



Criteria Of The Assessment Of The Effectiveness Of The Process Of Preparation For The Pedagogical Activity Of Students On The Direction Of "Professional Education"

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Abstract: The article presents the criteria of the assessment of the effectiveness of the process of preparing students for pedagogical activity. It is advisable to consider the process of preparation for the pedagogical activity of students in the direction of professional education, as a system whose components are theoretical and practical classes in higher educational institutions on pedagogical disciplines. Criteria and indicators for assessing the effectiveness of the preparatory processes for teaching activities of students in the direction of professional education are determined on the basis of the qualification requirements of bachelors in the direction of professional education "Informatics and Information Technologies", curricula, scientific and methodological literature, teacher's work experience, and also on the basis of research results. The criteria reflect the essence of the development of the pedagogical process and the subjects of the pedagogical process. The indicators are inherent dynamism, interconnectedness and interdependence. Therefore, the criteria for evaluating the effectiveness of the processes of preparation for teaching activities of students require the selection of the necessary indicators. On the basis of criteria and indicators, indicators for assessing the effectiveness of the process of preparation for the pedagogical activity of students in the direction of professional education are determined.

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To ensure the effectiveness of the preparation process for the pedagogical activity of students in the direction of vocational education, it is necessary to organize on the basis of the situational approach a constant increase in activity, to form their initiative and creative attitude to the study of pedagogical disciplines, to create a system of moral incentives depending on the results of educational activities in the pedagogical process, self-education, enrichment of knowledge, skills, abilities and experience moral development and self-education on the basis of technology systems approach.

The majority of students in the direction of vocational education to the study of pedagogical disciplines are one-sided and by the process of studying pedagogical disciplines means a process that organized only for the implementation of the curriculum on the basis of the State educational standard. Such a narrow understanding of the process of studying pedagogical disciplines is the cause of students lagging behind innovations in their future profession, and also an obstacle to create an inventive

environment in the process of preparing students for pedagogical activity¹.

The process of preparing students for pedagogical activity is a creative process where a motivational structure is used, inherent in preparing for pedagogical activity, and the formation of pedagogical competence, presented as a definite dynamics of development. In this process, creative activity is considered an organizing element of the system, i.e. component of the objectively conscious creative activity of students.

¹Абдуллаева О.С. Технологии повышения учебно-воспитательного процесса профессиональных колледжей и академических лицеев (на примере изучения курса информатики и информационных технологий) // Монография. Издательство: Навруз. - Ташкент, 2016.С.189.

The most important thing for ensuring the effectiveness of the process of preparing for the pedagogical activity of students in the direction of vocational education is moral incentive, which serves as the main factor in raising the level of knowledge, skills, experience and development of pedagogical skills.

Preparation for the pedagogical activity of students in the direction of vocational education is a complex pedagogical system, the components of which are theoretical and practical classes in the institutes in pedagogical disciplines, i.e. lectures, seminars, training seminars, scientific and practical conferences, competitions "student of the year" and "the best group of students", exhibitions of methodical products prepared by students in the direction of vocational education, as well as the dissemination of advanced educational technologies, mutual attendance of lessons, the school "mentor "student" in the process of teaching practice.

Changing one of the components of the system entails to change other components. Each component of the system can serve as an indicator and criterion for assessing the level of preparation for the pedagogical activity of students. For example, indicators of the level of preparation for the pedagogical activity of students may be: work of students on themselves, self-education, motivation to enrich their knowledge, skills, and pedagogical experience.

The forms that contribute to the preparation of students for pedagogical activity and stimulate their vigorous self-education activities, the motivation to enrich the knowledge, skills, and pedagogical experience are very different. These can include participation in scientific conferences (with the publication of materials), the publication of scientific and methodological articles in national scientific journals, newspapers or collections, participation as a co-author in the creation of educational and methodological manuals, training seminars and observation and participation in open lessons and classes in the process of teaching practice. The forms listed above serve as a mechanism for improving and developing the level of students' training by working on themselves, obtaining self-education and enriching their knowledge, skills and pedagogical experience.

Preparations for the pedagogical activity of students are not only the organization of the pedagogical process on pedagogical disciplines and the process of pedagogical practice, but also constant updating and replenishment of knowledge, which brings satisfaction directly to the student himself. In the process of "additional education", students improve as a person, their social status increases, their self-awareness increases. It can be argued that the

preparation for the pedagogical activities of students on an ongoing basis affects all aspects of their activities and psychological self-perception, which is the awareness, analysis and objective assessment of their knowledge, skills, and pedagogical experience; activation of personal needs and identification of ways to meet them. At the same time, the development of the emotional sphere of the student's personality, spiritual enrichment takes place, and opportunities for the development of scientific and creative potential are created.

Preparation for the pedagogical activity of students involves not only arming them with theoretical concepts, but also mastering the skills to successfully solve vital problems. In this process, conditions are created for the harmonious professional and personal development and improvement of the personality of the future teacher.

The author noted that one of the conditions for preparing students for teaching activities is the continuity and consistency of the preparation process. To this end, in higher educational institutions with special departments it is necessary to organize a special room (office), which would be equipped with computer equipment (for the possible use of modern information technologies) and methodical products².

In order to ensure the participation of students in the continuous pedagogical process associated with preparing students for pedagogical activity, it is necessary to form among them a positive motivation for this process, namely: striving for professional and personal development as a necessary condition for bringing up a harmoniously developed generation; the desire to improve professional knowledge and personal qualities in order to establish friendly, creative and business relations in a team; awareness of the need for self-education, the formation of specific life goals and the identification of ways to achieve them, the desire for an independent solution of important life problems; interest in innovations, selection and accumulation of new and reliable information, its study, analysis and objective evaluation; understanding the importance of innovation, interest in innovation processes and technologies, mastering new knowledge, skills and abilities, understanding the need for their implementation; the desire to learn the rich life experience and put it into practice at a new, higher level.

² Абдуллаева О.С. Пропедевтический курс "Педагогическая компетентность педагога профессионального образования".// Монография. Издательство: LAP Lambert Akademik publishing& Co.KG, Saarbrucken, Germany, 2018, С.189.

Thus, we consider the pedagogical process to aim at preparing students for pedagogical activity as a continuous and consistent process, the components of which are self-education, the desire to learn the best practice of teachers, the creation of positive motivation and a favorable educational environment.

One of the features of preparing students for pedagogical activity is the organization of the pedagogical process and the management process so that students personify themselves not as an object, but as a subject of this process.

Particular attention in the preparation of students, both as individuals and as specialists, should be paid to the formation of internal readiness for teaching, positive attitude and objective assessment of the results of the preparation process for teaching, the desire to implement innovative technologies in their activities. If a student does not have internal needs for creating a new one, then such a person is prone to conservatism, which adversely affects the process of preparing for teaching.

Thus, in order to effectively organize the process of preparing for pedagogical activity, it is necessary to develop a special program, and create a system for the formation of relevant knowledge and skills of students. At the same time, factors contributing to the effective implementation of the above-mentioned process should be taken into account: the organization of students' reflective activity in pedagogical processes, i.e. creation of conditions for critical and analytical activities of students; formation of pedagogical skills, providing the possibility of independent use of modern pedagogical and information technologies; the formation of a reflective educational environment aimed at the interest and desire for educational activities; organization and development of subject-subject relations in the system of preparing students for pedagogical activity; the formation and development of the pedagogical abilities of students on the basis of improving their sense of confidence in their abilities; the formation of reflexive skills, the development of analysis and an objective assessment of their own activities, self-education, the formation of a creative educational environment³.

In our opinion, the process of preparing students for pedagogical activity can be viewed as a new form and systemic pedagogical component of a creative-

reflexive educational environment. New conditions in which the personal-professional development of students are carried out require them to master the necessary knowledge and skills: reflexive skills associated with the analysis of their activities and objective assessment; skills that help the student to develop activity in the pedagogical process, to predict the capabilities of their knowledge and skills; skills of establishing relationships with partners, coordination of interaction in the pedagogical process; the ability to influence students taking into account their individual psychological characteristics and in accordance with the situations; communication skills; the ability to exchange various kinds of information with students; self-management and personal development skills; skills of collecting, processing and objective assessment of information, etc.

In the process of preparing students for pedagogical activity, the formation of subject-subject relations are of particular importance in enhancing their pedagogical ability and improving their personal qualities.

The effectiveness of this process, based on the subject-subject approach, is expressed in the following indicators: the level of formation of students' professional competence; development of conscious activity, initiative and organizational skills; the formation of personal qualities of professional and pedagogical importance, a positive change in psychological properties characteristic of the teacher's profession; development of a professional worldview and sense of responsibility; strengthening the skills of self-awareness, the ability to analyze and objectively assess their positions and their activities.

The effectiveness of the organization of the process of preparing students for pedagogical activity depends on the creation of certain conditions. It can be said that the required conditions are the implementation at all stages of preparation of the future teacher of the humanistic paradigm of pedagogical education, which currently forms the theoretical and methodological basis for the formation of a strategy for pedagogical training of students, determines its ideology, content, technology.

In pedagogical research, the humanistic approach regards the individual as an integral, unique system; therefore, the person is represented by them in its integrity. Each individual is endowed with the potential for continuous development and self-realization, the desire to achieve the "ideal self".

The peculiarity and integrity in the implementation of the humanistic paradigm of preparing students for pedagogical activity at different levels can be ensured only if a number of conditions are met: ensuring the systematic and consistent humanistic content of the process of preparing

³Абдуллаева О.С. Педагогическая компетентность педагога профессионального (на примере 5330200-Информатика и информационные технологии).// Учебное пособие. Издательство: LAP Lambert Academic publishing & Co.KG, Saarbrucken, Germany, 2018, С.105.

students for pedagogical activity at its different levels; the integrity of the humane goals of the pedagogical education system as a whole and each of its stages, their correlation as elements of the system; organization and management of a holistic pedagogical process involving the preparation of students for pedagogical activity at the level of subjects of co-creation and cooperation; formation of the content of the process of preparing students for pedagogical activity on the basis of humanistic theory and practice; the use of modern technologies in the organization and management of pedagogical processes that involve the systematic and sequential process of preparing students for pedagogical activity; the formation and development of students' ability for continuous development and self-realization, the desire to achieve pedagogical skills, the formation of humane pedagogical thinking⁴.

One of the main conditions for ensuring efficiency is the implementation of interconnection and interdependence between the ideology, content and technology of organizing and managing the processes of preparing students for pedagogical activities, as well as the effective use of functions and methods of management in organizing and managing the processes of preparing students.

In our opinion, the above conditions follow from the objective regularity, according to which the flexibility of the pedagogical process and the technology of education predetermine the mechanisms of organization and management of this process. In addition, the mismatch between the system of preparing students for pedagogical activity and the system of organizing and managing pedagogical processes leads to a corporate state, unbalancing the whole system.

In order to ensure the above conditions, the author of the research has integrated the whole system of preparing students for pedagogical activity and the system of organizing and managing it, highlighting for each group components of consistency and priority functions of organizing and managing the student preparation process⁵.

⁴ Кон О.В., Дустанова С.С. Антиномия гуманистического и технологического подходов в современном образовании// Личностно-ориентированный подход к современному обучению и воспитанию. Второй выпуск. Сборник научно-методических статей в 18 частях: Ч. 3. / Под общ.ред. д.п.н., проф. Р.Х.Джураева, - Т.: 2008, - 206с.

⁵ Абдуллаева О.С. Технологии повышения эффективности процесса подготовки к педагогической деятельности студентов по направлению профессионального образования:

In his study, S.T. Turgunov defined and singled out the functions of organization, management, quality assurance of pedagogical processes, and also scientifically substantiated their significance and implementation in providing educational processes. These include: information-analytical, motivational-targeted, planned-prognostic, organizational-executive, control-diagnostic and regulatory-corrective function⁶.

Thus, ensuring the effectiveness of the process of preparing students for pedagogical activity is carried out using the above management functions and organization of pedagogical processes. The implementation of the sequence in the formation of the personality of the student - teacher occurs through a motivational-objective function. The implementation of consistency in the content, methods, forms and means of all stages of consistent pedagogical training is ensured with the help of the organizational and executive function of systematic organization and management of the process of preparing students for pedagogical activity. The sequence in the criteria for evaluating the effectiveness of the process of preparing students for pedagogical activity is carried out by the control-diagnostic and regulatory-correction functions of the systematic management of vocational-pedagogical training of students.

The achievement of the result is promoted by the use of the entire set of functions and methods of organization and management of pedagogical processes that will serve as effective training of students for pedagogical activity in different conditions.

Thus, the author notes that the indicators for assessing the effectiveness of the process of preparing for students' pedagogical activities in the direction of vocational education are the basis for forming a diversified growth strategy for preparing students for pedagogical activities, the basis for systematic management of this process, which will include diversification-strategic approaches to the organization process and management of the process of preparing students for teaching.

Diversification (Diversificatio - change, diversity; from lat. Diversus - different and facere - do) - expanding the range of products and reorienting markets, developing new types of production in order

дисс... доктора философии (PhD) по педагогических наук: 13.00.01. - Наманган, 2018. - 156 с.

⁶ Тургунов С.Т., Л.А.Максудова. Педагогик жараёнларни ташкил этиш ва бошқариш. Кўлланма Тошкент-2009. "Фан" нашриёти.10,5 б.т. (166-бет).

to improve production efficiency, obtain economic benefits, prevent. Diversified growth strategies The third group of reference business development strategies are diversified growth strategies. These strategies are implemented in the case when the firm can no longer develop in this market with this product within the industry.

Thus, diversification-strategic approaches to the organization and management of the process of preparing students for pedagogical activity are the next condition for the implementation of the systematic management of pedagogical processes in the system of training future teachers.

Thus, the creation of favorable conditions for self-development, self-education and self-esteem are the most important thing in the implementation of the strategic management of the process of preparing future teachers. The peculiarity and practical significance of self-development, self-education and self-assessment make it possible to determine them from the main indicators for assessing the effectiveness of the process of preparing students for pedagogical activity.

One of the main conditions for the application of a reflexive approach to the organization and management of the process of preparing students for pedagogical activity is the personality-oriented approach in the educational process. Its content is reflected in the following: the development of students' reflective ability to master the ideas of the

national heritage, the formation of personal and humane motives for pedagogical activity and the orientation of their motivational sphere towards the development of their creative potential; the development of humanistic thinking as an indicator of the effectiveness of the process of preparing students for teaching activities; formation of the ability of students to determine their place in society, in teaching, to support the desire to independently develop their knowledge and skills in the context of society; the formation and development of students' ability to master the teaching activities, the development of it as a creator of their knowledge and himself.

The above conditions as criteria and indicators for assessing the effectiveness of the process of preparing students for pedagogical activity serve as a complex factor in the successful mastering of a teacher's specialty, both professionally and creatively. Each criterion as a backbone, includes a group of indicators and indicators that qualitatively and quantitatively characterize it. The criterion is more stable, although it reflects the essence of the development of the pedagogical process and its subjects. The indicators are inherent dynamism, interconnectedness and interdependence. Therefore, the criteria for evaluating the effectiveness of the process of preparing students for pedagogical activity require the selection of the necessary indicators (Table 1).

Table 1. Criteria and indicators for evaluating the effectiveness of the process of preparing for the pedagogical activities of students

No	<i>Performance Criteria</i>	<i>Evaluation</i>	<i>Performance Indicators</i>	<i>Evaluation</i>	<i>Indicators</i>
1	<i>Learning organization and management of pedagogical processes</i>	<i>technology</i>	Awareness of the importance of studying pedagogical disciplines		The percentage of students showing an interest in the study of pedagogical disciplines; availability of elective courses in accordance with the needs of students
2	<i>Organization of pedagogical processes based on a situational approach</i>		Constant increase of activity, formation of initiative and creative attitude to the study of pedagogical disciplines		The level of formation of the need for self-education, enrichment of knowledge, skills, abilities and experience
3	<i>Applications of technology systems approach</i>		The use of a motivational structure is inherent in preparing for teaching activities; motivation to enrich the knowledge, skills and pedagogical experience		Realizations of self-development and self-education; increasing the level of knowledge, skills and experience and the development of pedagogical skills
4	<i>Organise a creative environment</i>		Increase the level of knowledge, skills, experience, and development of pedagogical skills		The level of objectively consciously creative activity of students
5	<i>Organization of the process of "additional education"</i>		Students' satisfaction with additional education, improvement of student's personality, self-awareness increase		Percentage of students pursuing individual educational plans.

6	<i>Applications of reflexive approach technology</i>	Formation of a reflective educational environment aimed at shaping students' interest and striving for pedagogical activity	The manifestation of awareness, analysis and objective assessment of their knowledge, skills, and pedagogical experience
7	<i>Development of a special program and the creation of a system for the formation of relevant knowledge and skills of students</i>	Formation of pedagogical skills, providing opportunities for independent use of modern pedagogical and information technologies	The level of desire to learn the rich life experience and put it into practice at a new, higher level
8	<i>Applications of student-centered approach technology</i>	Organization and development of subject-subject relations in the system of preparing students for pedagogical activity	Formation of personal and humane motives for pedagogical activity and orientation of the motivational sphere of students towards the development of their creative potential
9	<i>Organization of innovation processes</i>	Formation of students' interest in innovation processes as subjects of this process	Percentage of students who understand the value of innovation and the need for their implementation
10	<i>Diversified Growth Strategy Applications</i>	Using the entire set of functions and methods of organization and management of pedagogical processes	The growth of students who have the ability to introduce new approaches in the organization of the educational process

Thus, the process of preparing students for pedagogical activity is a scientifically substantiated, purposeful interaction between objects (subjects) of the pedagogical process in order to achieve the planned result. This implies such a feature in which the main indicators of the effectiveness of the process of preparing students for pedagogical activity are the technologies for organizing this process. Considering that today the tendencies of subject-subject relations prevail in the pedagogical system, it is legitimate to focus on the use of technology of a personality-oriented approach.

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