. [9].

At the present stage of development of our society in all spheres of its production, along with the word "monitor", the concept of "monitoring" has become widespread - a derivative, as we believe, of the word "monitor".

The emergence of the concept of "monitoring" is associated with the formation and development of the information society, which needed objective and subjective information about the state of certain subjects and structures, since it is information about a more general system that structures and manages the development of more specific systems, manages the forces of order and creation, therefore the characteristics and direction of development of a certain educational system largely depend on the functions that information performs in it.

At the end of the 20th century, practical activities increasingly began to have the nature of monitoring, providing for the integrative interaction of components and structures for more effective achievement of the set goal. Monitoring is becoming one of the most important means, a tool, thanks to which the information space itself has changed, as the efficiency, objectivity and accessibility of information increases. Today, monitoring activities as a type of activity have ceased to be the prerogative of only technical professional spheres; it is actively being introduced into managerial, sociological, psychological and pedagogical professional fields.

Monitoring has been actively introduced into the education system. This concept has come to be used in pedagogy, which views monitoring as a system for collecting, processing, storing and disseminating information about education for conducting scientific research or organizing management control (a set of methods for assessing the state of the system). Monitoring is a complex system that is designed to track the dynamics of the effectiveness of educational services and the state of pedagogical systems. It is a holistic management tool.

Monitoring should be understood as a system of continuous collection of data on the most significant characteristics of the quality of education, their processing, analysis and interpretation in order to provide society and the education system with reliable, sufficiently complete and differentiated by levels of use information on the compliance of processes and results of education with regulatory requirements, as well as on ongoing changes and predicted trends. In other words, monitoring is a standardized observation of the educational process and its results, which helps to create a history of the state of the object over time, a quantitative assessment of changes in the subjects of education and the educational system, as well as the definition and forecasting of the directions of their development. The main goal of creating a monitoring system is to improve the quality of education.

The information accumulated in the monitoring system can be used to identify problems in education related to shortcomings in teaching methods, distortions in the

proportions of curricula, etc. It makes it possible to assess the consequences of innovations in the education system that are implemented in the state, region, district or within a separate educational institution. Monitoring data motivate the management of educational institutions and teachers to improve their activities and contribute to increasing responsibility for the results of the educational process.

The analysis of monitoring information allows us to identify not only the causes of shortcomings in pedagogical work, the search for specific ways and means of ensuring the effectiveness of the process of professional development, but also involves consistent actions to train teachers to deeply understand the tasks facing them, formulate in them the ability to persistently and consistently implement them in practical activities, deeply analyze and self-critically evaluate its results.

The main objective of monitoring the advanced training of teaching staff is to obtain information on the status and results of advanced training of staff for comparison, control, evaluation and forecasting, as well as making management and pedagogical decisions that are adequate to the normatively set parameters of state requirements.

The main objectives of monitoring the effectiveness of the professional development process are:

- operational monitoring of the process of advanced training;
- continuous monitoring of the state of subjects of the advanced training process;
- assessment of the effectiveness of the implementation of programs and educational technologies in the process of advanced training;
- timely identification of trends in the process of advanced training;
- provision of an information base for subjects of the advanced training system.

Strictly time-defined assessment and recording of the effectiveness of the process of professional development is carried out using special tools.

Based on the methods of collecting information used in the monitoring process, existing monitoring systems can be divided into four groups.

The first group includes those types of monitoring, in the process of which it is possible to directly describe the object of monitoring without any measurements, using technologies for structuring results, constructing a scheme and technologies for collecting information (for example, monitoring the media, current legislation, elections).

The *second group* consists of types of monitoring, during which direct physical measurement of the parameters of an object is carried out (for example, monitoring of noise, sea level, taxes, metal corrosion, computer networks, food markets).

The *third group* includes types of monitoring, during which the measurement of the parameters of an object is carried out using a system of well-developed and generally accepted criteria or indicators (for example, monitoring of air quality, water, heart activity, income, soil-chemical monitoring).

The *fourth group* consists of those types of monitoring, in the process of which the measurement is carried out indirectly, with the involvement of scientific research technologies, using a system of criteria and indicators (for example, monitoring of the sanitary and hygienic, socio-political, socio-economic situation).

It is to this group that the monitoring of educational systems that we are studying belongs. Monitoring of educational systems belongs to the same group as monitoring systems of very complex social objects. However, it does not follow from this that monitoring related to other groups cannot be used in education. Thus, monitoring of

the legislative framework in the field of education, monitoring of the aging of fixed assets in the education system, etc. can be carried out and actually exists.

Monitoring in education, the effectiveness of which depends on a number of objective and subjective factors, is called upon to perform a wider range of purposes than in other areas.

Based on the analysis of the works of a number of authors, we have identified the following optimal set of functions actually performed by monitoring in the advanced training system: information, organizational, control and assessment, diagnostic and prognostic, and correctional.

The information function is aimed at implementing regular monitoring in accordance with the program and schedule of the progress (results) of the educational process based on their constant recording and assessment, which will provide the educational institution of advanced training with the necessary information.

Organizational function - involves the purposeful collection, generalization, systematization and analysis of information for making decisions on the optimal choice of educational goals and means of achieving them, or correcting the tasks being performed, or forecasting trends in the development of the advanced training system. Control and evaluation - the function is associated with operational control and evaluation of the effectiveness of the pedagogical actions carried out and the completeness of the implementation of the goals of the advanced training system for teaching staff.

Diagnostic and prognostic - the function involves the timely detection of changes occurring in the process of advanced training, in particular, and in the system of advanced training of teaching staff as a whole, the formulation of a pedagogical diagnosis, the establishment of cause-and-effect relationships and the prompt forecasting of their further development.

Corrective function - aimed at the prompt search and clarification of the causes of the current situation and, if necessary, making amendments to the tasks being implemented.

The functions of monitoring are connected with each other, first of all, by a logical connection determined by the stages of the monitoring study: the collected information is carefully analyzed, the facts and trends revealed during the analysis are assessed, which, on the one hand, allow the educational process to be controlled, and on the other hand, are a powerful incentive for further activity; this, in turn, allows for a forecast of the development of the educational system and the necessary corrective work to be carried out. Only in the unity of the functions it performs can monitoring fully realize its purpose: to significantly increase the efficiency of management activities, filling the main management functions with content, thereby ensuring their interrelation. Ignoring any function leads to a decrease in the efficiency of management decisions taken on the basis of monitoring information.

Monitoring the effectiveness of the process of professional development should by definition serve to correct the shortcomings and errors identified at the moment, and not simply to describe and diagnose them. It does not follow, however, that studies of this type can be conducted tendentiously, to confirm a predetermined thesis. Quite the contrary. Conscientiously collected, objective information obtained as a result of monitoring can form the basis for planning actions to correct the situation. Thus, monitoring becomes a component of actions to correct pedagogical and managerial actions.

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