

STEP BY STEP FORMATION OF MONITORING SYSTEM IN EDUCATION

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Abstract: This article presents the step-by-step formation of the monitoring system in education, the elements of the educational quality monitoring system, and the identification of the stages of development of pedagogical monitoring.

Key words: ISCED, standard, OECD, diagnostics, innovative activity.

Monitoring of the quality of education directly in the educational institution (self-evaluation, internal monitoring) or, as a rule, an external service to the educational institution organized by the state and city authorities (external monitoring) can be done.

At present, most of the countries of Central and Eastern Europe, including our country, have developed the basis of the policy of monitoring and evaluating educational activities as part of the global reform of the education system. 2020 of the Ministry of Higher and Secondary Special Education of the Republic of Uzbekistan in professional education, which is an important stage of national policy as an integral part of education and its quality control in our country

According to the order No. 131 dated February 20 "On the approval of the classification of professional education directions, specialties and professions", the classification of professions and the State Education Standard were approved. These norms (standards) are a necessary basis for setting educational goals, creating a unified educational space in the country, and thanks to them, young people - in various types of educational institutions - are provided with a uniform level of general education.

However, the necessary steps have not been taken to create a regular system for evaluating the work of the educational system. It should be said that there is a fundamental contradiction in this field: on the one hand, the autonomy of educational institutions and pedagogical corps from the state in the field of setting personnel training programs is significantly expanding; on the other hand, the autonomy of educational institutions and teachers may conflict with the systematic process of state evaluation of the results of their activities.

The success of the new policy in the field of education is related to the socio-economic processes taking place in society. Indeed, openness, sharing of responsibilities, the right to diversity and satisfaction of needs are principles that should

be introduced and implemented first in the political and economic spheres, and then applied in the educational sphere.

The elements of the educational quality monitoring system may include the following:

- 1) establishment and implementation of standards: determination of standards;
- 2) introduction of standards for indicators (measurement values);
- 3) setting a criterion by which standards can be assessed;
- 4) data collection and evaluation: data collection; evaluation of results;
- 5) actions: taking appropriate measures, evaluating the results of the measures implemented in accordance with the standards.

In the 60s and 70s of the 20th century, due to the development of programmed education and the widespread introduction of technical teaching tools into the educational process, new aspects appeared in the study of the problem. In programmed education, assessment is a necessary component of management and contains information to adjust the learning process. This increases the requirements for the accuracy and reliability of control, the validity of its criteria. In this regard, qualitative and quantitative aspects of assessment, informational and statistical methods of measurement, reliability and effectiveness of various types of inspection tasks, technical means and methods of inspection with the help of computers are considered. Researchers of these problems have developed more specific requirements for the quality of planned knowledge, assessment criteria and standards, identified the advantages and disadvantages of different types of questions, and developed knowledge control methods.

Monitoring of the quality of education in the field of general and vocational education is aimed at determining the laws of step-by-step formation and development of innovation technology, with the analysis of Russian and international experience in the formation and development of monitoring concepts and diagnostic systems depended on.

The second task of the research is to determine the "monitoring of the quality of education in the field of general education and vocational education and determining the laws of step-by-step formation and development of innovative activities" education in the field of general education and vocational education aimed at determining the regularities of the gradual formation and development of quality monitoring and innovation technology, it was related to the analysis of Russian and international experience in the formation and development of monitoring concepts and diagnostic systems. The comparison of local and foreign experience in the implementation of objective assessment of the quality of education made it possible to distinguish several stages of the formation and development of pedagogical monitoring.

The first stage is systematization of diagnostic processes (70s of XX century). The first attempts to systematize the diagnostic procedures for evaluating the quality of education at the international level, in 1975, the United Nations UNESCO - TXST adopted the international standard classification of education, designed for objective and comparative analysis of the quality of education. (The international Standard Classification of Education — ISCED).

ISCED — International Standard Classification of Education.

The second stage is the joining of the country to the international system of education quality assessment (80s of the 20th century). In the mid-1980s, the International Association for the Assessment of Educational Achievement (IAE) in six countries (Great Britain, Ireland, Spain, Canada, the Republic of Korea, and the United States) measured the knowledge and skills of 13-year-old schoolchildren in mathematics and science. conducted a comparative study of the level. Korean students scored significantly higher on the test than their peers in European countries, and students from the United States ranked last. The results of this study caused a real shock in the USA and Europe.

The third stage is the development of indicators of the quality of education (the first half of the 1990s). This is related to the realization of the need for a systematic organization of monitoring, the development of improved indicators of the quality of education designed to ensure the systematic monitoring of the quality of education. In the development of IHTT international indicators, the classification of educational structures and programs is based on the UNESCO-ISCED international standard classification of education, which has been significantly revised taking into account the important changes that have taken place in the world during the past period.

OECD — Organization for Economic Cooperation and Development. The goal of the OECD is to develop the world economy. 25 economically developed countries are members of the Economic Cooperation Organization.

The fourth stage is the stage of development of the experimental technology of monitoring educational activities (the second half of the 90s of the 20th century), including not only the quality of education in the monitoring content, but also innovations and educational problems, the impact of this activity on the educational quality 'secret.

The fifth stage is to develop the methodology and determine the principles of educational quality assessment (late 20th-early 21st centuries).

In 1999, the OECD published a special manual for its member countries (currently 29), which contains guidelines for aligning national education structures and programs with ISCED-97. International indicators, developed using common definitions and classifications for all observed countries, provide reasonably reliable comparisons across education systems. Since 1998, the OECD has been developing a new

methodology for international comparative assessment of educational achievements through the International Student Assessment Program. (The Program For International Student Assessment - PISA).

In the Republic of Uzbekistan, agreements have been reached with the Organization for Economic Cooperation and Development (OECD) and the International Association for the Evaluation of Educational Achievements (IEA). In 2021, pilot tests of the PISA study were conducted in 83 schools of the republic. Currently, preparations are being made to conduct the main testing procedures in April-May 2022 in 202 selected educational institutions.

What does Uzbekistan's participation in these international assessment programs provide? We can say that the first thing is to compare our students with their peers in the international arena. In addition, the ranking of Uzbekistan in these international evaluation programs. If Uzbekistan participates in this research out of about 90 countries this year, the results will be announced in December 2023. In turn, our rating is visible among the countries of the world. Moreover, our goal with these ratings is to increase the investment attractiveness of Uzbekistan. After our results are announced and seen in the international arena, it will in turn lead to an increase in the flow of investment from foreign financial organizations.

The sixth stage is the development of the scientific basis, content and technology of monitoring innovative activity in the field of education (from 1997 to the present). At this stage, the pedagogical monitoring system was improved, the technology for systematic monitoring of the quality of education and the development of innovative activities in education was developed. However, as before, there is a contradiction between the quantitative and qualitative methods of studying the educational system when discussing the problems of monitoring activities. Currently, the quality and accuracy of measurements have started to play an important role in monitoring. The accuracy of the observation depends on the level of development of science, the level of experimental control and the seriousness of competition with other theories. Currently, monitoring practice has developed specific methods to increase accuracy in areas that do not correspond to practice tasks.

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