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PURPOSE AND OBJECTIVES OF MONITORING THE LEARNING PROCESS

Annotation: The article emphasizes the importance of monitoring the educational process in improving the efficiency of education systems, providing students with high-quality education and monitoring their success. This is covered in the article.

Keywords: monitoring, quality of education, educational process, standards

Introduction

Monitoring should be understood as a system of continuous collection, processing, analysis and interpretation of data on the most important characteristics of the quality of education in order to provide society and the education system with reliable, sufficiently complete and differentiated information on the level of use.

In other words, monitoring is a standardized observation of the educational process and its results, which allows you to create a history of the state of the object over time, quantitatively assess changes in educational subjects and the education system, identify trends and predict. The main goal of creating a monitoring system is to improve the quality of education.

The components of monitoring include: objects and subjects of the educational process, indicators of the quality of education, tools, databases for collecting data, methods for analyzing, processing and interpreting information, software and tools for data processing. The leading functions of monitoring in education are: information, diagnostic, comparative and prognostic. The main direction of practical application of monitoring is to provide information for the management of the quality of education, which is carried out by various methods, including direct administrative intervention.

Materials and Methods

The information collected in the monitoring system can be used to identify problems associated with shortcomings in teaching methods in education, violations in the ratio of curricula, miscalculations by the authors of school textbooks, etc. This helps to assess the consequences of innovations in the field of education. Monitoring data contribute to the improvement of school management and teachers' activities and increased responsibility for the results of the educational process.

A component of the complex process of educational work is control. In a broad sense, control is associated with the guiding activity of a person, without which the educational work of a student and the work of a teacher are impossible.

Monitoring students' knowledge is an integral part of the educational process. By definition, monitoring is the relationship between the achieved results and the planned educational goals. The effectiveness of managing the educational process and its quality largely depend on its proper organization. Checking students' knowledge should provide information not only about the correctness or incorrectness of the final result of the activity performed, but also about the activity itself: Proper monitoring of students' educational activities allows the teacher to assess their acquired knowledge, skills and competencies, provide the necessary assistance in a timely manner, and achieve educational goals. All this together creates favorable conditions for the development of students' cognitive abilities and the activation of their independent work in the lesson.

Well-established monitoring allows the teacher not only to correctly assess the level of students' mastery of the material being studied, but also to see their own successes and shortcomings.

Results and Discussion

Monitoring is the broadest concept in this area. It includes and includes all other concepts as structural components.

The starting point of monitoring is observation and verification. In the process of observation and verification, the material to be checked is identified and measured. As a result of observation and verification, primary data are collected and taken into account. At the same time, its content and significance are revealed, and this data is evaluated from the point of view of control tasks. The results of the assessment receive an external or internal expression, a verbal explanation. In the future, based on its meaning, significance, this information becomes a kind of signal for continuing the pedagogical process in the same direction or making adjustments to it. It all depends on whether the assessment results correspond to the previously planned educational goals or differ from them.

The purpose of monitoring.

The main goal of monitoring knowledge and skills is to identify students' achievements and successes, to show ways to improve and deepen knowledge and skills, and then create conditions for involving students in active creative activities.

This goal is primarily related to determining the quality of students' mastery of educational material - the level of mastery of knowledge, skills and competencies provided for in the subject program. Secondly, setting the main goal of control is related to teaching students methods of mutual control and self-control, developing the need for self-control and mutual control. Thirdly, this goal involves the development of such personal qualities in students as responsibility for the work performed and initiative.

Management functions.

If the listed goals of monitoring knowledge and skills are achieved, then. We can say that management performs the following functions:

Control, training, diagnostics, prognostics, development, guidance, upbringing.

The control function is to determine the state of knowledge and skills of students, the level of their mental development, the level of mastering cognitive activity methods, and the study of rational educational work skills.

With the help of control, the initial level of further mastery of knowledge, skills and competencies is determined, the depth and volume of their mastery are studied. The planned results are compared with the actual results, the effectiveness of the methods, forms and means of teaching used by the teacher is mastered.

The educational task of control is to improve knowledge and skills and systematize them. In the process of repetition, students repeat and consolidate the material they have learned. They not only repeat what they have learned before, but also apply knowledge and skills in a new situation.

Testing helps students identify the main points of the material studied, makes the knowledge and skills being tested more specific and precise. Control also helps to generalize and systematize knowledge.

The essence of the diagnostic control function is to obtain information about the number and nature of errors, shortcomings and gaps in the assimilation of educational material by students. The results of the diagnostic test help to choose the most intensive teaching methodology, and also determine the direction of further improvement of the content of teaching methods and tools.

The predictive function of the test serves to obtain advanced information in the educational process. As a result of the test, the basis for making a forecast about the course of a certain segment of the educational process is obtained: whether specific knowledge, skills and qualifications have been formed sufficiently to master the next part of the educational material (section, topic).

The results of the forecast are used to create a model of the future behavior of a student who currently makes this type of error or has certain problems in the system of cognitive activity methods.

The forecast helps to draw the right conclusions for further planning and implementation of the educational process.

Advantages and disadvantages of monitoring. The set of monitoring indicators always corresponds to the most general trends in education, developed by the government of the country and other educational authorities. The collection of large amounts of data and the creation of descriptive statistics are not only important for education, but also have political implications.

Statistical data describing the state of the education system can be used to indicate the need for education reform, to provide evidence of the poor performance of previous educational management, or to demonstrate the benefits of reforms being implemented in the country. Some critics of monitoring systems argue that analysts select information for reporting based on educational policy goals and provide centralized control over educational outcomes by educational authorities.

Conclusion

Monitoring data becomes more difficult to manipulate when compared with some standard quantitative criteria or test performance standards established at the school, district, or provincial level. Such a comparison, statistically correcting the monitoring data, gives reasonable results, taking into account additional factors that equate the performance of each school with the average indicators for the district.

Monitoring allows you to solve many everyday diagnostic tasks. The data collected during school monitoring helps to identify systemic difficulties in mastering certain sections of subjects, assess the effectiveness of innovative work methods of teachers, diagnose the causes of individual student failures, reasonably correlate them with subject, socio-economic or other factors. In general, the school monitoring system provides feedback on the strengths and weaknesses of the education system.

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