

COORDINATION OF TEACHING PROCESS THROUGH THE USE OF THE SELF-MONITORING METHOD

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Abstract. The article deals with the problems of coordinating teaching process through the use of self-monitoring method. high-quality and constant self-monitoring over time tends to affect the formation of extra skills of a teacher, which in turn is an important factor not only for an individual teacher but also for the quality organization of the work of an educational institution.

Key words: teaching process, coordination, self-monitoring method, informational, directive, confrontational, cathartic, catalytic, motivational and etc.

Introduction. In the conditions of modern rates of development of all spheres of scientific and technical activity, the issue of education is especially acute. Undoubtedly, the level of education, the level of presentation of information and the development of skills should be good enough for modern world realities. Therefore, this article will focus on one of the fundamental factors in improving the pedagogical process on the part of the teacher, namely self-monitoring. It will also present the results of a survey conducted among English language teachers regarding the use of self-control techniques in the course of education.

In order to understand in more detail all the possibilities of using self-monitoring as a teacher's tool, it makes sense to determine the area of responsibility and influence of the teacher, that is, to determine things for which he or she is directly responsible and, accordingly, can use self-monitoring in the process of organizing these activities. The teacher is responsible for many tasks that are generally components of the educational process as such, but also things that barely come into contact with this process, such as filling out documentation, organizing extracurricular activities and much more. Among this diverse range of tasks, the teacher should be able and try to perform them efficiently. As the

development of any skills, improvement occurs by regularly repeating these types of activities in a compartment with the experience that has come. Despite the naturalness and prevalence of this model of comprehension of the new in modern conditions of training and not only training, but also almost any kind of professional activity, an employee must think through and work out a strategy for future development, which contributes to faster and better development and organization of productive work activities.

Methods. In the course of this mini-study, English language teachers working in schools, educational centers and higher educational institutions were interviewed. Methods of survey, data synthesis and analysis, as well as subsequent generalization and data processing were used. The survey was conducted in order to find out the place of self-monitoring in modern education, its applicability and usage trends.

Findings. Furtherer some results of a survey concerning English teachers' self-monitoring aspects are presented. Namely, the part on which it will be possible to draw at least a superficial conclusion about the applicability of conscious purposeful self-control by teachers[1].

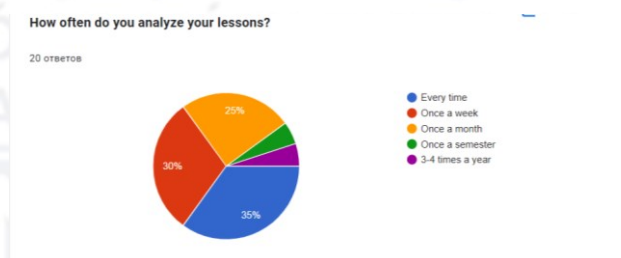


Figure 1. How often teachers analyse their lessons.

Speaking about the frequency of self-monitoring, according to the Figure 1, the majority of respondents (35%) conduct self-monitoring every time, 30% of teachers conduct it once a week and 25% conduct an independent assessment of their lesson once a month. 2 respondents, in turn, prefer to conduct self-monitoring once a semester or 3-4 times a year.

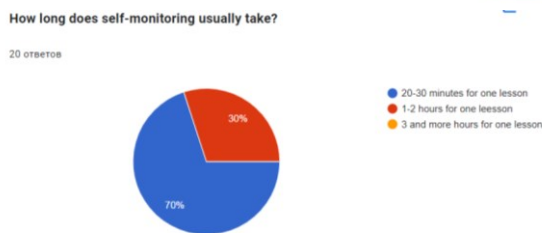


Figure 2. The period of time that self-monitoring takes.

Of course, an important point in the organization of self-monitoring is the time spent on it, since it is one of the main most important resources of the teacher. During the study of the survey results, it was revealed that 70% of the surveyed teachers cope with self-control after one lesson in 20-30 minutes, 30% of teachers spend from 1 to 2 hours on it as shown in the Figure 2. These results can be considered together with the results of the previous question, since it is necessary to take into account not only how much time was spent on a one-time self-monitoring, but also how often the teacher is willing to allocate this amount of time to carry out this activity.

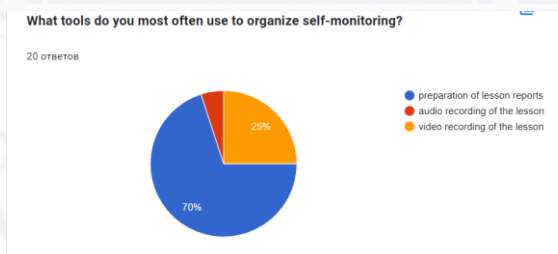


Figure 3. The tools teachers use to organize self-monitoring.

A particularly interesting factor in this study was what kind of self-monitoring tool English teachers prefer. Through a survey, it was found that 70% of the teachers surveyed prefer the preparation of reports due to the fact that this tool is accessible, convenient and the easiest to use. 25% of respondents use a video recording of the lesson and 5% choose an audio recording as depicted in the Figure 3.

Discussion. Teachers, being advanced representatives of modern society, are forced to meet both the general requirements of the time and educational

standards. On the one hand, a teacher is a source of information, a controller and an instructor. On the other hand, it is a stimulator of the educational process and an observer. However, there is no question of choosing only one of these roles. The teacher should understand that it is impossible to limit himself to one or two roles in his work and thereby neglect the many pedagogical opportunities that can be successfully used [2:10].

The teacher's self-monitoring could be organized in various ways, using special tools or a variation of several methods at the same time. According to Richards and Farrell [3]. When conducting self-monitoring, the teacher should take into account the initial state of affairs and, following current trends and trying to predict future interests in the field of education, correct mistakes and imperfections. According to the algorithm of analysis and identification of possible shortcomings, an algorithm should be developed to eliminate these shortcomings, followed by the process of "working on mistakes" for the teacher.

During the monitoring, various assessment systems can be used, various skills and areas of activity of the teacher can be taken into account, their choice is usually based on the personal choice of the teacher or corresponds to the recommendations of specialists whose duties include collecting information for the purpose of documentation and the ability to record changes. In addition, the choice may vary due to the different functions that the teacher's work involves, among which teaching is undoubtedly central, but nevertheless. For instance, Murgatroyd suggests considering the following strategies when evaluating the conduct of student counselling by a high school teacher:

- directive – implies guiding advice from the teacher;
- informational – helping a student to cope with a problem by showing certain steps on the way to a solution;
- confrontational – includes the teacher's reflections on the possible consequences of the student following the advice;

- cathartic – paying attention to the emotional aspect of students during counselling;
- catalytic – implementation of the student's direction to the application of self-control and self-assessment
- motivational – fostering in students the desire to solve emerging difficulties during training independently and be interested in it [4:128].

Conclusion. Summing up, the coordination of the teaching process through self-monitoring takes an important place in the teaching process. Moreover, self-monitoring is not only about analyzing your own actions and behaviour during classes, rather, analysis is a means to achieve goals that are the main motive for using self-monitoring. Namely, these goals include the improvement of the educational process, which in general is a very capacious concept that consists of many details, for example, the accessibility of the presentation of the material, the well-established communication between the teacher and students, the use of appropriate teaching methods, strategies, the right atmosphere in the classroom and many others. In addition, high-quality and constant self-monitoring over time tends to affect the formation of extra skills of a teacher, which in turn is an important factor not only for an individual teacher but also for the quality organization of the work of an educational institution.

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