

ПЕДАГОГИЧЕСКИЙ МОНИТОРИНГ В СИСТЕМЕ ОБРАЗОВАНИЯ: ОСНОВНЫЕ КОНЦЕПЦИИ, ЭФФЕКТИВНОСТЬ, УСПЕШНОСТЬ

Албанбаева Ж.О.

Старший преподаватель КГУ имени Ишеналы Арабаева, ведущий специалист Института Экономики и Менеджмента jikintosh77@mail.ru

Аннотация: В статье рассматривается один из важнейших инструментов, способствующий объективной и научно обоснованной оценке качества образовательной деятельности, – педагогический мониторинг.

Ключевые слова: мониторинг, оценка качества, образовательная деятельность, технология.

PEDAGOGICAL MONITORING IN THE EDUCATION SYSTEM: BASIC CONCEPTS, EFFICIENCY, SUCCESS

Albanbaeva Dzh.O.

Senior Lecturer KSU named after Ishenaly Arabaev, leading specialist of the Institute of Economics and Management jikintosh77@mail.ru

Summary: This article contemplates one of the main tools, which contributes objective and scientific-based valuation of educational activity, and pedagogical monitoring is quality.

Keywords: monitoring, quality valuation, educational activity, technology.

БИЛИМ БЕРҮҮ СИСТЕМАСЫНДАГЫ ПЕДАГОГИКАЛЫК МОНИТОРИНГ: НЕГИЗГИ ТҮШҮНҮКТӨР, НАТЫЙЖАЛУУЛУК, ИЙГИЛИК

Албанбаева Ж.О.

Ишеналы Арабаев атындагы КМУнун ага окутуучу, Экономика жана Менеджмент Институтунун жетектөөчү адиси jikintosh77@mail.ru

Аннотация: Макалада билим берүү ишинин сапатын объективдүү жана илимий жактан негизделген баалоого көмөктөшүүчү эң маанилүү инструменттердин бири – педагогикалык мониторинг талкууланат.

Өзөктүү сөздөр: мониторинг, сапатты көзөмөлдөө, билим берүү иш-чаралары, технология.

The rapid development of science, technology and information technology largely determines the face of the modern world and leads educational institutions to a fundamentally new understanding of the results of their activities. Education today can no longer be reduced to just the acquisition of knowledge - it is also a strong multi-factor professional and personal development of a future specialist, a future citizen, providing conditions for the most complete

possible implementation of the entire complex of functions of a mature person. Person - civic, professional, social and labor.

Monitoring of students' educational achievements [4] as a key element of the quality management system of specialist training is a process of continuous scientifically based diagnostic and prognostic monitoring of the results of students' educational activities in order to develop the future teacher's subjective position in relation to their own professional education, which ensures the humanitarian orientation of the quality management of specialist training. Monitoring allows to overcome the alienation of the results of educational activity from its subject, to create situations of reflection as self-knowledge and adequate self-assessment of educational activity and to include the student's educational achievements in the field of his personal achievements, thereby transferring him to the position of the subject of quality management of his professional training. Structural and functional characteristics of monitoring the educational achievements of students in the quality management system of training specialists in a pedagogical university is a unity of diagnostic, analytical, informational, corrective, reflective and motivating functions that determine the following structure of monitoring: the purpose of its implementation, object, subjects, a set of criteria and indicators, assessment procedures (testing, observation of activities, formative assessment, assessment of products of students' educational activities, maps and profiles of competencies, rating system).

The technology for implementing the monitoring of educational achievements of students in accordance with the logic of its deployment in the educational process is a system of four stages: design, procedural, corrective, and final. The design stage involves clarifying the content of the components of educational achievements for each academic discipline, based on the capabilities of this discipline for the formation of professional and personal competence of the future teacher, designing evaluation procedures for diagnosing each component of educational achievements. The procedural stage includes the implementation of evaluation procedures, processing of the received data and bringing information to students through feedback mechanisms in order to make managerial decisions. [1] The corrective stage involves the development of additional tasks for students depending on the results obtained and the creation of conditions for students to adjust their educational strategy. The final stage involves the analysis and self-analysis of the effectiveness of the corrective actions taken, summing up the results of mastering the discipline based on the data of monitoring the educational achievements of students.

In the course of the problematic analysis of modern approaches to understanding the essence and role of information in modern society, we determined that information currently plays the role of the most important factor influencing the nature and direction of social development. Considering the features of information activity in higher educational

institutions, we have identified a contradiction between the increase in the pace of development of information technologies and the significant passivity of subjects receiving information; this contradiction can be overcome as a result of the development of information and pedagogical technologies that increase the activity of subjects in the process of obtaining, interpreting and understanding information about the progress and results of the educational process at the university. We include pedagogical monitoring among such technologies. **Pedagogical monitoring** is a scientifically based type of information activity for obtaining pedagogical information that has a diagnostic and prognostic, personally expedient, pedagogical and communicative, integrative, socially and normatively determined character and has an educational impact on subjects based on the actualization of personal, group or organizational meanings of their educational activities[3].

The main actualizing factor of this monitoring is pedagogical information. The concept of "pedagogical information" already exists in the world pedagogical science and practice, but its definition reflects pedagogical information as a certain content of pedagogical knowledge, which is used by practicing teachers in the course of implementing their professional functions. This approach is contrary to modern trends in the development of social institutions and, therefore, requires the identification of a new essence of pedagogical information. Because of the problematic analysis of the main pedagogical categories, we came to the conclusion that we are interested in the axiological and activity essence of pedagogical information.

Based on the philosophical and axiological theory of M.S. Kagan and the developed conceptual methodological approach of the study, we have identified personal, group and organizational meanings of the educational activities of the subjects of the educational process at the university as the axiological essence of pedagogical information.

The identification of the activity essence of pedagogical information was carried out on the basis of the concepts of the educational space and its most important component of the information space of the university [7]. The work carried out made it possible to come to the conclusion that the activity essence of pedagogical information is expressed in the educational functions that it performs in the educational space of the university. Since information determines the content of the communicative interaction of the subjects of the educational process, we analyzed the psychological, pedagogical, synergistic approaches to determining the functions of communication, educational and upbringing activities of higher education teachers. As a result of the work carried out, we have identified the following educational functions of pedagogical information: diagnostic and prognostic, motivational and incentive communicative and pedagogical, integrative, social and normative, and also synthesized the essential concept of pedagogical information. **Pedagogical information** is information that has an educational impact on the subjects of the educational process based

on the actualization of personal, group or organizational meanings of their educational activities [2].

In order to obtain pedagogical information during pedagogical monitoring, it must be based on a system of principles. We include the following among such principles: the principle of diagnostic and prognostic orientation; the principle of personal expediency; the principle of pedagogical communication; the principle of information integration; the principle of social and normative conditionality; the principle of science; the principle of continuity; principle of integrity and continuity.

Considering the ideological parameters of the order of educational systems, we came to the conclusion that such a parameter can be considered a pedagogical dominant - a pedagogical idea updated at the intersubjective level, which underlies the relationship between the subjects of educational activities in a university. In this section, we need to identify the sources of pedagogical ideas, as well as their features, which are manifested in educational relationships at the university.

Pedagogical information will directly affect the relationship between the subjects of educational activity. A.N. Sukhov identifies the following types of socio-psychological relationships:

role relationships reflecting the functional and organizational dependence of people in joint activities;

communicative relationships that characterize the activity of members

communities in their contacts, relationships and communication;

cognitive relationships, which are the result of reflecting the adequacy of the mutual knowledge of people;

emotional relationships reflecting the mutual attraction of people;

volitional relationships, reflecting the possibilities of self-manifestation of partners in joint life. They characterize the measure of psychological activity or the nature of the behavior of people in communities;

moral relationships that characterize people's behavior according to the criteria of "good-evil" are manifested in caring, responsiveness or indifference, self-interest, aggression, selfishness, etc.

Interaction (interaction) is a socio-psychological category. In turn, I would like to note that the pedagogical model of interaction does not fully contribute to the solution of the educational tasks facing the university, one of which is the preparation of an adult capable of carrying out a constructive and socially adequate professional activity.

Thus, we can conclude that understanding the development of group processes as parameters of the order of educational systems requires the integration of socio-psychological, pedagogical and managerial knowledge. At the same time, socio-

psychological theories act as the basis for determining the level of development of the group, technologies of educational activity are developed on the basis of pedagogical knowledge, and the theory of organizations underlies the predictive models of the activity of the structural components of the university, providing effective training of students in future professional activities and creating conditions for androgogical interaction between participants in educational activities in senior courses.

The presented material allows us to attribute the following to the main indicators of group development that need to be monitored in the course of pedagogical monitoring: socially and professionally significant results of the group's activities; conditions for individual social and professional development of group members; the level of activity of the group in the process of implementing the goals of the educational institution.

The pedagogical information obtained as a result of monitoring will make it possible to update the value system of the group's activities, create conditions for the development of the individual in the process of group interaction and increase the level of readiness of students for future professional activities.

Defining the components of the educational system of the university on the basis of the conceptual methodological approach, we came to the conclusion that a synergetic worldview involves the identification of order parameters that characterize the functioning and development of the system. On the basis of the theoretical provisions of the cyclic pattern of social development, the law of the spiral fractality of system time and the theoretical provisions of dialectics, we have identified the following parameters of the order of the university: the processes of development of personal and group subjects of educational activity; pedagogical dominants that determine the nature of the relationship between the subjects of educational interaction; material and financial conditions for the implementation of educational activities. It is these order parameters of the educational system that should be the objects of pedagogical monitoring in the university. The information received in the course of monitoring will be a factor that actualizes the parameters of the order and thus ensures the constructive development of the educational system.

At different stages of socio-economic cycles, the significance of these order parameters changes. At the stage of economic recovery, it is necessary to update the role of educational and professional groups in the educational process, and at the stage of recession, create conditions that ensure a high level of personal development. Such an approach will contribute to the effective influence of educational institutions on the course of the country's socio-economic development, ensuring not only socially adequate, but also the prognostic nature of their activities [6].

Based on the conceptual methodological approach of research as the main principle of the development of the educational system at the organizational, group and personal levels,

we have determined the principle of harmonization. At the organizational level, this principle presupposes the coordination of the main components of the activity of the structural divisions of the university. At the group level, mutual understanding between members of the group in the process of implementing the main educational program. At the personal level, harmonization presupposes a high level of self-understanding (reflection) and self-organization of the individual, which makes it possible to constructively resolve individual internal contradictions and problems in various activities.

We consider the objects of pedagogical monitoring to be the nature of educational relationships between the subjects of educational activities at the university, the professional and educational culture of the student's personality, and the development processes of group subjects of the educational process at the university.

We pedagogical dominants call pedagogical ideas, actualized at the intersubjective level. Manifested in educational relationships, they are the determining factors influencing the formation of value consciousness, value relations, value attitudes and value orientation of the individual. By educational relationships, we understand the relationships that develop because of pedagogical or andragogical interaction between participants in educational activities at a university.

A feature of educational relationships in the university is that they should be pedagogical in the junior years and andragogical in the senior years. To this end, the technologies of pedagogical monitoring should be differentiated depending on the stage of professional training of students.

In the process of theoretical and experimental verification of the research hypothesis, we came to the following conclusions:

1. As a result of the historical and logical analysis of the research problem, it turned out that the most actively scientifically based tracking of the progress and results of educational activities was carried out in the 80-90s. of the last century within the framework of pedagogical activity [5]. The following pedagogical methods have monitoring significance: pedagogical accounting, the method of standards, personality-oriented observation, the method of tasks, which make it possible to significantly increase the humanistic nature of the information obtained in the course of tracking.

2. Monitoring as a means of obtaining continuous, evidence-based information about educational activities was first used in the 80s. In modern conditions, monitoring itself and the information obtained as a result of it continues to be used mainly only as a means of improving various types of educational activities, which is contrary to the trends of the information society, where information is considered as the most important factor in development.

3. The most effective modern form of development of pedagogical theories are integrative methodologists, containing general scientific, philosophical, sociological, psychological and other theories structured in the logic of research activities. The synergetic, hermeneutic, personal-activity, conceptual-theoretical methodological approach developed and implemented as such by methodologists, being an integrative research methodologists, ensures the development of the theory of pedagogical monitoring through the correct use of general scientific, philosophical, psychological and pedagogical theories to explain the phenomena and facts of pedagogical reality [9].

4. The essential difference between pedagogical monitoring and other types of monitoring is that in its process and result, pedagogical information should be obtained that has an educational impact on the subjects of the educational process based on the actualization of personal, group and organizational meanings of educational activities in the process of implementation the following pedagogical functions: diagnostic and prognostic, motivational and incentive, communicative and pedagogical, integrative, social and normative.

5. From a synergistic point of view, the objects of pedagogical monitoring at the university are: professional and educational culture at the personal and group level; material conditions for the functioning of an educational institution; pedagogical ideas underlying educational relationships. The pedagogical information obtained as a result of monitoring the indicators and features of these objects has a systemic impact on all components of the educational system, being a system-forming factor in its development.

6. The system-forming nature of pedagogical information at the personal level is manifested in the fact that the actualized meaning of educational activity is an axiological factor that increases the activity of the individual in the self-development of the individual components of professional and educational culture. Pedagogical information, objectified at the group and organizational levels, makes it possible to harmonize the activities of the components of the educational system, as well as to give a personally and socially oriented character to pedagogical and managerial activities to improve the educational process at the university [8].

7. The sources of ideas that can be pedagogical dominants of educational relationships in a university are cultural and historical pedagogical traditions, modern trends in the development of education and ideas for its improvement within a particular educational institution.

8. One of the objects of pedagogical monitoring is vocational and educational culture, reflecting the ideas that characterize educational relationships in the university, and the results of personal, group and organizational activities, expressed in the level of development of personal potentials of participants in educational activities, student and professional groups, as well as scientific, spiritual, educational and material values created at

the university. The professional and educational culture of a person includes the following components: operational, [11] cognitive, creative, moral, communicative, aesthetic. Tracking the development of group subjects of educational activities should be carried out according to the following indicators: socially and professionally significant results of the group's activities; conditions for individual social and professional development of group members; the level of activity of the group in the process of implementing the goals of the activity of the educational institution.

9. A distinctive feature developed in the process of scientific and practical design of the innovative methodology of pedagogical monitoring at the university is that the main goal of pedagogical monitoring is to obtain pedagogical information, which is provided by the implementation of the following newly developed principles: personal expediency, pedagogical communication, and information integrativity, social and normative conditionality. The implementation of these principles in a system with the already existing principles of diagnostic and prognostic orientation, scientific character, continuity, integrity and continuity will contribute to the manifestation of the axiological and activity essence of the pedagogical information obtained as a result of monitoring [12].

10. Among the main methods that can be effectively used in the process of developing pedagogical monitoring technologies, we include the following empirical and theoretical methods: observation, participant observation, survey (interview, questioning), conversation, natural and diagnostic experiments, forecasting, design, and simulation. At the same time, the use of these methods should create equal opportunities for all participants in pedagogical monitoring in the process of obtaining information about the nature and results of educational activities.

11. The algorithm for implementing the technology of pedagogical monitoring at the university should include the following periods and stages:

experimental-search period: preparatory, adaptive, initial-diagnostic, content-technological, final-diagnostic;

organizational and constructive period: normative, organizational, scientific and methodological.

12. The effectiveness of pedagogical monitoring technology is determined based on subjective-reflexive assessments of participants in monitoring the implementation in educational activities of the requirements of its principles, objectified at the personal, group and organizational levels. This approach provides an increase in the humanistic orientation of pedagogical monitoring as a type of information activity in the university [10].

The presented conclusions confirm the provisions of the research hypothesis and indicate that pedagogical monitoring, as a type of informational activity, is a system-forming factor that ensures the personally and socially directed development of the educational system of the

university. The developed innovative methodology of pedagogical monitoring is not only a theoretical basis for the design of its specific technologies, but also creates conditions for the development of research and scientific-practical projects of new types of information and pedagogical activities at the university.

BIBLIOGRAPHY:

1. **Kaldybaev S.K.** *Pedagogical dimensions: formation and development. Monograph.* - Bishkek, 2008. - 208 p.
2. **Kadnevsy V.M., Kaldybaev S.K., Polezhaev V.D. Polezhaeva M.V.** *Traditional and innovative means of assessment and control in education.* - Omsk. 2012. - 320 p.
3. **Gorb V.G.** *Pedagogical monitoring of the educational process as a factor in improving its level and results // Standards and monitoring in education.* 2000. No. 5. S. 33-37.
4. **Gorb VG** *Pedagogical monitoring of the nature of the relationship between the subjects of educational activities in the university: teaching aid.* - Yekaterinburg: URAGS, 2004. - 72 p.
5. **Gorb V.G.** *Methodology and theory of pedagogical monitoring at the university 2005.* No. 2. P. 144-190
6. **Zhailoobaev N.Zh.** *Modern problems of education // Kut Bilim.-2005.-May 20.-P.4.*
7. **Chepelev P. N.** *Educational monitoring: the concept is being formed // Standards and monitoring in education.* - 2000. - No. 5. - S. 47-51.
8. **Silina S. N.** *Professiographic monitoring in pedagogical universities // Pedagogy.* - 2001. - No. 7. - S. 47-53.
9. **Silina S. N.** *Professional monitoring in the system of higher pedagogical education // Standards and monitoring in education.* - 1999 - No. 2. - S. 59-64.
10. **Belkin A. S.** *The situation of success: How to create it: Book. for the teacher / A. S. Belkin.* - M.: Enlightenment, 1991. - 170 p.
11. **Makarov A. A.** *Methodology and methods of system organization of complex monitoring of the quality of education: Abstract of the thesis. thesis ... Dr. tech. Sciences.* -M., 1999.- 36s.
12. **Orlov A. A.** *Monitoring of innovative processes in education // Pedagogy.* - 1996. - No. 3.

Рецензент, к.п.н.
25.04.2022г.

Рыспаева Ч.К.