

REQUIREMENTS FOR INDEPENDENT IMPROVEMENT OF PROFESSIONAL AND PEDAGOGICAL TRAINING OF FUTURE TEACHERS AND EVALUATE THEIR RESULTS

Mirsalim Elmirzaevich Mamarajabov
TSPU Named After Nizami, DSc, Associate Professor
e-mail: mirsalim1972@rambler.ru

Abstract

The article provides information on education, independent improving the professional and pedagogical training of future teachers, independent education and requirements for it, abilities of students' self-learning, independent education system, scientific - methodic basis of the stages and levels of assessment in the independent education system.

Keywords: Independent education, independent educational system, the ability self-learning, the evaluation system, the stages of evaluation, evaluation of learning outcomes, levels of evaluation.

Introduction

There should be a dynamic and open system that includes competence, thinking, theoretical orientation, cooperation, responsibility and the development of teacher skills and attitudes in all areas of the future teacher. Being a good teacher requires a synergistic integration of knowledge, skills and achievements, for which self-study as an integral part of future teacher education is important. In cooperation with teachers-mentors with professional training, it is an independent education that involves high-quality preparation of students to work with their students and analysis of their experiences based on theoretical knowledge. Decree of the President of the Republic of Uzbekistan No. PD-6079 dated October 5, 2020 "On approval of the strategy "Digital Uzbekistan - 2030" and measures for its effective implementation" Chapter 2, paragraph 5 entitled "Strategic goals and priorities of digital development" "In the field of information technologies priority directions of education and training" in order to increase digital skills in all strata of the population[1]: special attention is paid to the issue of introduction and development of distance, online and virtual learning technologies in the field of information technologies, development of platforms for online courses. Self-acquiring knowledge and independent study play an important role in the implementation of this goal in the activity of future teachers. Independent education of future teachers is an integral part of the process of combining the theoretical and practical parts of the curriculum, developing the basic competencies of the teacher.

Methods

The aspects of independent education of students in our country can be evaluated in the form of critical thinking, creative, independent, loyal and noble character, teamwork and global diversity.

The availability of new educational programs, syllabuses, science programs adapted to the credit-module system is achieved through various programs, such as further activation of the training of future teachers, promotion of schools, etc., in accordance with the educational system of higher education institutions in our country.

Requirements aimed at independent improvement of professional and pedagogical training of future teachers in the conditions of digitized education:

- adaptation to educational forms;
- student-oriented education;
- learning using digital technology;
- approach: game, meaningful, motivational and context-based education;
- teaching according to the student's ability level;
- curriculum based on digital content;
- digitization of academic activities; ўқув дастурлари ва мустақил таълим интеграциясини таъминлаш;
- adaptive development to digital conditions;
- curriculum based on digital competence;
- focus on developing independent and creative skills;
- increasing the connection between educational programs

Results

From summative assessment to formative assessment, the direction of change is the importance of digital learning:

The task of the teacher. Teachers and students use independent learning platforms, effective teaching and assessment principles are used.

Student role. Using education with a new paradigm: development of a differentiated educational character in the classroom and improvement of interdisciplinary joint educational projects focused on general competence.






Independent learning system - in this period, the teaching and learning process does not have to be done face-to-face, but can also be done through distance learning and independent learning. [2].

Independent learning does not mean just learning by self, but rather a learning process aimed at improving students' own desire and digital skills without the help of teachers. Independent learning is the ability of an individual to be responsible for the learning process.

At the same time, it forms independent learning as an active learning activity guided by the motive of acquiring competences for problem solving and built with knowledge or skills.

Independent learning is a student's ability to set goals and solve difficult problems independently, which helps students develop their scientific abilities and students enjoy the learning process. With independent learning, students are able to identify effective learning methods, perform well on assignments, and perform academic activities independently.

The independent education system gives students the following opportunities:

-  determining effective educational goals;
-  planning the educational process;
-  access to appropriate learning resources;
-  academic decision-making;
-  implementation of selected activities to achieve learning objectives.

Discussion





Evaluation system in the independent education system. The first stage of the evaluation activity is to determine the purpose of the evaluation. The purpose of educational evaluation is to determine the

effectiveness of the educational system in terms of objectives, materials, media, learning resources, and educational evaluation system.

Assessment of independent learning outcomes can be done by comparing students' learning goals and achieved learning outcomes. Through assessment, students can find out how successful they have learned the knowledge, how effectively they have mastered it, and what progress has been made.

Learning objectives and assessment of learning outcomes can be set by students themselves, so that they have full control over their learning activities. In the case of teaching in a traditional formal education system, the final learning objectives of each task section may be set by the teacher, but the intermediate objectives are set by the students themselves.

Assessment steps that can be done by students:

-  follow the plan and compare the progress;
-  students know the main purpose of assessment from the beginning;
-  that students also know the academic skills that should be formed in the process of independent education;
-  they need to assess how well students are achieving their learning outcomes so that they can achieve better learning outcomes.

Learning outcomes assessment is the process of determining the learning value of future teachers by measuring learning outcomes or assessment activities. The primary purpose of learning outcomes assessment is to determine the degree to which student achievement can be measured on a scale of values in the form of letters, words, or symbols [3].

Independent learning is a form of educational activity that focuses more on students' awareness of learning or provides future teachers with more control over learning. It is appropriate to use independent learning assessment levels: passive, reactive, active, interactive (Table 1) [4].

Table 1. Levels of independent learning assessment

Levels	Characteristic
Passive	A future teacher does not understand the importance of independent learning. He has the ability to know himself, he wants to acquire new knowledge, but the methods of obtaining it are not expressed in the student. The student repeats the basic knowledge of the subject. He does not use or rarely uses scientific and methodical literature, information sources when performing independent tasks. The student has difficulty in forming and defining independent educational goals, planning methods and organizing independent education. He is not active in discussing basic knowledge.
Reactive	During independent education, the student does not ask for additional advice from the teacher and does not participate in communication with other classmates. The student does not know how to objectively evaluate his capabilities during independent education, he overestimates or underestimates the achieved result. Self-regulation is not formed: he does not make voluntary efforts to overcome difficulties in the process of independent study.
Active	The student understands the importance of independent study as a requirement of the teacher. The student has the ability to know himself, wants to gain new knowledge; ways of mastering it are shown selectively in some subjects of science. The student has basic knowledge of science. In the acquisition of new knowledge, it is possible to emphasize the independent study of a partial researcher. Student's active use of scientific-methodical literature and information sources to complete independent tasks increases. The student begins to adequately understand the goals of independent learning. A student makes some mistakes in evaluating his capabilities during independent learning. He can overestimate or underestimate the result obtained. Self-regulation is partially formed: the student can make a voluntary effort to overcome difficulties in the independent learning process that is interesting to him.

Interactive	<p>The student understands the importance of independent learning as a way of self-directing his professional development. He has self-awareness. This ability is consistently demonstrated and aimed at achieving learning outcomes. The student consciously uses the basic knowledge of science; wants to get new knowledge, knows how to acquire it. He constantly uses scientific and methodological literature and various information sources to complete independent assignments. Independent learning goals are implemented and clearly formulated. The student purposefully plans the methods of independent education, including real actions, including creative ones, affecting the achievement of the set goals. The implementation of an independent research plan leads to a high-quality result. There is a new independent learning outcome.</p> <p>He takes the initiative in discussing basic and acquired knowledge, can critically analyze newly learned content. In the process of independent education, the student is in constant contact with the teacher and actively communicates with other groupmates. A student can objectively evaluate his capabilities during independent education and analyze the result. Self-regulation is formed: in the process of independent learning, there are voluntary actions to overcome difficulties.</p>
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