



SCIENTIFIC-THEORETICAL PEDAGOGICAL APPROACHES TO THE ASSESSMENT OF STUDENT KNOWLEDGE

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ABSTRACT

In this article, because of the rapid development of the society, the information environment and the state of the labor market, the reproductive education system of specific sciences remains ineffective. Therefore, it is necessary to develop new approaches to the teaching of specific subjects in order to prepare students for the future life.

KEYWORDS: Methods, Cluster, Natural numbers, ability, science, criteria, Standard, Cognitive, assessment, educational, pedagogical measures, educational processes, class, school, regional and state education systems.

INTRODUCTION

The ability to create educational models in accordance with the state educational standard is one of the results of studying meta-science, because with their help, the text given orally can be translated into the language of concrete sciences, which helps to see the structure of relations of concrete sciences hidden in the text. The use of the same symbolic tools in the construction of the model helps to form a common method of solving different types of problems, because the model helps to identify the components of the task and helps to find solutions. Forming the ability to work with information is also one of the results of studying meta-science. A method such as "Questions on B. Bloom" successfully used in exact sciences, which allows you to determine the amount of knowledge you have on the subject, as well as to assess the depth of their assimilation. This method consists in the fact that students independently formulate questions and answers about the topic they have covered, and then they can test their knowledge in pairs or in some other way. At the stage of strengthening knowledge, you can also use other effective methods of working with information, for example, "fish bone", "mental maps", "Cluster" which help to develop critical thinking as an element of functional literacy. A prerequisite for evaluating the criteria "social contract" that is understandable to all participants. The updated State educational standard contains not only science requirements for mastering the basic educational program, but also requirements for basic competencies. Currently, there is no unified approach to the problem of formation and evaluation of the results of competence formation, and experimental studies, diagnostic work have shown a low level of science among students of 5-9 grades, which means that the formation of such skills in schoolchildren means the need for systematic work.

The state educational standard has specific requirements for the evaluation system of achieving the planned results. According to them, an evaluation system needed:

1. Determining the goals of assessment activities:

a) Focus on achieving results

- Spiritual and moral development and upbringing (personal results),
 - Formation of universal educational actions (results of meta-science),
 - mastering the content of academic subjects (science results);
- b) To provide a comprehensive approach to the evaluation of all the listed educational results (subject, meta-subject and personal);
- c) To ensure the possibility of regulating the education system based on the information obtained on the achievement of the planned results; in other words, the opportunity to take pedagogical measures to improve and improve educational processes in each class, school, regional and state education systems.
2. Establishing criteria, procedures, evaluation tools and forms of presentation of its results
3. Setting the terms and limits of the evaluation system.

Exact sciences play a special role among all school subjects, because its content implies the existence of situations in which the student makes logical judgments, puts forward hypotheses, uses and changes, signs and symbols.

The main object of evaluating the results of science is the formation of regulatory, communicative and cognitive abilities of students.

Control system management methods:

Control, design and testing

Management system management forms:

Individual, group, frontal forms;

Oral and written request;

Personalized and non-personalized

At the stage of lesson planning, it is important to carefully understand the tasks proposed by the authors of textbooks that have passed the examination for compliance with the State Education Standard, because the consistent performance of these tasks leads to the formation of certain skills according to the idea of the compilers. For example, as the results of the planned meta-topic in the topic "Natural numbers" (grade 5), you can see the following: analyze and understand the task text, get the necessary information from the text, create a logical chain, evaluate the result, etc. These results based not only on the authors of existing textbooks, but also on the curriculum of 5-6th grade science.

The ability to independently evaluate the results of one's work, to determine the criteria for the performance of a specific task and to determine the factors that influenced the achievement of the result is an important element of the student's self-evaluation.

For example, the student given several tasks that he must choose for himself and solve several of them, but not less than a predetermined number.

In this way, the student learns to organize his activities, because usually such tasks are not given for the next lesson, but for "some time". Normative educational activities provide an opportunity to manage knowledge and educational activities by setting goals, planning, monitoring, correcting one's actions, and evaluating learning success.

Cognitive educational activities include research, search, selection and compilation of necessary information, modeling of the studied content. You can choose the following types of tasks: "finding differences", "redundant search", "labyrinths", "chains", drawing support schemes, working with various tables, constructing and recognizing diagrams. "Guess the phrase" Purpose: to create a plan of action, to develop the ability to consistently perform

concrete science operations. Assignment form: individual work Description of the task: it performed in the form of a game. The class divided into two groups. Tasks written on the board. Students (one from each group) leave in turn. The result of the solution corresponds to the letter. The letters are on a separate table. The reader finds the received letter, on the back of which is written its serial number in a phrase. This phrase written on the board.

Personal learning activities make learning meaningful by connecting it to real life goals and situations. Personal actions aimed at understanding, researching and accepting life values, allowing you to orient yourself to moral standards and rules, develop your life position in relation to the world.

Detailed guidelines should be developed to make the evaluation process as "transparent" as possible. The rubric should contain a detailed description of the student's achievement levels and the corresponding number of points. Such rubrics created for each type of evaluation work, and the content of the criterion is selected depending on the content of the subject. It is important that the rubric describes what the student did, not the student. The presence of a rubric for the teacher simplifies the examination of the work and makes it more objective; the assessment will be reasonable and therefore understandable for the student; methods of adjusting knowledge, skills and abilities will be clear. The student fills out the test form three times. Test sheets in the lesson at the beginning of learning the subject. As they study the topic, they complete the first column of the sheet, demonstrating their initial familiarity with the concept. In the lesson of repeating and summarizing the learned material, students fill in the second column of the sheet using the following symbols: "+ "- if the student believes in his knowledge on this issue; «+ "- if he knows, but does not eat very clearly; " - " - if he does not know this material at all. The student then takes this sheet home and uses it to prepare for the test at home. The last third column filled in the lesson one lesson before the test. The teacher because of independent and imaginative works evaluates the «Being able» section.

Although the quality of education directly depends on the improvement of its content, the main issue remains the assessment of students' knowledge. In this regard, it is important to work based on international experiences.

In general, evaluation is a mechanism criterion and procedures for determining the level of acquisition of qualification requirements specified in the State Education Standards and Curriculum during the education process of students in general secondary education. Pedagogical control performs several tasks and functions in the educational process. According to scientific literature, pedagogical control has the following tasks:

- 1) Educational task;
- 2) Evaluation task;
- 3) Diagnostic task;
- 4) The task of developing a passion for learning;
- 5) The task of personality development.

Based on these, the main tasks of the evaluation system in the educational process can be specified as follows:

Determining the mastery level;

Stimulate interest in learning;

Show the error in the student's answer; ensuring strengthening of knowledge, skills and qualifications;

To ensure that the student always comes to class ready;
Mutual comparison of the student's knowledge, skills and qualifications;
Formation of qualities such as academic skills in the student, working with information, moral maturity, literacy in specific subjects;
Creating an atmosphere of mutual friendly competition among students during the educational process;
Identify possible gaps in knowledge, skills and competence formation and gradually eliminate them;
The evaluation process carried out with a specific goal in mind. In accordance with this goal, the number and methodology of the domain, sub-domain, constructs and tasks to be checked and the evaluation criteria are determined in the evaluation process. Therefore, first, it is necessary to determine the purpose of the assessment and design the assessment accordingly.

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