

MODIFICATION OF MONITORING THE DEVELOPMENT OF STUDENTS' INTELLECTUAL ABILITIES ON THE BASIS OF SOCIAL PARTNERSHIP

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ABSTRACT

This paper explores the modification of the monitoring process used to assess the development of students' intellectual abilities through the lens of social partnership. In an era where education must adapt to rapidly changing societal and technological demands, establishing effective collaborations between educational institutions, families, community organizations, and employers has become essential. The study emphasizes the role of social partners in designing and implementing monitoring tools that provide a more holistic and context-sensitive evaluation of students' intellectual growth. It discusses innovative approaches to data collection, assessment criteria, and feedback mechanisms that enhance educational outcomes and better prepare students for real-world challenges. The proposed model promotes continuous improvement through shared responsibility and strategic cooperation, ensuring that the development of intellectual abilities is aligned with both academic goals and societal needs.

KEYWORDS: Social partnership, intellect, education, monitoring, modification.

INTRODUCTION

Students training in the collective adaptation pedagogical partnership based on education to give to the intention maturity for main traditional information distributive to do formats (social-psychological , pedagogical assistance , joint activity organization to do), methodologies (educational contexts , activation , consolidation and enrichment , support to give and creativity strategic planning) and wide in the circle from tools (individual and collective dialogues , debates , collective-creative affairs , situational gaming and others) in use as Pedagogical partnership based on education to give pattern done increase border within interactive adaptive education methodologies disposal advice is given.

BASIS PART

Adaptation process productive implementation to grow for education in the process difficulty to the level based on asset and interactive training from categories used : initial level - regulative-logical and to communication based ; innovative initiatives ; vital situations modeling doer strategies implementation to grow and realization to do

Segments strategic, tactical and operative monitoring as follows coordination is done :

- Strategic monitoring students adaptation to do necessary air conditioners inspection , cooperation at the base of teaching intention and missions determination to do opportunity give diagnostic instruments complex cover This monitoring student training in the collective adaptation to the process influence indicator factors proactive regulation to do through realization will be done .

- Tactical monitoring students adaptation level , their in the collective mutual to communication orientation , mainly standardization Test methodologies performed by means of following to go opportunity gives , as well as , changes dynamics quantitative and qualitative in terms of control to do , students to analyze assimilation through is provided .

- Operational monitoring students training in the collective adaptation pedagogical cooperation at the base teaching transition phases efficiency progressive following to go task It basically does pedagogical influences success or from failure message rapid access to feedback mechanism give operative diagnostic strategies own inside takes . In this observation , students activity inspection of results , short interviews , analytical dialogues results , operational surveys, independent observation magazines such as from instruments disposal will be done .

Students training in the collective adaptation pedagogical cooperation at the base teaching efficiency criterion as following parameters determined by : • students education process and extracurricular active training and personal achievements; • selected specialty according to supreme education in the institution education from the process satisfaction ; • collective personal in the concept of "we" in the perception expression made own training to the collective relatively positive attitude ; • cooperation at the base teaching process methodological • students by cooperation at the base to teach was need .

Adaptation to the process successful cooperation at the base teaching result as follows : • student new in context himself catch requirements , standards and regulations assimilation does ; • new social context with interaction in doing psychological satisfaction perception • students other students and teachers with mutual relations coordination • person supreme education in the institution social relationship to the system adaptation does .

So so that students training to the collective in adaptation pedagogical cooperation at the base teaching pattern being studied of the process essence and structure clear expression Its fundamental mission is student's external adaptation expert assessment not , maybe student in front of standing adaptation missions , classmates with constructive establish communications and emergence in maintaining to bring difficulties to consciousness orientation to do is considered .

CONCLUSION

So , cooperation at the base education - first , general and integral , every aspected activity to the process assistance to give and support to show whole system ; secondly , integrative-innovative technology is , its foundation improvement and self development to hold activity stimulation , this for necessary conditions create and as a result individual person's own main missions implementation ; third , cooperation at the base teachers and to support needy individuals between to oneself typical relationship is a process .

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