

IMPROVEMENT OF THE MECHANISM OF SELECTION OF SCHOOL STUDENTS FOR THE TEACHING PROFESSION

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<https://doi.org/10.5281/zenodo.11193297>

Abstract. *The process of selecting individuals for the teaching profession is pivotal in ensuring the quality of education. Traditional methods have often faced scrutiny for their efficacy and fairness. This scientific article explores the evolution of selection mechanisms for school students aspiring to become teachers. Drawing on recent advancements in educational psychology, assessment methodologies, and technological innovations, this paper proposes an improved mechanism that aligns with the demands of modern education systems. By integrating multiple criteria, including cognitive abilities, emotional intelligence, and practical teaching skills, this enhanced selection process aims to identify candidates who exhibit the highest potential for success in the teaching profession. The proposed framework emphasizes objectivity, fairness, and inclusivity, fostering the development of a diverse cohort of educators equipped to meet the challenges of contemporary classrooms.*

Keywords: *Teacher selection, Teaching profession, Candidate assessment, Education system, Teacher effectiveness, Non-cognitive skills, Standardized tests, Diversity in education, Technology in education.*

СОВЕРШЕНСТВОВАНИЕ МЕХАНИЗМА ОТБОРА ШКОЛЬНИКОВ НА ПЕДАГОГИЧЕСКУЮ ПРОФЕССИЮ

Аннотация. *Процесс отбора кадров на педагогическую профессию имеет решающее значение для обеспечения качества образования. Традиционные методы часто подвергались критике за свою эффективность и справедливость. В данной научной статье исследуется эволюция механизмов отбора школьников, желающих стать учителями. Опираясь на последние достижения в области педагогической психологии, методологии оценивания и технологических инноваций, в этой статье предлагается улучшенный механизм, соответствующий требованиям современных систем образования. Путем интеграции множества критериев, включая когнитивные способности, эмоциональный интеллект и практические навыки преподавания, этот расширенный процесс отбора направлен на выявление кандидатов, демонстрирующих наибольший потенциал успеха в профессии преподавателя. Предлагаемая структура подчеркивает объективность, справедливость и инклюзивность, способствуя развитию разнообразной группы преподавателей, способных решать проблемы современных классов.*

Ключевые слова: *Выбор учителя, Профессия учителя, Оценка кандидатов, Система образования, Эффективность учителя, Некогнитивные навыки, Стандартизированные тесты, Разнообразие в образовании, Технологии в образовании.*

The quality of teachers significantly impacts the effectiveness and success of education systems worldwide. As the frontline facilitators of learning, teachers play a crucial role in shaping students' academic achievements, personal development, and future opportunities.

Therefore, the process of selecting suitable candidates for the teaching profession is pivotal in ensuring that schools have competent, dedicated, and effective educators.

Historically, traditional methods of selecting individuals for the teaching profession have predominantly relied on academic credentials, such as standardized test scores and subject-specific qualifications. While academic prowess is undoubtedly important, it may not always correlate with the multifaceted skills, attributes, and motivations required for effective teaching. As a result, there has been a growing recognition of the need to reevaluate and enhance the mechanisms used to identify prospective teachers.

This article seeks to delve into the existing mechanisms of selecting school students for the teaching profession and explore avenues for improvement. Drawing upon a synthesis of research findings, empirical evidence, and best practices, we aim to provide insights into the challenges facing current selection processes and propose innovative strategies to address them.

By critically examining the strengths and limitations of traditional approaches and advocating for more holistic and inclusive selection methods, we strive to contribute to the ongoing discourse on teacher recruitment and development. [1.82]

In doing so, we hope to shed light on the importance of selecting candidates who possess not only academic proficiency but also a diverse array of qualities, including pedagogical skills, interpersonal competencies, cultural awareness, and a genuine passion for education. By recognizing and valuing these attributes, education systems can better equip themselves to nurture a cadre of educators who are capable of inspiring, motivating, and empowering their students to achieve their full potential.

Through this exploration, we aim to underscore the significance of investing in the selection of the right candidates for the teaching profession as a cornerstone of educational excellence and societal advancement. By embracing evidence-based practices and innovative approaches, we can ensure that schools are staffed with highly qualified and dedicated educators who are committed to fostering positive learning outcomes and shaping a brighter future for generations to come. [2.18]

Effective teaching is a multifaceted endeavor that goes beyond mere transmission of information; it involves fostering engagement, critical thinking, and lifelong learning among students. Research indicates that the qualities, skills, and motivations of teachers play a pivotal role in shaping the learning experiences and outcomes of their students. Therefore, selecting candidates who embody these essential attributes is paramount for ensuring the success and efficacy of educational systems.

Subject Knowledge: A deep understanding of the subject matter is fundamental for effective teaching. Teachers who possess comprehensive subject knowledge can provide accurate explanations, facilitate meaningful discussions, and offer insightful feedback to students.

Furthermore, a strong foundation in the subject area enables teachers to adapt instructional strategies to meet the diverse needs and learning styles of their students. [3.96]

Pedagogical Skills: Pedagogical skills encompass a range of competencies related to instructional design, classroom management, assessment, and differentiated instruction.

Effective teachers possess the ability to design engaging lessons, create a supportive learning environment, and employ diverse teaching strategies to accommodate various learning

preferences. Moreover, they are adept at assessing student progress, providing constructive feedback, and scaffolding learning experiences to promote academic growth.

Empathy: Empathy is a cornerstone of effective teaching, enabling educators to understand and respond to the social, emotional, and cognitive needs of their students. Teachers who demonstrate empathy cultivate positive relationships with their students, foster a sense of belonging and trust in the classroom, and create an inclusive learning environment where all students feel valued and supported.

Adaptability: In today's dynamic educational landscape, adaptability is essential for responding to changing circumstances, emerging technologies, and evolving student demographics. Effective teachers demonstrate flexibility, creativity, and resilience in adapting their instructional approaches to meet the diverse needs of students and address emerging challenges in education.

Passion for Teaching: Passion is a driving force that fuels educators' commitment to their profession and motivates them to continuously strive for excellence. Teachers who are passionate about their work exhibit enthusiasm, dedication, and a genuine desire to make a positive difference in the lives of their students. This passion not only inspires students but also fosters a culture of lifelong learning and professional growth among educators. [4.107]

In summary, selecting candidates for the teaching profession who possess a combination of subject knowledge, pedagogical skills, empathy, adaptability, and passion for teaching is essential for fostering positive learning outcomes and promoting educational excellence. By prioritizing these attributes in the selection process, educational institutions can ensure that their teaching workforce is equipped to meet the diverse needs of students and effectively prepare them for success in an ever-changing world.

While selecting the right candidates for the teaching profession is widely acknowledged as crucial, the prevailing mechanisms face several formidable challenges that hinder their effectiveness and inclusivity. These challenges encompass reliance on standardized tests, inadequate emphasis on non-cognitive skills, limited opportunities for authentic assessment, and biases that perpetuate underrepresentation of marginalized groups.

Reliance on Standardized Tests: Traditional selection processes often prioritize standardized tests as a primary measure of academic competence. However, such assessments may not accurately capture the multifaceted skills and qualities essential for effective teaching. Relying solely on standardized tests overlooks candidates' abilities to engage, inspire, and support students in real-world educational contexts.

Insufficient Emphasis on Non-cognitive Skills: Teaching requires a broad spectrum of non-cognitive skills, including empathy, communication, adaptability, and resilience. Yet, the current selection process often underemphasizes these crucial attributes in favor of academic achievements. Neglecting non-cognitive skills not only diminishes the quality of teacher-student interactions but also overlooks candidates who may possess exceptional teaching potential but lack stellar academic records.

Limited Opportunities for Authentic Assessment: Authentic assessment of candidates' teaching potential is essential for identifying individuals who can effectively translate their knowledge and skills into practice. However, the current selection process often lacks

opportunities for candidates to demonstrate their teaching abilities in authentic classroom settings. Without meaningful opportunities for hands-on experience or observation, it becomes challenging to assess candidates' instructional strategies, classroom management skills, and rapport with students. [5.16]

Biases in the Selection Process: Biases inherent in the selection process can perpetuate inequalities and exclude individuals from underrepresented backgrounds. Biases may manifest in various forms, including implicit biases based on race, gender, socioeconomic status, or cultural background. These biases can influence decision-making at different stages of the selection process, from application screening to interview evaluations, leading to the underrepresentation of diverse candidates in the teaching profession.

Addressing these challenges requires a concerted effort to reevaluate and reformulate the selection process to be more inclusive, comprehensive, and equitable. Emphasizing holistic assessments that consider both cognitive and non-cognitive attributes, providing opportunities for authentic demonstration of teaching skills, and implementing strategies to mitigate biases are crucial steps towards building a more effective and inclusive mechanism for selecting school students for the teaching profession.

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