

THE IMPORTANCE OF MONITORING AND ANALYSIS IN CONTROLLING EDUCATIONAL ACTIVITIES

Fayziyeva Mabudakhon Mukhammadjonovna
Independent Researcher
Lecturer at Gulistan State University
99899 916 03 71
E-mail:mabudafayziyeva@gmail.com

Abstract

This article reveals the theoretical foundations of monitoring and analyzing educational activities in preschool educational organizations. Ensuring the quality of education is determined by the use of observation and analysis methods. According to the researcher's theory, the scientific foundations of analyzing educational activities are revealed.

Keywords: Educational process, educational activity, observation, pedagogical activity, analysis, quality of education, methodology, principles, modern approach.

Introduction

A number of works are being carried out in our republic to develop the field of preschool education and bring the education and upbringing carried out in it to a higher level. The fourth of the United Nations Sustainable Development Goals is dedicated to "Quality Education", in accordance with which, work is being carried out to create a favorable political environment and systemic components to ensure universal preschool education by 2030.

Proper methodological management in preschool educational organizations, organization of quality control and analysis of education, timely identification of the causes of shortcomings in the field, provision of methodological assistance to educators who are participants in education at the required level, and most importantly, help to improve the quality of education.

In order to organize analyses in this regard in a preschool educational organization, it is first necessary to expand the knowledge of representatives of this field in the methodology of analysis and enrich the technologies for their correct organization.

Despite the fact that the analysis of the educational process has been revealed in the practices studied to date, the problem of monitoring, controlling and analyzing the educational process has not been fully studied. The innovations, changes and foreign experiences entering the current preschool education system require improving the methodology for conducting observations and analyses in the educational process, and introducing innovations into control work in this area.

Methodology. Analysis is a complex process, a thinking practice aimed at a deep understanding of the general situation by dividing the whole process into components and studying each part separately. This concept is widely used in pedagogy, psychology, philosophy, logic and other sciences. Analysis of educational activities is a complex process aimed not only at assessing the

statistical indicators of the educational process, but also at deeply studying the content, methodological and objective aspects of the educational process. Analysis is an integral part of the pedagogical process and a means of forming activities that are consistent with the requirements of modern education.

Let's consider the following aspects of the analysis:

- ✚ structural approach to analysis - studying the activity in its component parts;
- ✚ determining cause-and-effect relationships in analysis - understanding the factors that shaped the activity;
- ✚ identifying problem situations - discovering existing shortcomings or development opportunities;
- ✚ objectivity - moving to a fact-based assessment, free from subjective opinions.

Analysis of educational activities is the determination of the effectiveness of the educational process, the appropriateness of educational technologies, the effectiveness of the activities of teachers, and the level of mastery of programs by students based on state requirements. The analysis of the educational process includes the analysis and assessment of the pedagogical activity, the goal-orientedness of the lesson, the use of advanced pedagogical technologies and methods by the teacher, the level of interactivity, etc.

For any methodological control, it is necessary to conduct the analysis based on the established principles of didactics for analyzing the educational process, based on the laws of pedagogy. In general pedagogy, the principles of conducting the analysis of educational activities are established. Without determining the principles of analysis, it is impossible to determine the directions of analysis of educational activities. The principles of analyzing lessons in preschool education can be determined as follows:

The analysis of educational activities is carried out based on a set plan and schedule;

- ✚ the teacher being analyzed is warned before conducting the analysis;
- ✚ the analysis is carried out in accordance with the main type of education, training and educational and educational activities;
- ✚ the analysis is carried out on the basis of general laws and regulations adopted in pedagogy, psychology and methodology;
- ✚ during the analysis, the work carried out is compared with the work that needs to be done in the training and a conclusion is drawn;
- ✚ the analysis takes into account the material base of the educational organization, conditions, capabilities, knowledge, age, and the situation in the group;
- ✚ according to the results of the analysis, the correct conclusion is drawn not to rush to conclusions;
- ✚ the teacher is not subjected to direct criticism for the shortcomings identified during the analysis, but is carefully told to the teacher himself;
- ✚ at the general meeting, opinions are expressed on the aspects of the training observed that are relevant to others.

The main purpose of the observations and analyses conducted is to conduct a comprehensive analysis, draw conclusions, and provide methodological assistance in improving the quality of the observed process.

There are several types of analysis of pedagogical processes in development centers and in general, depending on their purpose. Organizational analysis, didactic analysis, methodological analysis, pedagogical analysis, psychological analysis, etc. (Figure 1)

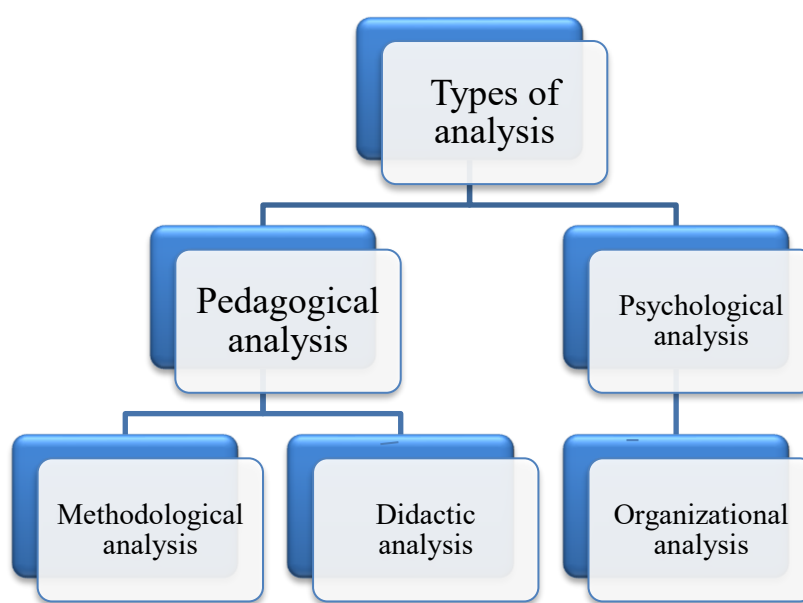


Figure 1. Types of analysis of pedagogical processes according to their purpose

Observations in this area in the field of preschool education should be improved based on current needs and include modern requirements in their composition.

Analysis of educational activities serves the following aspects:

- ✚ allows for reflection - the teacher evaluates his/her own work and sees ways to improve it;
- ✚ identifies problems in education - identifies existing obstacles and shortcomings in the educational process;
- ✚ improves plans.

There are aspects that analysts should pay attention to when analyzing classes in preschool educational organizations. In this case, observing-analyzing teachers should pay attention to the clarity of didactic goals in the class, the clarity of the goals set for educational activities and the correspondence of the goals to the age characteristics of the child, and the goals should be balanced with the direction chosen by the educational, developmental educator. It is observed that individual approaches are provided to each child in the group, and that the organized class corresponds to the child's age, level of development, mental state and interests. Attention is paid to the activity of children in the educational process, the use of methods that encourage them to independent thinking and research, and the correct selection of types of activities such as games, practical exercises and experiments. Attention is paid to the

methodological preparation of the teacher, the modernity and effectiveness of the methods used by the teacher, the fluency and expressiveness of the teacher's speech, and the sincerity of the teacher in communicating with children.

The correct selection of didactic materials and tools is also important for the effectiveness of educational activities. Observers monitor the correct selection of visual aids, toys and technical equipment for educational activities, their safety for children, aesthetic appeal and effectiveness.

The clarity and order of all stages of the lesson (introductory, main, final) is taken into account. (Figure 2) There should be a logical connection between each part. If educational activities require mental activity, mental activity should be combined with physical activity. Observers are required to take this into account.

In educational activities, it is observed that there is feedback between the teacher and the child, the teacher uses stimulating creative approaches in assessing children's activities, the children's mastery of the studied material and the growth of knowledge and skills.

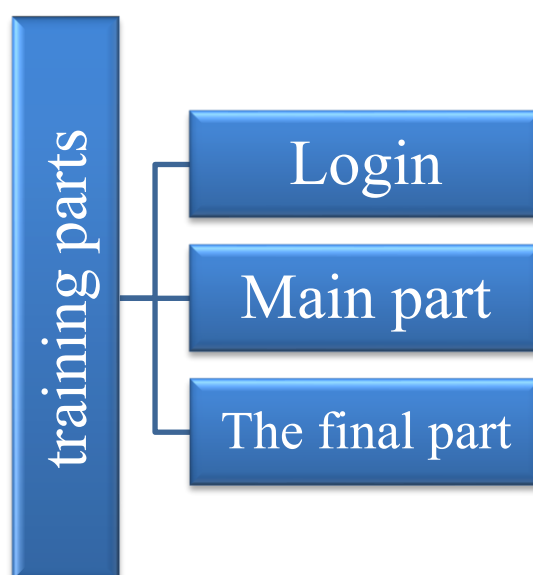


Figure 2. Parts of the training

The use of new methods, technologies and creative approaches by the teacher in the educational process, the development of creative thinking and problem-solving skills in children, are analyzed and conclusions are drawn.

Also, in the practice of preschool education, the founder of kindergarten, Friedrich Froebel (1782-1852), made a great contribution to the development of the observation method. In his concept of "Kindergarten", he developed pedagogical methods based on observing children's play, activity and emotional state.

To this day, this observation method is used to monitor pedagogical processes. There are such types of analysis of observation as classical, modern, portfolio, and analysis of pedagogical documents. (Figure 3)

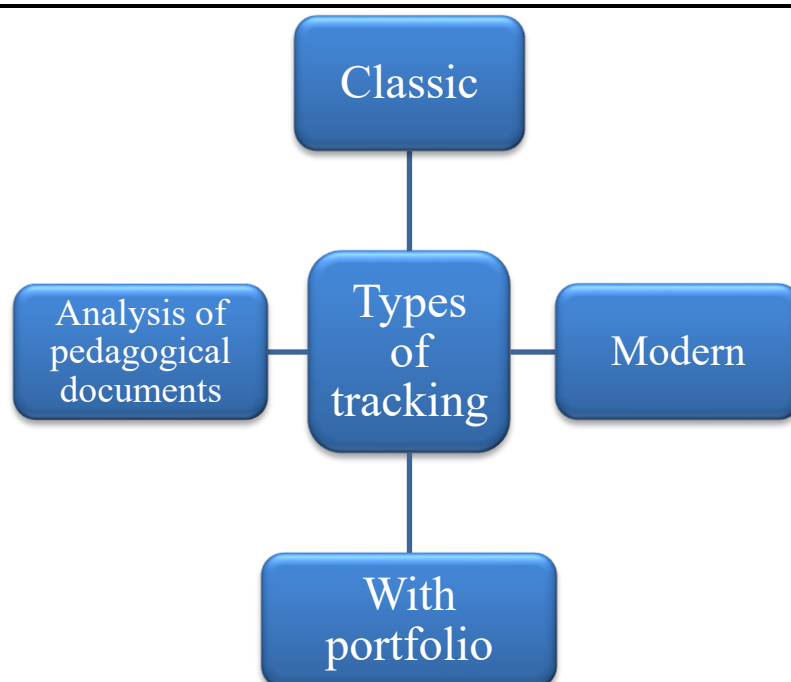


Figure 3. Types of observation

Teachers conducting educational activity observation are required to pay attention to the following. The observer must adhere to accuracy, honesty and objectivity when observing and analyzing educational activities. Before starting the observation of educational activities, it is necessary to thoroughly familiarize yourself with the conditions and criteria for conducting the analysis. Starting and ending the observation of educational activities on time prevents unnecessary inconvenience. Late entry into the analysis of educational activities is considered disrespectful to the teacher and children. When entering the observation of educational activities, observers must go to the place allocated for them. The observing teacher must have previously familiarized himself with the educational activity monitoring sheet and understand the content of the evaluation criteria in it, and correctly evaluate the requirements specified in it. Attention is paid to the compliance of the educational activity plan and didactic materials by the observer and their effective use. During observation, it is not allowed to interfere with the activities of the teacher and children. He should record the ideas and suggestions formed during observation in a timely manner in his observation sheet and be able to correctly explain them during the discussion. It is required to correctly accept the arguments presented by the teacher during the activity and make clear judgments. When conducting the analysis, it is considered the ethics of the observer to be polite to the participants in the educational process, to respect our national values, to treat the teacher with respect, to treat him with respect. When evaluating educational activities, it is necessary to pay attention to the connection between state policy in the field of education and the priority areas of education. If shortcomings are identified during the observation of educational activities, it is necessary to determine effective methods for solving them. It is necessary not to rush to reveal the shortcomings of the teacher in the educational process, and to show them the most useful advice and experiences for eliminating

them if shortcomings are identified. Observers should remember that during observations, it is necessary to never allow any hostile views, to be able to objectively assess the success of the teacher in the process of activity. During observation, the educational activity should not be ignored, the observer should focus all his attention on the activity of the teacher and the child, analyze it in depth. The analyst should know the impact of the final conclusion and decision made by the analyst on the further professional activity of the teacher.

Conclusion. Although scientific sources on the technology of observation and analysis of educational activities in preschool educational organizations have a certain theoretical and methodological basis, the scope of research on this problem has not yet confirmed its perfect solutions. The relevance of the research topic was substantiated. Methods of observation and analysis of educational activities can be used in the observation and analysis of collective open classes of teachers in the preschool education system.

The proposed methodological recommendations are reflected in issues such as the scientific substantiation and definition of the principles, content, forms and methods of monitoring and analyzing educational activities. In conclusion, monitoring and analysis are of great importance in controlling educational activities in the preschool education system, and its organization at the required level is the demand of the day.

References

1. Babayeva D.R., Jumayeva G.X. Maktabgacha ta'limni boshqarishning ilmiy asoslari. Darslik.T.: "Brok class servis".2023.73b
2. Белая К.Ю. Инновационная деятельность в ДОУ.-М.:Сфера,2005.
3. Левашова Л.Н. Методика посещения и анализа занятия педагогика. Методическая разработка.Санкт-Петербург.2008 г
4. Djo'rayev R.X, Tolipov O'Q va boshqalar Pedagogik atamalar lug'ati.-T.: "Fan" 2008.
5. Qodirova F.R.Maktabgacha pedagogika. -T.: "Tafakkur".2019.-562 b.
6. Fayziyeva M.M. Maktabgacha ta'lim sifat va samaradorligini oshirishda nazorat va tahlil sohani rivojlantirish omili sifatida. "Maktabgacha ta'limda: sifat va samaradorlik, rivojlanish istiqbollari" mavzusidagi xalqaro ilmiy-amaliy anjuman. 2024.553-556 bet
7. Grosheva I.V. Kuzatish va baholash. Metodik qo'llanma.-T.,2020 19 b