

DESIGNING A MODEL FOR ORGANIZING THE MANAGEMENT AND MONITORING OF THE PROCESS OF PROFESSIONAL TRAINING OF FUTURE TEACHERS

Farrux Husanov

Uzbek Research Institute of Pedagogical Sciences, Basic Doctoral Student

Husanovfarrux7@gmail.com

THE SUMMARY:

This article describes the design of the model of management and monitoring of the process of professional training of future teachers and the mechanism of operation of this model.

Keywords: design, vocational training process, assessment monitoring, modeling, pedagogical training, initial diagnostics.

INTRODUCTION:

In the available sources, design is recognized as a form of organization of targeted management of innovative activities. The basis of such an approach is that the project is perceived as a view of the initial state of any system.

In our view, design as a form of targeted management of innovative activities represents a complex system of interrelated and interrelated activities aimed at achieving innovative goals in terms of duration and executors.

Design as a process of innovation means the consistent implementation of activities in the prescribed manner from a scientific-theoretical, organizational-methodological and financial point of view.

Projects are also an important document, which reflects the organizational,

planning and financial features of the implementation of educational objectives.

In the formation of the database of assessment monitoring tools, its adequacy must be ensured:

- State educational standard of higher education in the relevant field of training;
- Curriculum;
- Curriculum work program / credit module.

Monitoring the process of professional training of future teachers The results obtained during the initial, current and final diagnostics are the information basis for corrective and managerial decisions aimed at improving the methodological support of monitoring, optimizing the process of training students, professional development and training.

Table 1 shows a model for monitoring the professional training of future teachers in the process of preparation for university subjects.

We describe the working mechanism of the model of monitoring the professional training of prospective teachers: from the formation of preliminary data on the level of formation of professional competencies to the summary and preparation of relevant management decisions.

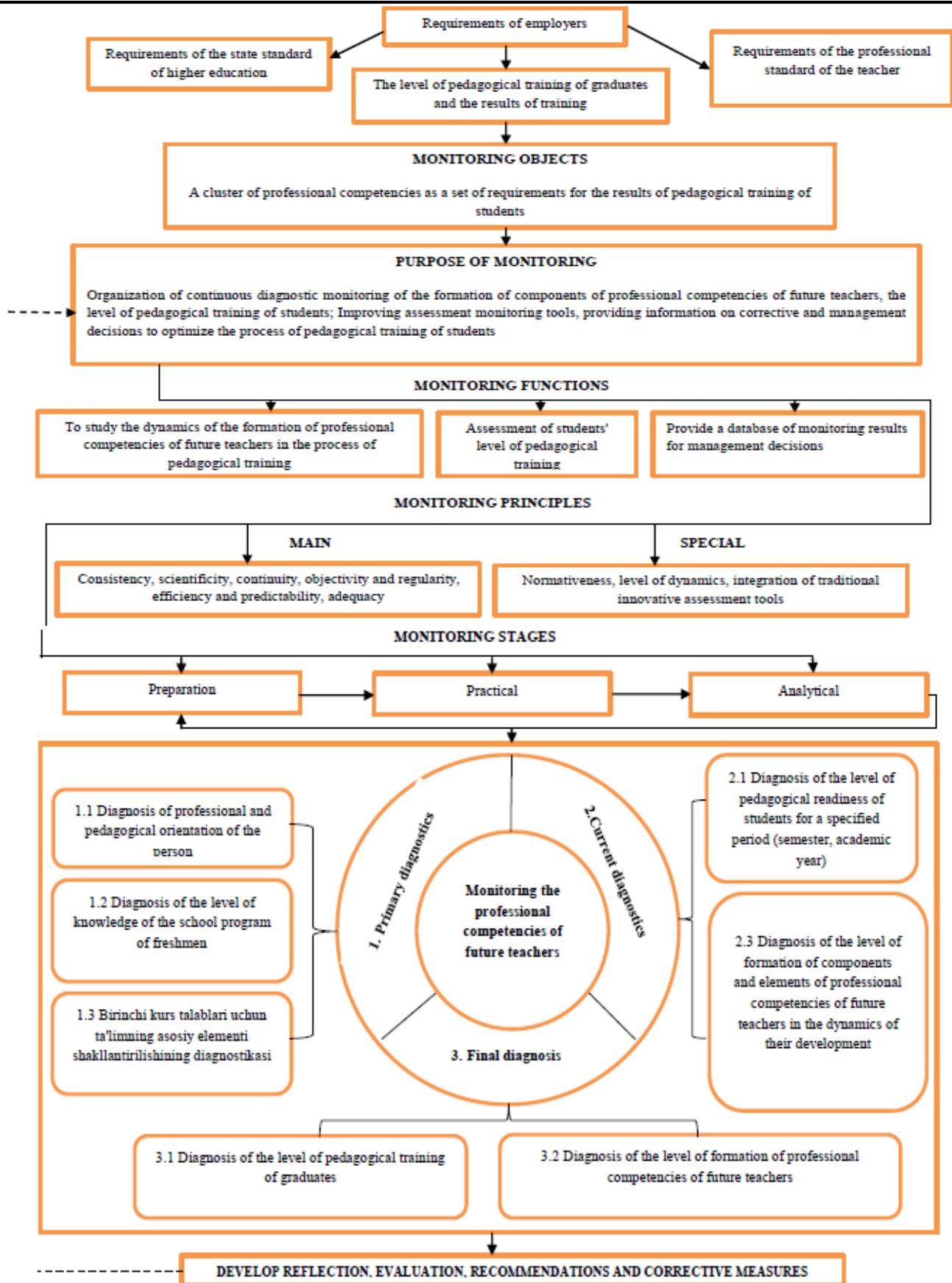


Table 1. Model of monitoring the process of professional training of future teachers in the process of preparation for science at the university.

Initially, we collect and prepare initial monitoring data for its subsequent interpretation and analysis (Table 2). Information on the dynamics of the formation of components and elements of students' professional competencies, their preparation for the specified period is presented in the form of summary sheets formed on the basis of the results obtained during the initial (current, final) diagnostics of monitoring of individual components and elements of competence.

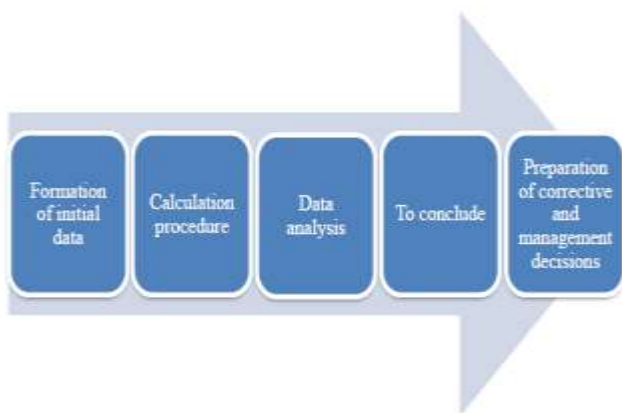


Table 2. The working mechanism of the model of monitoring the process of professional training of students.

We use the information obtained during the monitoring as a basis for corrective and managerial decisions (effects): individual and collective methodological work of teachers to optimize the learning process and improve monitoring tools; organization of self-control of the quality of education at all levels (from the student to the head of the department); improvement of educational and methodical complexes of basic sciences; improving the organization of the teaching process of basic sciences, etc.

It should be noted that the proposed approach to monitoring the process of professional training of future teachers in the process of pedagogical training in higher education is not only about the dynamics of

professional competence, but also about the level of pedagogical training of students. provides objective and timely information.

Thus, the pedagogical training of future teachers is aimed at the acquisition of basic knowledge and skills by students, the formation of sufficient professional competencies for effective pedagogical activity in the future. The professional competencies of a future teacher are part of his pedagogical training at the university, and the monitoring of professional competencies is a means of improving the level of pedagogical training.

References:

- 1) Xo'jayev A. „Oliy ta'lim sifatini baholash va monitoringini yuritishga innovatsion yondashuv” “Xalq Ta'limi” ilmiy-metodik jurnali. 2018. №
- 2) Горб В. Г. „Педагогический мониторинг образовательного процесса как фактор повышения его уровня и результатов” / В. Г. Горб // Стандарты и мониторинг в образовании. – 2000. № 5.
- 3) F.Husanov, „Bo'lajak o'qituvchilarning kasbiy tayyorgarligi monitoringini tizimli tashkil etishni takomillashtirish”, SamDU „Ilmiy axborotnoma”-2021. № 2 .
- 4) F.Husanov „Uzluksiz ta'lim tizimida pedagogik monitoring va foydalanish”, „Uzluksiz ta'lim” ilmiy-uslubiy jurnal. Maxsus son. Toshkent 2021-yil.