



## STRUCTURE OF THE ASSESSMENT SYSTEM USING ARTIFICIAL INTELLIGENCE IN THE EDUCATIONAL SYSTEM

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### **Annotation:**

This article discusses the role of the assessment system and the structure of the system in improving the educational process and bringing it to a new level. There is also information about the impersonality of the assessment system for students in educational institutions and its algorithm.

**Keywords:** assessment, expertise, teacher, algorithm, subjectivity, activity, expert.

### **Annotatsiya:**

Ushbu maqolada ta'lim jarayonlarini yaqshilash va yangi bosqichga olib chiqishda baholash tizimining o'rnini va tizimning tuzilishi haqida ishlanmalar ko'rsatiladi. Shu bilan birga ta'lim muassasalari talabalarini baholash tizimining shaxsisizligi haqida va uning algoritmi haqida ma'lumotlar keltirilgan.

**Аннотация:** В данной статье рассматривается роль системы оценивания и структура системы в совершенствовании образовательного процесса и выводе его на новый уровень. Также имеются сведения об обезличенности системы оценивания обучающихся в общеобразовательных учреждениях и ее алгоритма.

**Kalt so'zi :** Baholash, ekspertiza, o'qituvchi, algoritm, sub'ektivlik, faoliyat, mutaxassis.

**Ключевые слова:** оценивание, экспертиза, учитель, алгоритм, субъектность, деятельность, эксперт.

Particular attention will be paid to the further development and promotion of higher education in the world, the training of qualified specialists and the development of an assessment system to address the issues of systematic management of the educational process.

As the system must operate within the educational institution, it becomes an integral part of the learning process. Let's describe the classical learning process in the



education system and try to find entry points for the effective implementation of our system in its background.

We all know that the main goal of modern education is a system of evaluation of student performance by a teacher who works as a single specialist. In determining the best state of the education system, a small panel of experts convenes to evaluate serious work. That is, as a rule, serious mutual evaluation at the end of the learning process is very rare. As a result, it will be very difficult to make the necessary adjustments to the course. The grading system is highly subjective and is often based on the teacher's personal perception as a single specialist. As a result, we do not have enough qualified staff. In our opinion, the most ideal solution to get rid of subjectivity in the issue of expert assessment of student work is the process of personalization of students, that the expert himself is not personally familiar with the process of examination.

It is also important that professionals, who are experts, are impersonal. This is necessary to avoid the possibility of exposure to professionals in one way or another. In the developed system, the role of the teacher and his main task will be only to convey to students in a clear and understandable form all the materials necessary for passing tests, practical work and theoretical tasks. That the issue of evaluating the learning process and all related documents is completely removed from the teacher. This gives you more time to provide basic information and explain the case material. Examinations of the work done by students should be held at regular intervals in accordance with the curriculum.

Based on the results of the exam, the teacher can determine which topic should be developed with a particular group of students, and which topic most of this group has mastered sufficiently. With the introduction of the impersonal examination system, it is very easy to establish interdisciplinary connections that broaden students' worldviews and implement distance learning that is not tied to a specific location in line with new interactive trends in education. From this, it is necessary to make a decision on the impersonality of the learning process and experience. In the future, this will help us to confidently pass the exam submitted by students for a certain period. The algorithm is as follows:

- The period of knowledge control is set by the educational part of the educational institution;
- The head of the virtual expert department is selected from the contingent of teachers or the administrative department;
- The leader or we would call his role "Curator", selects experts according to their authority on the issues considered for a certain period;





- Account information is sent to experts to access the system of the virtual expert department;
- Experts entering the system receive a set of data for examination;
- After reviewing the material, the experts set the appropriate logical variable for each task, otherwise a "score";
- The system, which receives the data of the conducted expertise, forms the Expert assessment on the basis of fuzzy mathematics;
- Then, based on the results of the transition period (semester, academic year, etc.), the system draws conclusions on the learning outcomes using the algorithm of cross-control analysis.

From the above, the impersonality of the system ensures the independence of each element of the system and leads to a further improvement of the assessment process in the education system. At the same time, teachers accelerate the process of transition from subjective to objective in the assessment of students.

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