

FORMATION AND DEVELOPMENT OF SELF-ASSESSMENT COMPETENCY IN FUTURE EDUCATORS

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Annotation: This article analyzes the issues of forming and developing self-assessment competence among future teachers. In pedagogical activity, the skills of reflection, self-analysis, personal growth, and self-development play an important role. Therefore, the article reveals the essence of self-assessment competence, its structural components, and the main directions for its development.

Keywords: future teacher, competence, self-assessment, reflection, pedagogical reflexivity, self-development, educational process.

Аннотация. В данной статье анализируются вопросы формирования и развития компетентности самооценки у будущих педагогов. В педагогической деятельности важное значение имеют навыки рефлексии, самоанализа, личностного роста и саморазвития. В связи с этим в статье раскрыта сущность компетентности самооценки, её структурные компоненты и направления развития.

Ключевые слова: будущий педагог, компетентность, самооценка, рефлексия, педагогическая рефлексивность, саморазвитие, образовательный процесс.

Introduction. The formation of self-assessment competency plays a significant role in the professional and personal development of an individual within the modern education system. Particularly for future educators, this competency is the foundation of their professional readiness, reflective thinking, independent decision-making, and ability to analyze their own activities. An educator with self-assessment competency in the educational process not only critically analyzes their own activities but also identifies effective ways to work on themselves, develop, and improve their professional qualifications. Today, in the Republic of Uzbekistan, modernizing the education sector, increasing the quality of teacher training, and ensuring their competitiveness are recognized as priority directions of state policy. The Law "On Education," the "Uzbekistan-2030" Strategy, and normative-legal documents related to the development of the higher education system specifically emphasize the necessity of forming the professional competency of educators, including their self-assessment culture. Currently, developing human capital in the education system and enhancing the professional competency of pedagogical staff are among the pressing issues. When assessing the preparedness level of future educators, not only their knowledge and skills but also their ability to evaluate their own activities, conduct independent analysis, and self-improve play a crucial role. From this perspective, developing self-assessment competency is considered one of the priority directions of modern pedagogical education.

An educator capable of self-assessment can objectively analyze their personal activities, identify directions for professional development, evaluate their strengths and weaknesses in the educational process, and develop strategies to overcome them. This is a significant factor in increasing the quality and effectiveness of education. Mavzuga oid adabiyotlar sharhi.

The issue of forming self-assessment competency in future educators is directly linked with the concept of student-centered education in modern pedagogical science. This is because an

individual's ability to assess their own activities is closely intertwined with their reflective thinking, self-awareness, accurately analyzing their capabilities, and being able to identify their strengths and weaknesses.

The role of self-assessment competency holds particular significance within the system of pedagogical competency. It manifests as one of the key internal mechanisms in an educator's professional development. According to researchers (N.V.Kuzmina, L.M.Mitina, A.A.Derkach, O'.Q.Tolipov, M.U.Ismoilova, and others), self-assessment competency is considered an essential component of professional reflection, self-development, and the enhancement of professional activity.

Research Methodology. The issue of developing self-assessment competency in future educators requires a complex approach. Therefore, the research methodology was developed based on the organic unity of philosophical, psychological, and pedagogical perspectives. The methodological foundations of the research are:

- **Person-centered approach** (K. Rogers, L.S. Vygotsky, O'.Q. Tolipov) – substantiates principles aimed at uncovering an individual's inner potential, developing self-awareness and self-assessment in the educational process.
- **Reflective approach** (A.A. Derkach, L.M. Mitina, M.U. Ismoilova) – reveals the mechanisms of reflection in the process of an educator's analysis, evaluation, and improvement of their own activities.
- **Activity-oriented approach** (A.N. Leontyev, P.Ya. Galperin) – substantiates the necessity of forming competency through activity and developing self-assessment in connection with practical activities.

Systemic approach – allows viewing self-assessment competency as an integral part of an individual's professional training system.

Analysis and Results. Developing self-assessment competency in future educators stimulates their personal and professional growth, enhancing creativity, independence, responsibility, and a reflective approach. At the same time, this process serves as an important factor in increasing the quality of education, ensuring the effectiveness of pedagogical activity, and training personnel compliant with modern educational standards.

1. Theoretical Foundations of Self-Assessment Competency

The theoretical foundations of self-assessment competency can be interpreted as an individual's ability to objectively analyze the results of their activities, identify shortcomings and achievements, and develop a strategy to improve them. This competency includes the following components:

- **Reflective component** – the skill of critically approaching one's activities, self-observation, and analysis;
- **Motivational component** – an internal need for self-development and positive motivation;
- **Evaluative component** – the ability to assess activity effectiveness based on established criteria;
- **Practical component** – the ability to create and implement a self-development plan based on the obtained results.

These components are intrinsically linked and serve as key factors in shaping an educator's reflective thinking, professional responsibility, and critical attitude towards their own activities.

2. Pedagogical Conditions for Developing Self-Assessment Competency in Future Educators

To develop this competency in future educators, it is necessary to create the following pedagogical conditions:

1. Organization of a reflective environment – introducing elements of independent analysis, exchange of ideas, and discussion into the learning process.
2. Application of a portfolio system – regularly documenting and analyzing students' achievements, projects, and results of independent work.
3. Maintenance of observation journals and self-analysis diaries – fostering the skill of reflecting on one's activities and developing reflective habits in students.
4. Establishing reflective dialogue between teacher and student – developing a culture of free expression of thoughts, analysis, and acceptance of constructive criticism.
5. Introduction of innovative assessment methods – analyzing learning outcomes and forming self-assessment criteria through methods such as ranking, peer assessment, and self-assessment. These conditions enhance students' activity, responsibility, and conscious attitude towards their professional growth during the learning process.

3. Practical Directions and Methods

The following practical methods are effective in forming self-assessment competency:

- **Reflective writings (self-report)** – after a lesson, the student analyzes their thoughts in written form.
- **"360-degree assessment" method** – a comprehensive analysis is conducted through mutual assessment by the teacher, peers, and the student themselves.
- **Training and seminars** – sessions are organized on topics of personal development, communication culture, and reflection.
- **Pedagogical case studies** – students' decision-making and justification skills are developed through the analysis of educational situations.
- **Mentoring system** – experienced educators provide practical guidance to future teachers based on observation, advice, and analysis.

These methods serve to develop students' skills in self-analysis, evaluating their own activities, and creating a personal development plan.

4. Outcomes of Self-Assessment Competency

An educator possessing self-assessment competency:

- can objectively evaluate their professional activity;
- will possess skills in reflective thinking and an analytical approach;
- strives for continuous self-development;
- acknowledges professional mistakes and seeks ways to correct them;
- can independently determine their personal position in the educational process.

Such educators can also serve as an example in fostering a reflective approach and developing independent thinking in students.

In today's globalized conditions, every educator must be able to analyze their professional activity, evaluate its results, identify their shortcomings, and determine ways to overcome them.

Therefore, the issue of forming and developing self-assessment competency in future educators requires deep theoretical and practical study.

Conclusion. Developing self-assessment competency in future educators is one of the important methodological foundations for deepening their professional training. This competency serves to enable an educator to critically approach their own activities, independently plan their professional growth, and make effective pedagogical decisions in the education and upbringing process. In the process of forming self-assessment competency, utilizing a reflective approach, tasks aimed at analyzing one's activities, personal portfolios, peer assessment, and metacognitive training yields high results. This leads to a qualitative improvement of the pedagogical training process, fostering students' self-awareness of their capabilities, strengthening their sense of professional responsibility, and increasing their motivation for continuous self-development.

Thus, the development of self-assessment competency – as a crucial factor ensuring the professional readiness, reflective thinking, and effectiveness of pedagogical activity of future educators – must be organized based on a systemic approach within the educational process.

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