

Methodology of Teacher Rating in Quality Control in Professional Education

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ABSTRACT

The article considers about methodology of teacher rating in quality control in professional education. Statistics related to the fulfillment of the annual workload in the directions allow to give a quantitative assessment of the teachers' activity. In determining their rating, along with quantitative indicators, quality indicators are analyzed in here.

KEYWORDS: teacher rating, quality control, professional education, quantitative assessment, quantitative indicators, quality indicators, professional knowledge, effective methods.

One of the important means of improving the quality of professional education is to ensure that pedagogues have deep professional knowledge and high scientific potential. For this purpose, the quality level of pedagogical and scientific activity of teachers is controlled, necessary conditions are created for them to be at the level of demand. When evaluating a teacher's work, rating it is recognized as one of the effective methods.

The main purpose of teacher rating is:

- determining the prospects of improving his pedagogical skills by objectively evaluating the level of fulfilling his professional obligations;
- making appropriate decisions on the appointment/re-appointment of a teacher or researcher, certification;
- motivating teachers;
- is to ensure the selection and inclusion of the most suitable pedagogues in the formation of the personnel reserve.

It is known that the criteria for evaluating the effectiveness of pedagogues of professional educational institutions are at the stage of regulatory and legal approval. In turn, educational institutions have requirements for pedagogical staff.

Usually, the main types of work of the teaching staff are determined in 4 directions: educational, scientific, educational and spiritual-educational and methodical work.

It is known that the statistics related to the fulfillment of the annual workload in these areas make it possible to give a quantitative assessment of the teachers' work. In determining their rating, it is appropriate to take qualitative indicators into account along with quantitative indicators.

That is, the full completion of the study load hours does not mean that the lesson was conducted at a high-quality or

sufficient level, or the hours collected in the framework of scientific activity do not determine the quality of published scientific publications or events. In order to determine the level of quality, it is necessary to ensure that the teacher organizes the lesson process correctly and effectively, in particular, the ability to use interactive pedagogical methods in the lesson, to concentrate the attention of students and ensure their active participation in the lesson process, training. The main attention is paid to criteria such as the ability to properly distribute the time allocated for the team, and the ability to maximize the relevant knowledge and skills.

In turn, it should be said that based on the peculiarities of professional educational institutions, evaluating the activities of pedagogues working in them may require a special approach. Nevertheless, it is recommended to use the following author's methodology, which is formed on the basis of general requirements and criteria and is carried out on the basis of complex analyzes in several stages.

As a basis for this methodology, the following methods (directions) of evaluating the pedagogue's activity were chosen, and certain points were determined for each method (maximum score - 100 points):

1. Evaluating the teacher's activity based on time standards (personal work plan);
2. Evaluation of the teacher's activity by conducting a survey among students;
3. The student's mastery of science;
4. Direct observation and assessment of the teacher's readiness for training sessions and the ability to conduct them by the expert group (availability and quality of educational and methodological materials, presentations and video lectures);
5. Contribution to the scientific activity in the educational institution.

Below we will consider each method separately:

1. Evaluation of the teacher's activity based on time standards (Vm) educational and methodical work (personal work plan) (max. score - 20 points).

The teacher of any educational institution must fulfill the load on the educational and methodical works of the personal work plan. For example, we imagine that an employee in the position of a teacher is required to carry out 890 hours of educational and methodological workload (the hours of workload are determined differently depending on the position he holds). If the teacher completes the specified loading hours (S) in full and above, 20 points are automatically

awarded to him, the hours spent without loading – **0,022**¹ multiplied by the coefficient:

$$V_m = S \times 0,022$$

If an employee in the position of a teacher fulfills the standard and higher loading hours, for example - 900 hours of educational and methodical loading, then the teacher is automatically awarded 20 points, if he has 600 hours, i.e. ten if he has completed the academic and methodological workload less than the standard, then the hours of the completed workload will be multiplied by a coefficient of 0.022 (600 X 0.022 = 13.2) and the teacher will be given 13.2 points (out of a maximum of 20 points).

1. Evaluation of the teacher's activity by means of a questionnaire among students (max. points - 20).

The questionnaire consists of 10 questions, each question is evaluated in the range of 0 - 2 points, and the teacher can collect a maximum of 20 points from all questions based on the results of the questionnaire.

The following questions are set for the survey:

1. knows how to make the topic interesting;
 2. interest in the topic remains after training;
 3. disclosure of educational material in sufficiently simple language allows me to master the subject;
 4. uses various interactive methods;
 5. asks questions, invites everyone to a discussion, can concentrate;
 6. encourages creative approach and independent thinking during training;
 7. is demanding and respects students;
 8. makes an objective assessment of students;
 9. at the end of the training, he is interested in the opinion of the students regarding the quality of the lesson (feedback);
 10. I can recommend this teacher to other learners.
2. Students' mastery of science (max. score - 20 points).

Evaluation of the pedagogue's activity in this area is carried out based on the results of the final control work conducted in the relevant subject. In this case, the average number of points received by the students in the group (course) from the final control in the relevant subject is calculated (by means of arithmetic mean), that is, the maximum possible score for the final control is set as 100 points, as well as this method Due to the maximum of 20 points, the average score is divided by 5².

$$\text{Average mastery level} = \text{Final} / 5$$

For example, if the average mastery level of the group is 80 points, then 16 points are assigned to the teacher in this direction.

1. Assessment of the teacher's readiness for training sessions and the ability to conduct them by a special expert group (max. score - 20 points).

The quality of the training conducted by the teacher is evaluated on the basis of direct observation of training sessions by a specially formed expert group or through control visits. In this case, the following 10 aspects can be defined as main criteria and a maximum of 2 points will be given for each criterion:

- reinforcement of the past subject;
- interesting conduct of training, use of various interactive pedagogical methods;
- ability to attract students, oratory culture;
- working with handouts;
- quality of presentation and video lecture;
- demand towards students;
- able to convey the necessary skills and knowledge;
- correct time management (time management);
- objective assessment of students;
- that the teacher was able to achieve the goal he set for the lesson.

2. Scientific activity - the evaluation of the teacher's activity in this direction is given according to the indicators of his scientific work results. Evaluation of the scientific activity of the teacher is carried out on the basis of the following 3 criteria (maximum score - 20 points): scientific-methodical, scientific research and scientific-organizational work.

A maximum of 20 points was set for each of the 5 methods (directions), but depending on the position of the evaluated employee (teacher), some method (direction) may be given priority (in terms of the importance of the direction). For example, when rating a researcher, it is appropriate to set a maximum of 10 points according to the 1st method (educational and methodical works according to time standards), and 30 points according to the 5th method (scientific activity). is considered

Peculiarities of this methodology:

1. it is possible to evaluate the activity of the pedagogue based on complex methods, which minimizes the possibility of subjective evaluation. For example, the level of students' mastery of the subject is formed not on the basis of the grades given by the pedagogue, but on the basis of the final control received by the approved commission;
2. helps to determine the strengths and weaknesses of the teacher and thereby allows the pedagogy and management of the educational institution to draw appropriate conclusions. For example, in the promotion of those who entered the top 10 in the rating, or, on the contrary, in the matter of signing the next contract with the professors and teachers who are ranked in the lower part of the rating;
3. with the help of the methodology, the work performed by the pedagogue during the academic year is evaluated, that is, the activities of professors and teachers are monitored every year, and it will be possible to monitor the trend of changes in their professional qualities and scientific potential;

¹ Here, the number 0.022 was taken as a conditional coefficient.

² Here, the number 5 acts as a conditional coefficient.

4. this methodology can be used to evaluate the work of employees in all positions engaged in pedagogical and scientific activities in an educational institution.

On the other hand, after testing this methodology, it will be appropriate to improve it based on relevant suggestions and recommendations.

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