TESTING AND EVALUATION OF KNOWLEDGE, SKILLS AND SKILLS OF STUDENTS IN CLASS GEOMETRY AND ENGINEERING GRAPHICS

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ABSTRACT:

To take general approaches by analyzing the developments used in the practice of correct assessment of knowledge, skills and abilities of students in the lessons of descriptive geometry and engineering graphics.

KEYWORDS: Knowledge, Skills, Competencies, Control, Written questioning, Independent graphic work, Pedagogical requirement.

INTRODUCTION:

One of the most important parts of educational activity is to determine the success of proper teaching depends on the correct assessment of knowledge, skills, and competencies. One of the important and difficult tasks for a young teacher is to have a method of accurate assessment of knowledge, skills and abilities of students in the lessons of drawing geometry and engineering graphics.

Checking and evaluating the knowledge of the audience performs the following functions: Supervisor, educator, teacher.

The supervisor function is basic. Teaching, educating and developing functions will accompany it.

The organization of the functions of examination and evaluation of the listed knowledge, skills and abilities defines the basic pedagogical requirements: continuous and systematic control, deep and solid acquisition of knowledge, timely formation of specific skills and abilities, transparency of control and inspection. The assessment of knowledge, skills, and competencies is based on the curriculum, the number of tasks examined in a given period of time, the questions are determined by the tasks that motivate the acquisition of knowledge.

Current and final verification methods are common in teaching the science of descriptive geometry. Sketch, oral, written survey, independent graphic work.

In practice, verbal inquiries are common. However, it should be noted that this type of survey is a complex form of knowledge testing, which requires that the procedures for performing the listener's independent graphic tasks are also taken into account.

MAIN PART:

Types of oral questioning consist of individual, frontal, and mixed methods.

Individual query is rarely used in the science of descriptive geometry, depending on the type of subject. In an individual interview, the listener is asked to explain a specific question.

An example of an individual query is to read a collection diagram on a reading sheet. When setting up an individual survey during the session, the facilitator should ask himself or herself a series of questions. For example, who is questioned? How many listeners can ask and answer questions? What do the rest of the audience do at this point? Questions such as what to check and how to check are difficult for a young teacher.

Modern didactics and methodology offer listeners to ask the following questions: to understand the cause of the sequence, to study the analysis, to put it into perspective, to compare and so on.

By inviting the listener to answer the question, the teacher assigns the other listeners to listen carefully to the answers to the questions, correcting and filling in the mistakes and shortcomings that are allowed.

When a teacher calls a questioning listener to a question and answer session, he or she should give the rest of the listeners an independent task. Frontal question-and-answer is a common method in drawing geometry classes. In this case, a large number of listeners are involved in the search for an answer to a given question at the same time.

Frontal inquiry combines control and training functions without spending too much time. Frontal inquiry also has its own drawbacks. Cannot fully check the acquired knowledge on the previous topic

Mixed question and answer allows you to conduct a question and answer session with several listeners at the same time. While one responds orally, the other few complete the graphic assignments given by the teacher. This method is used to assess the knowledge of a larger audience. The disadvantage of the mixed question-and-answer method is that the teaching function is sluggish because the listener is mainly busy doing the graphic work assigned to him.

This method is somewhat more complicated for the supervisor, as the supervisor must simultaneously monitor both the listener who is responding verbally and the order in which the individual tasks are performed. The mixed question-and-answer method is most effective when used to check and complete how clear a topic is when completing a section.

Drawing is the examination of graphic work performed independently of common methods in the examination of knowledge, skills, and competencies in geometry and engineering graphics. Checking independently performed graphic work has control, teaching, educational functions, but it is necessary to determine whether the independent work is done by himself or not.

For what purpose the teacher checks the independent work given during the lesson; for example, if the group checks with a question whether the task is 100% completed, it quickly glances at the work of all the listeners.

If the new topic is related to this independent work, he should explain and discuss the task in front of everyone. If the assignment is given on a topic that the listeners have mastered well, it is done in the notebook and the notebook itself is checked.

The main way to check knowledge in drawing geometry and engineering graphics classes is to check graphic work. In the curriculum of descriptive geometry and engineering graphics, graphic works that students must master will be planned. The facilitator should prepare individual assignments in advance. A very light task enriches the listener's knowledge.

A very difficult task, on the other hand, causes the listener to lose self-confidence and create a nervous state. When planning a session in which graphic work is to be done, the facilitator should consider providing assistance to listeners who are not well versed in the topic. The schedule of the work to be done should be hung so that it is visible in the classroom.

Control work is one of the main graphic tasks. The supervisor should explain the procedure for performing the graphic work before receiving the control work, clarify the questions asked by the listeners. A more specific task should also be prepared for listeners who do graphic work quickly. The task of the control work is to determine the extent to which the topic covered has been mastered. Working on the errors of the graphic work performed performs the training function. During the inspection, the supervisor determines which deficiencies should be indicated on the board in general, and which will be eliminated individually.

Completing individual independent graphic tasks is an important step in drawing geometry and engineering graphics classes.

This type of current inspection performs both control and training functions.

Independent work is done as part of the training. Independent work on a separate topic, section helps to determine the level of mastery of knowledge, skills and abilities of the audience.

Supervision and independent work are conducted only when the subject is convinced that the majority of the audience has mastered it.

To ensure the quality of inspection of graphic works, it is necessary to plan it in a targeted manner:

1. Correct placement of the drawing (frame is drawn, the main text is replaced, numbers and fonts are written correctly, the size is set correctly)

2. Check that the drawing is constructed correctly (make sure that the projections are connected correctly, that the drawing is done correctly according to the task, that the answer is correct).

After the inspection, the listeners are taught to distinguish the typical mistakes made and how to eliminate them.

In order to show the weakness of the listeners across the group, it is necessary to create a scoreboard to determine the graphic readiness of the group.

Errors that occur in graphic work come in a variety of forms. Here is an example of a table in the approximate variant.

When accounting for errors, the errors in each listener's graphics are clearly indicated. 1. In the oral survey, an excellent grade of "5" is given to the following listeners; A) Is well versed in the program, can form an idea of the object depending on the appearance of the object, knows the rules of drawing and symbols in the drawing.

B) Can give a clear answer to a question, have a good understanding of the study material, have solid knowledge

C) Does not make a mistake, but makes some small mistakes due to carelessness in reading the drawing.

A good grade of "4" is given in the following cases;

A) Has mastered the curriculum well, but has difficulty in reading the drawing due to lack of spatial imagination, knows the rules of drawing and symbols

B) Answers correctly, pays attention to the logical sequence of meaning

C) Makes some mistakes in reading the drawing, waiting for the leader to correct it.

A satisfactory grade of "3" is given in the following cases;

A) Does not know the basic program firmly, but has mastered the rules of drawing and most of the symbols

B) Cannot give a complete answer to a given question, there is no sequence in the answer

C) Reads the drawing without confidence, needs the help of a constant leader.satisfactory grade "2" is given in the following cases;

A) Does not understand much of the learning material

B) The sequence of answers is not constructed correctly, the errors are to such an extent that it is difficult for the leader to correct them.

Grade "1" is given in the following cases; Does not understand the curriculum at all, has no knowledge.

2. In the evaluation of practical graphic work, an excellent grade of "5" is given to the following students;

A) Reads the drawing easily, keeps the notebook in order

B) Can use the directory correctly

C) Does not make a mistake in the drawing, but makes insignificant flaws.

A good grade of "4" is given in the following cases;

A) Performs and reads the drawing independently with little difficulty, keeps the notebook relatively orderly

B) Uses the directory with difficulty

C) Kills an insignificant error in the drawing, corrects it independently with the verbal instruction of the teacher.

A satisfactory grade of "3" is given in the following cases;

A) Draws a drawing, can not read the drawing independently, follows the rules of drawing, does not complete the material in the curriculum on time

B) Reads the drawing with the help of the teacher, makes a mistake in the sequence when reading the drawing

Unsatisfactory grade "2" is given in the following cases;

A) Cannot do graphic work that needs to be done independently, does not work practically, does not keep a notebook

B) Can hardly draw and read with the help of the teacher, can not follow the sequence of answers Grade "1" is given in the following cases;

The listener is not ready to do graphic work at all, does not have the knowledge, skills, qualifications for the curriculum.

When assessing a listener, it is important to keep in mind that the assessment is based only on the listener's knowledge. Assessment does not have to be a reward or punishment for the trainee. Strict accuracy must be observed when assessing, i.e. a strong listener may not be ready for the lesson, a sluggish listener may have mastered the learning material well.

CONCLUSION:

First. In making the annual, general assessment, the teacher should pay attention to the order in which the students complete the

independent practical graphic work submitted during the year.

Second. Mean arithmetic should not be allowed in the assessment. Because the listener has difficulty with previous graphic work, by the end of the year the knowledge may have increased.

Third. The listener's projection knowledge and spatial imagination are important in mastering the science of graphic geometry. The above should be taken into account when making an overall assessment.

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