Peculiarities Of Assessing Students' Knowledge And Its Organization

Bayjanova Oqila Iskandarovna

Teacher, Faculty of translation, Department of English translation theory and practice, Uzbekistan State World Languages University

Abstract: the article deals with the specific features of assessment in education and the process of its organization. Assessment is the process of determining the accomplishment of goals at a particular stage of the learning process based on predetermined criteria, and identifying and analyzing the results.

Key words: Regular evaluations, evaluating theoretical knowledge, evaluation criteria, indicators.

Assessing the activities of students is an important element of the pedagogical process, and assessment is a powerful pedagogical tool that fulfills one or another task of the teacher. Any evaluative activity proceeds from the needs of the child or teacher to receive information on how effectively their interaction in the course of the educational process goes.

Evaluation acts as a system of various forms, methods, means and types of qualitative or quantitative assessment of the results of the educational process: whether it is educational achievements of students, the quality of knowledge and skills in the program or the results of their personal development, promotion in creative activity. We can say that assessment involves not only a statement of the final result of training, but also fully and constantly accompanies the educational process. As a result of the assessment, students will be able to identify, understand, remember, apply, analyze and critically evaluate their knowledge. The learner will have the opportunity to have a positive description of his/her knowledge, improve the way he/she works at the educational institution and at home, develop the positive aspects of his/her knowledge, skills and abilities.

Assessment is performed in the following order:

1) Compiling a list of professional competence traits that should be evaluated by students;

2) To develop a problem situation that allows modeling the types of activities in which professional competence is manifested;

3) Development of criteria that indicate the degree of formation of certain competencies; experts

Preparation of evaluation sheets;

4) Development of questionnaires; using assessment as a form of examination;

5) Preparing questionnaires;

6) Making conclusions

The educational value of controlling and evaluating knowledge, skills and competencies of students' attitudes towards learning is that their successes and failures are formed, and becomes desire to overcome difficulties. Assessment always creates a particular attitude of the learner towards himself. The educator should focus on developing the student's attitude, feelings, and personality [2].

Sometimes, in the evaluation process, the learner gains additional knowledge, skills and abilities. Understands the essence of concepts that are not mastered in the learning process. Therefore, evaluation can also be considered a continuation of the learning process.

Regular evaluations of parts of the curriculum will eventually lead to a clear and equitable assessment. Assessment, summation, and summation of sub-sections help to make the final assessment more accurate. Regularly informing the student about his / her results will have a positive impact on his / her goals and aspirations. Measuring the results of the learning control is an opportunity for the learner to understand his or her knowledge, skills and abilities [3].

As noted above, while evaluating theoretical knowledge, the levels of achievement of cognitive learning goals are determined. When assessing practical skills and competencies, psychomotoric, behavioral, and personal qualities are assessed and levels of achievement of affective learning objectives are measured [2].

Criteria of evaluation. The results of any evaluation should be compared, measured. Comparisons can be made based on criteria developed before or after the evaluation. Evaluation criteria are an indicator of how well the learning objectives have been achieved. These indicators can be expressed by numbers ("excellent", "good", "satisfactory", etc.) in numbers ("five", "four", "three", etc.). In other words, the evaluation criteria are a description of the grade point that fits the learner's level of achievement.

Principles of evaluation. Testing and evaluation of knowledge must meet certain didactic requirements. Inspection and control must be systematic and continuous. Failure to comply with this requirement will lead to poor student attitudes toward learning and a negative impact on knowledge quality.

Knowledge evaluation is of an individual nature. Each student should know which knowledge, skills and abilities are being evaluated. The state of readiness to respond to the educator's questions and tasks is only when knowledge testing and evaluation have become an integral part of the learning process.

The knowledge, skills and abilities of the learner are reviewed and assessed from the standpoint of implementation of the state curriculum.

There are different forms of testing the knowledge, skills and abilities of the trainees. Sometimes the teacher uses the same methods for the longest time to check the knowledge.

The following five basic principles are the foundation of the evaluation system:

* motivation for learning objectives;

* authenticity;

* fairness;

* reliability;

* convenience.

1. The main principle of effective assessment is the adherence to learning objectives. The quality of assessment is directly related to the learning objectives. Learning objectives clarify the content of the assessment. Depending on the level of learning objectives, the form and methods of evaluation are selected. It is also important for the achievement of learning objectives to determine the evaluation criteria [2].

When designing any evaluation system, the evaluation tasks are required to be within the context of the given learning content. When designing an assessment, you should always consider the following two questions:

2. Authenticity. Assessment assignments or tests that are intended only for learning outcomes are valid. It should focus on the outcomes in the field of knowledge and skills that need to be evaluated.

The learner should be provided with valid and reliable information on the progress made. It is necessary to use methods that allow the learner to measure the acquired knowledge, skills and abilities as well as personal qualities.

3. The assessment system should be aligned with the learning objectives, as well as the students' prior knowledge of the conditions and objectives of the assessment. Students should be given assignments of the same complexity and scope.

4. Reliability. Various methods can be used to evaluate results. However, the key to choosing these methods is reliability. For the method to be reliable, evaluation must be based on reliable and accurate information. This includes how reliable the task or test is to control learning objectives.

5. Convenience. Evaluation systems should be based on learning objectives, should be consistent with production standards, should not be complicated, and be suitable for supervisors and trainees. It is advisable to use computers as widely as possible in the evaluation process.

Rating system. Evaluation in the rating system can be determined through the following types of control:

Control;

• Behavior assessment;

• Evaluation of theoretical and practical knowledge.

1. Detection of control through control:

• formation of the level of knowledge, skills of the learner;

• Continuous evaluation of the learner and comparing their assessments;

• the formation of the student's desire for learning and the opportunity to compete;

• fair assessment of students' knowledge and skills;

• correct assessment of pedagogical activity of teachers.

2. Identification of behavior by assessing behavior:

• improvement of students' attendance discipline and regular training of subjects;

3. Identification of theoretical and practical knowledge through assessment:

• pre-planning of abilities of the teacher and the trainee;

• rapid analysis of the educational process;

• to provide the necessary changes in their activities.

The rating system creates an assessment system in the learning process by comparing all the types of control listed above. The rating system is constantly monitored and evaluated. The rating system is based on the evaluation of the quality of each student's academic performance in the curriculum. It is advisable to

use two types of control based on the rating system used in educational institutions of the Republic.

When designing a rating system for each subject, each teacher should be guided by:

1. The maximum number of points a student can earn for each semester is 100 points;

2. The maximum score for each subject is divided by the types of control:

Current control. The main purpose of the current monitoring is to identify the progress of the learner, to study and improve the learning process requirements. Ongoing supervision uses oral survey, writing, laboratory work, coursework, homework, and other types of surveys. All query types are marked with abbreviated codes.

In the current rating system, the number of requests for evaluation of each trainee during the current control is limited. In each lesson, the learner may respond and score, but the educator should not overlook the other students.

Intermediate control. The main purpose of intermediate control is to determine the achievement (achievement of the established standards) of learners of a particular topic, chapter or module. The assignment of intermediate control is mandatory for all students.

The final rating. To determine the final rating, at the end of the semester or at the end of the course, a student's scores on all subjects are calculated and the average is calculated. How many hours of coursework are taken in the semester, with a maximum of 100 points for each semester, and at the end of the semester a mean score is put in the rating journal.

The structure of the syllabus and the number of hours each student will be able to control for each semester based on how many controls they will be able to identify and the distribution of rating points for a particular subject.

First of all, the result should be clear to others. Each result should be written in a simple and understandable language, indicating what the student should be able to do - even a person unfamiliar with this area of knowledge and skills should understand what is required of the students.

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