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MONITORING AND EVALUATION OF EDUCATIONAL INSTITUTIONS ACTIVITIES

Assist.Prof.Ph.D.Taleh KHALILOV

Nakhchivan State University, Azerbaijan, <https://orcid.org/0000-0003-2350-743X>

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***Corresponding author:** Assist.Prof.Ph.D.Taleh KHALILOV

Nakhchivan State University, Azerbaijan, <https://orcid.org/0000-0003-2350-743X>

Abstract

The article examines the methods of monitoring and evaluating the activity of the educational institution. It has been determined that the social demand of the state, society and students towards the education system is quality education. The quality of education is determined by the ratio of the results achieved to predetermined criteria (standards). The main indicator in determining the quality of education is the student's learning results, and the objective evaluation of these results is considered a reliable source that reveals the quality.

Therefore, determining the quality of education is determined by objectively evaluating student achievements. However, since the student's learning results emerge as the final result of all activities carried out in the field of education, it is possible to evaluate the teacher's teaching activity, educational institutions, educational management structures and the country's education system as a whole. based on student learning outcomes. At the same time, it is possible not only to determine the actual situation of quality, but also to solve the problem of improvement and management. Such an evaluation system is being created in the general education system of the Republic of Azerbaijan.

Keywords: *Monitoring in education, evaluation in education, education manager, education management*

Introduction

The development of the education system in Azerbaijan has not only achieved development in many areas of society, but also joined the process of informatization of education. Currently, in our modern era, in the information and technology society, it is considered one of the main requirements to have a professional and competent approach to pedagogical activities and the educational

process. One of the main factors affecting the development of education is the emergence of the information society. The development of education is directly related to the development of society. It is one of the main requirements of the optimization of the modern education system that the future builders of the information society should get acquainted with the new ICT from

school years and be able to use it freely. As in many areas of human activity, the use of ICT in the educational process not only increases the efficiency of the activity, but also optimizes it, which in turn has a positive effect on the quality of training. The integration of ICT into the education system has created conditions for the continuous implementation of relevant measures in the direction of modernization of the content and management of the educational process.

In order to understand the working mechanism of the new evaluation system, it is necessary to know the essence of the concepts of evaluation and monitoring. The state of any object or system is characterized by certain parameters (parametron in Greek means measured). For example, for the sake of simplicity, a person's health can be measured by blood pressure, pulse rate, blood composition, etc. Let's assume that it is determined by. It can be determined by measuring parameters such as. By comparing the measurement results with the normal (standard) values of the parameters, the health status of each parameter and the person as a whole is evaluated separately. Of course, it is relatively difficult to make such an assessment in areas of human activity that are not directly related to such quantitative indicators. Education is one of these areas. A student's level of knowledge and skill (level of achievement) regarding a particular subject, section or entire course in any subject is determined by comparing the learning results he/she demonstrates with appropriate assessment standards. Therefore, evaluation is the determination of the value of the measured parameter, the state of the object or system in relation to the accepted standard. This procedure requires the presence of an evaluation scale that allows converting the degree of closeness of the measurement result to the standard into a quantitative indicator.

An evaluation determined in this way is an evaluation of the actual situation. Although it is based on standards, it may not reflect reality in some cases. In other words, depending on the person's sense of blood pressure and pulse rate, the composition of the blood can change depending on nutrition. The student's answers to test questions can sometimes be affected by factors other than his/her knowledge and skills (health status, emotions, etc.). On the other hand, the evaluation of the actual situation is static and the results reflect the situation at the time of evaluation (Halilov, 2015).

Over time, the parameters that characterize the state of the object or system change. If such evaluations are made continuously and systematically, it is possible to determine the value of the parameter and the dynamics of the state change over a certain period of time. This process is called monitoring. Monitoring allows determining the characteristics of changes in the value of the parameter, the state of the object or system (quality indicator), the causes of these changes and ways to influence them.

Therefore, monitoring is the process of continuous and systematic collection and analysis of information about the situation in order to study the characteristics of changes and make relevant decisions. In modern times, monitoring is considered a technology that has been successfully applied in various fields of activity, including education (Abbasov, 2010).

As can be seen, the concepts of evaluation and monitoring are related to each other, or rather, one (evaluation) serves the other (monitoring). Evaluation is the evaluation of the actual situation, while monitoring is the evaluation of the dynamics of change in the situation, that is, the process. Monitoring is carried out by

collecting and analyzing the information obtained as a result of regular evaluation of the actual situation. Traditional evaluation in education is considered only as a control mechanism, as it serves management, not monitoring based on administrative authority.

The word monitor is derived from the Latin verb "monere" meaning "to warn". Monitoring is the systematic and purposeful observation of a particular type of activity and its development and recording the results. Monitoring allows systematically collecting information on all aspects of the type of activity observed and analyzing this information, increasing the degree of effectiveness and efficiency of that activity, and conveying information about the inconsistencies of the activity to managers and decision makers in a timely manner. similar: you can adjust it without getting off the bike and make sure it is going on the right track (Abdullayev, 1998).

In our modern age, monitoring the education system can be considered the most important mechanism to control the quality of education. student achievements. The biggest difference between monitoring and evaluation in education is that it is possible to use the monitoring results to increase the efficiency of the process and make some adjustments while the process is ongoing.

Thus, monitoring determines the current state (status) of the activity. Since evaluation determines the impact of the activity, its results can only be used for monitoring purposes in subsequent school years or during the implementation of the next evaluation program. For example, as a result of in-school evaluation, students' indicators can be compared in terms of compliance with state standards. But teachers who have the most contact with students do not always have such static indicators throughout the school year to help students who are lagging behind, they rely only on their own observations, using various assessment methods and tools. For this reason, in many countries with advanced education systems, student achievements are monitored by school teachers.

Therefore, teachers use a special type of in-school assessment (formative assessment) to learn about students who are falling behind in education. Thus, no student is left unattended (Kalbaliyev, 2006).

Therefore, monitoring is an internal management process and ensures continuous control of the quality of education. It can reveal the strengths and weaknesses of training activities and give practical recommendations to achieve the expected results. Monitoring is not just suggestions, it means taking concrete steps towards solving problems.

Monitoring has three main components:

1. Data collection;
2. Data analysis;
3. Measures taken (Jabbarov, 2001).

Data collecting

Monitoring the quality of education can only be done by collecting reliable data. The source of such data can be various: mainly evaluation, sometimes the results of any survey or research, etc. The main goal is to collect data that can be the object of analysis.

Data analysis

The analysis of the data should be done in a way that will help implement the necessary actions to eliminate the problems. This means identifying reliable indicators (indicators) so that education

managers can detect problems. These indicators are empirical results and reflect reality.

Actions taken

Actions taken as a result of monitoring; It includes preventive measures, corrective measures and reinforcement measures. Collecting data without taking any action or simply analyzing the collected data may be important for research, but it is nothing more than a futile management practice. Actions can take the following forms:

Structural: Reform measures aimed at improving or radically changing the education system.

Personal: This includes sanctions and recommendations. Sanctions can be positive - encouraging (e.g. promotion, improvement of school equipment, etc.) or negative - punitive (e.g. reprimand or dismissal). Suggestions include intervention of pedagogues-consultants, organization of various seminars, etc. It is carried out through (Kazimov, 2002).

Two types of tracking are defined based on object and subject. The new evaluation system implemented in the field of general education was designed as a mechanism that evaluates all activities in general education and ensures their development in accordance with the appropriate standards. Here, all activities mean the activity of the student, the teacher, the educational institution, the educational management structures and, finally, the general education system of the country. The most prominent link in this hierarchy is the results of the student's learning activities; all other activities serve to achieve these results and are reflected in these results.

Therefore, the basis of the new evaluation system is the consistent and systematic evaluation of student learning activities. Its essence, main features and types, as well as the essence, content and rules of conduct of each type are reflected in the "Concept of Evaluation in the field of general education of the Republic of Azerbaijan" and the guidelines prepared on its basis. Systematic evaluation of students' learning activities based on the new evaluation system, analyzing the results and making relevant decisions (Khalilov & Jabbarova, 2024).

Evaluation of student achievement is carried out in three directions: intramural, national and international. In fact, these are subsystems that are included in the new evaluation system and work independently of each other. The most comprehensive and important of these is in-school evaluation. The student progress monitoring system, which forms the basis of in-school evaluation, is designed as a technology that directs the student's education and the teacher's teaching activities throughout the school year in order to achieve the determined learning outcomes on the subject and allows the student to evaluate the learning process. Performance of both parties at the end of the school year.

National evaluation provides the opportunity to examine the compliance of existing educational programs (curriculums) with real demand, determine their quality, and the results of international evaluation make it possible to compare the quality of education in the country with other countries. Thus, the results of national and international evaluations serve as the basic database in improving the country's education system.

Informatization of traditional education has led to its enrichment and development. It creates conditions for establishing mutual

relations between the teacher and the learner, implementation of feedback, development of mutual information exchange. A new interactive partner of the teacher and the learner emerges in the ICT-based learning process. The teacher leaves the role of a source of information for the student. Thanks to ICT tools, some of the teacher's possibilities are limited, the main advantage is transferred to ICT tools. At this time, the teacher has more of a consultant function. The teacher does not spend his time passing on information to the students. The teacher no longer wastes time in conveying the teaching material to the students and receiving the learned material from them. During the extra time gained, the students have the opportunity to deal with other creative issues. Thus, as the interaction of education and information environment is formed, a new level of information environment is created between ICT tools and opportunities for information exchange expand. This opens the way for students to study in a new teaching-learning environment, to improve the teaching process and their development (Khalilov, 2022).

Pedagogical monitoring is the process of monitoring the procedures of the educational system as a means of information provision, data collection and processing of information communication technologies. Pedagogical monitoring, which is a means of information provision, requires the creation of an electronic database (web portal), effective use of the educational database, and its continuous development. The educational portal should be attractive and enriched with electronic textbooks, methodical resources, information-request systems, developmental games, electronic tests and other educational materials. Sections related to methodical support for subjects can be created on the portal, where video examples of exemplary lessons should be given ample space.

As a result of the informatization of education, modern pedagogical innovations are implemented, the main goal of which is to direct educational activities to the implementation of the following tasks and problem-solving methodology, to provide the educational process with technology and practice:

1. Use of educational information resources, identification of interaction technologies in the pedagogical information base;
2. Organization of educational experiments. Analyzing the results of experiments and implementing processing processes;
3. Evaluating the knowledge and skill levels and educational achievements of the students by applying the diagnostic stage. Preparation and implementation of a number of tests in order to determine the level of their intellectual capabilities, training qualities;
4. Pedagogical evaluation of pedagogical software tools (PPV) aimed at the application of ICT tools in education;
5. Improving the management mechanism of the educational system by using pedagogical information, methodical materials, using databases and computer networks. Management of educational institutions and teaching through informatization processes (Jabrayilov, 2013).

The means of information provision of the educational process, analytical evaluation, prognostic functions can be attributed to the functions of pedagogical monitoring. A measurable mechanism is

needed to effectively assess the quality of education. The solution to this problem is the application of pedagogical monitoring in educational institutions. An information system has been developed for monitoring and managing the quality of educational programs. Improving the quality of education plays an important role in its performance as a means of information provision. Pedagogical monitoring and evaluation of the educational process is the basis of the educational informatization process. Modern studies show that the information brought to the content of training in the current period should be directed not only to individual learners, but to the society as a whole, and should play a stimulating role in the social, economic, political-cultural development of the society.

The student is at the center of all educational activities as information provision. The fact that all methods and forms of education organization serve the comprehensive development of the student is the basis of general education institutions. During pedagogical monitoring, the scope of the school, subject programs, methods used by teachers during lessons, preparation of textbooks, educational technologies are monitored, checked and correction works are carried out. The aim is not to grade pupils and students, but to identify and correct learning deficits. This type of evaluation and monitoring is done to provide teachers and students with continuous information about the effectiveness of teaching (Taleh, 2021).

The activity of learners within the monitoring of the educational process using information and communication technologies is a strategic process that forms the basis of the plan of the educational process. Thanks to information communication technologies, the progress of the lessons was determined by the quality implementation of each stage. Monitored, diagnosed, predicted and corrected in a certain way. Information about each stage was obtained.

The ability to design a monitoring system on a computer ensured the achievement of scientific lessons, joint goals and objectives, determining the location of each lesson, establishing effective communication, effectively using information and communication technologies together with students, and achieving high achievements.

The Result

Finally, let us note that the new evaluation is a very broad and comprehensive process and serves to improve all activities in the field of education in accordance with the requirements defined in the document "State standard and general level programs (curriculum)". "Ensuring the education of the Republic of Azerbaijan" and thus managing the quality of education as a whole.

Changes in school structure and management in modern society have undoubtedly changed the roles of the school administrator significantly. In the face of innovations such as globalization, information technology, school-centered management approach, organizational learning and total quality management, school leaders need to assume new roles and educate educational leaders in the field of educational management.

The function of pedagogical monitoring as an information tool to provide the collection, analysis, analysis and interpretation of information is one of the important nuances in the completion of education. At the same time, it is the element of pedagogical monitoring information, the system of support for the rapid

administration and adoption of pedagogical decisions. Prognosing, planning, organizing, regulating and maintaining the efficiency of the education process in general education institutions without a pedagogy monitoring and valuation system using scientific principles. It is not possible to manage the results.

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