

SCIENTIFIC BASIS OF ORGANIZATION OF PEDAGOGICAL CONTROL IN CONTINUOUS EDUCATION

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Abstract:

Pedagogical control, its structure and content. Education

Pedagogical control is important in organizing the process. Therefore, control is one of the important components of the pedagogical process. The control process has its own essence and characteristics. If the teacher organizes control and accounting correctly, the effectiveness of the educational process increases. For this, the teacher should determine the level of mastery of the educational materials of the student.

Keywords: control, pedagogical control, structure of pedagogical control, types of pedagogical control, functions of pedagogical control, principles of pedagogical control.

Introduction

Supervision (in the educational process) is the process of determining, measuring and evaluating the level of knowledge, skills and competences of the learner.

Pedagogical supervision is a single didactic and methodical system with the nature of inspection aimed at evaluating the results of educational and educational processes, integrating the activities of teachers and students based on its efficiency and organization . With the help of supervision, the head of the educational institution can evaluate the achievements of students, identify problems in the acquisition of knowledge, ensure interdependence between the implemented and achieved educational goals, the advantages of innovative teaching methods . Objective information is provided to understand the shortcomings , to equalize the work of teachers, to make management decisions, and to solve a number of other tasks .

Standardization of the requirements for mastering the subject matter is of great importance in supervision . The content of monitoring the results of the educational process in individual subjects is in the state educational standards (DTS), which are determined by the mandatory minimum content and requirements for the level of development of graduates.

The content of the assessment of educational results requires the study of intellectual characteristics of students from a general point of view. In assessing the level of knowledge of students, it is important that the teachers master the educational content and teaching methods thoroughly .

The content of supervision not only reflects what is taught and what they want to see in the learning outcomes, but also sets certain learning priorities. In the process of supervision,



especially when supervision is external and grades are used to make administrative decisions in education, the requirements for educational achievement inevitably become a guide in the daily work of the teacher.

Control and evaluation activities have certain structural bases. They are:

insightful by highlighting topics, sections, etc

separation of indicators;

formation of empirical indicators (question, task, etc.);

that controls the process of obtaining the expected results ;

control measures ;

comparing model and students' real answers;

formulating evaluative ideas and using them to make decisions about continuing to monitor or evaluate.

The mentioned structural bases are present in the structure of the teacher's monitoring and evaluation activity. Pedagogical control is carried out on the basis of the use of traditional means or tests. The main essence of supervision is to study the consistent application of the theoretical knowledge acquired by students to practice.

Among the components of the teacher's supervision and assessment activity structure , it is important to distinguish the content of supervision and the main indicators of assessment.

In the daily learning process, the results of the acquisition of new knowledge by students are determined, evaluated, and analyzed through pedagogical control .

The process of determining and measuring the results of the pedagogical process is also called evaluation.

Inspection is a component of control, the main didactic task of which is to provide feedback between the teacher and students, to receive objective information from the pedagogue about the mastering of the educational material by the pedagogue, the lack of knowledge and ensure timely detection of defects.

The purpose of the examination is not only to determine the level and quality of the student's knowledge, but also the scope of his educational activity. The first step in the control system is **to determine** the level of knowledge of students in advance . Usually, it is held at the beginning of the school year in order to determine the level of knowledge acquired by students in the previous school year. Such a review can also be conducted in the middle of the academic year when starting to study a new department (course).

II. Types of pedagogical control. In diagnosis types of pedagogical control are used. They do not include self-control (self-evaluation). The following types of control are used in the pedagogical process.



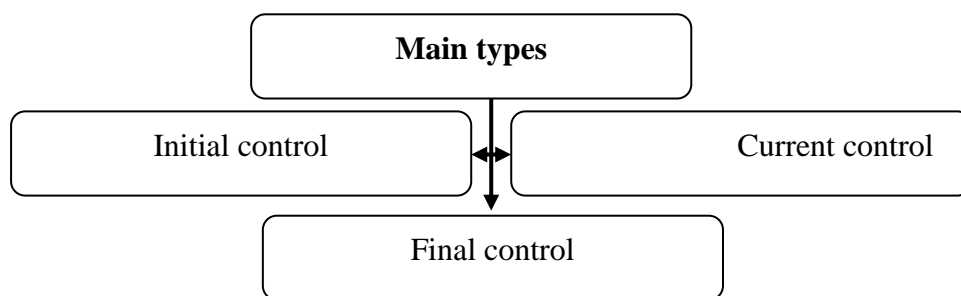


Figure 14. Types of pedagogical control

1. Initial control. This type of control is not systematically implemented in general secondary schools. It is organized by the initiative of the teacher during the selection of students into specialized, profession-oriented classes on the basis of competition, and the main focus is on the individualization of the educational process. In the implementation of person-oriented, developmental education in school practice, initial control is based on individual learning of new educational material by somewhat strong or weak students, abandoning the traditional teaching "aimed at the formation of an average person". provides an opportunity for improvement. Pedagogical tests with the character of express control (quick control) are a means of effective initial control.

2. Current control. The purpose of this type of control is to monitor the progress of the educational process. Its implementation allows the teacher to get quick information (information) about them in order to timely eliminate the shortcomings and problems that appear in the educational process and to restructure in the necessary direction. will give. Current control is completely diagnostic in nature.

3. Final control. Usually, this type of control is divided into three types: staged, borderline and final. The final control is organized at the end of a certain stage, a certain section or an academic year, which is organized for the purpose of evaluating the educational achievements of students. Exams or tests organized by the student in oral or written form and recording the test results are shown as a form of final control.

Comparing and estimating (predicting) the results of the final control gives the teacher the necessary information to improve his work in the future and increase his efficiency. However, if the information obtained in the final control does not correspond to the intended purpose, then the analysis data will allow to identify problems in preparing students for the profession and independent life, as well as to implement management actions to correct the educational process. will give.

According to their characteristics, final control is divided into such groups as internal and external control. Internal final control is carried out by general secondary school management, for example, State certification or examination, at times other than the state examination.



Attestation (or state attestation) is a measure aimed at determining the conformity of the level and quality of training of graduates with the officially defined educational level and quality requirements system (DTS).

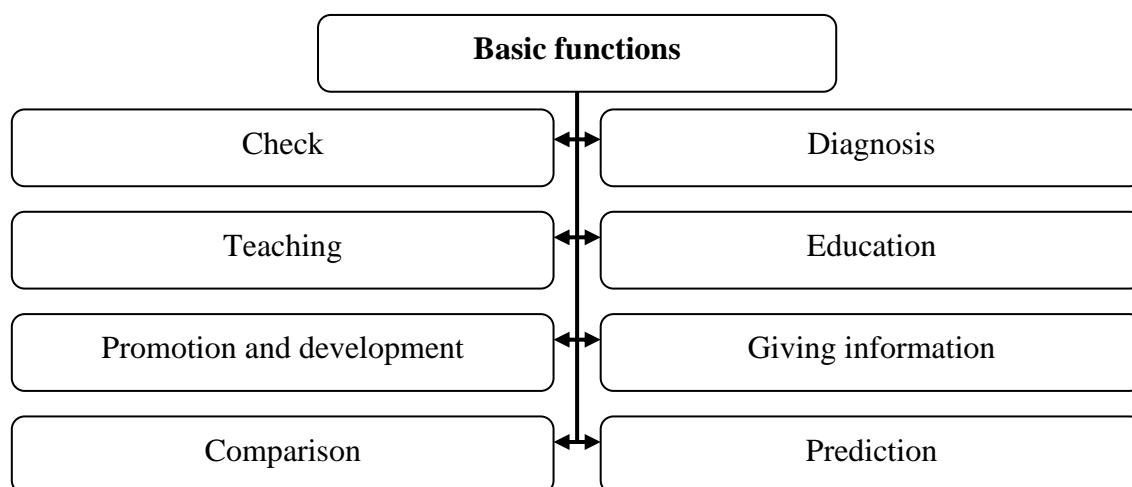
In the organization of this process, work is done based on the regulations that apply in the absence of DST or standards. In order to ensure the validity of certification grades, most countries use test supervision.

Internal final control is carried out by the subject teacher himself, for example, during school exams, which allows the student to be transferred from class to class. Control tasks used in the exam - tests, written work, projects - are prepared independently by the subject teacher. External final control is State exams or PIRLS (Progress in International Reading and Literacy Study), which is currently popular in Uzbekistan - assessment of reading and comprehension level of primary 4th graders, TIMSS (Trends in International Mathematics and Science Study) – assessment of the mastery level of 4th and 8th grade students in mathematics and natural sciences, PISA (The Program for International Student Assessment) – 15-year-old students in reading, mathematics and natural sciences organized in the form of tests organized by programs of literacy assessment.

In the last two years, the republic has developed a national assessment system for determining students' knowledge of foreign languages (English, German, French, Russian) and external final control is being established based on the system.

At the same time, it is worth noting that the international evaluation system for studying the teaching and learning environment and the working conditions of teachers in general secondary educational institutions of managers and pedagogues in Uzbekistan TALIS (The Teaching and Learning International Survey) is being introduced.

III. Pedagogical control functions. Certain tasks are solved in the organization of pedagogical control in general secondary schools. In the field literature, the main functions of pedagogical control are indicated as follows (Fig. 15):



The main functions of pedagogical control

1. Check function. This function is the main task of organizing the final control. In the management of education at different levels, its components are clearly defined. Therefore, the implementation of a systematic examination of the results of education allows to determine the state of knowledge, skills, and qualifications acquired by students, and is also reflected in the assessment of their educational achievements. In terms of application of results, the function of verification can be related to other levels of educational quality management.

2. Diagnostic function. This function is fully implemented in current control. Strengthening the diagnostic function, increasing its importance is one of the important conditions for improving the quality of education. Individualization of teaching is achieved by analyzing the causes of difficulties faced by students in education, the factors influencing this process. After all, each student can achieve success in learning a new material, a specific section, only after overcoming the shortcomings that prevent the acquisition of relevant knowledge.

3. Teaching function. In the process of answering the questions asked by the teacher, preparing for the test task and the control work, the students will have the opportunity of self-monitoring and self-evaluation. In this process, the organization of control with the help of innovative diagnostic tools and methods creates ample opportunities for students' independent acquisition of knowledge. Pedagogical tests play a decisive role in this process.

4. Educational function. The organization of pedagogical control in educational institutions allows to study and evaluate the possession of one or another quality and qualities of students. At the same time, through pedagogical supervision, it creates conditions for determining the difficulties of students in mastering certain qualities and qualities, determining the factors influencing this process, and searching for opportunities to eliminate them. The created conditions serve to form the student's positive qualities, such as interest in knowledge, ability to work systematically, self-control and self-esteem.

The educational function of supervision helps to ensure that students take a leading place in the formation of the motivational basis of educational activity.

Based on the organization of pedagogical control, the teacher determines, analyzes and evaluates the positive impact of the class team on the student, its possibilities in this regard. The educational function of pedagogical control creates a favorable environment for the effective use of the positive influence of the pedagogical team, as well as the student team on the student.

5. Promotion and development function. Student motivation is important in learning. If the control is organized objectively, and the assessments made by the teacher on the student's learning and behavior are impartial and fair, then in order to acquire new knowledge in learners additional incentives appear. However, if the teacher has a subjective attitude towards the student in the pedagogical control, then the pedagogical control aimed at the systematic examination of knowledge will lead to negative results. As a result, students



develop a negative attitude towards the teacher and the subject. The student cools down from working on himself, which guarantees his education and personal development.

The organization of additional tests, the assignment of control tasks helps to increase the educational motivation of students.

Organizational-methodically correct organization of pedagogical control, effective organization of students' activities, objective assessment of students' acquired knowledge, skills, qualifications, and moral and moral qualities will help students in all aspects helps to develop. Objectively organized control teaches students to think, strengthens their memory, ensures that they acquire skills and competencies to apply existing knowledge in practice.

The nature and content of test and control assignments, the conditions created for their completion, the learning activity of students increase the development character of pedagogical control.

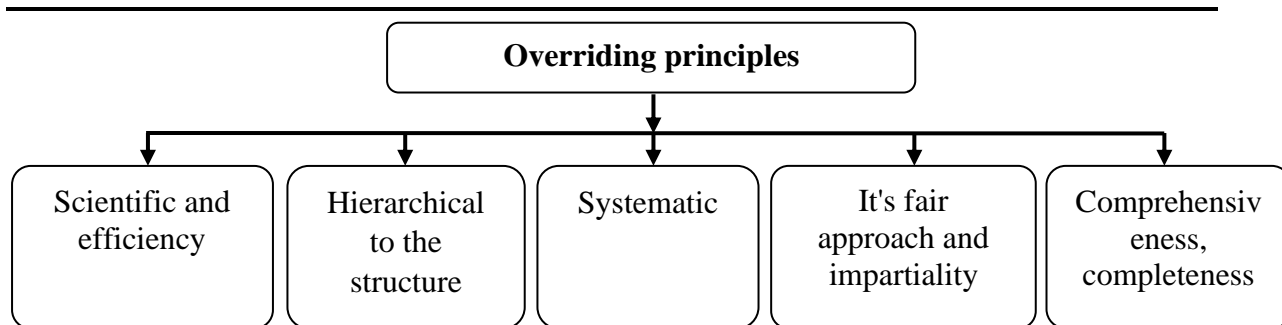
6. Information function. In the current environment where digital technologies are rapidly developing, information is emerging as a leading factor in all fields. Access to information is important in education, not only today, but in all times. Therefore, the information provides an opportunity to assess the current state of education, predict the future, and decide on new approaches to the educational process. In this case, the most important thing is the impartiality of the information, the possibility of quickly obtaining it in the necessary situations. Every piece of information (information) obtained during the process of pedagogical control, be it positive or negative, is important. Because they serve to correctly interpret the original situation and rationally determine the direction of prospective development.

7. Comparison function. Comparative study and analysis of initial, intermediate and final control results are important in pedagogical supervision. In particular, a comparative study of the initial and final control results helps to determine the effectiveness of the teacher's work. After all, the results of the final control will reflect the results of the practical action aimed at determining the necessary directions of pedagogical activity, eliminating existing problems, and strengthening the influence of positive factors based on the information obtained during the initial control.

8. Predictive function. Prediction has a unique place not only in pedagogical control, but also in the overall educational process and system. Taking into account the current situation, the indicators that describe it, and setting the perspective in the educational process ensures the full fulfillment of the pedagogical task, which is to provide quality education to students, to educate them as mature individuals in all respects.

IV. Principles of pedagogical control. The guiding and regulatory role of the management process determines the principles that guide the activities of teachers aimed at monitoring and evaluating the pedagogical process. Pedagogical control is organized according to the following priority principles (Fig. 17):





Priority principles of pedagogical control

1. The principle of scientificity and efficiency. Pedagogical control is organized with the help of scientifically based ideas (principles, methods, tools, technologies) and the results confirming its effectiveness are considered authentic. Conceptual (concept, availability of leadership ideas) foundations (leading ideas, principles, mechanism, content, methodology, technology and criteria) of organizing control work in the educational process have been developed in modern conditions. Studying, analyzing and evaluating the level of knowledge, skills, and qualifications of students also has its quality criteria.

In the organization of pedagogical control, the correctness and validity of the scientific diagnosis or research data, confirmed according to the criterion of reliability, as well as their conformity to the defined units of measurement analyzed according to the criterion of authenticity, are taken into account.

2. Principle of non-hierarchical ownership. This principle confirms the need to form a hierarchy of knowledge, skills and qualifications when choosing forms of pedagogical control. It is known that the teacher alone does not have the opportunity to check and control all aspects of the educational activities organized by the students. For this reason, a hierarchy-based control process approved by higher management bodies is established in general secondary schools. Hierarchy of pedagogical control means the participation of several entities in the process of checking and evaluating students' knowledge, skills, and abilities.

3. The principle of systematicity. In the process of pedagogical control, the organization of inspections in a certain period of time creates the possibility of a comprehensive analysis of the results. In addition, it prevents the occurrence of mental stress in students. The principle of systematicity ensures that pedagogical controls are consistent and continuous. If the inspection takes place over a long period of time, the possibility of an unbiased assessment of the current state of the pedagogical process decreases. School practice shows that denying pedagogical control, paying attention to improving control forms and methods leads to the deterioration of the quality of education.

4. Fair approach and impartiality (objectivity). In essence, fairness and impartiality are closely related concepts. After all, making a decision based on the criterion of justice always



requires impartiality. A fair approach to testing and evaluating students' knowledge, skills, and abilities is not to favor one student more than others, to give him an "excellent" grade, even if his potential is not really high. on the contrary, it ensures the correct assessment of the student's answers, the correct recording of shortcomings and achievements. Objective evaluation in pedagogical control means being able to accurately describe the level of preparation of the student. The impartiality and fair approach of the teacher in the assessment means that he is sufficiently aware of the assessment criteria and indicators and strictly adheres to them, as well as the accuracy of the measurements.

Achieving impartiality in the assessment indicates that the teacher has thoroughly analyzed the results. Impartiality in assessing the student's knowledge, skills, qualifications, professional competence, work experience of the members of the examination board helps to organize the process correctly from an organizational and methodological point of view, and indicates rational leadership.

The most important criterion that ensures objectivity in the assessment of the quality of education is the development of educational standards and the degree to which the student's readiness corresponds to them. In addition, the control tasks were developed taking into account the age characteristics of students and their physiological and mental capabilities, the reliability of the tests, the conformity of the test conditions to the standard, the effectiveness of the evaluation technology, the positive nature of external and internal factors, the absence of errors in measurement. Situations such as the absence of I also affect the quality of education.

5. The principle of comprehensiveness and completeness. In essence, comprehensiveness means that the control system is fully covered, while completeness means that the content of the control is well-founded, the audit methodology is effective, and the results are sufficient. It is necessary that the tasks performed in the process of pedagogical supervision do not repeat each other, but rather complement each other. After all, only then a wide range of tasks will be fully covered during the control.

V. Psychological and pedagogical aspects of pedagogical supervision. Psychological and pedagogical aspects of control with the analysis of the level of formation of self-control, self-management and self-evaluation skills in students, which are an important indicator of the quality of educational activity. depends.

Self-control is the ability to control one's views, thoughts, feelings, and behavior in various tasks, showing the necessary voluntary qualities of a person.

Self-management is the purposeful change of a person based on the management of his activity in communication, behavior and activities. Self-management, which is a creative process, is a creative process that represents a person's self-awareness in important situations, setting new goals, looking for the means to make the right decision to achieve them.



Self-evaluation - a person's ability to independently evaluate his capabilities, qualities, achievements, shortcomings, and his place among other people; moral assessment of the person's actions, moral qualities, views, motives.

A learner's ability to self-monitor, manage, and evaluate is dynamic. Methodological support and advice from teachers, parents and experts are necessary for mastering these skills. In addition, their ability to act as a role model helps students effectively acquire self-monitoring, management, and evaluation skills.

Strengthening of self-control skills in the student leads to the development of a sense of self-esteem. In the process of organizing pedagogical control, the teacher who takes into account the students' possession of these qualities will achieve the expected result.

In the process of external control and assessment carried out by teachers, parents and other specialists, the increase in the activity of students, not them, is considered a positive phenomenon. According to PPBlonsky, this process consists of four stages. That is:

1st stage: the student's insufficient mastery of the educational material is not considered an extraordinary event;

Stage 2: attention is paid to the formation and development of self-control, management and evaluation skills in the student; at this stage, in order to thoroughly master the educational material, he tries to repeatedly study it many times, to evaluate the level of his mastered knowledge;

Stage 3: the student's level of knowledge increases, as a result, self-control becomes a habit and the teacher's participation in the process of knowledge acquisition by him gradually decreases;

Stage 4: self-control becomes the leading psychological characteristic of the student.

Pedagogical cooperation is important in the organization of supervision. Therefore, the acquisition of knowledge, skills, and abilities by the student does not take place only in the conditions of the educational institution, but is continued in the family and in additional educational institutions. For this reason, the teacher's cooperation with parents and experts helps to improve the quality of education and to concentrate the available educational opportunities to a certain point in raising students to become mature individuals in all respects. This is one of the important conditions for success in pedagogical diagnosis.

Thus, in the system of continuous education, the acquisition of knowledge, skills, qualifications and certain spiritual and moral qualities by students is determined and evaluated with the help of pedagogical control. In the organization of pedagogical supervision, the teacher's awareness of its basics, in particular, types, functions, principles, content and possibilities, helps to correctly formulate the goal, rationally organize the process from an organizational and methodological point of view.

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