



TECHNOLOGY FOR ASSESSING THE LEVEL OF KNOWLEDGE OF SCHOOLCHILDREN

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Abstract

The article assesses the level of knowledge of schoolchildren of the present day about the relevance and importance, more attention is paid to the introduction of new technologies for assessing the level of knowledge, in this regard, opinions are given about the priority tasks of introducing foreign experience into the education system, and the representatives of the relevant fields from the material themselves can be used as a theoretical source for

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In the 21st century, the development trends of the education system in the world show that raising an intellectually developed, competitive perfect person is one of the most important tasks that cannot be delayed. The power of any country is determined by its intellectual potential. This directly depends on the quality of education. Special attention is being paid to the effectiveness of the educational process in the scientific researches carried out on the improvement of innovation, integration and teaching quality monitoring in the educational system. In research in this direction, scientifically based proposals and recommendations regarding the improvement of the theoretical and methodological foundations of monitoring the quality of teaching, the implementation of state education standards based on the competency approach, the introduction of innovative ideas and information and communication technologies into the continuous education system. special attention is paid to the development of the system, the identification of factors affecting the quality of education and training, the automation of the monitoring of the quality of training. Law of the Republic of Uzbekistan "On Education", regardless of departmental affiliation and organizational-legal forms of the Republic of Uzbekistan, pre-school, general secondary, secondary special, vocational, besides school, scientific and educational organizations that provide post-higher education, state educational institutions and non-state educational organizations (hereinafter referred to as educational organizations) and state accreditation (hereinafter referred to as





accreditation) procedure is established, in which the certification and accreditation of educational organizations is carried out according to the scheme in accordance with the regulations.

Designing and using tests in various educational institutions, creating national testological schools (USA, Netherlands, Australia), research in the field of pedagogical measurements, conceptualization and institutionalization of ideas for improving educational control and quality management in foreign countries accumulated a lot of experience. Most European countries conduct graduation and entrance exams through external tests.

In our country, the decree "On approving the concept of development of the system of public education of the Republic of Uzbekistan until 2030" is the rating of PISA (The Program for International Student Assessment) of the Republic of Uzbekistan by 2030. to reach the ranks of the first 30 advanced countries of the world" - it is said.

Carrying out scientific research work on the introduction of international studies, studying advanced national and international experiences on the formation of schoolchildren's literacy, studying in the general secondary education system, mathematics and science formation of groups of authors on the creation and modernization of textbooks and educational-methodical complexes used for studying subjects in the field, organization of appropriate promotion and propaganda work in educational institutions regarding the implementation of international research and international inform the general public about the research.

Creation of additional methodological manuals and literature on the basis of educational programs incorporating questions in international research areas, state educational standards for reading, mathematics and natural sciences based on the results of international research, o making changes and additions to the content of curricula and educational literature, creating a national database of questions in the areas of international studies from reading, mathematics and natural sciences and integrating them into curricula , based on international research without it, it is necessary to organize training courses to update the forms, methods and technologies of teaching in reading, mathematics and natural sciences, and to increase the awareness of teachers in this regard, and to strengthen their preparation.

To establish cooperation relations with the prestigious educational and scientific centers of the member states of the Organization for Economic Cooperation and Development, international and foreign organizations, to teach students in higher education institutions that train pedagogues, to study mathematics and natural sciences. I would like to draw attention to activities such as adaptation of teaching methods to the requirements of international studies, ensuring that graduating





students come to general secondary education institutions ready to work in this direction.

The ultimate goal of the learning process is assessment and evaluation. Clarifying what students know and what they don't know, identifying their shortcomings and defects in mastering, and filling and developing their weaknesses based on their next achievements are the main requirements of didactics in the current period.

The basis of the evaluation process is to monitor and analyze the activity of the student in the educational process. If the student's activity and abilities develop during the educational process, his participation in the educational process, and his individual characteristics improve. According to the psychologist, the main drawback of the five-point grading system has a negative effect on the child's psychology. Teachers have often witnessed my child's negative attitude towards grades.

It is known that the control work is taken before the assessment. They are

1) oral inquiry (in a general group and individually); 2) works in written form (dictation, statement, essay, example and problem solving, exercises); 3) homework; 4) laboratory work; 5) practical work; 6) independent written works; 7) exams.

After organizing the above control classes, special trainings are organized to identify typical mistakes in the work of teachers and to eliminate them. Currently, self-assessment, rating, tests are used in educational institutions. , anxiety, peace of mind, sincere and friendly relationship with others, creativity, cooperation concepts are entering.

In terms of didactic criteria, they should have constant motivation. As a result, it should guarantee the student's self-confidence and continuous development .

It is known from pedagogy that self-awareness and self-confidence are the guarantee of achieving the final result in education. After all, whether the lesson takes place on the basis of a traditional or interactive, advanced ped-technological project, the main goal is to stimulate the creativity and inclination of the child.

Therefore, one of the most important aspects that should be paid attention to in the materials provided in international studies in the field of educational quality assessment is the assessment of the students' ability to use the educational materials they have acquired in life activities. Successful participation in international assessment programs depends on the sufficiently improved methodology of assessment of students' literacy. First of all, what is assessment and why is it needed? Assessment is a measurement process in which knowledge, skills, and competencies are measured. Assessment allows you to demonstrate the extent to which learning objectives have been achieved. At the current level of education, in the assessment of students, quarterly grades are issued based on the grades obtained during the quarter.





Annual evaluation is determined based on quarterly evaluations. It is built on the arithmetic mean. That is, formative assessment (assessment for learning) is widely used in the educational process. Formative assessment helps students determine where they are in the learning process, what their next steps should be, and how they can achieve their goals. Also, formative assessment is the process of gathering and interpreting evidence used by students and teachers. Formative assessment (assessment for learning): - assignments, questions and answers given during the lesson; - control work during the lesson; - monitoring the activity of students in class; - tasks assigned to the house, etc. are considered. Formative assessment has more opportunities for feedback. Also, it is established to give the same points regardless of the complexity or simplicity of the tasks given in practice. Another important aspect of assignments given in international assessment programs is that different points are awarded depending on the level of the assignments. But today, summative assessment opportunities are not widely used in general secondary education. Summative assessment is a formal assessment of the result achieved at the end of the educational program or part of it. It can be concluded from the practice of educational quality assessment that successful participation in international assessment programs directly depends on determining the boundaries of formative and summative assessment and establishing summative assessment in general secondary education. The need to move from a content-based approach to a skill-based approach is one of the most pressing issues today.

1. Socio-cultural adaptation of the test

This means that word structure, test items and test scores, and the test items given to the test-taker must be compatible with the national values of that society's culture. For example, if a test created in Europe is being used for the first time in another country, and the structure of intelligence in this country is not literal-logical, but figurative-practical thinking, then the test must be socio-culturally adapted. If the test is used without adaptation, that is, as it is, then we get very low results, and the results do not correspond to the indicator of the mental development of the people living in this country. Sometimes it is the other way around, that is, if in this country verbal-logical thinking has the main role, but the test questions are about practical thinking, then we have an inadequate indicator of mental development.

2. Simple structure and ambiguity of test tasks.

According to this requirement, there should be no moments of different perception and understanding by people in the word and other tasks of the test, that is, words, pictures.





3. Limited time for completing test tasks.

In this case, the time for performing psychological test tasks should not exceed 1.5-2 hours, because it is very difficult for a person to maintain his work ability at a high level for a long time.

4. Availability of standards for this test.

Test norms mean the average indicator of the representativeness of this test, that is, the individual's indicator is compared with the average indicator of the indicators obtained from many people, and his psychological progress is evaluated. The test norms are mainly determined by the average assessment of the test results obtained from a large sample group, knowing the age and gender of the test takers, and then differentiating their age, gender and several relevant indicators.

Test standards are an average indicator of people's progress. Any standard and measure changes with time, because during the work there are changes in the psychological development of people, for example, the standards set for the intellectual development of people in the first quarter of the 20th century, the last of this century does not correspond to the standards set in the quarter, because during these years the indicators of intellectual development of people have increased significantly.

In addition, there are empirical rules, according to which the test standards must be revised at least every five years, mainly for intellectual tests.

In addition to the requirements of the test standards, there are strict rules for conducting the test, processing and analyzing the results. These are:

In order to use this or that test, the psychologist should familiarize himself with the test and try it on another person. This allows you to avoid errors associated with conducting the test.

Prepare in advance so that the examinee can complete the test tasks and understand the instructions well. It is possible to change the test results and send them. To prepare based and accurate mathematical and statistical methods for processing and analyzing the results of each test. In recent years, a new type of the latter has appeared - adaptive testing, that is, such control that allows each student to adjust the complexity and number of tasks presented to him depending on his answer to the current task: if he answers correctly, the next the task becomes more difficult and, if wrong, easier.

One of the important factors in test-based certification is time. The estimated time required for the test is determined during the test approval phase, but the estimated time is planned in advance. Taking tests in elementary school should not take more than 20-30 minutes, as the motivational attention span for high schools and colleges





is about an hour (40-50 minutes). At the same time, final control for graduates and students can last up to 90 minutes. According to S. Otis, the test time should be such that about 5% of the students can complete all tasks. According to the recommendations of psychophysicologists, taking into account the individual and group activities of students, the time interval from 9 to 12 and from 16 to 18 hours is the most optimal for the test.

It is appropriate to choose the appropriate forms of the test task according to which structural elements of the lesson should be monitored, which skills and competencies should be monitored. However, the final choice rests with those who develop it. Quality criteria of didactic tests, language proficiency test, when conducting test control, one should not forget to control the quality of tests. Validity and reliability are the main parameters of the quality of tests. Incorrect organization of the didactic test leads to the lack of independence of the test, leads to cheating of answers, the final assessment reflects not the student's knowledge level, but his intelligence, ingenuity, ability to quickly obtain information in difficult conditions and the like. To check the validity of the test, the data obtained using this test are compared with similar data obtained by other means (for example, the student's answers to the test questions are compared with his oral answers to similar questions presented by him). A high correlation between these indicators indicates the validity of the test. Sometimes the validity of a test to assess the quality of professional training is also determined by a significant correlation between the test results and successful activity in the next specialty. To ensure their validity, it is recommended to follow the basic requirements for test tasks: each test task must express one idea; if the statement is complex, then the words should be shortened or divided into several points; clear, understandable language should be used, do not use vague concepts, rarely used words, jargon, dialectisms; you should try to use simple sentences: not too short and not too long; tasks should be really close to the content of the subject for which tests are conducted; wrong answers to test items should be reliable, really relevant to the topic to minimize vocabulary. The reliability of a test depends on how accurately it can "measure" student knowledge. A "reliable" test should show the same or similar results when repeated, in similar groups.

During retesting, the test should produce similar results for strong and weak students. In addition, a reliable test makes it possible to predict the grades of different teachers for the same student as much as possible (corresponding to the average grade). Sometimes the reliability of a test is also checked by dividing it into two parts (for example, with large and small task numbers) and checking the correlation between them - the higher the correlation, the more reliable the test. In the process of assessing





the quality of attestation based on the test, not only the quality of the test is checked, but also the qualitative analysis of individual test tasks is carried out.

Judging from the results of the current experiments in schools, we can say that we can now see the results of this international assessment of knowledge control through tests. We can say that the radical reform of the education system of schoolchildren in order to study the levels of logical thinking of their knowledge is based on the experiments carried out in Uzbekistan. The PIRLS exercise book not only makes the schoolboy think, but also sharpens his mind, increases his knowledge and expands his imagination.

Changes in the content, forms and methods of teaching, the introduction of a new system of organization of the educational process will significantly change the approaches to monitoring the results of students' and teachers' educational activities. Determination and assessment of student learning should be considered under supervision, that is, determining the extent, level and quality of learning of educational material, academic achievement, the level of knowledge, skills and abilities of individual students and the class as a whole. 'identify gaps. It should be noted that the test is used as a measurement tool in most countries of the world, and there is considerable experience in the use of tests in various fields of human activity, including education. Summarizing the above points, we make the following recommendations:

- It is necessary to develop tests for assessing the level of knowledge of students of general education schools;
- It is necessary to create a methodological guide for the use of tests in assessing the level of knowledge of students in each subject;
- It is important to make more use of information technologies in the development of tests to assess the knowledge level of students of general education schools.

Our students of general education schools should acquire the knowledge, skills, and abilities that meet this requirement, and they should develop competence accordingly. Based on the preliminary results, it was determined that it is necessary to implement the following changes in the education system:

- based on the results of international research, making changes and additions to the content of the state education standard, curriculum and educational literature in the mother tongue, mathematics and natural sciences;
- creation of a national database of questions from the mother tongue, mathematics and natural sciences in the direction of the PISA assessment program and integration into educational programs;





- Creation and implementation of additional manuals and literature on the basis of educational programs with embedded questions in the direction of the PISA evaluation program;
 - update the forms, methods, and technologies of teaching mother tongue, mathematics and natural sciences , and to organize training courses in order to increase the knowledge and training of teachers in this regard;
 - to create a national system for assessing students' literacy in these subjects and systematically conduct tests aimed at assessing the formation of practical skills in 2019-2021;
 - organization of training and internships in leading educational and scientific institutions of educational institutions with high-potential pedagogic and scientific personnel of developed countries;
 - To establish relations with prestigious educational and scientific centers in the member states of the Organization for Economic Cooperation and Development, international and foreign organizations, to participate in the PISA and TIMSS assessment programs and learn the experience of advanced and developed countries that achieve high results. 'learning;
 - attracting foreign scientists, teachers and specialists to the educational process of retraining and professional development centers for leaders and pedagogues;
- Timely and high-quality performance of the above tasks ensures the integration of the education system of our country into the international education process, serves to identify gaps in the field and define new tasks. Most importantly, we achieve fair and transparent assessment of student learning.

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