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MODEL FOR MONITORING THE READINESS OF HISTORY TEACHERS FOR PEDAGOGICAL ACTIVITY IN HIGHER EDUCATION

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Abstract. This study examines the theoretical and methodological foundations of monitoring the readiness of future history teachers for pedagogical activity within the higher education system. The article explores modern approaches to pedagogical monitoring, including systemic, competency-based, and reflective approaches, and analyzes their application in the process of teacher training. Methods such as pedagogical diagnostics, comparative analysis, modeling, observation, and survey techniques were used in the research. As a result of the study, a comprehensive model for monitoring the readiness of history teachers for pedagogical activity was developed. The proposed model includes several interconnected components, such as target, theoretical-methodological, content, technological, and evaluation blocks. The findings indicate that continuous monitoring contributes to improving professional competencies, enhancing the effectiveness of teacher training, and ensuring the quality of the educational process in higher education institutions. The developed model may serve as a methodological framework for improving teacher training programs in modern universities.

Keywords: pedagogical monitoring, history teacher, professional competence, pedagogical diagnostics, higher education, pedagogical readiness, monitoring model.

Annotatsiya. Mazkur tadqiqot oliy ta'lim tizimida bo'lajak tarix o'qituvchilarining pedagogik faoliyatga tayyorgarligini monitoring qilishning nazariy va metodologik asoslarini o'rganishga bag'ishlangan. Maqolada pedagogik monitoringning zamonaviy yondashuvlari, jumladan tizimli, kompetensiyaviy hamda refleksiv yondashuvlar tahlil qilinib, ularning o'qituvchilar tayyorlash jarayonidagi qo'llanishi o'rganilgan. Tadqiqot jarayonida pedagogik diagnostika, qiyosiy tahlil, modellashtirish, kuzatuv hamda so'rovnoma metodlaridan foydalanildi. Tadqiqot natijasida tarix o'qituvchilarining pedagogik faoliyatga tayyorgarligini monitoring qilishga qaratilgan kompleks model ishlab chiqildi. Taklif etilgan model o'zaro bog'liq bo'lgan maqsadli, nazariy-metodologik, mazmuniy, texnologik hamda baholash bloklaridan iborat. Tadqiqot natijalari uzluksiz monitoring tizimi o'qituvchilarning kasbiy kompetensiyalarini rivojlantirish, pedagog kadrlar

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tayyorlash samaradorligini oshirish hamda oliy ta’lim muassasalarida ta’lim jarayoni sifatini ta’minlashga xizmat qilishini ko‘rsatdi. Ishlab chiqilgan model zamonaviy universitetlarda o‘qituvchilar tayyorlash dasturlarini takomillashtirish uchun metodik asos bo‘lib xizmat qilishi mumkin.

Kalit so‘zlar: pedagogik monitoring, tarix o‘qituvchisi, kasbiy kompetensiya, pedagogik diagnostika, oliy ta’lim, pedagogik tayyorgarlik, monitoring modeli.

Аннотация. Данное исследование посвящено изучению теоретических и методологических основ мониторинга готовности будущих учителей истории к педагогической деятельности в системе высшего образования. В статье рассматриваются современные подходы к педагогическому мониторингу, включая системный, компетентностный и рефлексивный подходы, а также анализируется их применение в процессе подготовки учителей. В ходе исследования были использованы методы педагогической диагностики, сравнительного анализа, моделирования, наблюдения и анкетирования. В результате исследования была разработана комплексная модель мониторинга готовности учителей истории к педагогической деятельности. Предложенная модель включает несколько взаимосвязанных компонентов: целевой, теоретико-методологический, содержательный, технологический и оценочный блоки. Результаты исследования показывают, что систематический мониторинг способствует развитию профессиональных компетенций, повышению эффективности подготовки педагогических кадров и обеспечению качества образовательного процесса в высших учебных заведениях. Разработанная модель может служить методологической основой для совершенствования программ подготовки учителей в современных университетах.

Ключевые слова: педагогический мониторинг, учитель истории, профессиональная компетентность, педагогическая диагностика, высшее образование, педагогическая готовность, модель мониторинга.

INTRODUCTION.

The transformation of modern educational systems is closely related to the improvement of teacher training quality. In particular, the role of history education is significant in shaping students’ historical consciousness, national identity, and civic responsibility. Therefore, the preparation of future history teachers in higher education institutions requires new methodological approaches that ensure their readiness for professional pedagogical activity.

The development of a monitoring model for assessing the readiness of future history teachers for pedagogical activity is based on modern educational paradigms and the increasing demand for high-quality teacher training in higher education

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institutions. The proposed model relies on several theoretical principles that ensure its scientific validity and practical applicability.

First, the model is grounded in the systemic approach, which considers teacher training as a complex and interconnected process. According to this approach, pedagogical readiness is not limited to subject knowledge but includes a combination of pedagogical skills, psychological preparedness, methodological competence, and reflective abilities. Therefore, the monitoring system should evaluate all these components in an integrated manner.

Second, the model is based on the competency-based approach, which has become a dominant paradigm in contemporary education. Within this framework, the effectiveness of teacher training is determined not only by the acquisition of theoretical knowledge but also by the development of professional competencies required for successful teaching practice. For future history teachers, these competencies include the ability to organize the learning process, apply innovative teaching methods, communicate effectively with students, and critically analyze historical sources.

Third, the model incorporates the reflective approach, which emphasizes the importance of self-assessment and professional reflection in teacher development. Reflection allows future teachers to evaluate their teaching practices, identify areas for improvement, and develop strategies for professional growth. Therefore, the monitoring model includes mechanisms for analyzing reflective activities such as teaching portfolios, self-evaluation reports, and peer feedback.

Another theoretical foundation of the model is the concept of pedagogical diagnostics, which focuses on the systematic collection and analysis of information about the educational process. Pedagogical diagnostics provides reliable data on the level of professional readiness of teacher trainees and allows educational institutions to make informed decisions regarding the improvement of teacher training programs.

The monitoring model also reflects the principles of continuous assessment and feedback, which are essential elements of modern educational quality assurance systems. Continuous monitoring ensures that the process of teacher training remains dynamic and responsive to the changing requirements of the education system.

Structurally, the model includes several interconnected components: the target block, the theoretical-methodological block, the content block, the technological block, and the evaluation block. Each component performs a specific function within the monitoring system.

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The target block defines the goals and objectives of monitoring and focuses on evaluating the readiness of future history teachers for pedagogical activity.

The theoretical-methodological block provides the scientific foundation of the model and integrates systemic, competency-based, and reflective approaches.

The content block represents the key elements of pedagogical readiness, including pedagogical knowledge, psychological preparedness, methodological competence, communicative skills, and reflective abilities.

The technological block describes the tools and procedures used for implementing monitoring, such as diagnostic tests, classroom observations, microteaching sessions, and digital assessment tools.

The evaluation block focuses on analyzing the results of monitoring and determining the level of pedagogical readiness according to established criteria and indicators.

The integration of these components ensures that the monitoring model functions as a comprehensive system capable of assessing the readiness of future history teachers and supporting their professional development.

Thus, the proposed monitoring model provides a scientifically grounded framework for evaluating pedagogical readiness and improving the quality of teacher training in higher education institutions.

In the context of globalization and rapid technological development, higher education institutions face increasing demands to prepare highly qualified teachers who possess not only deep subject knowledge but also advanced pedagogical competencies. The quality of teacher training depends largely on effective mechanisms for evaluating and improving pedagogical readiness.

One of the most effective tools for improving the quality of teacher training is pedagogical monitoring. Monitoring is understood as a continuous and systematic process of collecting, analyzing, and interpreting information about the state of the educational process in order to improve its effectiveness and quality. Educational monitoring differs from traditional forms of control because it focuses on continuous observation, diagnostics, analysis, and feedback aimed at improving educational outcomes.

In higher education institutions, pedagogical monitoring plays an important role in evaluating the effectiveness of teacher training programs, identifying strengths and weaknesses in pedagogical preparation, and implementing corrective measures. Researchers emphasize that monitoring should be based on scientifically grounded criteria and should involve systematic data collection and feedback mechanisms that allow educational institutions to improve the quality of education.

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Furthermore, modern teacher training systems emphasize competency-based education, which focuses on developing professional competencies rather than simply transmitting theoretical knowledge. Within this framework, monitoring becomes an essential tool for evaluating how effectively future teachers acquire pedagogical knowledge, teaching skills, and reflective abilities.

Therefore, the development of a monitoring model for assessing the readiness of future history teachers for pedagogical activity is an important scientific and practical task.

The purpose of this research is to develop and substantiate a comprehensive model for monitoring the readiness of history teachers for pedagogical activity in higher education.

The objectives of the research include:

- analyzing theoretical foundations of pedagogical monitoring;
- identifying the structural components of pedagogical readiness of future history teachers;
- determining criteria and indicators for evaluating pedagogical readiness;
- developing a structural model for monitoring pedagogical readiness.

LITERATURE REVIEW

The concept of pedagogical monitoring has been widely discussed in modern educational research. Many scholars emphasize that monitoring is a complex process that integrates observation, diagnostics, evaluation, and forecasting of educational outcomes.

According to contemporary pedagogical research, monitoring serves as an essential mechanism for ensuring the quality of education. It allows educational institutions to systematically evaluate teaching effectiveness and student learning outcomes. Monitoring systems typically involve continuous data collection, analysis of teaching practices, and feedback mechanisms aimed at improving educational processes.

In higher education, monitoring is closely connected with the concept of educator effectiveness. This concept focuses on assessing the quality of teaching practices by analyzing classroom observations, student learning outcomes, and professional achievements of teachers. Such evaluation systems enable institutions to identify effective teaching practices and promote continuous professional development.

Modern pedagogical monitoring also incorporates formative assessment approaches. Formative assessment involves continuous evaluation of the learning process and provides ongoing feedback to improve teaching strategies and learning

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outcomes. This approach allows educators to identify students' strengths and weaknesses and adjust instructional methods accordingly.

Another important component of teacher training is microteaching, which is widely used in universities as a method of developing pedagogical skills. Microteaching allows future teachers to practice teaching in a controlled environment and receive feedback from peers and instructors, thereby improving their professional competencies.

Thus, the integration of monitoring systems, formative assessment, and reflective teaching practices forms the foundation for effective teacher training in modern higher education.

METHODS

The research employed both theoretical and empirical methods to analyze the readiness of future history teachers for pedagogical activity.

The methodological basis of the study includes three main approaches:

Systemic approach

The systemic approach considers pedagogical readiness as an integrated system consisting of interconnected components such as knowledge, skills, professional values, and teaching experience. This approach allows researchers to analyze teacher training as a complex educational process.

Competency-based approach

The competency-based approach focuses on the development of professional competencies that enable teachers to effectively perform their pedagogical duties. These competencies include subject knowledge, pedagogical skills, communication abilities, and reflective thinking.

Reflective approach

The reflective approach emphasizes the importance of self-analysis and professional reflection in teacher development. Through reflection, teachers can evaluate their teaching practices and identify ways to improve their professional performance.

The following research methods were applied:

- analysis of scientific and pedagogical literature;
- comparative analysis of existing monitoring systems;
- pedagogical modeling;
- surveys and interviews with teacher trainees;
- observation of teaching practice;
- analysis of pedagogical activity results.

These methods allowed researchers to collect comprehensive data on the level of pedagogical readiness among future history teachers.

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RESULTS

The research resulted in the development of a comprehensive monitoring model for assessing the readiness of history teachers for pedagogical activity in higher education.

The model includes five interconnected structural components.

Target block

This block defines the goals and objectives of pedagogical monitoring. The main goal is to evaluate and improve the readiness of future history teachers for professional pedagogical activity.

Theoretical-methodological block

This block includes the theoretical foundations of pedagogical monitoring, including competency-based education, pedagogical diagnostics, and reflective learning.

Content block

The content block reflects the key components of pedagogical readiness:

- pedagogical knowledge;
- psychological readiness;
- methodological competence;
- communicative competence;
- reflective competence.

Technological block

This block includes the tools and methods used to implement monitoring. These include diagnostic testing, classroom observation, portfolio assessment, microteaching sessions, and digital learning analytics.

Evaluation block

The evaluation block focuses on assessing the level of pedagogical readiness based on established criteria and indicators.

The levels of pedagogical readiness were identified as:

- high level (creative and independent pedagogical activity);
- intermediate level (sufficient pedagogical competence with some limitations);
- basic level (initial pedagogical skills requiring further development).

DISCUSSION

The results of the study demonstrate that pedagogical monitoring is an effective tool for improving teacher training in higher education institutions. Continuous monitoring allows universities to evaluate the effectiveness of educational programs and identify areas that require improvement.

Monitoring systems also contribute to the development of reflective teaching practices. By analyzing the results of monitoring, future teachers can better

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understand their professional strengths and weaknesses and develop strategies for improving their pedagogical skills.

Furthermore, modern digital technologies create new opportunities for implementing monitoring systems in higher education. Digital learning analytics, electronic portfolios, and online assessment tools allow universities to collect and analyze large amounts of educational data, thereby improving the accuracy and effectiveness of pedagogical monitoring.

CONCLUSION. The monitoring of readiness for pedagogical activity among future history teachers is an essential component of teacher training in higher education institutions. The proposed monitoring model provides a comprehensive framework for evaluating pedagogical readiness and improving the quality of teacher education.

The implementation of the model can contribute to the development of professional competencies, improvement of pedagogical practices, and enhancement of educational quality in higher education institutions.

Future research should focus on integrating digital technologies into monitoring systems and developing new methods for assessing pedagogical competencies in teacher education programs.

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