



Efficiency Criteria Of Educational Technologies In Assessing The Professional And Pedagogical Competence Of The Teacher

Gofirov Muzaffar Jumaevich

Senior Lecturer, Karshi Institute Of Engineering And Economics, Karshi City, Uzbekistan

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ABSTRACT

The article reveals such a component of the teacher's professional and pedagogical competence as his mastery of innovative technologies, which are the mechanism in the teacher's activities that ensures the real implementation of new pedagogical goals, conceptual ideas, principles, models, systems. In this case, the criteria for the effectiveness of the educational technologies used by the teacher can serve as indicators of his professional and pedagogical competence.

KEYWORDS

Professional and pedagogical competence, educational technologies, innovative technologies, performance criteria, technological culture, humanistic paradigm, personality-oriented learning, individualization of training, subject position, value-semantic orientation, information technologies.

INTRODUCTION

The teacher's competence in innovative pedagogical technologies and their effective implementation into the educational process provide a holistic transformation of the traditional pedagogical process based on the

ideas and principles of the humanistic paradigm of education and the achievements of scientific and technological progress, which is embodied in practice through the

technologies of personality-oriented learning and information and computer technologies.

The substantive concretization of criteria in determining the pedagogical effectiveness of a particular educational technology in a teacher's activity will depend on his conceptual position and orientation toward a particular educational paradigm. From the standpoint of personality-oriented pedagogy, in the criteria of the pedagogical effectiveness of modern educational technologies, it is obviously necessary to include indicators indicating the degree of implementation of the human-forming functions of education through these technologies: axiological (value-semantic), developmental-activity, competence, humanitarian, cultural, socio-cultural, integrative, personality oriented.

The formation of a teacher's technological competence can be judged by:

- Firstly, according to the degree of the teacher's awareness of the systemic nature of technology at three levels of its definition: 1) on the methodological level - as knowledge of the main methodological approaches, target orientation, conceptual foundations of the organization of the pedagogical process; 2) on the theoretical basis - as determining the patterns of the course of psychological and pedagogical processes, the observance of which in building the technology of organizing the educational process and the interaction of the teacher and students will ensure the achievement of pedagogical results with the expected quality; 3) on the actual technological (instrumental, similar to the concept of production technology) - as an invariant system of specific pedagogical actions of

the purposeful organization of the educational process and the interaction of the teacher and students, carried out in a certain logical sequence by certain methods, techniques, in a certain form, with the help of certain means directed to achieve the planned results with the highest degree of probability;

- Secondly, according to the degree of his possession of the following characteristics of the technology: 1) dominant purpose; 2) the main methodological and theoretical ideas and provisions on the basis of which the technology was developed; 3) fundamental technologies on which the author's technology is built; 4) ways of organizing the content of educational material and the peculiarities of presenting it to students, adequate to the goals of education and the technology used; 5) the nature of the interaction between the teacher and students in the learning process; 6) the type of management of the cognitive activity of students; 7) the dominant forms, methods and means of teaching that make up the technology; 8) the sequence of stages in the implementation of technology;
- Third, according to the degree of the teacher's orientation when choosing a specific educational technology to the system of objective criteria for its effectiveness: 1) compliance of the educational results obtained thanks to the technology used, the expectations of modern society, the requirements of state educational standards; 2) the correspondence of the education received to the interests and needs of the student's personality; 3) the degree of conformity of the results achieved through the application of technology to the planned

teacher, educational institution; 4) the number (complex) and the level of goals realized through the applied technology in comparison with others; 5) the degree to which the maximum result is achieved without damage to health (fatigue, stress, depression) of trainees (criterion of optimality); 6) achieving the minimum possible time and material costs relative to the value of the planned results (criterion of efficiency).

MATERIALS AND METHODS

Knowledge of the system of modern pedagogical technologies, their purpose and characteristics, including at the level of algorithmic description of the sequence of procedures, constitutes a meaningful component of the teacher's technological culture.

To date, pedagogy has accumulated a colossal arsenal of pedagogical technologies and many approaches to their classification.

Since the main characteristic of the modern paradigm of education is its humanistic and personality-oriented focus on meeting the individual's need for quality education that allows him to be competitive in the labor market, pedagogical technologies should create the appropriate conditions. And for this, the management personnel and the teacher need to have an idea of the general features of such technologies and of the system characteristics of the main specific technologies of the humanistic paradigm, tested in world and domestic practice.

The main features of the personality-oriented learning process, implemented in the appropriate learning technologies, will be:

1. Giving the student's position in the educational process the status of a subject of knowledge, communication, value orientations, which means: teaching for the student acquires a personal meaning; the student himself determines the goals of his teaching (content, level, specialization); each student has the freedom of choice and the ability to make their own decisions in the field of variable content, forms and style of learning, self-education, pace, cooperation and mutual assistance, movement around the classroom, etc.; each student has the opportunity to realize the need for creative activity in the educational process, i.e. own original solutions, ideas, compositions, designs, etc are encouraged; each student has the opportunity to evaluate his educational achievements himself, to express any own value judgment; the student takes responsibility for the results of the study and for any other educational activity; the student realizes his gaps and achievements and makes a decision and a self-improvement program himself, i.e. correction of the educational process is carried out on the basis of reflection and self-regulation.
2. A shift in emphasis from the learning process to the learning process, expressed in active independent cognitive activity; mastering rational methods of educational and cognitive activity, objectively corresponding to the nature of cognitive tasks; cognition of their individual characteristics, requiring methods of teaching that are optimal for this particular student; in reflection of their achievements and the effectiveness of their activities.

3. Reorientation in the dominance of the substantive goals of education from the development of subject knowledge, skills and abilities by students to the methods of mastering general cultural values, communicative, informational, competence-activity culture.
4. The role of the teacher in the educational process is changing significantly: his main task now is to provide conditions for optimal satisfaction of the above-mentioned needs of students and to help the formation of their personality. Technologically, this role is manifested in the fact that the teacher first of all becomes the organizer of relations and relationships in the educational process; carries out motivational management of the teaching of schoolchildren; his main activity in the learning process is to provide pedagogical assistance and support, to create situations of success; demonstrates complete trust in the child, faith in his capabilities; participates in group forms of activity as an equal active employee; openly expresses his own position.

The above generalized features are implemented in specific technologies specially developed for the purposes of student-centered learning. Therefore, the pedagogical technologies used themselves are indicators of the criterion of the quality of education and the professional competence of the teacher. For a personality-oriented model of education, the technologies of individualization of education acquire significant importance: on the basis of individual curricula, individual educational programs and individual educational routes; computer technologies, distance learning, level differentiation

technologies ("ladder of achievement", portfolio), modular learning technology, situational learning technology, collaborative learning technology, project-based learning technology, new forms of accounting, monitoring and assessment of student learning outcomes (credit rating, tutoring and accounting for the implementation of the IEP, reflection, portfolio).

In the conditions of modern informational reality, computer technologies are becoming one of the most effective means of improving the quality of education and an indicator of the technological culture of a teacher. In the teacher's activities, they are an important condition for the modernization of the educational process, and not only in terms of equipping it with the latest material and technical means, which make it possible to modernize and expand the didactic capabilities of the learning process, but, which is much more important, in terms of reorienting it to personal-semantic, competence and developing character.

And this fact requires the teacher to focus his efforts on the formation of students' information skills: selection and critical analysis of the usefulness, reliability and quality of the information found; on the education of culture and safety of individual and group communication in interactive communication on the network; understand both the positive and negative impact of ICT on the psyche, values and behavior of the child. Knowing these risks will help the teacher to prevent them in the course of educational work using ICT.

Until now, it was about the so-called objective factors of the effectiveness of educational technologies. But there is one more criterion

that should be emphasized. As a result of the research, it was found that the subjective factor turned out to be decisive in the effectiveness of the technology in practice: firstly, the subjective position of the teacher relative to the technology being mastered, and secondly, the individual personality characteristics of the teacher.

RESULT AND DISCUSSION

The subjectivity of the teacher's position, which determines the effectiveness of the use of technology, was manifested in the following indicators:

- What is recognized by the teacher as the dominant values of education: a child as a self-worth, independent, free, active, self-confident, decisive personality or a solid assimilation of as much knowledge as possible from various fields? The technology in the teacher's activity became effective only when his subjective values coincided with the objective target orientation of the technology;
- Awareness of personal meaning and the need to master and apply technology in their own experience, due to various motives, the most effective of which is the need to achieve high-quality educational results and in their own professional growth;
- Manifestation of purposeful activity in the search for ways to master the new technology (search for literature, attending consultations in the IPC and the desire to take advanced training courses, study experience, etc.);
- Deliberate reflection of their capabilities, abilities, personal qualities in order to determine their adequacy to the technology chosen for mastering;

- Active, without external stimulation, the introduction of technology into their own work practice;
- Purposeful tracking of the process and the effectiveness of the technology according to the criteria designated for itself. In essence, this means the implementation of research and experimental activities;
- A flexible and creative approach to the implementation of technology: making adjustments, individual techniques, creative modification in relation to specific conditions and your individuality, i.e. the desire to create your own copyright technology;
- The desire to comprehend, generalize and disseminate their experience.

The next most important factor is associated with the individual personality traits of the teacher. Moreover, as studies have shown, these are not individual personality traits, but stable complexes - typological properties. Thus, a teacher of the "managerial" type implements algorithmic teaching technologies more professionally with clear planning, organization and management of students' cognitive activity, with strict control.

Humanitarians "most effectively manifest themselves in individual forms of work and in small groups on the basis of empathic communication and partnership. "Socialists" build their communication with students on the basis of their interests and hobbies, especially extracurricular and social; they are most productive in the organization of project activities and communication technologies (in discussions, business games). "Researchers" are aimed at groups of students with a developed interest in research activities, especially work with gifted children; the most

productive in the work on the technologies of problem-search and problem-research todists who help teachers in choosing the basic pedagogical technology for them.

CONCLUSION

So, when analyzing the technological competence of a teacher as indicator of the quality of his professional activity, it is important to establish how much the teacher is aware of the dominant target orientation of the mastered pedagogical technology and its capabilities in the implementation of the main methodological approaches of the humanistic paradigm of education - personality-oriented, value-semantic, developmental-activity, competence, etc .; owns psychological and pedagogical theories about the laws and conditions for the formation of certain personal qualities; knows the list and generalized characteristics of the main modern pedagogical technologies and owns their algorithmic sequenceprocedures; carries out tracking and reflective analysis of the effectiveness of pedagogical technologies in terms of indicators that are adequate to the goals and criteria of the quality of education, corresponding to the expectations of modern society, the requirements of state educational standards, the interests and needs of the student's personality, the results planned by the teacher, the educational institution; demonstrates a higher level and number (complex) of goals to be achieved through the technology used in comparison with others; achieves the maximum possible result without prejudice to the health of the trainees (criterion of optimality) and with the minimum possible time and material costs relative to the value of the planned results (criterion of economy).

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