

**CRITERIA AND INDICATORS FOR ASSESSING THE PEDAGOGICAL AND
PSYCHOLOGICAL PREPAREDNESS OF PROSPECTIVE HISTORY TEACHERS**

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Abstract. This article provides a scientific and theoretical analysis of the problem of assessing the pedagogical and psychological preparedness of prospective history teachers. The content of pedagogical and psychological preparedness is clarified, and a system of assessment criteria and indicators is substantiated. In addition, assessment levels, questionnaires, and diagnostic methods aimed at determining the professional preparedness of future history teachers are proposed. The suggested approach contributes to improving the quality of teacher training in higher education institutions.

Keywords. Prospective history teacher, pedagogical and psychological preparedness, assessment criteria, indicators, professional competence, reflection.

Introduction

In the context of modernization of the education system, the pedagogical and psychological preparedness of prospective history teachers for professional activity acquires particular significance. A teacher’s pedagogical mastery, psychological stability, and professional reflection are among the key factors determining the effectiveness of the educational process. Therefore, the development of scientifically grounded criteria and indicators for assessing the pedagogical and psychological preparedness of future history teachers is considered a relevant and urgent issue.

1. The Need to Develop an Assessment System

In order to determine the effectiveness of the process of forming pedagogical and psychological preparedness of prospective history teachers, a scientifically grounded assessment scale is required. Pedagogical and psychological preparedness is a complex, multi-component, and dynamic phenomenon; therefore, its assessment cannot be limited to general or superficial evaluation. In this regard, a comprehensive criteria–indicators–levels–scoring system was developed within the framework of this study.

The assessment scale enables a comprehensive evaluation of prospective history teachers’:
professional motivation;
pedagogical and psychological knowledge;
practical skills and competencies;
personal and reflective qualities.

2. Methodological Foundations of the Assessment System

The assessment scale is based on the following methodological approaches:

competency-based approach, which evaluates professional preparedness through the formation of competencies;

systemic approach, which considers the interrelation of pedagogical and psychological components;

learner-centered approach, which takes into account individual characteristics of prospective teachers;

activity-oriented approach, which assesses the application of knowledge in practical pedagogical activity.

Criteria and Indicators for Assessing Pedagogical and Psychological Preparedness

1. Motivational and Normative Criterion

This criterion reflects the prospective history teacher's attitude toward professional activity and intrinsic motivation.

Indicators:

- interest in the teaching profession of history;
- conscious need for pedagogical activity;
- aspiration for professional development;
- acceptance of pedagogical values and norms.

2. Cognitive (Knowledge-Based) Criterion

This criterion determines the level of pedagogical and psychological knowledge.

Indicators:

- knowledge of pedagogy and developmental psychology;
- understanding of students' individual characteristics;
- comprehension of pedagogical and psychological concepts;
- ability to apply theoretical knowledge in practice.

3. Practical and Activity-Based Criterion

This criterion evaluates the manifestation of pedagogical and psychological knowledge and skills in practical activity.

Indicators:

- ✓ ability to analyze pedagogical situations;
- ✓ effective communication with students;
- ✓ ability to create a positive psychological climate in the classroom;
- ✓ skills in resolving conflict situations.

4. Personal and Reflective Criterion

This criterion reflects the prospective history teacher's ability to analyze and evaluate their own professional activity.

Indicators:

- ❖ pedagogical reflection;
self-assessment skills;
- ❖ psychological stability;
- ❖ resistance.

The personal and reflective criterion is closely related to psychological stability, emotional balance, and stress tolerance. A high level of reflective preparedness is characterized by the teacher's ability to critically analyze their own activity and draw constructive conclusions from mistakes. At a medium level, reflection is partially formed, while at a low level, the need and ability for self-analysis are insufficiently developed.

Assessment Scale of Pedagogical and Psychological Preparedness of Prospective History Teachers (Scoring System)

Based on the developed criteria, each criterion is assessed on a scale from 1 to 3 points. Thus, the overall level of pedagogical and psychological preparedness ranges from a minimum of 4 points to a maximum of 12 points.

High level: 10–12 points

Medium level: 7–9 points

Low level: 4–6 points

This assessment scale allows for identifying the dynamics of changes in pedagogical and psychological preparedness during experimental work, comparing experimental and control groups, and scientifically substantiating the effectiveness of the proposed pedagogical model.

Principles of Developing the Assessment System

- ❖ The assessment scale is based on the following principles:
- ❖ objectivity (assessment based on clear criteria and indicators);
- ❖ systematicity (coverage of all components of preparedness);
- ❖ level differentiation (high, medium, low);
- ❖ diagnostic orientation (identification of developmental dynamics).

Questionnaires and Diagnostic Methods for Empirical Research

1. Questionnaire

Respondents' answers are assessed using a 1–5 Likert scale.

Sample statements:

I consciously chose the profession of a history teacher.

I feel confident when communicating with students.

I can independently analyze pedagogical situations.

I can manage my emotions in stressful situations.

I strive to analyze and improve my teaching practice.

2. Recommended Diagnostic Methods

- Professional motivation test (A. Rean's modified version);
- Methodology for diagnosing the level of pedagogical reflection;
- Emotional stability assessment test;
- Tasks for analyzing pedagogical situations.

Conclusion. Identifying criteria and indicators for assessing the pedagogical and psychological preparedness of prospective history teachers is of great importance for the teacher education system. The proposed criteria, indicators, and diagnostic tools provide opportunities for systematic assessment and development of future teachers' professional preparedness.

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