E-ISSN: 2997-9439

American Journal of Education and Evaluation Studies

https://semantjournals.org/index.php/ AJEES

| Research Article

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The Structure of the Monitoring Model of Specialized General Education Schools

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Abstract: It is an urgent task to prepare and develop a feedback mechanism aimed at improving, developing and achieving the desired result about the state of the specialized general education school.

Keywords: Specialized school, school, monitoring, quality metrics, student, pedagogue, technology, profile education, task, pedagogical analysis, information, control.

Introduction

The purpose of the development is to prepare a feedback mechanism aimed at improving, developing and achieving the desired result about the state of the specialized general education school. As a concretization of this goal, relevant tasks reflecting the identification and opening of the main components of the model, the organization of the activities of specialized general education schools, and the allocation of monitoring technology were formed. By its essence, the components of monitoring become its main features, and together they form a certain system of specific features that come from others. The structural components of the model are important, determine the achievement of the final (predicted) result and must be critical to all subsystems.

Materials and methods

World experience of development and implementation of various models of monitoring shows that this process in modern education is an objective need for the development of any social system. In addition, the model proposed by us should contribute to the development of management and should take into account the interrelationship and connection of pedagogical theory and practice, should ensure subject-subject mutual cooperation of all participants of the educational process of a specialized general education school [1, 120].

In this way, four structural-functional components form the substantive basis of the prepared model.

The first is a preparatory component, within which monitoring planning is carried out taking into account:

- clarification of monitoring data collection methods;
- clarification of responsible persons involved in monitoring;

- clarification of the monitoring database and its management tools;
- conduct instructional-methodical trainings with responsible persons.

The second structural-functional component of the monitoring model is the organizational-activity component, within which data is collected, measured and evaluated according to nine blocks of monitoring criteria:

- educational success
- profile education;
- management;
- educational environment;
- pedagogical and managerial staff;
- educational process;
- scientific and methodical work;
- information supply;
- material and technical support.

In this case, each block listed above has relevant criteria, which are determined empirically and will be revealed in more detail in the next paragraphs of this dissertation.

The third structural-functional component of the prepared model of monitoring is the analytical-summarizing component, which provides for working with the received data, summarizing and analyzing them.

The final, fourth structural-functional component of the monitoring model is the reporting-final component, which provides for the discussion of the monitoring results, relevant suggestions, recommendations, preparation of a long-term action strategy for improving the activities of the specialized general education school.

The theoretical basis of the monitoring model of the activity of the specialized general education school is formed by the rules of the leading scientific approaches that complement each other:

- systemic approach, it allows studying its elements to ensure the functioning of the system in a certain state;
- a person-oriented approach, which directs educational processes according to the individual characteristics and abilities of learners;
- qualimetric approach, which provides the possibility of quantitative determination of qualitative changes in the educational process.

Let's consider the above approaches in more detail. Thus, the systemic approach is based on the general theory of systems. The essence of this theory is the use of a systematic approach, and any management object is considered as a set of interrelated elements that have a purpose, resources, communication with the external environment, feedback, etc. The system approach is based on the concept of a system, which is usually understood as a set of objects with certain properties and a set of relationships between objects and their properties. In this case, objects are the parameters of the system, properties are the qualities of the parameters of the objects, and links are what unites the objects and properties in the system [2, 139]. Thus, with the help of a systematic approach, it is possible to achieve effective coordination of these elements to achieve a given goal, considering the object as a set of interrelated elements with certain characteristics that are organically connected with the external environment. The implementation of a systematic approach is carried out by performing the relevant functions that constitute the system, and their totality constitutes

the content of management. In general, the ability to measure the condition of the object is a decisive moment of any management and constitutes the essence of the management of socio-pedagogical systems. This is reflected in the comparison of the current results of measuring the existing state of the object with the given one. Deviation from them is a signal to perform control actions, which should return the system to the programmed state.

Obtaining information about the state of the managed system, determining the causes of deficiencies and reserves for the correction of the situation is the essence of management within the school, the purpose of which is to provide the most favorable conditions for the development of the student's personality by the school. Diagnosing the effectiveness of management effects in certain directions is the basis of school management [3, 123].

The next approach mentioned is the person-centered approach. This approach makes it possible to consider the learner as a subject of the learning process, focusing on his personal aspect, the uniqueness of individual characteristics of his development. The following can be distinguished as the main features of applying a student-oriented approach in a specialized general education school:

- the creation of the educational process, as well as the planning of the educational material, takes into account the individual, personal needs of learners, their abilities, experience, level of general development, etc.;
- reveal methods of self-development of learners;
- monitoring and evaluation of the success of education is carried out by the learner using multi-level, differentiated tasks based on self-monitoring of his actions, self-evaluation and self-correction;

the educational process itself is presented in the school in the form of joint activities of the teacher and the student, which takes into account personal characteristics, individual knowledge level, characteristics of educational motivation with the active use of person-oriented pedagogical technologies and methodical teaching systems [4, 133].

The final differentiated approach is qualitative. In this regard, it should be noted that recently, in order to determine the objective quantitative characteristics of the state of the object, in pedagogical research, various qualitative samples of activity are used to measure objects or subjects, which are developed in accordance with the principles of qualitative measurement. Assessment in these socio-pedagogical systems is conditioned by their emergence as a means of implementing the law of conservation. To a certain extent, the quality of state assessment of artificially created systems depends on the quality of certain indicators (standards) of this state. It is the use of qualimetrics that formalizes the qualitative characteristics of relevant events and processes by dividing them into simpler ones, and defines a normative or standard course through indicators of the activity (development) of the control object that records the achievement of the goal for a certain period of time and provides measurement of results. Using qualimetry, it is possible to quantitatively determine the quality of almost any control object. Qualimetry is a scientific discipline that studies the methodology and problems of comprehensive quantitative assessment of the quality of any objects, subjects, events or processes. Many modern researchers concretize it as a theory of measuring the characteristics of things determined by quality [5, 129].

The main task of qualimetrics is the comprehensive assessment of quality through a set of indicators, usually using an appropriate mathematical model. Practice shows that quality is usually understood, first of all, as a philosophical category, as a result of which the quality is the totality of its properties, as the object is, but the object does not consist of them, but owns them. Therefore, quality acts as its inseparable feature. Secondly, it is the degree of achievement of set goals, compliance with certain standards, and the degree of satisfaction of consumer requirements.

The technology of using qualimetry allows you to measure the state of the object at any time. It works on the basis of a comprehensive assessment of the condition of the object, which is carried out in two stages:

- the first is to evaluate the simple properties of the object;
- the second is to evaluate the complex properties of the object.

A series of operations based on the principles of this approach should be performed at each stage:

- as a hierarchical set of subject and object properties, quality must satisfy certain needs;
- the ability to use, which is taken into account in terms of meeting certain social and personal needs;
- the relationship between the general set of properties and the complex and simple properties of the object can be represented as a hierarchical structure;
- the value of absolute indicators on any basis;
- each simple or complex feature is characterized by a corresponding indicator;
- each simple and complex property is characterized by its importance among others;
- complex quantitative assessment of subject quality is characterized by arithmetical dependence.

It is known that in the theory of social management, general quality is seen as productivity, which consists of the quality of the so-called product:

- qualities of training employees;
- professionalism of employees;
- qualities of technologies;
- management qualities and others.

Product quality in social management is expressed in two aspects - structural and functional. Constructive quality is compliance with standards, which can be determined on the basis of regional, national, international requirements for a specific service. Functional quality fulfills the task of meeting the specific needs of the product in relation to its purpose. Thus, product quality refers to the integration of structural and functional aspects of quality. At the same time, quality alone cannot be the end result. It is only a tool, with the help of which the conformity of the final product to the standard is determined. The end product must be fit for purpose and fit for specific purposes. Therefore, we support quality, because it can be defined as conformity to some standards, and quality management - as bringing the system up to standard [6, 61].

In educational systems, quality is defined as a normative level or the level of achievement of certain educational goals. Quality management in pedagogical systems is related to the determination of educational standards by knowing the purpose, content and results of education and constant comparison of these standards with real standards, that is, by determining the quantitative description of the quality of the educational product [7, 60, 143].

Conclusions

Summarizing the characteristics of the prepared model, it is worth noting that the technology of development implementation monitoring can be considered on two levels, in particular, theoretical-methodological and practical. On the theoretical-methodical level, the organization and conduct of monitoring that determines the improvement of the activity of the specialized general education school, the leading scientific approaches used, and the conceptual basis of its classification and evaluation are considered. At the practical level, the forms and principles of

organizing and conducting monitoring, the relevant criteria, means of organization and conducting, comparison of the obtained results, their analysis, making impartial conclusions, etc. are considered. At the same time, there are pragmatic goals for implementing and managing the improvement process in this plane. However, without following the theoretical and methodological foundations of monitoring, its necessary practical implementation is impossible. The technology of organizing and monitoring the activities of specialized general education schools is modeled on the basis of specific conditions and is directed not to the expected result, but to a certain result. By its essence, the technology of organizing and carrying out monitoring as a whole is considered as a purposeful modeling of its content, forms and methods. In addition, monitoring may differ from traditional evaluation of the activities of specialized general education schools in terms of technological support, as it usually cannot be carried out according to traditional methods of evaluation. The technological nature of monitoring leads to an increase in the terms and stages of its organization and implementation, and an increase in the role of its tools, which are mainly developed on the basis of modern information technologies.

Thus, based on the above, it seems appropriate to conclude that the obtained results of the research made it possible to prepare a model for monitoring the activity of a specialized general education school.

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