

TYPES OF ORGANIZATION AND EVALUATION OF PEDAGOGICAL ACTIVITIES

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Abstract: Pedagogical activities encompass the structured organization of teaching-learning processes and systematic evaluation to ensure effective knowledge acquisition, skill development, and personal growth. This article explores various types of organization in pedagogical activities, including traditional class-lesson systems, innovative and non-traditional forms, and their integration in modern educational contexts. It also examines evaluation methods—formative, summative, diagnostic, and others—along with their roles in enhancing educational outcomes. Drawing on both international best practices and Uzbek pedagogical literature, the study highlights how effective organization and evaluation contribute to student-centered learning, teacher professional development, and alignment with national education reforms in Uzbekistan. The analysis reveals the importance of integrating traditional and modern approaches for quality assurance in education. Key findings emphasize the need for continuous improvement, technology integration, and culturally relevant assessment strategies.

Keywords: Pedagogical activities, organization of teaching, forms of education, evaluation methods, formative assessment, summative evaluation, class-lesson system, Uzbek pedagogy, student-centered learning, educational quality.

Introduction: Pedagogical activity refers to the deliberate, purposeful actions of educators aimed at facilitating learning, fostering development, and shaping competencies in learners. Organization and evaluation are two interconnected pillars of these activities. Organization involves structuring the educational process in terms of time, space, methods, and interactions, while evaluation measures the effectiveness of this process and provides feedback for improvement.

In the context of Uzbekistan's education system, which emphasizes the "National Program for Personnel Training" and continuous education reforms, understanding these aspects is crucial for aligning with national goals of building a knowledge-based society. This article provides a comprehensive overview, blending global perspectives with local Uzbek scholarship to offer practical insights for educators.

Literature Review: The organization of pedagogical activities has evolved from traditional teacher-centered models to learner-centered paradigms. Classical didactics, as outlined by scholars like Jan Amos Comenius, emphasized structured lessons. Modern theories, such as constructivism (Piaget, Vygotsky), stress active learning and scaffolding.

In Uzbek pedagogy, key works detail the class-lesson system as the primary organizational form. To'xtaxo'jayeva et al. describe traditional and non-traditional forms, including lessons, seminars, practical sessions, and extracurricular activities. They highlight principles like systematicity, flexibility, and interaction.

Mavlonova's *Umumiy pedagogika* discusses types of lessons (introductory, main, review, etc.) and auxiliary forms such as clubs, Olympiads, and excursions. It stresses adaptation to Uzbekistan's context, including multilingual education and polytechnic elements.

On evaluation, literature distinguishes formative (ongoing feedback) and summative (end-point judgment) assessments. Guskey's levels of professional development evaluation and various classroom techniques (exit tickets, portfolios) are widely referenced. Uzbek sources like works on assessment theory emphasize objective, criterion-based evaluation aligned with competency standards.

Gaps in the literature include limited empirical studies on technology-integrated organization in Uzbek schools and culturally adaptive evaluation tools.

Methodology: This study employs a qualitative, desk-based research approach combining literature review, comparative analysis, and synthesis of pedagogical sources. Primary data sources include Uzbek pedagogical textbooks (e.g., To'xtaxo'jayeva, Mavlonova) and international scholarly articles. Content analysis was applied to categorize organizational forms and evaluation types. Theoretical frameworks from didactics and assessment theory guided the interpretation. No primary empirical data collection (surveys/experiments) was conducted; instead, the focus is on synthesizing existing knowledge for a comprehensive conceptual article.

Results: Types of Organization of Pedagogical Activities:

1. **Traditional Forms (Class-Lesson System):** The dominant form in Uzbekistan and many systems. Lessons are structured with introduction, main part, and conclusion. Types include mixed, lecture, practical, and review lessons.

2. **Non-Traditional and Innovative Forms:** Seminars, discussions, role-playing, project-based learning, distance education, and integrated STEAM approaches. These promote active participation and critical thinking.

3. **Auxiliary Forms:** Extracurricular activities, facultative classes, Olympiads, excursions, and clubs. These extend learning beyond the classroom.

4. **Individual, Group, and Collective Organization:** Differentiated by learner interaction—individual work, pair/group collaboration, or full-class activities.

Organizational principles include scientific basis, accessibility, visibility, and systematicity.

Types of Evaluation of Pedagogical Activities:

1. **Formative Evaluation:** Ongoing, diagnostic feedback (e.g., quizzes, observations, exit slips) to adjust teaching in real-time.

2. **Summative Evaluation:** End-of-unit or course assessments (exams, projects) to measure overall achievement.

3. **Diagnostic Evaluation:** Pre-assessment to identify prior knowledge and gaps.

4. **Other Forms:** Self-assessment, peer assessment, performance-based (portfolios, tasks), and criterion-referenced vs. norm-referenced.

In Uzbek practice, daily control, thematic, and final evaluations are common, with emphasis on objectivity and developmental functions.

Discussion: Effective organization enhances engagement and retention, while robust evaluation ensures accountability and improvement. Challenges in Uzbekistan include resource limitations in rural areas, teacher training needs, and balancing traditional values with innovative methods. Integrating technology (e.g., online platforms for formative assessment) can address these.

Cultural relevance is key: Uzbek pedagogy draws on national heritage and Islamic educational traditions alongside modern competencies. Teacher roles shift from knowledge transmitters to facilitators. Limitations of the study include its reliance on secondary sources; future research should include classroom observations and quantitative impact studies.

Conclusion: Organization and evaluation are essential for high-quality pedagogical activities. A balanced approach combining traditional class-lesson systems with innovative



forms, paired with diverse assessment strategies, best serves learners. In Uzbekistan, aligning these with national reforms will foster competent, creative graduates. Educators should prioritize continuous professional development to master these elements. Further empirical research and policy support are recommended for sustained improvement.

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