

CRITERIA FOR THE EVALUATION OF PROGRESSIVE FOREIGN PEDAGOGICAL EXPERIENCE IN THE UK

Jabbarov Ulugbek

Jizzakh branch of Uzbekistan National University

jaborovulugbek1985@gmail.com

Abstract

The article gives a definition of the concept of "foreign pedagogical experience", on the basis of the approaches and principles of its study, the criteria for the degree of its progressiveness are highlighted, its significance for the system of pedagogical education in Uzbekistan is indicated. Knowledge about the methods and boundaries of pedagogical activity adopted in a particular culture performs a regulatory and normalizing function, and access to the completeness of foreign pedagogical experience makes it possible to consciously normalize actions in the mainstream of a certain (national, regional and other) culture. Understanding the meaning and cultural contexts of educational processes contributes to the formation of an internally consistent pedagogical picture of the world, provides additional cultural grounds for choosing a professional position, understanding the boundaries of one's competence, and, ultimately, for professional self-determination.

Key words: foreign pedagogical experience, approaches, principles of comparative pedagogy, criteria of progressiveness.

INTRODUCTION.

An important state task is to improve the organization of the continuous study of foreign languages at all levels of the education system, improve the qualifications of teachers and provide them with modern teaching and methodological materials require new ideas that go beyond traditional approaches.

With regard to the training of teachers of the English language in pedagogical universities of Uzbekistan, attention is drawn to the fact that such an

important "component" of the professional training of teachers of the English language, as pedagogical culture, the pedagogical experience of the country of the target language has not been studied. Meanwhile, knowledge of pedagogical practice and science of different countries, the study of their experience of education will help solve problems in their own country, it stimulates the comprehension and optimal construction of their pedagogical system. There are many reasons for the mutual enrichment of pedagogy from different countries, namely: the presence of global world processes in the economy, culture and education of different countries.

THE MAIN PART.

In modern pedagogical science there is no unambiguous approach to the definition of the concepts of "pedagogical experience", "advanced experience", "innovative (innovative) experience" as the main types of experience. This aspect of the teacher's activity is poorly studied, perhaps due to its individual and personal nature, the complexity of the combination of psychological, intellectual and practical - analytical factors in the structure of pedagogical experience.

In the Great Russian Encyclopedia, in the dictionary "Modern educational process: basic concepts and terms", pedagogical experience is considered as a set of practical knowledge, skills, and abilities acquired by a teacher in the course of everyday educational work; the basis of the teacher's professional skill; one of the sources of development of pedagogical science [1, p. 566 .; 2, c.169].

In the Pedagogical Terminological Dictionary, pedagogical experience is understood as creative, active development and implementation by the teacher in practice of the laws and principles of pedagogy, taking into account specific conditions, the characteristics of children, the children's collective and their own personality [3, p.152].

S.P. Maksimyuk gives the following definition:

Pedagogical experience is a holistic characteristic of the teacher's practice of solving pedagogical tasks and problems, which reflects stable patterns; ways, conditions and personal prerequisites for obtaining certain results [4, p. 76].

The difficulty of acquiring pedagogical experience lies in the fact that as a process it is quite chaotic, fragmentary and important not in itself, but by the quality of the analysis and conclusions drawn from it, which allows you to find the form of its clear expression (in a word, scheme, development, recommendations, etc. etc.).

In this regard, comprehension of pedagogical experience is of particular importance. The comprehension of experience is primarily aimed at overcoming this fragmentation, episodic nature of individual methodological findings and dismemberment in order to draw up a holistic picture covering all aspects and interconnections of the pedagogical process. At the same time, the personal experience of a teacher (teacher) can be enriched with ideas from theoretical literature on pedagogy, psychology, didactics, education theory, as well as from the experience of other teachers and the experience of other countries.

With regard to the process of professional development of a personality, inclusion in a dialogue with another culture (including pedagogical) is a universal developmental mechanism [7]. Knowledge about the methods and boundaries of pedagogical activity adopted in a particular culture performs a regulatory and normalizing function, and access to the completeness of foreign pedagogical experience makes it possible to consciously normalize actions in the mainstream of a certain (national, regional and other) culture. Understanding the meaning and cultural contexts of educational processes contributes to the formation of an internally consistent pedagogical picture of the world, provides additional cultural grounds for choosing a professional position, understanding the boundaries of one's competence, and, ultimately, for professional self-determination [8].

In the situation of an innovation boom, acquaintance with the pedagogical experience of other countries performs an expert-evaluative function, overcoming the limitations of personal pedagogical experience and mechanical duplication of

innovations. The presence of the fact of innovation can be detected only in comparison with the context of the world and national pedagogical culture.

In the works of G. A. Andreeva, Yu. A. Vashchilko [5,6] and others, foreign pedagogical experience is understood as experience that arose and developed in other, different from domestic socio-cultural conditions, caused by them, reflects the socio-cultural experience of the country of origin: traditions, stereotypes of activity and thinking, mentality, etc., and characterizes the existing teaching practice (including the field of foreign languages).

Comparison of the content of the concept "foreign pedagogical experience" and "pedagogical experience" reveals the fundamental difference between these concepts. The content of the first concept is considered as objectified (in the aggregate of various elements of the pedagogical system), in contrast to pedagogical experience, understood as subjective (in the aggregate of knowledge, skills, and abilities that the teacher possesses).

The modern science of the pedagogy of professional education of teachers of various specialties abroad has accumulated a huge mass of pedagogical information, both theoretical, methodological and applied. However, to date, they have not received a generalized comparative scientific analysis and systematization due to the heterogeneity and inconsistency of many pedagogical ideas, provisions, concepts, categories, terms, procedures, techniques, technologies.

In modern comparative pedagogy, the scientific principles and methods of studying, evaluating and using foreign pedagogical experience were developed by Professor A.M. Stolyarenko [8, p. 355]. He also identified a set of possible different approaches in pedagogical study and use of foreign experience:

- informational and informational - consists only in reproducing a picture of what is happening abroad, for example, in the translation and publication of foreign sources of information about pedagogical experience;

- analytical and informational - expressed in providing practitioners with materials reflecting the first result of pedagogical comprehension of experience with a clear highlighting of all elements of the pedagogical system;
- comparative-analytical - foreign experience is not only described, but also compared with ours, similarities and differences are highlighted, and on the basis of comparisons, estimates and conclusions are made;
- scientific and applied - connected with the scientific substantiation of the process, procedures, methods of practical understanding of foreign experience, extraction of ideas, their transformation into variants (versions) of applied solutions for the implementation of experience;
- innovative - expresses practical ways of implementing the experience, experimental verification of the effectiveness of its implementation, the choice of the best options.

The methodological principles of comparative pedagogy have been formulated and tested in research:

- objectivity — impartiality, rejection of any prejudices, cliches, extremes in assessments and manifestations of sympathies and antipathies, ideological labels, reliance on facts and their scientific explanation;
- complexity - the need to understand the natural dependences of the pedagogical systems of any country on its inherent social, economic, national-ethnic, cultural, etc. factors;
- pedagogical consistency — any fact of experience cannot be understood outside the pedagogical system in which it is included;
- inconsistencies of pedagogical experience - in any experience there is international and national, typical and singular, positive and negative.

Analysis of scientific research (dissertations, abstracts of dissertations, scientific articles) of the authors who considered the problem of ZPO (Belitskaya E.V., Bespalova O.I., Efanova M.E., Ignatenko D.N., Makhortova V.K., Nesterov

A.G. and others), made it possible to identify countries whose experience is recognized as advanced. Among them: USA, UK, Germany.

The priority structural characteristics of the system of continuing teacher education for teachers in the UK currently include:

- subordination of the functions of education to the goals of the country's economic development;
- taking into account the needs of the labor market,
- keeping statistics as an integral part of compiling a study program in England for each of the universities;
- the absence, or rather the inadmissibility of "blind" or formal training of specialists.

In the 21st century English society itself is convinced that its economic prosperity and social cohesion depend on a well-organized education system.

As you know, to determine the value of a particular experience, a system of criteria is used to detect the presence or absence of certain features in the phenomenon under study.

The identification of progressive elements in foreign pedagogical experience involves the use of a system of criteria. The absence of developed criteria for evaluating progressive foreign pedagogical experience, as well as numerous examples of negative, uncritical borrowing of foreign pedagogical experience, known from the history of the development of education, confirm the need to identify additional factors for evaluating foreign pedagogical experience that can serve to prevent negative results of pedagogical borrowing [7].

According to G.B. Kornetov "... introducing a European dimension into the domestic education system, it is necessary to evaluate the proposed innovations by the criterion of cultural conformity." As indicators to this criterion, we can offer modernity (compliance with the challenges of the time), relevance (multi-level compliance with the cultural context), continuity (the ability to retain and develop the cultural potential of national education) [7, p. 150].

According to V.A. Bordovsky, A.P. Tryapitsyna, N.A. Shaidenko [9,10,11] parameters of the study, analysis and implementation of advanced pedagogical experience in teacher training in the UK can be:

- value-targeted pedagogical education;
- structure of teacher training;
- content of teacher training;
- organization of pedagogical training;
- trends in the development of teacher training in the direction of the Bologna process reforms;
- structure of teaching activities.

In the interpretation of English theorists and practitioners of teacher education, the structure of pedagogical activity consists mainly of three interrelated components: constructive, organizational and communicative:

- Constructive activity includes the selection of educational material for the taught discipline, planning and building the pedagogical process, planning your own actions, anticipating the possible response of students.
- Organizational activity involves the implementation of a system of actions aimed at actively involving students in various types of educational activities, creating a student collective and organizing joint activities of its members.
- Communication activities are aimed at establishing pedagogically expedient and humanistic relations between a teacher and students, other teachers of the school, parents of students.

CONCLUSION.

The significance of the new foreign experience lies in the fact that it contains the preconditions for its assessment by referring this experience to a certain type of pedagogical experience and, which is especially important, in the future, for the integration of the selected progressive, advanced GPE into the conditions of the domestic educational space in order to ensure high quality. education. The main criterion for the transformative function of comparative pedagogy is to bring the

results of studying positive foreign experience to the level of transfer and transformation into practical recommendations for teachers; its predictive function is manifested in the identification of trends, the development of specific teaching methods that justify themselves in practice.

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