
SCIENTIFIC-THEORETICAL BASES OF ASSESSMENT OF STUDENTS' KNOWLEDGE OF SPECIFIC SUBJECTS

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ABSTRACT: Analyzing concrete and methodological pedagogical literature in this article, we are convinced that control plays an important role in the teaching process, because it helps to identify and correct gaps in the study of concrete subjects program material, activates the learning activity of students, develops cognitive interest in science, improves the quality of education and upbringing.

KEYWORDS: Modern Approaches and Innovations in the Teaching of Science of Exact Sciences, educational material, control works, knowledge and skills of students, innovations in the education, science, teachers of science, exact sciences, reveals and essence.

INTRODUCTION

The working curriculum of the module "Modern Approaches and Innovations in the Teaching of Science of Exact Sciences" based on the curriculum of the training course for teachers of science of exact sciences, which introduces modern approaches and innovations in the education of science teachers of science of exact sciences, reveals its content and essence.

The main indicators of evaluating students' knowledge and skills are the completeness, consistency and effectiveness of theoretical knowledge; ability to use learned concepts in performing practical tasks; mastering the skills of using concepts in the main directions of the course of exact sciences:

Numbers and calculations;

Phrases and their changes;

Equations and inequalities;

Coordinates and functions;

Geometric shapes and their properties;

Measurement of geometric quantities;

Geometric constructions and transformations

The mark displayed on a ten-point scale to evaluate the results of students' educational activities.

At the same time, the nature of the mistakes made (important, insignificant) taken into account.

The category of important errors includes errors related to students' ignorance, misunderstanding of the basic rules of the theory, and incorrect application of methods, methods and methods of solving practical tasks provided by the program. The category of insignificant errors includes errors related to the careless execution of notes, drawings, graphics, drawings, as well as errors that do not cause a violation of the meaning of the task and its execution. If there

is a significant error, the task is considered failed. The value of a task with a trivial error is reduced by one point.

The program of entrance exams determines the content and volume of the educational material, which controls the knowledge and skills of students who have passed to a higher class based on general basic education.

The exam version of the written entrance test for specific subjects (hereinafter referred to as the exam version) should contain a set of tasks from the first level to the fifth level. The task can be an algebraic or geometric task.

The exam option can consist of 5, 10 or 7 tasks (at the discretion of the educational institution). The number of tasks for each level is determined according to tables 2-4. The ratio of geometric tasks should be approximately one third of the total number of tasks. For example, if there are five tasks in the written work, then 1-2 of them should be geometric; if there are ten tasks, then 3 are geometric; if there are seven problems, then 2 of them are geometric.

When creating exam options, it should be remembered that 3 academic hours are allocated for the written exam in specific subjects. It is recommended avoiding tasks with cumbersome calculations that take a lot of time. It is recommended including tasks that allow checking the quality of training in exact sciences and determining different aspects of the applicant's thinking in exact sciences.

The time for completing the exam work calculated from the moment students are acquainted with the content of the exam options (task texts).

Control of students' knowledge and skills is one of the important elements of the educational process. According to the definition, control is the correlation of the achieved results with the planned educational goals.

Learning is incomplete without regular and objective information about how students learn material and apply what they have learned to solving practical problems. Thanks to supervision, feedback established between the teacher and students, which allows us to assess the dynamics of learning the educational material, the level of real competence in the system of knowledge, skills and abilities. Examination of students' knowledge should provide information not only about the correctness or incorrectness of the result of the performed activity, but also about it itself (whether the form of actions corresponds to this stage of assimilation). Correctly placed control over the educational activities of students allows the teacher to evaluate the acquired knowledge, skills and qualifications, to provide the necessary support in time and to achieve educational goals. All this together creates favorable conditions for the development of students' knowledge and the activation of their independent work in the lessons of specific subjects.

Well-placed control allows the teacher not only to accurately assess the level of mastery of the material learned by students, but also to see their own successes and failures. The task of the teacher is to test not only knowledge, but also elements of practical mastering of new material.

The problem of monitoring students' educational activities is not new, and the accumulated pedagogical experience in this field is rich and versatile. It is impossible to talk about the effectiveness of teaching specific subjects without a well-established examination and timely evaluation of results.

Objectives and tasks of knowledge control

Supervision is part of the learning process. Control is the determination of the result of educational activity (at a certain stage of learning) and its comparison with the requirements set for this result by the program. In addition, monitoring the knowledge and skills of a particular student ensures the assessment of this knowledge and skills based only on the results of his personal educational activity.

Knowledge verification is an integral part of supervision. The main didactic task of checking the knowledge of students in specific subjects is to provide feedback between the teacher and students, which includes identifying shortcomings in the course of the educational process; identifying knowledge gaps among students; determining the level of mastery of educational material from specific subjects. In addition to inspection, monitoring includes assessment (the process) and marking (the outcome of the assessment).

The main goal of monitoring and evaluating the student's knowledge of specific subjects is to determine the quality of studying the educational material, the level of mastering the knowledge, skills and abilities provided for in the curriculum of specific subjects. Control tasks include determining the measure of responsibility for the learning results of each student, the ability to learn independently.

Knowledge control allows the teacher to determine the level of mastery of the learning material from specific subjects or to correct this knowledge if necessary.

Monitoring the student's knowledge allows him to enter what he has learned over a period. Take your time, summarize the learning material, highlight the main thing, focus on it, if necessary, you can develop individual knowledge, evaluate and see the results of your activity.

It is necessary to consistently diagnose, control, check and evaluate the student's knowledge and skills of specific sciences in accordance with the procedure for studying the material of specific sciences.

Systematic control of the student's knowledge of specific subjects is one of the main conditions for improving the quality of education. A teacher's mastery of different forms of knowledge control helps to increase the student's interest in learning specific subjects, prevents lagging behind, and ensures the student's activity in the classroom.

Assessment of knowledge and skills the result of the control of knowledge and skills expressed in the assessment. The assessment is the result of processing the information received by the teacher during the report in the teacher-student system. Assessment has great educational and educational value. Practice shows that a teacher must meet the following requirements to assess students' knowledge and skills:

- Objectivity (reflects the actual level of learning the learning material);
- Individuality (in the assessment, the result of a purely individual process, the level of knowledge of a certain student is recorded);
- Transparency (the announced grade primarily affects the student, because he receives corrective information);

- Judgment (the evaluation must be valid and reliable, must be properly related to the self-assessment and opinion of the student body; judgment must protect the reputation of the teacher and the students is a necessary condition to maintain its evaluation reputation).

In pedagogical theory and practice, it is customary to distinguish final and current grades. The final assessment describes the overall achievements of the student, his level of knowledge in accordance with the requirements of the curriculum.

Current assessment is actually a purely pedagogical tool that regulates the interaction between the teacher and the student in the educational process. The purpose of such an assessment is to encourage further student activity. According to the current examination, it is possible to assess the student's diligence and diligence, but it is difficult to draw conclusions about his general development. Therefore, the final score should not be the arithmetic mean of the current score. The initial point of assessment is orientation to the desired learning outcome. The actual result achieved compared with it. The desired result actually acts as the main criterion - the final effectiveness of the training.

As a conclusion, the assessment of specific subjects should be based on the level and nature of knowledge in this subject. More objective the assessment of knowledge is, the more it motivates students and activates them for further educational activities in this subject. It is unacceptable to influence the evaluation of a teacher's personal negative attitude towards individual students. Thus, by analyzing the methodological and pedagogical literature, we are sure that control plays an important role in the teaching process, because it helps to identify and correct gaps in the study of the curriculum material of specific subjects, activate the learning activity of students, develop cognitive interest in science, improve the quality of education and upbringing. However, this approach is not perfect due to the subjective nature of the teacher's opinion. Creative pedagogical thinking of scientists and innovative teachers plays an important role in monitoring, checking knowledge and skills.

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