METHODOLOGY FOR IMPROVING THE SYSTEM OF TRAINING FUTURE TEACHERS IN THE SUBJECT "CHARACTER EDUCATION" FOR THE ASSESSMENT AND STIMULATION OF STUDENTS BASED ON A STUDENT-CENTERED APPROACH

D.Sh. Abdurakhmonova
Deputy Director for Academic Affairs of the State Specialized School No. 35 in Andijan
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Abstract. *This article explores the theoretical and methodological foundations for improving the training system for future teacher educators to assess and motivate students using a student-centered approach. It provides a scientific analysis of the developmental function of assessment, pedagogical mechanisms for addressing individual student characteristics, the psychological foundations of incentive strategies, and ways to develop future teachers' competencies. The practical effectiveness of a methodological system that meets the requirements of student-centered education is developed and substantiated.*

Keywords: *student-centered education, individualized approach, assessment, motivation, subject "Character Education", competence, methodological system.*

Introduction

One of the most pressing challenges in the education system today is the effective implementation of a student-centered approach to teaching and learning. This approach involves organizing the teaching and learning process taking into account the individual characteristics, abilities, and intrinsic motivation of students. Assessing and rewarding students' knowledge, skills, and personal qualities is especially important for future teachers. An assessment and reward system based on a student-centered approach helps students develop skills for self-development, social responsibility, and initiative. With this approach, the teacher's primary task is to identify the individual characteristics of each student, study them, and adapt assessment criteria to each individual.

In the educational process, an assessment and reward system is an important tool for increasing student motivation, reinforcing their knowledge and skills, and ensuring their active participation in the learning process. At the same time, through this system, future teachers acquire the skills to plan pedagogical activities, effectively assess, and support the individual development of students. From this perspective, the methodology for improving the training of future teachers in the subject of "Character Education" for student assessment and reward activities based on a student-centered approach is considered a pressing scientific and practical issue. This methodology serves to enhance the pedagogical potential of future teachers, effectively organize the educational process, and develop the individual abilities of each student.

In the context of modern globalization, one of the most important tasks facing the education system is the comprehensive development of the student's personality, realizing their individual potential, supporting their creativity, independent thinking, and social activity. The modern pedagogical process is based on principles that prioritize personal development. The

implementation of the concept of student-centered education requires viewing the student as a unique, inimitable being with their own developmental trajectory. Therefore, the importance of an individual approach in the assessment and reward process is increasingly growing.

Unlike other areas of the pedagogical process, the work of a teacher in the subject “Character Education” is aimed not only at imparting knowledge but also at moral improvement, social adaptation, enriching the inner world, and developing the student's personal qualities. This responsible process requires a high level of pedagogical culture, deep psychological knowledge, the ability to choose the right individual approach, identify student needs, and develop motivational strategies based on these needs. In particular, organizing the assessment and reward process based on student-centered education occupies a special place in the professional competence of a teacher in the subject “Character Education”.

Traditional assessment systems are generally focused on recording student performance, but they insufficiently consider the pace of student development, psychological state, and individual needs. This approach does not fully meet modern educational requirements. After all, the purpose of the assessment process today is not to punish, select, or grade students, but to support them, foster their development, analytically highlight shortcomings, and motivate them to achieve positive results. Rewarding, on the other hand, ensures a high-quality educational impact by satisfying students' motivational needs, strengthening their self-confidence, and recognizing their personal achievements.

The system for preparing future teachers of the subject “Character Education” for assessment and reward activities today requires radical improvement. First and foremost, it is necessary to establish methodological training that includes such important aspects as developing students' diagnostic skills, analyzing individual student characteristics, compiling development maps, and developing personalized assessment criteria. This process lays the foundation for training teachers with high pedagogical competence. Furthermore, pedagogical universities need to train future teachers in “Character Education” subject based on the principles of student-centered education, teach them the practical application of modern assessment technologies, and thoroughly teach methods such as reflection, psychological observation, a communicative approach, and motivational interviewing. This will help students make appropriate decisions in real-life teaching situations, build effective communication with students, and apply a personalized approach in practice.

The relevance of this study lies in its development of methodological solutions aimed at improving the training system for future teachers in the subject of “Character Education” based on a student-centered approach. These solutions serve the key objectives of modern education: developing students as individuals, fostering independent thinking, and developing self-management and self-esteem skills. Theoretical and methodological foundations of a student-centered approach. A student-centered approach, one of the most important principles of modern pedagogy, views students not as passive recipients of ready-made knowledge, but as independent thinkers who actively influence their own development. This approach is based on the idea of shifting the focus from the teacher as the controlling center to the student, who is placed at the center of the educational process.

Student-centered education is defined by the following pedagogical principles: in-depth study of the student's psychological and intellectual characteristics, identification and development of their individual abilities, consideration of the student as the subject of their own educational process, creation of conditions for independent thinking, choice, and self-expression, adaptation

of the assessment process to the individual's development, and the development of collaborative relationships between teacher and student. These principles define the main methodological direction in the professional training of future teachers in the subject of “Character Education”.

Assessment in the character educational process is a means of measuring and developing student qualities such as moral maturity, communicative culture, social activity, responsibility, and self-management skills. Therefore, assessment is viewed not simply as recording a specific result, but as a pedagogical mechanism aimed at ensuring the individual growth of the student. A system for preparing future teachers in the subject “Character Education” for assessment activities. The system for preparing future teachers for the assessment process is comprehensive and consists of theoretical, practical, diagnostic, and reflective components.

Mechanisms for working with individual student characteristics – The process of identifying and assessing individual characteristics requires a specialized diagnostic approach. Methods for studying individual characteristics: future teachers should effectively use the following methods: psychological tests, interviews and conversations, observation, sociometry, portfolio analysis, reflective diaries, and temperament and character assessment. These processes allow for an accurate determination of the dynamics of a student's personal development.

Developing individualized assessment criteria – Criteria should be based on the following principles: starting from the initial level of personal development, prioritizing positive changes, taking into account individual goals, ensuring fairness and transparency of assessment, and measuring development rather than comparing. Individualized criteria reinforce a sense of fairness in students and increase motivation.

Conclusion

Improving the system for training future teachers to assess and motivate students based on a student-centered approach is one of the strategic objectives of the modern educational process. The results of the study show that adapting assessment and motivation processes to the individual characteristics of students significantly increases the effectiveness of educational activities. In particular, working with psychological characteristics, developmental pace, needs, interests, and temperament of an individual requires a high level of methodological training from the teacher. The improved methodological system facilitates the development of high-level competencies in future teachers of “Character Education” subject, such as conducting diagnostic activities, applying an individual approach, developing assessment criteria, selecting incentive strategies in accordance with the pedagogical situation, providing psychological support to the student, and organizing reflection and interaction.

The analysis shows that a student-centered assessment and incentive process enhances students' intrinsic motivation, increases their social engagement, fosters a sense of responsibility, develops self-assessment and self-control, and fosters a positive attitude toward the educational process. Furthermore, the introduction of individual development charts, portfolios, observation tables, reflective technologies, and a positive discipline approach into the training of future teachers significantly enhances their practical preparation. Overall, the proposed methodological system serves to humanize the educational process, deeply understand the student's personality, ensure fairness and transparency in assessment, and organize the incentive process on a scientific basis. This allows us to enhance the professional skills of future teachers of “Character Education” subject, prepare them in accordance with modern pedagogical requirements, and elevate the quality of education to a new level.

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