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RESULTS OF INDEPENDENT EDUCATION QUALITY CONTROL

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ANNOTATION

In this article, taking into account the diversity of ideas about control, control of professional training, as an integrated system of information and methodical provision of teachers in the process of planning, organization, monitoring and analysis of educational and professional activities aimed at achieving the goals and results of professional education understanding is explained Control technologies can be associated with competence-based educational technologies, as it is stated that they allow maximum coordination of the actions of all participants of the educational process to achieve the main goals in a competitive environment and in the market of educational services.

Key words: Colloquium, test and exam, Tests, level, familiarity, multiplication, word, phrase, element, constructive, rule, formula, algorithm, situational, control.

The object of our research is the organization of independent education in higher educational institutions that introduce the credit-module system of education and the psychological-pedagogical training of elementary school teachers in the future, as well as the 2-4th year students of the Faculties of Primary Education and Pedagogy of Tashkent State Pedagogical University, Gulistan State University and Ferghana State University. is the content and structure of independent learning opportunities. A total of 355 respondent students took part in the process of experimental work.

In conducting experimental work, we found that the change of a certain pedagogical system is subject to a multidimensional combination of different methodological prescriptions, and we describe the control analyzes in this article.

RESEARCH METHODS

The research used a set of methods aimed at ensuring adequate learning: theoretical (analytical synthesis, comparative comparison, analogy, modeling), diagnostic (surveys, testing, observation, designed methods), prognostic (expert assessment, summarization of independent assessments), pedagogical experience-testing and mathematical-statistical (statistical processing of data, graphical representation of results, etc.)

RESEARCH OBJECT AND USED METHODS

Analysis of scientific literature, theoretical-comparative analysis, questionnaire surveys, analysis of regulatory and legal documents, observation, interview, sociometry, mathematical-statistical summarization of experiment-test results were used.

THE OBTAINED RESULTS AND THEIR ANALYSIS

Forms of control can be: interview; colloquium; test; control work; laboratory, computing, graphic and other work; essay and other creative works; abstract; report (on practice, research

work of students, etc.); zachet; exam (by discipline, module, final state exam); course work; final thesis.

Forms of verbal control of independent activity include:

- conversation - a special conversation between the teacher and the student on topics related to the subject being studied, designed to clarify the student's knowledge of a certain department, topic, problem, etc.;
- colloquium (Latin colloquium - conversation, dialogue) can serve not only as a test, but also as a form of improving students' knowledge. Colloquiums discuss individual parts, sections, topics, questions of the studied course, as well as theses, projects and other work of students, which are not usually included in the topics of seminars and other practical training.
- test and exam are forms of intermediate certification of a student determined by the curriculum of higher education.

Forms of written control of independent education of students include: tests; control; essays; theses; coursework; practice reports; student research reports.

Forms of independent learning management, including various technical means, can include computer test programs, educational tasks, complex situational tasks, e-seminar, virtual laboratory work.

The final state certification includes the final state exam and the final qualifying work. Defense of various projects, portfolio can be used as final qualification work.

Innovative forms of control include: standardized tests, action tests, situational tests, etc [1].

A standardized test is a test conducted in the most unified conditions, therefore, it allows to compare the preparation of students of different universities. It is aimed at determining not only knowledge, skills and competences, but also competences, and therefore it is not completely closed, but includes a creative task. Standardized tests with a creative task can be carried out at all stages of education, that is, they serve as intermediate and final control.

Difficulty levels of tests are divided as follows:

The first level (familiarity) is recognition tests, that is, object recognition and labeling (tasks to identify, differentiate or classify objects, events and concepts). The second level (reproduction) is replacement tests and constructive tests, in which a word, phrase, formula or other important element of the text is deliberately excluded, in which there is no help even in the form of hints, and some concepts indicate the state of the action, its determination is required, etc.

Standard tasks can also be used as secondary tests, the conditions of which allow to use a well-known procedure (rule, formula, algorithm) that solves them "on the spot" and get the desired answer to the given question. The third level corresponds to the tasks of effective activity, in the process of which knowledge and skills should be used. Tests at this level can be atypical tasks for applying knowledge in real practice. The conditions of the problem are formulated close to those that occur in a real life situation.

Tests of the fourth level are problems that are objectively creative activities with the acquisition of new information. The fourth-level tests reveal students' ability to act and make decisions in new, problematic situations.

Action tests are a process that directs the subject to perform some practical actions (practice tests)

When applying for a job, movement tests are widely used as a test of real professional skills, for example, typing on a computer, correcting a newspaper article, measuring a patient's blood pressure, etc. These tests are also designed to determine the skills of working with mechanisms, materials, tools. They allow not only to check the level of skill acquisition, but also to evaluate various personal qualities and the level of formation of relevant competencies. For example, they help to evaluate cognitive style, aesthetic taste, humor, etc.

Situational tests do not require the production of an actual movement, but rather the imitation of it. It is not necessary to have real mechanisms and field production conditions for their transfer. The simplest form of conditional testing is the event method. Subjects are presented with a problem situation related to their future professional activities and are invited to make a quick decision. The time to solve the problem is strictly limited, the assessment takes into account not only the correctness of the answer, but also the speed of reaction, which is of great importance in a real situation.

A more complex form of situational testing is the analysis of a particular situation, for which detailed information is provided to the subjects. Considering that some information is redundant, it is required to analyze it, but there will be an opportunity to obtain additional information. After the analysis, a reasoned decision is made.

The most difficult form of situational tests is the method of sequential situations. The task is opened in time and solved step by step; moving to the next stage only if the questions of the previous stage are answered correctly, the conditions of the next stage are determined depending on the answer option of the previous stage.

Another complex form of situational test is a business game. This is a method of modeling professional activity, in which students not only theoretically choose ways to solve proposed tasks, but also "lose" them in their behavior. For example, they hold a production meeting in the role of company director, union chairman, manager, etc. Often, this method involves creating several teams that compete with each other in solving a specific task. The business game requires not only knowledge and skills, but also teamwork, finding a way out of unusual situations, etc [2]. The need to combine various methods and management tools of independent education of the future elementary school teacher in the educational process determines the emergence and implementation of management technology. In science and practice, the concept of "control" is often applied to business processes and their functions [3].

However, some researchers suggest that supervision from the perspective of professional training should be considered as an effective technology in the system of training graduate students. Control provides managers with the tools they need to make decisions that are appropriate for a particular situation. At the same time, various options for achieving the intended goal are considered and evaluated, and solutions to problems directed at the strategic goals of the organization are developed. Therefore, the primary advantage of control is the initial advantage over subsequent analysis and control

The concept of control of professional training has a certain specificity in its content. In general, it can be considered both as a subsystem of the management of the educational process and as a means of managing goals based on compliance with accepted and defined criteria and indicators. The purpose of introducing the concept of professional training control is to increase the quality of education, to create effective independent education of students throughout the

entire educational and professional activity, and to increase the efficiency and rationality of the management of the educational process. In this case, the rationality of management is provided by the introduction of an intuitive approach, which begins with strategic planning of the educational process, then turns into operational planning, and as a result, is shown in operational control.

By performing these actions, the teacher moves away from setting achievable goals, because the goal, according to systems theory, must be determined from the outside. Only in this case, the goals correspond to the requirements of the listeners themselves. Thus, the control of professional training provides independence in setting goals and the ability to choose the most suitable tools and methods for managing the educational process in a specific situation in order to achieve the goals of the educational process, which is the high-quality improvement of the competencies of future specialists.

In this sense, the activity of the teacher is manifested not only as the activity of the manager of the educational process, but also as a methodologist and analyst, because he must choose the methods of analyzing and organizing the management of the educational process that are suitable for a specific situation. Monitoring of student activity allows to assess the effectiveness of their contribution to the achievement of educational goals, to make the most important decisions and adapt the educational process to the teacher, taking into account the identified deviations from the planned results.

The requirements for the complexity, completeness and reliability of information on the results of the educational process and the assessment of the educational activities of students require the use of control in all components of education, namely: educational content, educational and methodological support, training of professors and teachers, material and technical support, practical methods and tools. , teaching technologies and student activities. At the same time, one of the most important components of the control of professional training should be considered the control of the quality of independent education, which can be considered from the perspective of a systematic approach to the search and decision-making of the teacher's activities during its implementation. Such activities can be presented in the form of the following stages.

1. Analysis of the situation. At this stage, the teacher collects and processes the data obtained from the study of the external environment, including questionnaires and interviews with students and employers. The information serves as a signal about the external influence that can lead to a deviation from the established mode of the educational process. This explains the existence of the state of control. The obtained information is compared with the State Education Standard and the requirements of basic education programs. All this allows you to identify the problem that needs to be solved as a result

2. Description and formulation of the problem. At this stage, the teacher determines the gap between the desired and actual state of the controlled learning process. This situation arises when the employer notes the low level of certain professional qualifications of the graduates. The teacher analyzes the importance and responsibility of these competencies, defines specific topics of the subject for independent study aimed at forming the components of competencies

Taking into account the existing experience, he identifies possible difficulties for students in performing tasks, educational and professional tasks; investigates the reasons for their appearance.

3. Setting goals. At this stage, the teacher clearly describes the desired results, the tasks to be solved. Goals and objectives should be clear and achievable. All this is done taking into account the accepted approaches and principles of professional training.

4. Determination of selection criteria. The teacher compares alternatives and selects the criteria by which the optimal solution is selected. For example, there are certain methods and technologies for the formation of practical skills. For this, the teacher follows the criteria for the selection of educational material for independent development by students.

5. Development and evaluation of solutions. At this stage, the teacher determines possible alternative ways to solve the problem, taking into account resources and costs; chooses a set of forms, methods, tools and learning conditions. In this case, the solution may be optimal, because the criteria selected in the fourth step help to "eliminate" inappropriate solutions. Evaluation consists of analyzing the possible results of implementing solutions.

6. Decision making. In practice, the teacher does not always have enough experience and time to present possible alternatives, so he intuitively finds a good enough, acceptable option that allows him to solve the problem. The best solution can be considered a variant that ensures the achievement of the goal with a high probability, that is, the teacher should choose such tasks for independent learning that students can understand and that will form their readiness to perform educational and professional tasks to a greater extent.

7. Implementation of solutions. In order to successfully implement solutions, the teacher creates an independent educational plan, develops the necessary methodological support. During the implementation of the plan, the teacher monitors his activities and monitors the implementation of independent education of students, helps and makes corrections if necessary, thereby contributing to the achievement of the intended goal. Students, in turn, exercise control over their activities.

8. Monitoring and evaluation of results. At this stage, which performs the function of feedback, the teacher is convinced of the correctness of his decisions. For this purpose, with the help of pedagogical control methods, students' achievements are evaluated, and based on the criteria and levels of competence formation, the actual results are compared with the desired results. Monitoring makes it possible to determine in time the correctness of the choice of teaching methods and tools used to form the necessary competencies of students and, if necessary, creates conditions for corrective actions.

The use of various management technologies for the independent education of future elementary school teachers, the choice of forms of organization, methods and assessment tools depends not only on the pedagogical conditions created by the teacher, but also on the technical, pedagogical, professional and other specific characteristics of the university.

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