ASSESSMENT AND MONITORING OF THE EFFECTIVENESS OF PEDAGOGICAL SUPPORT FOR THE POST-COURSE ACTIVITY OF TEACHING STAFF

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Abstract

This article examines the assessment of the effectiveness of pedagogical support and the systematic monitoring of teaching staff activity after professional development (in-service) courses. Drawing on a systemic and qualimetric approach, the study substantiates the three directions of continuous education, the direct and indirect forms of professional development, and the aim, tasks and qualimetric criteria of monitoring post-course activity. The three-stage monitoring process — assessment, analysis, and managerial decisions with correction — is presented as an integral model in which feedback ensures continuity between the professional development course and subsequent self-education. The article also considers the qualimetric criteria for assessing post-course activity, the role of an automated electronic monitoring system, and the practice of supporting professional competence on the basis of resource (base) schools.

Keywords

professional development; post-course activity; pedagogical support; monitoring; assessment; qualimetric criteria; continuous education; feedback; correction; resource (base) school; quality of education.

Introduction

As the significance of human capital grows, the role of education in shaping a stable

society and economy is steadily increasing. The deepening of socio-economic reforms and the building of a civil society depend directly on highly intellectual personnel; this circumstance places upon all educational institutions – and, above all, upon their managerial and teaching staff – the need to systematically update their professional skills. As the head of state has emphasized, the professional level of teachers and faculty, together with their specialized knowledge, is one of the decisive factors determining the quality of education.

State policy in this direction is reflected in a number of normative-legal documents. The Strategy of Actions for the development of the Republic of Uzbekistan defines the improvement of the continuous education system and the expansion of opportunities for quality educational services as a priority task [2]. The resolution on introducing new principles of management into the public education system, in turn, sets the task of systematically monitoring compliance with state educational standards and requirements [3]. The targeted courses organized within the framework of implementing the resolution on improving the system of learning foreign languages may serve as a practical example of this approach [1].

Ensuring the effectiveness of teaching staff activity during and after the professional development period is possible, first of all, through systematic monitoring. Systematic monitoring makes it possible to promptly correct shortcomings in the educational process, to timely close gaps in trainees' knowledge, to fulfill state requirements with high quality, and to formulate analytical conclusions. National scholars R. Djurayev, Sh. Qurbonov and U. Inoyatov have investigated the pedagogical conditions for monitoring education quality, the improvement of education-quality management, and the introduction of a systemic-activity approach to it [6; 8; 7], while A. Begmatov and H. Yo'ldoshev have studied the issues of training and the professional development of managerial staff [5]. E. M. Alkarov, in turn, has investigated the

improvement of the effectiveness of managing the continuous professional development of teaching staff on the basis of information and communication technologies [4].

At the same time, a unified approach to monitoring and assessing education quality in professional development institutions has not yet been formed, and the assessment of the effectiveness of pedagogical support for the post-course activity of teaching staff remains insufficiently studied. Concepts such as “education quality diagnostics,” “diagnostic monitoring,” “education quality expertise,” and “qualimetric assessment of education quality” have entered scholarly circulation in recent years. From this standpoint, the use of qualimetric methods and the development of their parameters in assessing the effectiveness of public-education staff’s post-course activity is a pressing task. The aim of the article is to provide a scholarly substantiation of the mechanisms for assessing and systematically monitoring the effectiveness of pedagogical support for the post-course activity of teaching staff.

Methods

The study is based on a systemic-monitoring and qualimetric (i.e., grounded in the quantitative measurement of quality) assessment approach. This approach makes it possible to interpret post-course activity not as a sum of separate measures, but as an integral process that interconnects assessment, analysis and correction.

The following methods were used in the study:

– theoretical analysis and synthesis of scientific-pedagogical sources and normative-legal documents;

– structural–functional analysis of the monitoring process and identification of its stages;

– development of qualimetric criteria for assessing the effectiveness of post-course activity;

– theoretical modeling on the basis of the obtained results.

The qualimetric approach is based on measuring and assessing education quality through quantitative indicators (parameters). It makes it possible to compare and to track over time various aspects of a teacher's activity – such as the qualification category, participation in courses, scientific-methodological productivity, and students' achievements – within a single system of criteria. This approach ensures a transition from subjective evaluation to objective, evidence-based assessment and turns monitoring results into a substantiated source for managerial decisions.

The empirical basis of the study comprises the normative-legal documents of the Republic of Uzbekistan in the field of education [1; 2; 3] and the practice of professional development and post-course support.

Results and Discussion

Conceptual foundations of monitoring and assessment.

The definitions of "monitoring," "assessment," and "monitoring and assessment of education quality" have changed over a long period of time. In recent years, concepts such as "education quality diagnostics," "diagnostic monitoring," "education quality expertise," and "qualimetric assessment of education quality" have entered the pedagogical literature. In generalized terms, monitoring can be interpreted as the continuous and systematic observation of the educational process, and assessment as the process of determining the compliance of the achieved results with state requirements [6; 8].

The aim of monitoring professional development is to determine the compliance of the knowledge, abilities and skills acquired by managerial and teaching staff during professional development with state requirements; to organize and scientifically substantiate continuous and systematic observation; to carry out ongoing control by evaluating a selected object or the entire educational process on the basis of the obtained data; and to adopt effective managerial decisions [7]. At present, the assessment of

compliance with state requirements in professional development institutions is regulated through licensing, attestation and state accreditation; the qualimetric approach, in turn, complements this control with precise, measurable indicators [3].

Directions of continuous education.

The concept of continuous education is interpreted in the literature along three distinct directions: lifelong learning, adult education, and continuing vocational education and training. Lifelong learning implies that education continues throughout a person's life and is implemented both through the stages defined by the state and through self-education.

Given that managerial and teaching staff are the object of the present study, the directions of adult education and continuing vocational education and training are of particular importance. Adult education denotes systematic, independent study aimed at acquiring new knowledge, abilities and skills; its distinctive feature is that learners already possess practical work experience, so their needs and self-directedness must be taken into account in teaching. Such education is usually organized without separating the employee from their main job or within a defined number of training hours. Continuing vocational education and training, in turn, implies the regular enhancement of employees' knowledge within the scope of their professional duties – through short-term targeted, problem-based and author's courses [4].

Direct and indirect forms of professional development.

The continuous professional development of managerial and specialist staff in the public education system is organized in direct (training under educational programs) and indirect (training without educational programs) forms. Direct professional development is carried out in the following forms:

- training in a specialized professional development institution;
- training in short-term courses;

– training in an educational institution under the mentor–mentee (ustoz–shogird) method;

– independent study and self-education;

– distance education;

– gaining experience in the form of internships (in educational institutions, governing bodies, or abroad).

In this form, the periodicity, duration and volume of training hours of professional development are established by legislation and are usually carried out in a specialized institution. Short-term courses, by contrast, are organized without separating trainees from their main work, with a volume ranging from 18 to 72 academic hours.

The indirect form encompasses a manager's or teacher's activity between two professional development periods and consists of the following:

– engaging in scientific research by decision of the educational institution's academic (pedagogical) council;

– conducting open lessons (master classes) on managerial and specialist topics;

– participating with presentations in scientific, scientific-methodological and scientific-practical seminars, conferences and August pedagogical conferences;

– publishing textbooks, teaching-methodological aids, lesson designs, articles and theses.

It is precisely this indirect period – the post-course activity – that is of decisive importance for ensuring the continuity and coherence of education, and it requires a feedback mechanism between the professional development course and subsequent self-education.

The aim and tasks of monitoring post-course activity.

The aim of monitoring post-course activity, proceeding from the development prospects of the public education system, is to continuously observe the activity of

managerial and teaching staff, to identify and promptly correct the gaps in their professional competencies, and to improve the content of professional development. This monitoring is directed at fulfilling the following principal tasks:

– studying the impact of the knowledge, abilities and skills acquired by an employee in a professional development course on their professional activity;

– analyzing the work carried out to introduce the innovations gained in the course into the activity of the employee's own educational institution;

– recording how professional growth is reflected in the results of activity – the quality of teaching and upbringing, the level of scientific-methodological work, and increased organizational activity;

– assessing, on the basis of analyzing post-course results, the quality and effectiveness of the courses and offering proposals for improving the content of the curricula;

– analyzing the employee's activity between courses and developing recommendations for raising their qualification level in the next professional development;

– creating, on the basis of data on trainees' activity between courses, the possibility of improving the course programs.

Qualimetric criteria for assessing post-course activity.

Fulfilling the above tasks effectively requires the development of clear criteria (qualimetric parameters) for assessing the post-course activity of teaching staff. Within the framework of the study, it was found expedient to carry out monitoring on the basis of the following criteria (Table 1).

Table 1.

Qualimetric criteria for assessing post-course activity

No.	Monitoring criterion (qualimetric parameter)
1	Increase in the teacher's qualification category
2	Participation in short-term (targeted, problem-based and author's) courses
3	Participation in various reviews and competitions at the republican and regional levels
4	Participation with academic theses at international and national scientific-practical conferences and with presentations at August pedagogical conferences
5	Students' achievements in knowledge contests, olympiads and competitions
6	Creation and dissemination of new scientific-methodological developments (open lessons, publication of teaching and methodological aids)
7	Organization of extracurricular spiritual-moral (upbringing) activities

Systematic monitoring organized on the basis of these criteria serves to enhance the knowledge of managerial and teaching staff and, ultimately, the growth of students' learning potential. In this regard, it is expedient that the regional governing bodies of public education take into account the indicators of employees' achievements in self-education when forming professional development orders.

The three stages of monitoring and the model.

According to the results of the study, the monitoring of the effectiveness of post-course activity consists of three stages (Figure 1). At the first – the assessment stage – the application of the knowledge gained in the course to professional activity and the fulfillment of state requirements are determined, the influencing factors are identified, and the data are promptly processed and recorded. At the second – the analysis stage – the assessment results are generalized and classified, a database is formed, and recommendations aimed at eliminating the identified shortcomings are developed. At

the third – the managerial-decisions and correction stage – the gaps in professional competencies and the factors affecting education quality are addressed, short-term courses are organized for managerial and teaching staff, and the quality of professional development processes is corrected.

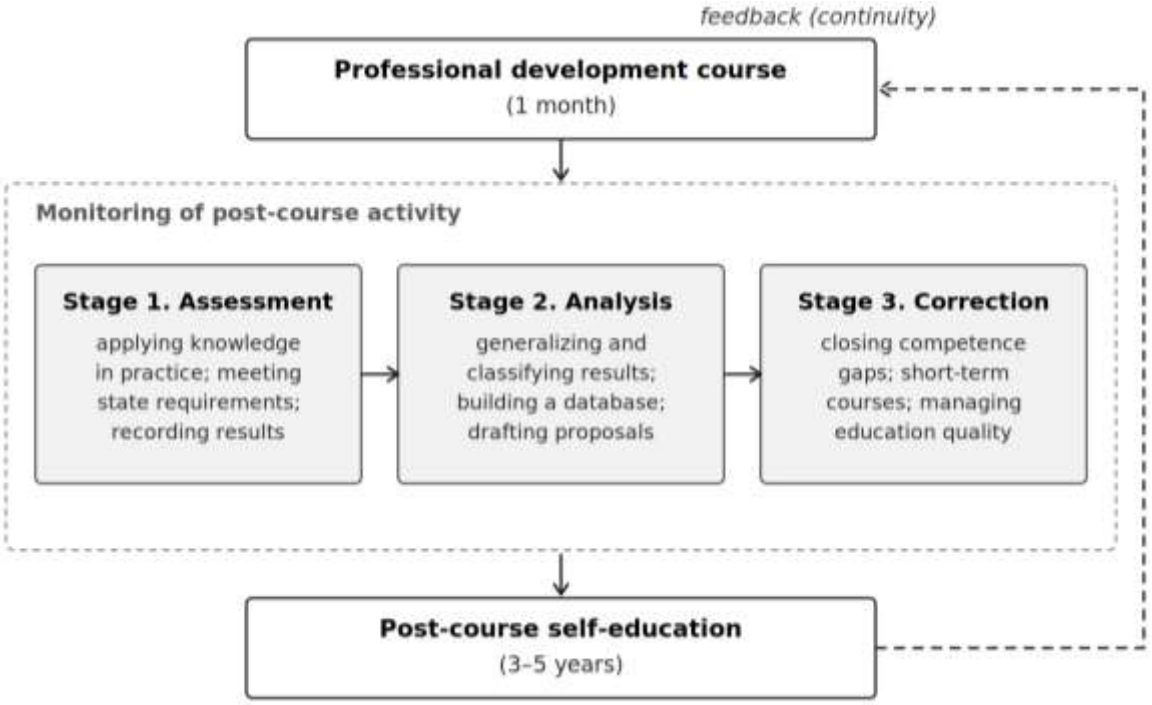


Figure 1. Model for monitoring the effectiveness of post-course activity

The most important feature of monitoring is its corrective nature: when the feedback process embedded within it is continued without interruption, a positive change occurs in the dynamics of education quality. As the model shows, the outcomes of correction ensure the coherence between the content of the professional development course and subsequent self-education.

Organizing these processes on the basis of an automated electronic system (a digital platform) offers a number of advantages: collecting and promptly processing data in a single environment, tracking the development dynamics of each teacher, obtaining generalized analysis at the regional and republican levels, reducing the volume of paper reports, and providing feedback in real time. As a result, monitoring becomes not only

a tool of control, but also an instrument for substantiating professional development orders and managing education quality.

The practice of supporting professional competence.

Observations show that, although most teachers have an interest in self-education, the mechanisms for directing them toward this activity are insufficient. For this reason, the continuous enhancement of subject teachers' professional competence is carried out by organizing staged in-service training sessions. These sessions are organized on the basis of resource (base) schools, without separating teachers from their workplace, by the public education departments. One stage carries a study load of 36 hours, with sessions held twice a month as practical classes of 4–6 hours each; each group consists of up to 30 teachers, and the sessions are conducted by the teachers in turn.

The examinations at the end of each stage are conducted by a working group composed of a subject methodologist and leading specialists. Teachers' professional preparation is assessed on a 100-point scale, and a trainee who scores above 70 points is considered to have successfully completed the course; a rating is determined on the basis of the results. For working with teachers who show low results, the subject methodologists define measures to direct them toward self-education. This realizes the corrective stage of monitoring in practice.

This technology is also applied to particular categories of teachers — for example, subject teachers of schools where instruction is conducted in Russian. Such courses are organized on the basis of regional centers, and the study load of each course is 288 hours (120 hours of classroom and practical lessons and 168 hours of independent study). At the end of the course, trainees who score sufficient points are issued a certificate, which is taken into account upon their admission to subsequent professional development courses. This approach unites professional development and post-course activity into a single, continuous process.

Conclusions

The systematic monitoring of professional development courses for managerial and teaching staff of the public education system, as well as of the subsequent continuous education processes, is of pressing scholarly and practical importance. Within the framework of the study, the following conclusions and proposals were formulated.

First, it is expedient to deepen the integration between professional development and the subsequent self-education activity. Organizing systematic monitoring between the professional development period (1 month) and the post-course self-education period (3–5 years) ensures the coherence and continuity of education.

Second, it is necessary to assess the post-course activity of managerial and teaching staff on the basis of clear qualimetric criteria and to promptly correct the identified gaps. Monitoring is organized as an integral process on the basis of three stages – assessment, analysis, and managerial decisions with correction.

Third, in assessing the quality of professional development it is expedient to take into account the effectiveness of an employee's activity in the period between courses and to form regional orders on this basis.

Fourth, conducting the feedback process of monitoring continuously and organizing it on the basis of an automated electronic system enhances the effectiveness of education quality. The staged training sessions organized on the basis of resource (base) schools, in turn, emerge as an effective practical form of post-course pedagogical support.

Overall, introducing the proposed measures into practice serves to improve the professional skills of public-education staff and the content of professional development, and makes it possible to manage professional development on the basis of contemporary technologies and innovative approaches.

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