

**PEDAGOGICAL MONITORING OF THE DEVELOPMENT OF
SOCIAL ACTIVITY OF EDUCATORS OF THE FUTURE PRESCHOOL
EDUCATIONAL ORGANIZATION BASED ON DIGITAL
TECHNOLOGIES**

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Annotation. *The article presents the theoretical foundations, goals and objectives of pedagogical monitoring, and justifies the need to integrate computer production into the process of professional and social competences and development. Based on monitoring, ways are shown to correct the quality of cleaning of educators, establish effective feedback in the educational process, and improve the quality of preschool education. According to the research study, personal pedagogical monitoring is an effective mechanism for interpreting socially active, mobile and innovative educators in the modern education system of Uzbekistan.*

Key words. *pedagogical monitoring, digital technologies, social activity, preschool education, educator training, professional competence, educational reform, innovation, digital transformation, students*

**ПЕДАГОГИЧЕСКИЙ МОНИТОРИНГ РАЗВИТИЯ
СОЦИАЛЬНОЙ АКТИВНОСТИ ПЕДАГОГОВ БУДУЩЕЙ
ДОШКОЛЬНОЙ ОБРАЗОВАТЕЛЬНОЙ ОРГАНИЗАЦИИ НА ОСНОВЕ
ЦИФРОВЫХ ТЕХНОЛОГИЙ**

Аннотация. *В статье раскрываются теоретические основы, цели и функции педагогического мониторинга, подчеркивается необходимость интеграции цифровых инструментов для оценки и поддержки*

профессиональных и социальных компетенций. Особое внимание уделено использованию данных мониторинга для совершенствования подготовки педагогических кадров, обеспечения обратной связи и повышения качества дошкольного образования. Делается вывод, что цифровой педагогический мониторинг является эффективным механизмом формирования социально активных, компетентных и инновационных педагогов в современной системе образования Узбекистана.

Ключевые слова. педагогический мониторинг, цифровые технологии, социальная активность, дошкольное образование, подготовка педагогов, профессиональная компетентность, образовательная реформа, инновации, цифровая трансформация, студенты

**KELAJAKDAGI RAQAMLI TEXNOLOGIYALARGA
ASOSLANGAN MAKTABGACHA TA'LIM TASHKILOTLARI
TARBIYICHILARINING IJTIMOY FAOLIYATI RIVOJLANISHINI
PEDAGOGIK MONITORINGI.**

Annotatsiya. Maqolada pedagogik monitoringning nazariy asoslari, maqsad va vazifalari ko'rsatilib, raqamli vositalarni kasbiy va ijtimoiy kompetensiyalarni baholash hamda rivojlantirish jarayoniga integratsiya qilish zarurligi asoslab berilgan. Monitoring natijalari asosida tarbiyachilarni tayyorlash sifatini oshirish, ta'lim jarayonida samarali teskari aloqa o'rnatish va maktabgacha ta'lim sifatini yaxshilash yo'llari ko'rsatib o'tilgan. Tadqiqot natijalariga ko'ra, raqamli pedagogik monitoring O'zbekistonning zamonaviy ta'lim tizimida ijtimoiy faol, raqobatbardosh va innovatsion pedagoglarni shakllantirishning samarali mexanizmi sifatida talqin etiladi.

Kalit so'zlar. pedagogik monitoring, raqamli texnologiyalar, ijtimoiy faollik, maktabgacha ta'lim, tarbiyachilarni tayyorlash, kasbiy kompetensiya, ta'lim islohoti, innovatsiya, raqamli transformatsiya, talabalar

The modernization of preschool education in Uzbekistan has entered a new stage in the context of rapid digital transformation and global educational reforms.

One of the priority directions of educational policy in the country is the improvement of the quality of preschool education and the professional competence of future educators. Among the essential professional qualities of preschool educators, the development of social activity plays a leading role, since the effectiveness of educational interaction with children, parents, and the community largely depends on it. Therefore, the problem of pedagogical monitoring of the development of social activity of future educators, carried out on the basis of digital technologies, is of great scientific and practical significance for the modern system of teacher education in Uzbekistan.

The importance of this issue is directly related to the national goals set by the leadership of Uzbekistan in the field of education. In recent years, a number of legislative and normative documents have been adopted that define the strategic direction of reforms in the preschool education system. The Law of the Republic of Uzbekistan “On Preschool Education and Training”[1] adopted on December 16, 2019, clearly defines the legal foundations for organizing preschool education, improving the professional level of pedagogical staff, and introducing modern educational technologies into the educational process. This law emphasizes that the state ensures the creation of conditions for the professional development of teachers, the implementation of innovations, and the widespread use of information and communication technologies.

The Presidential Decree of the Republic of Uzbekistan “On Approval of the Strategy ‘Digital Uzbekistan – 2030’” dated October 5, 2020,[2] is one of the most important documents determining the digital development of the education system. According to this strategic program, the introduction of digital technologies into all spheres of public life, including education, should ensure the creation of an effective digital ecosystem, the improvement of professional competencies, and the formation of new mechanisms of management and monitoring. Within this framework, pedagogical monitoring of the professional and social development of future

educators becomes an integral component of digital transformation in the higher and secondary specialized education system.

The relevance of the research topic is also explained by the need to create an innovative model of teacher training that meets international standards. The preschool educator of the new generation must possess high digital literacy, communication and leadership skills, as well as the ability to work collaboratively and creatively. Social activity, as a pedagogical category, reflects the degree of an educator's readiness to actively participate in professional, social, and civic life.[4] It includes the ability to take initiative, engage in teamwork, demonstrate responsibility, empathy, and the desire to contribute to social progress. In the conditions of digital transformation, the development and monitoring of this quality require the use of modern digital tools that allow collecting, analyzing, and interpreting information about students' professional growth in real time.

Pedagogical monitoring serves as an effective mechanism for managing the process of forming social activity among future educators. It is understood as a system of continuous observation, assessment, and analysis of educational results aimed at improving the quality of the learning process and the development of students' professional and social competencies. The introduction of digital technologies into the monitoring process significantly expands its possibilities, allowing for data-based management of education, visualization of progress, and personalization of learning trajectories.[7]

In Uzbekistan, the modernization of pedagogical monitoring is consistent with the state program "Development of the System of Preschool Education in 2017–2021," which defined the strategic goals of creating a unified educational environment, introducing modern pedagogical methods, and ensuring the quality of teacher training. Further, the Concept for the Development of Preschool Education until 2030, approved by the Cabinet of Ministers, prioritizes the digitalization of preschool education and the creation of a system for continuous professional development of teachers. These documents establish a direct link between the

quality of teacher education and the introduction of digital management tools and monitoring systems.

The use of digital technologies in pedagogical monitoring allows teacher training institutions to apply innovative methods of evaluating students' social activity. Digital platforms, e-portfolios, online assessment systems, and data analytics can be used to collect information about future educators' participation in social and educational projects, their communication skills, teamwork, and initiative. For example, electronic monitoring tools make it possible to record and analyze educators' activity in digital learning environments, participation in forums and collaborative projects, feedback from mentors and peers, and their reflection on professional experience. This information forms the basis for evaluating social and professional competencies and for adjusting individual learning paths.[5]

From a theoretical point of view, pedagogical monitoring based on digital technologies is an important part of the quality assurance system in education. It creates conditions for feedback between all participants in the educational process and helps to implement the principles of transparency, accessibility, and accountability. In the training of future preschool educators, such monitoring ensures that not only academic achievements are assessed, but also the dynamics of personal and social development, including communication culture, teamwork, and readiness for innovation.

The introduction of digital monitoring mechanisms is also in line with the Presidential Decree of October 29, 2020, "On Measures for the Further Development of the System of Preschool Education and Training,"[3] which emphasizes the importance of introducing information technologies and creating an integrated system for monitoring the quality of preschool education. The document establishes that digital platforms should be used to manage personnel, organize training, and evaluate pedagogical effectiveness. Therefore, teacher training institutions must develop digital tools that provide the possibility to monitor professional and social competencies of students from the beginning of their studies to the stage of

employment. It is important to note that the implementation of digital pedagogical monitoring contributes to the realization of the main principles of the Strategy for the Development of New Uzbekistan until 2030, which focuses on the development of human capital and the improvement of the education system through innovation and technology. The integration of digital monitoring into teacher education makes it possible to create a transparent and efficient system of assessing the quality of training, supports the motivation of students, and encourages their active social participation. In practical terms, the creation of a digital pedagogical monitoring system for assessing the social activity of future preschool educators involves several key stages. First, it is necessary to define clear indicators and criteria for social activity, such as leadership, participation in social projects, communication and cooperation with peers, ability to solve pedagogical problems, and initiative in introducing innovations. Second, these indicators must be integrated into digital platforms that allow for the collection and analysis of both quantitative and qualitative data. Third, training of teacher educators and mentors should be organized to ensure they can effectively use monitoring tools and interpret the results. Finally, monitoring data should serve not only for evaluation but also for planning professional development and individual educational trajectories of students.[6]

Pedagogical monitoring also serves as a feedback mechanism that connects universities, preschool educational institutions, and public authorities. Information obtained through digital monitoring can be used by the Ministry of Preschool and School Education of the Republic of Uzbekistan to make informed decisions on curriculum improvement, certification standards, and the allocation of professional development resources. In this way, digital monitoring becomes an element of the national system of educational quality management, ensuring alignment between educational outcomes and labor market requirements. However, to ensure the successful implementation of digital pedagogical monitoring, several challenges must be addressed. These include the need to improve the digital infrastructure of

educational institutions, ensure equal access to technologies for students from all regions, train pedagogical staff in digital literacy, and guarantee data security and ethical use of information. The state's commitment to overcoming these challenges is reflected in the "Digital Uzbekistan – 2030" strategy, which allocates significant resources to improving broadband access, developing e-government systems, and enhancing digital competence among citizens, including educators. In conclusion, pedagogical monitoring of the development of social activity of educators of the future preschool educational organization based on digital technologies is a strategic direction in the modernization of teacher education in Uzbekistan. It responds to the demands of the national education reform agenda and global trends toward digitalization and evidence-based education. By integrating digital tools into monitoring processes, teacher education institutions can more effectively support the formation of socially active, competent, and innovative preschool educators who are ready to contribute to the goals of New Uzbekistan. The legal and strategic documents of the Republic, such as the Law "On Preschool Education and Training," the Presidential Decree "On Approval of the Strategy "Digital Uzbekistan – 2030," and the Concept for the Development of Preschool Education until 2030, provide a solid foundation for implementing such systems. Ensuring their consistent and thoughtful application will promote the creation of a modern, responsive, and effective system of professional formation for future educators—one that meets the social, cultural, and technological needs of Uzbekistan in the 21st century.

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