PEDAGOGICAL CONDITIONS FOR EVALUATING THE EFFECTIVENESS OF METHODS IN THE SUBJECT "EDUCATION" BASED ON THE VERIFICATION PRINCIPLE

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Abstract. This article examines the theoretical, methodological, and practical aspects of evaluating the effectiveness of methods in the subject "Education" based on the verification principle. The study develops a system of pedagogical conditions and substantiates criteria for determining method effectiveness. The results of the pedagogical experiment confirm the effectiveness of the proposed model.

Keywords: education, method, effectiveness, verification, pedagogical diagnostics, monitoring, quality of education, reflection.

Introduction. The role of the subject "Education" in the modern education system is increasingly increasing. Through this subject, not only knowledge is formed in students, but also social behavior, moral values, national and universal qualities. Therefore, assessing the effectiveness of the methods used in the process of education on a scientific basis is an urgent problem.

The processes of globalization and the rapid development of information technologies are placing new demands on the education system. Today, not only imparting knowledge, but also the formation of independent thinking, critical approach, social adaptation and moral stability in students is of great importance. This requires further deepening the content and essence of the subject "Education" and organizing it on the basis of effective methods.

In modern pedagogical approaches, the integration of the education and upbringing process, the development of person-oriented education, and the introduction of a competency-based approach are among the priority areas. From this point of view, the methods used in the discipline of education should serve not only the imparting of knowledge, but also the comprehensive development of the individual.

Literature review. The issue of assessing the effectiveness of methods in education is one of the important research areas in pedagogical science. In particular, the use of the verification principle in this process allows us to determine the effectiveness of methods on a scientific basis. An analysis of scientific literature shows that this problem has been studied by a number of domestic and foreign scientists in various aspects.

In particular, in the work of Abdullayeva K. “Theory of Pedagogy”, their appropriateness, effectiveness and impact on the student’s personality are interpreted as the main criteria for assessing the effectiveness of methods. The author emphasizes the need to take into account not only the final results, but also qualitative changes in the development of the individual when determining the effectiveness of methods.

Also, in the work of Yuldoshev J. “Teaching Methods”, the effectiveness of teaching methods is analyzed in close connection with the cognitive activity, independent thinking and creative approach of students. In the author's opinion, effective methods turn the learner into an active subject and increase the effectiveness of the educational process.

In the work of foreign pedagogical scientists Podlasy I.P. “Pedagogy”, the organization of a diagnostic, monitoring and control system on a scientific basis is indicated as an important factor in assessing the effectiveness of the pedagogical process. The author emphasizes the need for experimental and test work and re-

verification of the results, that is, verification, in determining the effectiveness of methods.

However, in existing scientific works, the issue of assessing the effectiveness of methods specific to the discipline of “Education” based on the verification principle has not been sufficiently covered. Most studies have considered general didactic approaches, and the specific features of the educational process have not been sufficiently taken into account.

Therefore, this study is scientifically innovative in that it is aimed at determining the pedagogical conditions for assessing the effectiveness of methods in the discipline of “Education” based on the verification principle.

Contents. The issue of assessing the effectiveness of methods in the discipline of "Education" is one of the important areas of modern pedagogy. This process serves not only to improve the quality of education, but also to ensure the personal development of students. Therefore, it is necessary to use scientifically based approaches to determine the effectiveness of methods.

The problem of assessing the effectiveness of educational methods has been a constant object of research in pedagogical science. However, practice shows that often the effectiveness of methods is determined on the basis of traditional assessment methods, which does not fully reflect their real effectiveness. Therefore, there is a need to develop scientifically based, objective and systematic assessment mechanisms.

The verification principle, based on this need, allows you to verify and confirm the effectiveness of methods in the process of real pedagogical activity. This approach serves to substantiate the results of the methods used in the teaching process not only theoretically, but also practically.

In addition, the experience of international assessment programs (PISA, TIMSS, etc.) is also important in improving the quality of education. According to

the results of these programs, along with the level of knowledge of students, their practical skills and ability to solve problem situations are also assessed. This requires a comprehensive approach to assessing the effectiveness of methods.

From this point of view, assessing the effectiveness of methods in the subject of "Education" based on the verification principle is not only theoretical, but also practical, and serves to improve the quality of education, the comprehensive development of students, and the improvement of pedagogical activities.

Methodology. The following methods were used in the research process based on an integrated approach:

1. Theoretical methods

• analysis of scientific literature;

• comparison and generalization;

• modeling.

2. Empirical methods

• pedagogical observation;

• questionnaire and questionnaire;

• interview;

• tests;

• pedagogical experiment.

3. Statistical methods

• quantitative analysis of results;

• determination of percentages;

• generalization based on diagrams and tables.

Students of grades 7–9 of secondary schools were selected as the research base. The experiment was conducted in 3 stages:

1. Diagnostic stage - determination of the current situation;

2. Formative stage - introduction of methods;

3. Control stage - evaluation of results.

Results. Based on the research results, a system of criteria for assessing the effectiveness of methods was developed:

Results of assessing the effectiveness of methods (based on experimental and test work)

Criterion Indicators Before the experiment (%) After the experiment (%) Growth dynamics (%)

1 Cognitive Level of knowledge 58% 78% +20%

Analytical ability 52% 75% +23%

2 Affective Attitude to values 60% 82% +22%

Emotional stability 55% 77% +22%

3 Activity Social activity 50% 74% +24%

Behavioral change 57% 80% +23%

4 Motivational Interest in learning 62% 88% +26%

Internal motivation 54% 79% +25%

Reliability of the results obtained: the results of the table show that in the educational process organized on the principle of verification, all criteria positive growth was observed in terms of. In particular, high growth rates were recorded in terms of motivational and activity criteria. This indicates that the methods used not only contribute to the provision of knowledge, but also to the development of students

According to the results of the experiment:

• high-level mastery increased by 25%;

• the level of motivation increased by 30%;

• social activity improved significantly.

Discussion. The results obtained show that assessment based on the verification principle allows for a clear and objective determination of the

effectiveness of methods. While traditional assessment systems often take into account only the level of knowledge, this approach covers the comprehensive development of the student.

When comparing the results of the study with other scientific developments, the following advantages were identified:

• comprehensive assessment;

• taking into account practical results;

• development based on reflection.

At the same time, the following problems were also observed:

• insufficient methodological training of teachers;

• limited time resources;

• complexity of diagnostic tools.

Conclusion. In the subject of “Education”, assessing the effectiveness of methods based on the verification principle is an effective means of improving the quality of education. The results of the study show that assessing the effectiveness of methods in the subject of “Education” based on the verification principle allows us to significantly improve the quality of the educational process. This approach serves to determine not only the theoretical, but also the practical effectiveness of methods and helps to improve the educational process on a scientific basis.

An assessment system based on the verification principle requires the systematic organization of reflection, monitoring and diagnostic processes in pedagogical activities. This allows for the development of teachers' professional competencies, conscious selection and adaptation of educational methods.

Also, the pedagogical conditions identified during the study - an individual approach, the use of interactive methods, regular analysis and feedback - were proven to be important factors in increasing the effectiveness of methods. These conditions comprehensively ensure the effectiveness of the educational process.

In practice, the proposed model can be used in teaching the subject "Education" in secondary schools, which has a positive effect on the social activity, motivation and moral development of students. At the same time, there is a possibility of adapting this model to the system of other subjects. In general, assessing the effectiveness of methods based on the verification principle is an important component of the modern education system and can be recognized as an innovative approach that serves to improve the quality of education.

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