

LESSON TRACKING-AS A TOOL FOR ASSESSING THE QUALITY OF EDUCATION

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Аннотация

Ushbu maqolada darslarni kuzatishning ta'lim sifatini baholashdagi o'rni, hamda kuzatuv mashg'ulot paytida o'qituvchining yutuq va kamchiliklarini aniqlash vositasi sifatida qo'llanilishi, nafaqat o'qituvchi va talabalarning individual xarakterli harakatlarini, balki ushbu harakatlarning o'zaro bog'liqligini, ularning sarflangan harakatlar samaradorligi bilan bog'liqligini aniqlash mumkinligi, darslarni kuzatishda qanday jihatlariga e'tibor qaratilishi kerakligi haqida fikr yuritilgan.

Аннотация

В данной статье рассматривается роль наблюдения за уроками в оценке качества образования, а также применение наблюдения как средства выявления достижений и недостатков учителя при обучении, можно выявить не только индивидуально характерные действия учителя и учащихся, но и взаимосвязь этих действий, их связь с эффективностью затраченных усилий, на какие аспекты следует обратить внимание при наблюдении за уроками.

Annotation

This article reflects on the role of lesson observation in assessing the quality of education, as well as the use of observation as a means of determining the achievements and shortcomings of the teacher during training, how it is possible to determine not only the individual characteristic actions of the teacher and students, but also the relationship of these actions, their connection with the effectiveness of.

Kalit so'zlar: dars kuzatuvi, dars tahlili, o'qituvchi yutuqlari, ta'lim sifatim pedagogik mahorat, amaliy-metodik yordam, ilg'or texnologiya.

Ключевые слова: наблюдение за уроком, анализ урока, достижения учителя, качество моего образования, педагогическое мастерство, практико-методическая помощь, передовые технологии.

Keywords: lesson observation, lesson analysis, teacher achievements, educational quality pedagogical skills, practical-methodological assistance, advanced technology.

The richest and most valuable information is given by direct visual observation of the educational process. It provides a comprehensive study of the main thing in the lesson - the activities of the teacher and students, its quality, its direct impact on solving the problems of planned education and education.

Pedagogical observation can be relatively complete if in a logical relationship all aspects of the activities of the teacher and students and the results available for perception are controlled. Also, the attention of the observer can be partial when it is focused on any particular side of the teacher's activity or even several issues (Organization of work, teaching methods, etc.) or those involved (their activities and independence, relationships, etc.).

In any choice of the subject of control, it is mandatory to clearly define the tasks and develop an indicative observation plan in advance. To do this, as a rule, it is necessary to familiarize yourself with the controlled pedagogical documents (a work plan for the current period, a lesson summary, notes in the Journal of educational work) and often talk to him, sometimes with students.

During the observation process, attention should be paid to the events that concern the planned topic and control tasks. They should be recorded in the protocol with a short note, if necessary, supplemented with schematic drawings, conditional signs, etc. At the same time, it is important to determine not only the individual characteristic actions of the teacher and students, but also the relationship of these actions, their connection with the effectiveness of the spent actions. For example, noting the next assignment of the teacher and the unsuccessful execution by students, it is also worth noting the inaccuracies in the formation of the assignment (or the lateral display of the proposed actions) that caused the unsuccessful actions of the performers.

Why do you need to carry out observation in the lesson?

Observation is part of an integrated approach to assessing the quality of Education,

for implementation, basic educational programs are determined by degrees, therefore, the educational activity control program is a means of assessing the quality of Education.

The following tasks should be carried out when observing and analyzing classes:

- assessment of the work of a teacher in an educational institution by lesson observers;
- monitoring the correspondence of the course process to the stages of the course;
- to achieve practical and methodological assistance provided by observers to the teacher who is taking classes;
- study and popularize advanced experiences.

Through the observation and analysis of the lesson, the general readiness of students, their activity in obtaining knowledge, interest in the academic discipline,

careful work, ability to work independently with text, maps, tables, tools, attitude towards the teacher is determined. At the same time, the activities of the teacher are also analyzed.

Aspects such as the level of knowledge of the teacher's curriculum materials, the separation of the main point in the process of explaining a new topic, adherence to the principles of Science and simplicity, Exhibitionism, the correct setting of the lesson goal, the correct planning of the lesson process, the ability to achieve cooperation in the lesson, control the acquisition of knowledge and skills,

Observation and analysis of the teacher's lesson several times makes it possible to draw conclusions on his pedagogical skills, work system, mastery of his students, level of knowledge, as well as his field and professional competence.

It is worth noting that when analyzing the lessons of school teachers, most often observers evaluate the lesson in more external aspects, despite the fact that it is a holistic system, meditating superficially on the content and essence of the lesson. Also, in the lesson analysis, it is said that the teacher uses a pointing weapon, works with didactic cards, etc., but there is no thought about such issues as what purpose, in what situation they were used, how effective they were, how correctly the distribution of time was followed, did not take into account the age characteristics of students.

In addition, another serious drawback is the inability to focus on the self-analysis of the teacher. The principle of self-analysis provides the basis for the teacher's determination of the target path regarding the identification and elimination of achievements and shortcomings in his activities. Lessons should be observed and analyzed based on a specific purpose. Only then will the result be effective and help to draw a clear conclusion about the learning process. Systematics in lesson analysis, lack of a specific goal, accidental participation in the lesson, inability to analyze the lesson in depth, and inability to provide practical assistance to the student lead to a decrease in the quality and level of classes.

The analysis of the lessons is not only of methodological importance, but also one of the most important forms of leadership and control over the educational process in the school. The systematic implementation of the practice of observing and analyzing the teacher's lesson provides an opportunity to compare classes and determine whether the mistakes made have been eliminated. Teacher peer-to-peer classroom observation is an experience exchange process, where the teacher in the classroom uses all his skills to function with high performance, while the analyzing teacher enriches his experience by offering suggestions and feedback, improving his methodological skills.

The analysis of the lesson is carried out at the following stages.

1. Preparation for observing the lesson
2. Monitoring the course of the lesson

3. Ensuring self-analysis
4. Lesson analysis and making suggestions

When analyzing the lesson, it is recommended to focus on the following.

- formation of goals and objectives that the lesson seeks from observation;
- clear definition of the lesson to be observed;
- preparation of the lesson observation structure;
- preparation of the necessary materials; talk to the teacher.

The main purpose of monitoring the lesson of teachers and its analysis should be aimed at developing knowledge, skills and abilities of students, further improving the educational work of the school, increasing the responsibility of teachers.

Conclusion. Lesson analysis is the main factor in studying the teacher's performance, determining to what extent students master the basics of Science and controlling the implementation of the materials of the state curriculum according to the plan. The analysis of classes into scientific, methodological, didactic and general pedagogical, psychological aspects will clarify the course analysis, perfect it and expand the possibility of an excellent assessment of the activities of the teacher and the student.

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