

SCIENTIFIC ARTICLE ON THE OBSERVATION OF KNOWLEDGE, SKILLS AND SKILLS OF EDUCATORS

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Annotasia

This article covers modern approaches to monitoring the knowledge, skills and skills of schoolchildren and general education institutions, monitoring methods, pedagogical assessment mechanisms and their importance in practice. From the scientific views on the ground, the content and essence of such concepts as pedagogical diagnostics, competency approach, format i and summative assessment, digital monitoring have been analyzed. The article covers the factors affecting the optimal organization of the observation process, the formation of the trajectory of individual development of children and the quality of education on a scientific basis. Also, innovative assessment tools and structural aspects of the necessary diagnostic competencies for a modern teacher are revealed.

Keywords

Skills, Qualifications, Knowledge, observation, pedagogical monitoring, diagnostics, competency approach, assessment, analysis, individual development, pedagogical technology.

INTRODUCTION

Monitoring (monitoring) the knowledge, skills and skills of those brought up in the educational system plays a very important role in ensuring the quality of education, improving the effectiveness of pedagogical activity and organizing the educational process in an individual way. After all, the ultimate result of any educational process is the knowledge acquired by the student, the skills generated and the skills formed. Therefore, the improvement of the monitoring system has become one of the most important areas of modern pedagogy.

In recent years, the introduction of methods such as competency approach, digital diagnostics, format I and summative evaluation, electronic portfolio, development Maps has expanded monitoring's capabilities not only statistically, but also analytically, dynamically and predictively. In addition, the study of the individual characteristics of the child, the observation of the pace of its development, the implementation of educational intervention (proper training) measures are of decisive importance.

Pedagogical studies state that the well-known observation and monitoring process is one of the main conditions for improving the quality of education [1]. After all, observations made at the time provide an opportunity to identify problems in the development of the child in advance, to establish effective strategies for their elimination.

MAIN PART

Concepts of knowledge, skills and skills and theoretical foundations of their observation

- Although in the educational system the concepts of “knowledge”, “competence” and “skill” are interconnected, each of them represents the Moxies of a particular pedagogical process:

- Knowledge - it is a systematized picture of reality, a set of facts, laws and theoretical concepts.

- Qualification - the ability to know and perform practical actions at an automated level.

- Skill - the ability to consciously perform certain activities.

Pedagogical sources note that the observation of this trinity requires an integrated approach, that is, it is necessary to study not only the result of the child, but also the process of development [2]. Therefore, the monitoring system should be dynamic, systematic and scientifically based.

Modern methods of tracking competitors

- Direct observation (natural nablyudeniye

This method is based on the observation of the child's activity in natural conditions. It has the following advantages:

- the real ability of the child is manifested;
- changes in activity are seen dynamically;
- the child is not pressured.

In studies, it is argued that natural observation is effective in determining the degree of socialization of the child [3].

Diagnostic tests and assignments

Tests measure the exact level of knowledge and skills. Modern tests:
 based on competency criteria;
 reflects the child's ability to contemplate;
 preparing in interactive forms.

Electronic monitoring and digital diagnostics

Evaluation through digital platforms has become widespread in recent years:
 electronic portfolio;
 development maps;

online tests;

diagnostics through mobile applications.

Research notes that the results of digital monitoring are more accurate than traditional methods [4].

Portfolio method tracking

Portfolio-a set that shows the achievements, work and dynamics of development of a child over a certain period of time.

Portfolio gives a perfect idea of the child:

creative works;

projects;

training results;

pedagogical thoughts.

Interview, interview and questionnaire methods

The emotional state, interest, social relations of the child are determined through conversation. These methods are especially important in preschool age.

Relation of observation to a competency approach

A competency approach is to measure the ability to apply a skill in practical activities, not a body of knowledge. According to him, monitoring:

be result-oriented;

activity-based assessment;

taking into account the individual trajectory of the child;

the student must actively participate as a subject.

In studies, it is argued that a competency approach is effective in determining monitoring results [5].

Stages and criteria of pedagogical monitoring

Pedagogical monitoring is usually carried out at the following stages:

Diagnostic stage

boshlang'ich bilim darajasini aniqlash;

bolaning individual xususiyatlarini o'rganish.

Practical observation stage

observation in the process of training, play, activity;

collection of pedagogical analytics.

Analysis and Correction

analysis of the results obtained;

define new methods and tasks.

Final evaluation

determination of the level achieved;

periodic conclusion.

Types of assessment: format I and summative assessment

Formative evaluation

Formative assessment is carried out during the educational process and the goal is:

- stimulation of the child;
- immediate error correction;
- development assistance.

Summative assessment

This is the final assessment for a certain period. Based on the results of a summative assessment, educators assess the overall development of the child.

Problems and solutions found in the observation process

Problems:

- lack of clear definition of criteria;
- insufficient pedagogical competence;
- strong attachment to traditional assessment;
- subjectivity.

Solutions:

- teaching modern diagnostic techniques;
- use of digital platforms;
- development of competency criteria;
- strengthening the system of pedagogical professional development.

RESULTS AND DISCUSSIONS

Analysis shows that the system of monitoring the knowledge, skills and skills of educators is a decisive factor in improving the quality of Education. Modern monitoring:

- shows the exact dynamics of the child's development;
- helps to effectively plan the activities of an educator;
- provides an individual approach;
- allows transparent and accurate assessment of educational results.

Studies have noted an increase in educational effectiveness by 20-30% in countries where digital monitoring is taught [6].

CONCLUSION

Observation of the knowledge, skills and skills of educators is an important condition for ensuring the quality of Education.

The Monitoring system should be based on a complex, dynamic and individual approach.

Innovative techniques such as digital diagnostics, portfolio, format I evaluation have high performance in determining results.

The competency approach facilitates the assessment of the child's ability to apply knowledge in practice.

The development of monitoring competencies for educators directly affects the quality of Education.

Modern monitoring allows the educator to define the individual development trajectory of the child and develop appropriate educational strategies for him.

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