

# Recommendations For The Effective Implementation Of The Model Of Monitoring The Activities Of Specialized General Education Schools

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**Annotation:** The current task is to prepare and develop a feedback mechanism aimed at improving, developing, and achieving the desired result about the state of specialized general education schools.

**Key words:** Specialized school, school, monitoring, qualimetry, student, teacher, technology, profile education, task, pedagogical analysis, information, control.

## INTRODUCTION.

As is known, any development, especially in the field of education, should be analyzed from the point of view of its relevance to the intended purpose. As part of the research, an empirical study of the effectiveness of the model developed for monitoring the activities of specialized general education schools was organized and conducted. At the same time, an objective assessment of the effectiveness of such models in pedagogical practice represents a rather complex task, requiring interdisciplinary, consistent methodological support. In our opinion, one of the main difficulties in the proposed development (monitoring model) is the standardized assessment of data on nine-block monitoring criteria (educational success, profiled education, management, educational environment, pedagogical and managerial personnel, educational and educational process, scientific and methodological work, information support, material and technical support). The methodology was developed in order to provide practical assistance to the administration of educational institutions in obtaining information

on nine blocks of criteria for monitoring the activities of specialized general education schools and its standardized assessment. In accordance with the purpose, the methodology performs the following main tasks:

- to determine the optimal means (ways) of obtaining information according to the criteria used in the process of monitoring the activities of the specialized general education school;
- to distinguish the methods of evaluation of the criteria used in the process of monitoring the activities of the specialized general education school;
- reveal the generalization approaches of the criteria blocks and indicators for the final indicator of monitoring the activities of the specialized general education school.

The methodology involves the use of various assessment methods, which include:

- application of questionnaires, tests, questionnaires for students and their parents, pedagogical staff, school administration;

- direct calculations of relevant indicators;
- summarizing the indicators calculated for the respective blocks and the school as a whole.

For the ease of practical application of the methodology, all the main calculated indicators, monitoring criteria, methods of their evaluation, etc. are presented in tabular form. The results of the assessment of monitoring criteria are separated according to the results of empirical research and are carried out taking into account their individual significance coefficients [1.119]. This allows us to take into account the level of influence of each monitoring criterion when calculating the general indicators for the blocks of criteria in the final assessment of the activities of specialized general education schools.

The conducted research, the practice of testing the developed model show that the implementation of monitoring the activities of specialized general education schools is conditioned by certain circumstances:

firstly, the quality of education is of great importance in the modern conditions of the Republic of Uzbekistan. It is precisely the quality of education that is recognized by the world community as the main goal of social development in the 21st century, its corresponding priority direction. Ensuring high-quality education, in particular, is impossible without comprehensive and accurate information that meets the criteria of completeness and objectivity about the state of specialized general education schools;

secondly, the rapidity of changes resulting from the rapid development of modern society in the Republic of Uzbekistan requires constant monitoring of general education processes in order to direct qualitative changes in education towards achieving certain goals;

thirdly, the assessment of the activities of specialized general education schools involves studying various aspects of quality (level of success in education, various features of the educational process, features of material and technical support, effectiveness of personnel policy, management activities, etc.).

For the effective implementation of the developed monitoring model in the practice of specialized general education schools of the Republic of Uzbekistan, it is advisable to adhere to the following generalized implementation algorithm:

get acquainted with the theoretical foundations of educational monitoring;

get acquainted with the characteristics of the model, the methodology for assessing the criteria for monitoring the activities of a specialized general education school;

prepare for the application of the methodology to the local conditions and characteristics of a specific specialized general education school (mainly organizational aspects);

carry out appropriate measurements according to the selected criteria (collect monitoring data);

generalize the results obtained and create an appropriate monitoring database;

regulate the process of developing the activities of a specialized general education school.

The above algorithm is cyclical, is implemented in a certain sequence, and in its content it reflects four structural and functional components of the prepared model:

preparatory component;

organizational and operational component;

analytical and generalizing component;

reporting and concluding component.

Testing the prepared model shows that some teachers are not sufficiently motivated to conduct evidence-based monitoring of the activities of a specialized general education school. In addition, this category, as a rule, does not clearly understand the essence of monitoring and the mechanism for its implementation, cannot select the appropriate criteria and indicators for assessing the relevant aspects of school activities. These difficulties are mainly subjective in nature, since the knowledge and skills necessary for qualified monitoring, as well as for predicting their further development and the education system as a whole, have not been sufficiently formed.

It should also be noted that the following main shortcomings in the organization and control of the activities of specialized general education schools were identified during the testing process:

the focus of pedagogical staff on educational outcomes, and therefore the process of forming the necessary knowledge, skills, personal qualities, abilities, etc. among students has not been sufficiently studied;

teachers' overestimation of the importance of individual statistical data on the level of learning of students and insufficient assessment of the fact that this data reflects only temporary characteristics, therefore they should be studied in dynamics over time;

The focus of teachers on their subjective standards when analyzing the results of their activities, which usually leads to a lack of attention to the scientifically based principles of monitoring [2.48]. In this regard, it is advisable to focus the main attention at the beginning of the work carried out on the preparatory component, during which the main participants of the monitoring should master the methodology for assessing the criteria for

monitoring the activities of a secondary school. In particular, it is necessary to master:

the essence, main functions, components and principles of the monitoring being carried out;

the characteristic features of monitoring as an integral system and dynamic process, the specific features of its implementation;

the algorithm developed for collecting primary data;

the technique of conducting tests and questionnaires for students and their parents, teaching staff, school administration;

the procedure for calculating the final indicators in percentages, taking into account the significance coefficients of the relevant monitoring criteria, etc.

It is known that the acquisition of certain skills by a person occurs in the process of involving him in the relevant activity. Based on this, in the process of organizing and monitoring the activities of the specialized general education school, it is appropriate to use various active methods and forms of work that allow strengthening the knowledge gained by the participants, forming and developing relevant skills. The acquisition of knowledge and skills necessary for its effective implementation by monitoring participants allows to move to the direct implementation of this process in school practice. However, it is clear that this process requires continuous improvement. Therefore, in the process of monitoring, it is important to systematically provide individual scientific and methodical support in the implementation of monitoring activities by the school administration and methodologists [3.88].

According to the results of the studies, scientific and methodological support is understood as a set of pedagogical actions that help the participants to eliminate the complications that arise during the

monitoring activity and to optimize their further professional self-improvement process.

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