Alternative Assessment as A Means of Increasing Learning Efficiency In Non-Linguistic Universities

Turgunova Shakhnaza,
Teacher at Inha University in Tashkent
e-mail: sh.turgunova@inha.uz

Abstract: the article deals with the features alternative assessment as a means of increasing learning efficiency in non-linguistic universities. Assessment is the process of measuring the achievement of learning goals at a particular stage of the learning process based on predetermined criteria, and identifying and analyzing the results. The assessment reveals what the learner knows and does not understand, which training material is well absorbed, which is not yet sufficiently absorbed or not mastered at all. This is the basis for organizing and managing the learner's cognitive activity. The assessment shows the strengths and weaknesses of not only the learner but also of the educator, as well as the disadvantages of the learning process. Training tools, plans, and learning processes are also evaluated.

Key words: training, evaluation, cognitive activity, assessment, skills, measure.

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 (Afanasyeva M.P., 1999).

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.

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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 (Nazarova T.S. 1997).

From the foregoing, the following conclusions can be drawn from the nature of the assessment:

Table 1

Why evaluate?	What to evaluate?	When to evaluate?	The main features of the assessment;
To determine the achievement of learning objectives; Before moving to the next level, to determine the previous level of mastering; To confirm the result; To identify student interests; To identify the successes and drawbacks; To identify achievements in the	Theoretical knowledge; Practical skills and abilities; Behavioral and personal qualities;	At the beginning of the learning process (initial assessment); During the learning process (current and interim assessment); At the end of the learning process (final evaluation).	Orientation to the purpose of education; •regular conduct; • based on pedagogical, psychological and legal principles; • based on generally accepted result standards.

educational process; To motivate learners to achieve success;			

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 (Borovkova T. I., 2007).

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 (Selevko G.K. 1998).

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.

Alternative assessment of students ' achievements based on the principles of "non-marking learning", being one of the conditions for the successful implementation of the ideas of personality-oriented education, is aimed at solving the main task – the development of the child in the process of becoming a subject of various types and forms of activity, interested in self-change and capable of it.

Alternative assessment in education is a system of monitoring and evaluation of actions in which there is no traditional approach to assessment, and a five-point form of the marks is the only form of quantitative expression of the result of the evaluation activities (only for teachers).

In alternative assessment monitoring and evaluation should reflect primarily the quality of the result of the learning process, which includes not only the learning level of student knowledge in the subjects, but the level of student development.

Comparing the results of two conducted surveys, we can conclude that the number of students who are able to organize, monitor, analyze and evaluate group work, allocate time for completing tasks, and carry out constructive criticism has significantly increased.

Thus, as a promising direction for further work on the use of alternative assessment methods, we consider the organization of students 'educational activities within the framework of studying the now-language discipline" practice of oral and written speech in English" based on such forms of work, which could activate the practical application of the studied material with the refraction of the pedagogical component as an integral part of future professional activity and the implementation of various forms and methods of alternative assessment in their totality and variations on this basis.

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