

THE IMPORTANCE OF THE RATING MODULE INCENTIVE SYSTEM IN THE FORMATION OF EDUCATIONAL AND COGNITIVE COMPETENCE OF FUTURE TEACHERS

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Abstract:

Mandatory components of educational content are determined by the state educational standard. On its basis, an educational program for the system of assessment and motivation of students in family educational institutions has been developed, which includes two interrelated parts. It was revealed that this is the same rating control system for all family educational institutions, including elite ones.

Аннотация:

Обязательные компоненты содержания образования определяются государственным образовательным стандартом. На ее основе разработана образовательная программа системы оценки и мотивации учащихся в семейных образовательных учреждениях, включающая две взаимосвязанные части. Выявлено, что это одна и та же система рейтингового контроля для всех семейных образовательных учреждений, в том числе элитных.

Annatasiya: Ta'lim mazmunining majburiy tarkibiy qismlari davlat ta'lim standarti bilan belgilanadi. Uning asosida o'zaro bog'liq ikki qismni o'z ichiga olgan oily ta'lim muassasalarida talabalarni baholash va rag'batlantirish tizimi o'quv dasturi ishlab chiqilgan. Bu barcha oily ta'lim muassasalari, shu jumladan elita ta'limini beradigan o'quv yurtlari uchun bir xil bulgan reytingli nazorat tizimi ekanligi ochib berilgan.

Keywords: Professional, structural, cognitive, didactic, algorithmic, competence-based, invariant, variant, targeted.

Основные слова. Профессиональный, структурный, когнитивный, дидактический, алгоритмический, компетентностный, инвариантный, вариантовый, адресный.

Tayanch iboralar: Professional, strukturaviy, kognitiv, didaktik, algoritm, kompetensiya, invariant, variantli, manzilli.

The rating control system is a general (collective) quantitative system for evaluating the quality of training of future teachers in a separate subject, a group of subjects studied in one semester, and subjects in general. In university practice, rating is an integrated assessment of all types of future teachers' activities, which is a quantitative characteristic of the quality of educational work. The main task of the rating is to increase the motivation of future teachers to master educational programs through high differentiation in the evaluation of educational work, as well as to increase the level of organizing independent work in the educational process.

Rating technology does not replace or contradict the traditional system of credits and exams. The rating system includes two interrelated processes: organization of training and systematic monitoring of its progress during training. The rating system of education allows to take into account the personal qualities of future teachers, such as the ability to learn. is a spring. The main task of the rating is to encourage future teachers to develop educational programs by increasing the level of organization of the educational process, as well as to differentiate the evaluation of educational work at a high level. Future teachers understand their personal importance only in the implemented educational activities and work at the maximum level. In addition to personal motivation, the rating also performs its task - with the accumulation of the rating, the results of various educational activities are monitored throughout the academic period. Continuous monitoring of educational results, including independent educational activities of future teachers, allows to adjust the time. A high rating is "an assessment not only of the bachelor's independent educational activity, but also of his unique characteristics. This educational activity should always be emphasized, explained and widely promoted among students. One of the advantages of the rating subsystem is to give future teachers the freedom to independently study the material at the level of their abilities, without overloading them with activities.

Rating is not only a method of evaluating and controlling academic performance, but also a system of organizing the educational process. Develop a scoring scale for evaluating prospective teachers' independent work by establishing a minimum level standard corresponding to "good" and "excellent", "satisfactory", "adequate" and "acceptable"; to consider the possibility of collecting bonuses for participation in educational and research works, Olympiads, contests, etc.; penalty points, for example, for violating the assignment deadline, for missing classes; the requirements and rules, quantity and nature of independent assignments, and the conditions of monitoring for their completion during the semester will not change; preparation of the rating sheet of the educational group; also suggests a scope for translating multiple-point ratings into traditional assessments.

Practice shows that the rating system for managing the independent educational and cognitive activity of future pedagogues has a number of positive aspects. Independent work of future teachers is monitored regularly, current, intermediate and final evaluation is carried out.

The work of future teachers is evaluated for all independent work topics and educational-cognitive activities, therefore, independent education is carried out regularly; students' knowledge activity is activated; discipline will increase significantly, future teachers will be able to control themselves and have self-respect.

We will consider some examples, positive and negative aspects of the introduction of modular-rated education. As a comprehensive measure of the quality of education of future teachers, the rating is a sum of points received by students during the training process. When forming the rating of future teachers, it takes into account all aspects of educational activity: participation in educational activities and activity; determining the rhythm and quality of tasks for independent work, determining the volume and quality of learned knowledge. The advantages of the rating system for future teachers are that they can independently plan their working hours and fully realize their abilities, and plan further activities based on the current rating. The teacher can identify the student's problems in time and change him and his activities. At the same time, the modular rating system is not without flaws. For example, the main difficulties of future teachers are related to the lack of skills, which implies that they do not carry out work on practical knowledge, low responsibility and self-regulation. To increase the activity and independence of future teachers' educational and cognitive activities, and to develop their educational and cognitive competence by developing the self-management ability of modular-rated education students and developing a personal learning strategy. one of the methods.

In the conditions of module-rated teaching, the participation of the teacher is not eliminated, on the contrary, he actively participates in the educational process, organizes and motivates the participants of educational activities, interprets and changes the existing work. Competent organization of the educational process allows future teachers to eliminate irrational trajectories of education and reduce (optimize) teaching time. Module-rating training allows future teachers to acquire the ability to self-discipline, self-monitor, set goals and reflect, which is a key indicator of the development of educational and cognitive competence.

Future teachers work with maximum efficiency only when they realize their individual importance in the type of independent educational activity being carried out. In addition to personal motivation, the rating also performs its direct function - it includes monitoring the results of various educational activities throughout the entire academic period with the collection of the rating. Continuous monitoring of educational results, including educational and cognitive activities of future teachers in the independent work process, allows timely adjustment of educational activities of future teachers and helps in case of difficulties.

The main difficulties for future teachers are related to the lack of work skills for self-acquiring knowledge, low responsibility and self-discipline. But these problems should not prevent the introduction of a new form of education. We express the need to develop an individual independent education strategy. Thus, it is considered appropriate to use the

technology of module rating in the process of monitoring the educational and cognitive development of future teachers. Increasing the educational and cognitive activity of future teachers in the process of independent work, during the implementation of this activity, helped to develop several types of competence of students and improved pedagogical mechanisms. This is reflected in students' desire to study, desire, attitude to academic work. The future teacher should be able to use effective forms of teaching in the implementation of the didactic process. The correct selection of organizational forms of teaching means that the elements of the pedagogical system are related to each other based on certain laws. Exploiting these connections and finding the most appropriate organizational forms leads to de-formalization in education. The future teacher should always control the extent to which the student, who is a participant of the pedagogical system, acquires the content of education and the influence of education using the most appropriate methods. The information obtained in this regard provides an opportunity to manage the pedagogical system in an appropriate manner or determines which element in the system needs to be corrected. Attracting students to independent activities takes into account the psychological characteristics of each student

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