

## FOUNDATIONS OF EVALUATION TECHNOLOGY FOR THE ACTIVITIES OF PROFESSORS AND TEACHERS IN HIGHER EDUCATION INSTITUTIONS

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**Abstract:** This article analyzes the evaluation technology, criteria, and indicators of the pedagogical activities of professors and teachers in higher education institutions. It provides information on modern forms and methods of assessment, including digital evaluation systems, student opinion-based monitoring, peer expertise, and self-assessment mechanisms. Furthermore, it substantiates the diagnostic, motivational, and developmental functions of assessment in improving educational quality.

**Keywords:** Evaluation technology, higher education, professor, teacher, pedagogical activity, lesson, educational quality, indicators, digital monitoring.

## ОСНОВЫ ТЕХНОЛОГИИ ОЦЕНКИ ДЕЯТЕЛЬНОСТИ ПРОФЕССОРОВ И ПРЕПОДАВАТЕЛЕЙ ВЫСШИХ УЧЕБНЫХ ЗАВЕДЕНИЙ

**Аннотация:** В данной статье анализируются технологии оценки педагогической деятельности преподавателей в учебном процессе высших учебных заведений, критерии и индикаторы оценки. Представляются современные формы и методы оценки, включая цифровые системы оценки, мониторинг на основе мнения студентов, экспертизу коллег и механизмы самооценки. Также обосновываются диагностические, стимулирующие и развивающие функции оценки в повышении качества образования.

**Ключевые слова:** Технология оценки, высшее образование, преподаватель, педагогическая деятельность, учебный процесс, качество образования, индикатор, цифровой мониторинг.

## INTRODUCTION

One of the key factors in improving the quality of education in the higher education system is the regular evaluation of the pedagogical activities of professors and teachers. The evaluation process not only determines the effectiveness of the teacher's work but also establishes the direction for their professional development. Today, the evaluation process is increasingly integrating digital technologies, competency-based approaches, and systems for monitoring educational quality alongside traditional methods.

As theoretical foundations for evaluating the activities of professors and teachers, the following can be highlighted. The evaluation of professors and teachers is the process of systematically determining their pedagogical, scientific, and educational work based on measurement criteria. According to the definitions provided by UNESCO and OECD, the quality of education is closely related to the teacher's qualifications, the use of interactive methods in the classroom, and the ability to encourage students to think independently.

## THE MAIN PART

Main Objectives of Evaluation: To conduct an objective analysis of the teacher's activities. To improve the quality of lesson sessions. To encourage professors and teachers to work on their self-improvement. Assessment Criteria for Activities in Lesson Sessions

The following criteria play a crucial role when evaluating the activities of professors and teachers during lessons:

1. **Pedagogical Skill:** Methods of delivering the topic, cultural competence in speech, lesson structure, and use of didactic tools.
2. **Methodological Approach:** Use of interactive methods, increasing student engagement, and reflection processes.
3. **Use of Information Technologies:** Conducting lessons through multimedia and platforms (Moodle, Google Classroom, LMS).
4. **Student Outcomes:** Level of knowledge, skills, competence, and creative approaches developed.
5. **Innovative Activities:** Implementation of new pedagogical technologies and involvement in scientific research activities.

Modern evaluation technologies remain one of the pressing topics today. In contemporary higher education, evaluation technologies are classified as follows:

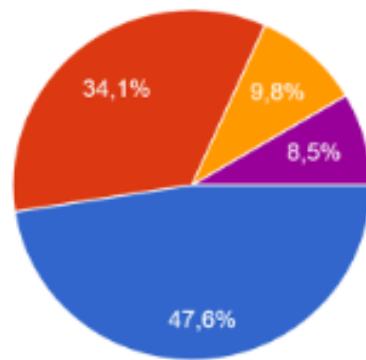
1. **Digital Assessment Systems:** Class observation through LMS, online collection of student opinions, and automatic rating formation.
2. **360-Degree Evaluation:** A comprehensive assessment based on self-analysis by students, peers, leaders, and teachers.
3. **Video-Analytic Monitoring:** Analysis of lessons through video recordings, evaluated from a methodological perspective.
4. **Portfolio-Based Assessment:** Systematic assessment of the teacher's achievements, methodological works, scientific articles, and results of student interactions.
5. **AI-Based Analysis:** Programs (EduAI, Evalytics) that allow for the automatic evaluation of participation, speech frequency, and time distribution during lesson processes.

Stages of the Evaluation Process:

1. **Planning Stage:** Defining the purpose, criteria, and indicators of evaluation.
2. **Observation Stage:** Analyzing lesson sessions and conducting surveys.
3. **Analysis Stage:** Expert analysis of the collected data.
4. **Announcement of Results and Feedback:** Providing the teacher with an individual report.
5. **Development Stage:** Offering recommendations to address shortcomings and enhance qualifications.

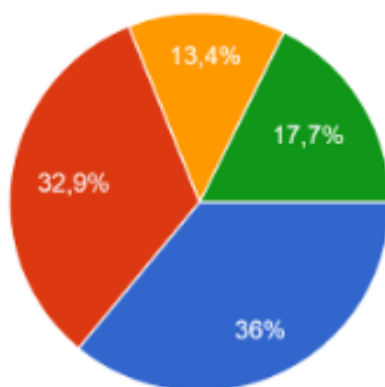
Materials and Methods. Two primary methodological approaches were employed in analyzing evaluation technologies: documentary analysis and survey research.

Through documentary analysis, information was collected regarding the effectiveness of evaluation technologies in Uzbekistan and foreign countries. Additionally, surveys were conducted to gather the opinions of professors and students, which demonstrated the practical application of evaluation technologies. Various statistical methods were utilized during the analysis process, and the results were presented in graphs and diagrams.



Knowledge 47.6%  
Skill 34.1 %  
Speech 9.8%  
Dressing 0.6%  
Cultural 8.5%

1-table. When you have the opportunity to evaluate, what aspects of a teacher would you assess?



After each class (through a confidential bot). 36%  
Once a week (through a confidential bot). 32.9%  
At the end of the semester (in writing). 13.4%  
Once a month evaluation (through a confidential bot) 17.7 %

2-table. What is the appropriate frequency for evaluating a teacher's lesson activities?

## CONCLUSION

Analysis and Discussion. Practical research indicates that for the evaluation process to be effective, it must be transparent, objective, and systematic. In many higher education institutions in Uzbekistan, the performance of teachers is assessed based on a rating system; however, the widespread implementation of digital monitoring systems has not yet been fully realized.

Conclusion. The evaluation technology for the activities of professors and teachers in higher education is a fundamental guarantee of educational quality, competitiveness, and innovative development. The effectiveness of evaluation depends on its systematic approach, transparency, and integration with digital technologies. Therefore, it is essential to modernize evaluation mechanisms in every higher education institution and adapt advanced foreign practices to national conditions.

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