



ASSESSMENT OF PEDAGOGICAL SKILLS OF STUDENTS OF THE
PEDAGOGICAL DIRECTION DURING CONTINUOUS PEDAGOGICAL PRACTICE.

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Abstract: *Continuous pedagogical practice represents a crucial stage in the professional development of future teachers. It provides opportunities for applying theoretical knowledge in real classroom settings, developing professional competencies, and engaging in reflective practice. This article analyzes the assessment of pedagogical skills of students enrolled in pedagogical programs during their continuous teaching practice. Key competencies such as lesson planning, instructional delivery, classroom management, communication, assessment literacy, and reflective thinking are examined. Furthermore, the article discusses assessment tools, criteria, challenges, and recommendations for improving the evaluation system in teacher education institutions.*

Keywords: *Pedagogical skills; continuous pedagogical practice; teacher education; teaching competencies; assessment methods; lesson planning; instructional delivery; classroom management; communication skills; assessment literacy; reflective practice; mentor evaluation; teacher training; student–teacher development; pedagogical performance assessment.*

Аннотация: *Непрерывная педагогическая практика представляет собой важнейший этап профессионального развития будущих учителей. Она предоставляет возможности для применения теоретических знаний в реальных условиях учебного класса, развития профессиональных компетенций и участия в рефлексивной практике. В данной статье анализируется оценка педагогических навыков студентов, обучающихся по педагогическим программам, в процессе их непрерывной педагогической практики. Рассматриваются такие ключевые компетенции, как планирование уроков, проведение обучения, управление классом, коммуникация, грамотность оценивания и рефлексивное мышление. Кроме того, в статье обсуждаются инструменты оценки, критерии, проблемы и рекомендации по совершенствованию системы оценки в педагогических учебных заведениях.*

Ключевые слова: *педагогическое мастерство; непрерывная педагогическая практика; педагогическое образование; педагогические компетенции; методы оценки; планирование уроков; проведение обучения; управление классом; коммуникативные навыки; грамотность оценивания; рефлексивная практика; оценка наставника; повышение квалификации учителей; развитие отношений между учениками и учителями; оценка педагогической эффективности.*



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Annotatsiya: Uzluksiz pedagogik amaliyot bo'lajak o'qituvchilarning kasbiy rivojlanishida muhim bosqichni ifodalaydi. Bu nazariy bilimlarni haqiqiy sinf sharoitida qo'llash, professional kompetensiyalarni rivojlantirish va refleksiv amaliyot bilan shug'ullanish uchun imkoniyatlar yaratadi. Ushbu maqolada pedagogik dasturlarda o'qiyotgan talabalarning uzluksiz o'qitish amaliyoti davomida pedagogik ko'nikmalarini baholash tahlil qilinadi. Dars rejalashtirish, o'qitishni olib borish, sinfni boshqarish, muloqot, baholash savodxonligi va refleksiv fikrlash kabi asosiy kompetensiyalar ko'rib chiqiladi. Bundan tashqari, maqolada o'qituvchilarni tayyorlash muassasalarida baholash vositalari, mezonlari, qiyinchiliklari va baholash tizimini takomillashtirish bo'yicha tavsiyalar muhokama qilinadi.

Kalit so'zlar: Pedagogik ko'nikmalar; uzluksiz pedagogik amaliyot; o'qituvchilarni tayyorlash; o'qitish kompetensiyalari; baholash usullari; dars rejalashtirish; o'qitishni olib borish; sinfni boshqarish; muloqot ko'nikmalari; baholash savodxonligi; refleksiv amaliyot; ustozlarni baholash; o'qituvchilarni tayyorlash; talaba-o'qituvchi rivojlanishi; pedagogik faoliyatni baholash.

INTRODUCTION

In contemporary education systems, the preparation of qualified teachers is recognized as a fundamental component in achieving high-quality learning outcomes. Teacher training programs integrate theoretical coursework with practical training, with continuous pedagogical practice serving as one of the most important elements of this preparation. During such practice, students not only observe teaching processes but also develop essential pedagogical skills through active participation, lesson implementation, and classroom interaction.

Assessment of students' pedagogical skills during continuous practice serves several purposes:

1. It evaluates the extent to which students are developing professional competencies.
2. It helps identify strengths and weaknesses in pedagogical performance.
3. It provides feedback for improvement and professional growth.
4. It ensures that future teachers meet the standards required for effective teaching.

The purpose of this article is to explore methods and criteria for assessing pedagogical skills of students of the pedagogical direction during continuous pedagogical practice. It also highlights challenges and proposes recommendations for improving assessment systems in teacher training institutions.

Pedagogical skills refer to the combination of knowledge, abilities, attitudes, and behaviors that enable teachers to effectively facilitate learning. These skills include lesson planning, classroom management, instructional strategies, communication, assessment techniques, and reflective practice. They are essential not only for delivering content but also for motivating students, ensuring engagement, and creating an inclusive learning environment.

Role of continuous pedagogical practice



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Continuous pedagogical practice (often lasting several weeks or months) allows students to:

- Apply theoretical concepts in real classroom contexts;
- Develop confidence and teacher identity;
- Interact with students of diverse backgrounds;
- Understand school culture and teacher responsibilities;
- Engage in self-reflection and professional improvement.

Thus, practice becomes the bridge between theory and professional teaching. Core Pedagogical Competencies to Be Assessed: Teacher education institutions commonly assess several key competencies during teaching practice. These competencies are aligned with national and international teaching standards. Lesson planning and preparation: Students are expected to demonstrate the ability to design lesson plans that:

- Align with curriculum standards;
- Include clear objectives and outcomes;
- Integrate suitable teaching methods and resources;
- Consider students' needs, learning styles, and prior knowledge.

Effective planning is essential to ensure lesson coherence and meaningful learning. Instructional delivery: Instructional skills cover the methods and strategies used to deliver content. Students must demonstrate:

- Clear explanations;
- Active learning strategies;
- Integration of technology;
- Adaptation to student responses;
- Effective use of examples and questions.

Instructional delivery reflects students' ability to engage learners and facilitate understanding. Classroom management: Classroom management is often a major challenge for beginner teachers. Assessment focuses on:

- Creating a respectful and safe learning environment;
- Establishing rules and routines;
- Managing behavior effectively;
- Maintaining student engagement.

This skill is crucial for ensuring a productive learning atmosphere. Communication skills: Communication includes verbal and non-verbal skills, clarity of speech, tone, teacher presence, and responsiveness. It also encompasses the ability to build positive relationships with learners and colleagues. Reflective practice: Reflective skills involve evaluating one's own teaching performance, identifying areas for improvement, and planning for professional development. Reflection is fundamental for lifelong learning and continuous growth as a teacher. Assessment Tools Used in Pedagogical Practice: students during practice requires a systematic and multidimensional approach. Common tools include the following: Observation checklists and rating scales: Supervisors and mentor teachers use



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structured checklists to evaluate specific behaviors and competencies. These tools ensure objectivity and standardization.

Lesson plans and teaching portfolios: Students submit lesson plans, teaching materials, and evidence of student work. Portfolios illustrate growth over time and serve as a comprehensive record of teaching achievements. **Mentor teacher evaluation:** Mentor teachers play a vital role in providing daily guidance and evaluating students' progress. Their feedback is based on long-term observation and interaction. **Challenges in Assessing Pedagogical Skills:** Despite the importance of assessment, several challenges arise: **Subjectivity in evaluation-** Different supervisors may have varying expectations or interpretations of performance criteria. This can create inconsistencies. **Limited observation time-** Supervisors often observe only a few lessons, which may not reflect the student's overall capabilities. **Stress and performance anxiety:** Students may perform differently under observation conditions, affecting the reliability of assessment. **Variability in mentor teacher expertise:** Not all mentors are equally trained in providing assessment or feedback, leading to differences in evaluation quality. **Lack of standardized criteria:** In some institutions, criteria for evaluation may not be clearly defined, making assessments subjective and ambiguous.

Strategies for Improving Assessment During Continuous Practice

To enhance the quality and fairness of assessment processes, the following strategies are recommended: **Development of standardized evaluation rubrics-** Clear, detailed rubrics ensure that all evaluators use the same criteria. This increases transparency and reduces subjectivity. **Training mentors and supervisors:** Professional development programs should be provided to mentors to improve their skills in observation, evaluation, and constructive feedback. **Incorporating multiple assessment methods:** Using a combination of self-assessment, peer assessment, mentor evaluation, and supervisor observation ensures a holistic assessment of student skills.

Feedback should be:

- Timely
- Specific
- Constructive
- Focused on improvement

High-quality feedback accelerates student growth. Encouraging reflective practice- Students should be guided to regularly reflect on their teaching experiences. Reflection contributes to self-correction and long-term professional development. **Integrating technology:** Digital portfolios, video recordings of lessons, and online feedback platforms can enhance accuracy and accessibility of assessments.

Case Analysis: Best Practices in Pedagogical Skill Assessment

This section examines several international and local examples of effective assessment practices. **Finland's reflective supervision model:** In Finland, teacher education emphasizes reflective journals, mentor-supervisor conferences, and student-led teaching analysis. This approach fosters autonomy and deep learning. **Singapore's competency-based assessment:**



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Singapore uses detailed competency frameworks aligned with national teaching standards. Evaluations focus on observable behaviors and student outcomes. Uzbekistan's strengthening of practice-based teacher training: In recent years, teacher training institutions in Uzbekistan have improved practical training components by:

- Extending practice duration,
- Increasing cooperation between universities and schools,
- Introducing modern pedagogical technologies,
- Emphasizing competency-based assessment frameworks.

These reforms aim to raise the quality of teacher education and align it with international standards.

Conclusion

Assessment of pedagogical skills during continuous pedagogical practice is essential for preparing competent and effective teachers. It allows institutions to monitor the professional growth of students, identify areas that require improvement, and ensure alignment with national and international teaching standards. A comprehensive and fair assessment system must be multidimensional, combining observation, reflection, feedback, and evidence-based evaluation. Despite challenges such as subjectivity or limited observation time, improvements can be achieved through standardized rubrics, mentor training, technology integration, and reflective practice. Ultimately, continuous pedagogical practice should not only assess students but also empower them to become reflective, innovative, and compassionate educators capable of shaping the future generation.

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