

## **PEDAGOGICAL MONITORING AND THE STAGES OF MONITORING IN THE PROCESS OF PERSON-ORIENTED EDUCATION IN EDUCATIONAL INSTITUTIONS**

**Karimova Gavhar Qudratilla kizi**

Tashkent Regional Center for Retraining and Advanced Training of Public Education Staff, Department of Pedagogy, Psychology and Educational Technologies, Doctor of Philosophy in Pedagogical Sciences, PhD, etc.  
Docent

### **ABSTRACT**

This article provides information on the content of pedagogical monitoring and the stages of monitoring in the process of person-oriented education in educational institutions.

**Keywords:** Person-oriented education, pedagogical monitoring, monitoring, educational, observation, analysis, control, management, the quality of education

### **INTRODUCTION, LITERATURE REVIEW AND DISCUSSION**

Conceptual ideas set out in the Action Strategy for the further development of the Republic of Uzbekistan No. PF-4947, developed under the leadership of the President of the Republic of Uzbekistan Shavkat Mirziyoyev, are also related to the new socio-economic situation in society [1; 112-p]. Thus, education in the Republic of Uzbekistan is a priority of the state, and public policy is aimed at forming an active, independent, purposeful and responsible person who is able to successfully perform various life tasks in a changing environment. The quality of education, which is understood as educational services, education monitoring and compliance with certain state standards, is becoming a priority.

At a time when the republic is reforming educational institutions, political instability and economic difficulties, the change of ideology of the state, the transition to a democratic society and a market economy, a new socio-economic situation, which in turn imposes new demands on education. To this end, large-scale reforms are being carried out in our country to bring up young people who are spiritually and morally, physically mature, patriotic, loyal to our national traditions and values.

Of course, the role of the educator is important in the comprehensive education and full mastery of knowledge of students in each educational institution. Because the role of school educators is invaluable in ensuring that today's learners are independent-minded, creative, active, enterprising, creative and capable in choosing their profession in the future. Therefore, the implementation of the structure and content of pedagogical monitoring in the process of person-centered education is one of the important tasks.

A number of pedagogical scientists have conducted research on the pedagogical conditions for monitoring the quality of education in educational institutions, the importance of monitoring in the management, evaluation and control of person-centered education, quality of education.

In particular, the quality of teaching in the general secondary education system, which is an independent category of education management, pedagogical conditions for monitoring, methodological bases of modern pedagogy were studied by domestic scientists M.Vakhobov,

R.Djuraev, H.Ibragimov, U.Inoyatov, R.Karimov, Sh. Kurbanov, M.Ochilov, E.Seytkhalilov S.Turgunov, U.Tolipov, Sh.Sharipov and BRAdizov, B.Mamurov, S.Nishanova, R.Safarova on monitoring the organization of person-centered education and self-development, E.Seytxalilov, K.Hoshimov, F.Yuzlikaev, E.Yuzlikaeva and others.

V.Antipova, S.Bagaeva, A.Bakhmutsy, I.Belevtseva, E.Bondarevskaya, I.Galmukova, A.Kukuev, S.Kulnevich, A.Makarov, scientists of the Commonwealth of Independent States on the concept and ideas of pedagogical activity of the person-oriented education. The problems of implementation have been studied in the scientific works of A.Mayorov, S.Khokhlova, F.Fomenko, I.Yakimanskaya and others.

Research work on the management, evaluation and control of the quality of education in the research of scientists from far abroad S.Anderson, B.Bloom, N.Gronlud, L.Hoffmann, L.Cronbach, R.Linn, R.Stigtins, H.Yulek and others. carried out.

Research shows that the involvement of school teachers and leaders in monitoring is also beneficial. Monitoring is seen as a useful tool to provide educators, school leaders, and governing bodies with the information they need to make necessary, reliable, high-quality, and timely management decisions. At the same time, monitoring is an element of the information support system in competent management and pedagogical decision-making.

Based on the above, monitoring has been defined as a goal-oriented control process involving observation, management, and control.

Identifying the pedagogical factors that ensure the effective development of pedagogical monitoring in the process of person-centered education, creating the necessary conditions, using the capabilities of disciplines taught through person-centered technologies, and the criteria for determining the level of development of pedagogical monitoring in person-centered education:

### **Evaluation criteria and indicators for monitoring the process of person-centered learning**

<b>Criteria</b>	<b>Indicators</b>
<b>Individualized monitoring of the learning process to the basic principles and conceptual ideas to apply their knowledge and teaching</b>	Personality of the teacher education process on a regular basis go to learn the advanced experience of modern literature and modern information and communication technologies and access to national, regional, city and district to participate in the events, conferences
<b>Educational cooperation between employers and students in the process of reading</b>	All of the students opportunities to all children, regardless of the right to education and that teachers are constantly learning activities together creative and students aware of the error, the positive appraisal of his work
<b>Cooperation of teachers and students in the educational process</b>	In the process of education, students and educators strive for self-education, self-development, spiritual maturity, patriotism, respect for our values, increase legal knowledge, and parents and all partners (self-government bodies (neighborhoods), public organizations), law enforcement agencies, secondary special, vocational education institutions)
<b>Independent education, independent development</b>	Self-control and motivation of students, reading art books, participation in various clubs

<b>Teacher knowledge and skills in the educational process</b>	The professional training of teachers in the educational process is a deep understanding of the need to work with students individually and constantly analyze their problems and achievements.
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Modern schools at all levels refer to person-centered education as one of the possible foundations for change. Person-centered education today develops students' potential, their spiritual beginnings; the formation of independence, independent learning, the creation of optimal conditions for self-development is considered as a specific pedagogical activity.

Person-centered education is of full importance to all subjects of the educational process, the rule of creating conditions for joint development is very important.

Person-centered education is education that is maximally focused on the development of the individual, his or her uniqueness.

The person-centered learning process allows each student to think independently, work on themselves, and develop their abilities. In the organization of person-centered education in educational institutions, the teacher must create an environment in which each student is able to express themselves, taking into account the characteristics and capabilities of learning. The learning process should be not only informative but also developmental. The purposeful organization of the student's person-centered learning process and its regular monitoring (ie monitoring activities) increases the quality and effectiveness of education.

Pedagogical monitoring in the process of person-centered education is the assessment of the educational process, the process of correction, the curriculum, the curriculum, the collection, generalization, analysis of teaching materials, the rapid identification of deficiencies in the quality of education, as well as regular educational effectiveness. is a system of observation, analysis, and decision-making on their coordination in the pedagogical council.

Timely identification of positive and negative situations in the pedagogical system allows them to change tactics and respond quickly, while maintaining the general direction of educational strategy. Monitoring is used to identify and evaluate pedagogical actions. This provides feedback on the current results of the pedagogical system, its relevance to the goals.

A conceptually new type of monitoring provides the accuracy of the characteristics of the objects under study as a process of mass inspection of objects of the same type under standardized conditions on the basis of test control. Monitoring is seen by us as a modern and promising tool for managing the quality of person-centered continuing education. The logic of the research shows that in the future it will not only affect the general education sector, but also become a reliable basis for obtaining information about the quality of the entire continuing education system.

Such monitoring consists of an analysis of the state of the object over time, a quantitative assessment of the state of the education system and changes in the quality of knowledge of the subject of education, a process of pedagogical observation that allows to determine the direction of its development.

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