

Ўнлаб каналларнинг ташкил этилганлиги, владнинг эшиттиришлари савияси ижобий баҳоланишига қарамай. Ўқувчилар учун телевидение ва айти дамла, асосан Интернетнинг афзаллиги анкета саволлавага берган жавобларига яққол намоён бўлди. «Сиз оммавий ахборот воситаларининг қайси биридан кўпроқ фойдаланасиз?» деган саволга ўқувчи-ёшларнинг 45%и интернетни, 35% телевидениени, 20%и палиони, танлаганлар. Бу жавоблардан айти дамла ўқувчи-ёшлар ҳаётида интернет ва телевидениенинг аҳамияти анча юқори эканлиги сезилди. Таҳлил натижалари асосида шундай хулосага келиш мумкинки, давр нуқтаи назаридан олиб қаралганда, ҳар бир оммавий ахборот воситаси маълум даврларда ўз аудиториясини кенгайтирган. Ҳозирги даврда интернет ва ижтимоий тармоқлар материалларидан фойдаланиш фоизи юқорилигини тан олиб, ўқувчи-ёшлар маънавиятини шакллантиришда қуйидаги тавсияларни ишлаб чиқдик:

- ўқувчи-ёшларда оммавий ахборот воситалари асосида ҳаётни теран англаши, муаммоларни чуқур таҳлил этиши орқали уларни мазкур муаммоларни ҳал этишга қизиқтириш, муҳокамаларда эркин қатнашишга ўргатиш ва фикрлар хилма-хиллигини таъминлаш;

- ўқувчи-ёшларни жамиятда рўй бераётган янгиланишларни тўғри қабул қилишга, унинг фаол иштирокчисига айланишга, истикболдаги режаларни амалга ошириш учун тайёр туришга ўргатиш, тарбиявий ишларнинг негизини ташкил этиш;

- ўқувчи-ёшларни турли маънавий таҳдидлардан асраш учун у шаклланаётган ижтимоий муҳитнинг таъсирини қўйиштириш лозим. Яъни, болаларнинг оммавий ахборот воситалари материалларини қабул қилишда оила муҳити, хусусан ота-оналарнинг масъулиятини янада қўйиштириш; оммавий ахборот воситалари асосида ўқувчи-ёшлар маънавиятини шакллантиришда барча таълим муассасаларининг ўқитувчилари, синф раҳбарлари ҳамда маънавий-маърифий ишлар бўйича раҳбар ўринбосарларининг ролини ошириш;

- маънавият, адабиёт дарслари, дарсдан ташқари машғулотлар, гуруҳ ахборот соатларида ватанпарварлик руҳидаги видеороликлар, гиёҳвандликка, кашандаликка қарши соғлом турмуш тарзини тарғиб қилувчи юксак тарбиявий аҳамиятга эга бўлган видеолавҳалар билан доимо ўқувчиларни таништириб бориш мақсадга мувофиқдир;

- жамоатчилик фикрини шакллантириш, қонунларни ҳалқимиз, аввало, ёш авлод онгига синдиришда оммавий ахборот воситаларининг ўрни бекиёсдир. Шунинг учун, телекўрсатувлар ва радиоэшиттиришларда ўқувчи-ёшларни эзгу ғояларга даъват эта оладиган ҳаётий мавзулардаги материалларни намоиш этиш, матбуот саҳифаларида эса, чоп этиш турли хил фикрлар, ранг-баранг қараш ва ёндашувларга кенг йўл очиб бериш зарур. Оммавий ахборот воситалари ҳаётимизда юз бераётган янгиланиш ва ўзгаришларга ўқувчи-ёшларнинг онгли муносабатини уйғотишлари, ҳолислик ва ҳаққоният тамойилларига таъйин фаолият олиб боришлари лозим;

- уяли алоқа воситалари орқали ахлоқсизликни намоиш ва тарғиб қилувчи материалларнинг тарқалишига йўл қўймаслик, ўқувчи-ёшларимизни бундай иллатлар домига тушиб қолишининг олдини олиш, оқ ва қорани, яхши ва ёмонни, ахлоқ ва тубанликни фарқлаш қўникмасини уларда шакллантириш

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РЕЗЮМЕ

Мақолада таълим-тарбия жараёнида ўқувчи-ёшлар маънавиятини оммавий ахборот воситалари асосида шакллантириш айти даврнинг долзарб масалаларидан бири эканлиги ҳақида фикр юритилган.

РЕЗЮМЕ

В статье рассматриваются технологии формирования на основе средств массовой информации духовности у студенческой молодежи в процессе образования и воспитания как основная задача современности.

SUMMARY

The article is devoted to the study of forming young students' spirituality on the basis of mass media in the process of education and upbringing as the basic task of today.

METHODICAL CONCEPTS OF MONITORING MODEL IN GENERAL SECONDARY EDUCATION SYSTEM

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Таянч сўзлар: тадқиқот, тенденция, сифатни баҳолаш, моделлаштириш, модель, ўмумий ўрта таълим.

Ключевые слова: исследование, тенденция, оценка качества, моделирование, обще среднее образование.

Key words: research, tendency, quality assessment, modeling, model, general secondary education.

Uzbek nation, which permanently cares about the future of its children and bears responsibility towards the spirit of ancestors, has always paid a great attention to the education and upbringing of its young men and women. This has been proved during a long history and showed remarkable results.

бугунги куннинг кечиктириб бўлмайдиган долзарб вазифаларидандир.

Юқоридаги вазифалар, яъни ўқувчи-ёшлар маънавиятини шакллантириш улар ўртасида турли мавзуда тадбирлар ўтказиш ва тушунтириш ишларини олиб бориш, суҳбат ва баҳслар, семинар, конференциялар уюштириш ишларини такомиллаштириш орқали амалга оширилади. Ўқувчи-ёшлар маънавиятининг шаклланишида юқорида айтиб ўтган тадбирлар, маънавий-маърифий кечалардан ташқари, таъкидлаганимиздек, оммавий ахборот воситаларининг ўрни ниҳоятда муҳим эканлигини ҳисобга олиб, мазкур соҳа етакчилари, яъни ОАВ маъмуриятига қуйидаги таклифларни билдирамиз:

- ҳозирги вақтда телеканалларда берилаётган миллий маънавиятимиз, ўқувчи-ёшларимиз тарбиясига зарар етказувчи клиплар танқиди асосан ижодкор-ижрочиларга қаратилмоқда. Уларни оммалаштирган телеканал эътибордан четда қолмоқда. Бу муаммони қонун доирасида ҳал қилиш учун маънан яроқсиз ёки зарарли медиамаҳсулотларни оммалаштирган юридик шахслар - телеканалларнинг ўз низомида доирасидан чиқмасликларни устидан назоратни қўйиштириш таклиф этилади;

- Ватан, мустақиллик ҳақидаги қўшиқлар клипларининг юксак сифатли ва тарбиявий таъсирчан бўлишига алоҳида эътибор қаратишлари мақсадга мувофиқдир;

- болалар учун кўрсатувлар тайёрлаш, хориж мультфильмларини Ўзбекистон болажонларига намоиш қилиш ўта улкан маънавий масъулият эканлигини барча телеканалларда муҳокама қилиш ва бу борада телеканаллар раҳбарлари масъулиятини ошириш тавсия этилади;

- телеканалларда клипларнинг тарбиявий, маънавий, мафкуравий, эстетик қиймати, савиясини оширишга қаратилган ишларни йўлга қўйиш, жумладан, «Клиплар маънавияти» мавзусида ҳар чоракда бир марта семинар ўтказиш ҳамда муҳокама қилинган клип ва қўшиқлар, улар орасидан рад этилганларининг сабабларини кўрсатиб, бундан кейин такрорланишининг олдини олиш бўйича тавсиялар бериб бориш, клипларнинг тарбиявий самараси янада ошади;

- юксак бадиий савияли киномаҳсулотларни яратишга қодир энг янги технологияларни қўллаган ҳолда ўсиб келаётган ёш авлодга ибрат бўла оладиган замонамиз қаҳрамонлари образини шакллантирувчи кўрсатувлар тайёрлаш ва тақдим қилиш;

- Ўзбекистон ёзувчилари уюшмасининг телеканаллар ижодий жамоалари билан турли адабий, ғоявий, маънавий-маърифий мавзуларда учрашув, суҳбатлар ўтказиб бориш;

- телеканалларимиз фильмларни, болалар мультфильмларни танлашда мавзуси ва ғоясида бугунги воқеликлар, ислохотлар ютуқларининг акс эттирилганини танлашса, саёз фильмлар қамайиб, юксак ижтимоий даражага кўтарилганлари кўпая боради.

Хулоса сифатида айтиш мумкинки, оммавий ахборот воситалари ўқувчи-ёшлар онги ва ҳиссиётларига, тафаккур тарзига, ҳулқ-атворида таъсир кўрсатишда қатта имкониятларга эга. ОАВ ўқувчи-ёшлар ғоявий тарбиясининг муҳим бўғинидир. Таълим-тарбия жараёнида ундан самарали фойдалана билиш давр тақозосига айланмоқда. Зеро, Юртбошимиз таъкиди билан айтганда, «Янги авлодни тарбиялаш - халқни тарбиялаш демасдир» [2:235].

The development path is being implemented profoundly into the Life – being an integral part of the "Uzbek model" the Law "On Education" and "National Manpower Training Program" today was brightly displayed as one of the main factors ensuring the development in socio-economic and cultural spheres, and has been recognized as "Uzbekistan national manpower training" by international experts of developed countries.

Today rapid development of science, technology and production branches requires a raise the quality of education in all educational institutions to a new level.

Among the various types of continuing education in the education system the **secondary education** has critical importance. The main reason of this is that at this stage main skills for continuing studying at all types of education such as: **reading, writing, listening, logic thinking, communication skills, having an independent thinking** and knowledge basis on fundamental science are being instilled and moulded at students.

The laws of the Republic of Uzbekistan "about Education" and "about national staff training program" and the decree of the Cabinet of Ministry No.5 dated on January 5, 1998, "about developing implementing the public education standards for continuous education system" specify the **requirements for quality of public education standards, staff training, content of education, significant and required level of preparation for students being educated and qualification requirements of education institutions for graduates, necessity to determine the scope of education load.**

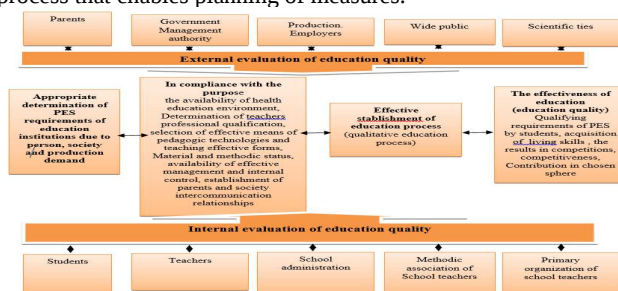
Since the early days of independence in a row with radical modernization of education system, enhancing the quality of education and teaching efficiency there has been improved the assessment of education quality and its mechanism for monitoring. The Projects such as "School education Development" carried out during 2007-2013 in cooperation with International Development Association (World Bank), in partnership with UNICEF, the International Organization of the United Nations "Development of quality parameters for general secondary education" and "improvement of the mechanism for monitoring the quality of education" have been implemented within the framework of **"The plan of education sector development in the Republic of Uzbekistan within 2013-2017 years"**.

Today, taking into account the country's specific experience in the field of education, the achievements and experiences of the developed countries and the international evaluation systems, there is required to validate education quality parameters and indicators from scientific and methodic view, as well as create education quality monitoring model founded on scientific and methodic basis, to create the methodology of its implementation.

The quality of education – being a description of the integrals of the education system, reflects the regulatory requirements of education results, and the level of social and personal needs correlation.

The assessment of education quality from Scientific and methodological point of view is implementing into pedagogy subject through **"Educational quality metering"**, the field that is developing as new tendency.

Monitoring of general secondary education quality in institutions implies the systematic observation of dynamics of the development of skills, knowledge and aptitudes defined by the state educational standards for the students and identifies the factors affecting the quality of the education quality and is the process that enables planning of measures.



Monitoring of education quality based on aforesaid model is aimed at systematic observing of dynamics of PES(public education standards) requirements fulfillment, determining the factors that affect the quality of education, qualitative education process arrangement through taking measures on development of methodic service and training system, educational institutions,

regional public education administration activity, as the result to enhance the quality of education.

The main functions of Monitoring are as follows:

- a) to observe the dynamics of students public education standards requirements fulfillment, determine the factors that affect the quality of education;
- b) to determine measures on filling identified gaps in the knowledge of the students due to the results of monitoring and on qualitative education process implementation;
- c) to prepare proposals for making amendments in curricula and public education standards regulations due to results of monitoring and necessary requirements that identified as connected with society, science and technology development ;
- d) The comparison between the results of the use of different teaching technologies;
- d) to determine gaps in pedagogic progressive, information and communication technologies, psychological, didactic and methodological methods used by teachers in the educational process and work out measures on improvement of gaps filling methods;
- e) Control the implementation of the training and qualification requirements by teachers, prepare the appropriate conclusions and submit to administration;
- f) On the basis of education quality indicators of educational institutions, regional education authorities to identify the rating.

The period and types of monitoring: Monitoring is divided into two types, the first is an internal monitoring, the second is an external monitoring. The Internal monitoring is carried out directly by monitoring group established by the educational institution. This implies covering all classes and all subjects under the monitoring process during the academic year.

External Monitoring shall be carried out by the State Testing Center under the Cabinet of the Ministry of Education, Public Education Ministry, regional education authorities, departments of the district (municipal) public education institutions' activities methodic securing and organization.

External monitoring is organized by the Ministry of Education, regional education authorities each 6 months on the basis of special plan - schedule.

Implementation of preparation works for monitoring: According to the objective of the monitoring there is defined what class and subjects will be controlled. In a purpose to ensure coverage of all academic disciples at the periodic time of monitoring process there is drawn a plan-schedule designed for one or more years. For Monitoring the disciplines there is carefully examined requirements of PES, the context of training programs and practical courses related to subjects to be controlled. There shall be made the list specifying the elements of knowledge, necessary skills and abilities to be acquired by the students. To conduct external monitoring the creative groups consisting of social experts on focused subjects shall be established under relevant bodies for preparation of control materials and making expertise. Creative team prepare control tasks for examining knowledge, skills, qualification (tests, quiz, questions, dictations, essays, etc.). The criteria for task complexity level and their evaluation criteria are to be developed. For determining the quality of prepared control tasks and quizzes, students attitude towards these tasks and the time to be spent the approbation is held. According to the results of the approbation the control material shall be analysed and amended control tasks and given time for doing these tasks relatively, then approved and prepared for monitoring process. Selection of areas, districts (city), educational institutions to be covered by monitoring is made due to the future plans or on the basis of random selection method.

Requirements for Control materials: control materials are prepared on the basis of the current state education standards and curricula. Assignment can be different types such as selective (closed) or written answer (open) type test -assignments, writing task, audio and video, text reading comprehension, listening comprehension, defining the basic idea of the text, title of the text, questions consisting of variety of charts and tables to compare . The closed test assignment shall consist of 4 options, the open test assignments shall include short answer test that requires concrete and short answer. Control materials are to be estimated in accordance with the evaluation criteria.

If control materials is a written task form it should be focused to encourage students creative writing search, reflecting personal feedback, aptitude of generalizing conclusions on the ideas expressed by a number of sources on the same subject and ability to write it.

Time for doing control tasks by students shall be defined according to the number and level of complexity. Control materials shall be made on the basis of the current training programs until the the monitoring period, the themes comprehended, and facilitate to determine the students' skills and knowledge, aptitude acquired.

Control works procedure: The external monitoring in selected classes shall be carried out by specially trained experts. Before conducting control works they ought to be trained by special training groups and taken appropriate recommendations/instructions at the seminars.

Experts for conducting control work shall present at the selected educational institutions an hour before and examine conditions in class rooms, familiarize with accommodation. If Control work is to be conducted in more than one class the place for control work shall be chosen at classes of the close location in one school.

For conducting writing tasks for each subject shall be given time in accordance with age of students and complexity of the task.

Upon completion of Control work, the students sheets for each subject shall be collected by experts in each subject separately, and witnessed by all the students placed in a special envelope and sealed. Then envelopes are submitted to the head of the working group.

Upon completion of control work 10 minutes shall be given to students for the break. Then students, teachers and school administrators fill prepared beforehand questionnaire (the survey). 20-25 minutes shall be given for filling questionnaire .

Analysis of the findings of the monitoring: After the control work has been conducted a special trained teachers team shall check the work. To ensure the objectivity of findings of the monitoring the team should include neutral/independent teachers. If the control work consists of closed test tasks, the verification process shall be carried out using a computer program.

Other types of assignments are checked by practicing teachers on the basis of the prepared evaluation criteria. Monitoring results are processed using a computer program and the appropriate

information is prepared. Prepared on the basis of analytical data. The results are compared with the former, specific academic subjects, specific class subject, district and regional development dynamics and the quality of teaching are to be determined.

Students, teachers, school administrators and parents will be questioned in order to find out the factors that influence on the quality of education, the knowledge of the students, and to identify effective and proper management solutions.

Factors affecting on the quality of education relatively will be studied by dividing into 3 blocks:

1 block: factors concerned with the conditions created by the educational institution;

2 block: factors related to professionalism of educational institution teaching staff (administrators, teachers, and leaders of the methods association etc.) and methodic assistance quality provided to them;

3 blocks: Factors concerned with skills, talents, interests and family conditions and habitats of the students.

Identified all the factors will be analyzed, due to the certain area, district (city), or the school in which the main ones are identified, on the basis of which will be made conclusions. There will be elaborated methodic instructions, principles of teaching, guidance and instructions for teaching staff and subject teachers.

To strengthen the material base of the educational process and to rise teachers' qualification following measures to be taken on (thematic educational meetings, seminars, demonstrative classes, and methodological work improvement etc.).

Monitoring is not one day control, but it should be continuous, systematical, related, indivisible observation.

In addition, the monitoring system is not only the mechanism determining PES and its standards compliance and controlling mechanism, but it shall serve for creating proposals that can be the basis for amendments related to plans and curriculum and PES due to development of science, needs and requirements of the society .

Summing up aforesaid, the monitoring of the education quality model implies modernization of teaching general education discipline methodology, introduction of mechanisms on continual enhancement of teachers skills, innovative pedagogic and mediatechnologies, and reaching high efficiency through introduction of education quality indicators.

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РЕЗЮМЕ

Ушбу мақолада ўқучиларда билим, кўникма ва компетенцияларни баҳолаш шакллантирувчи баҳолаш принциплари, таълим сифати мониторингини моделлаштириш масалалари юритилган. Шунингдек, ўқитувчиларда шакллантирувчи баҳолашга доир, кўникмалар ҳосил қилиш жараёнлари таҳлил этилган.

РЕЗЮМЕ

В статье рассматриваются вопросы оценки знаний и компетенции учащихся, принципы формирующие оценку, тенденции развития мониторинга и оценки качества образования в системе общего среднего образования в Узбекистане и вопросы моделирования системы мониторинга.

SUMMARY

In the article there are discussed the issues of knowledge assessment and student's competence, the principles forming assessment, monitoring development tendencies and education quality assessment in general secondary education system in Uzbekistan and modeling issues of monitoring system.