

INFLUENCE OF PEDAGOGICAL ASSESSMENT ON IMPROVEMENT OF QUALITY OF EDUCATION

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ABSTRACT:

This article discusses the importance of the competent implementation of pedagogical technologies by the teacher, also describes the concept of pedagogical assessment and describes the importance of its application, in the context of democratization of the educational process. The difference between the score and the mark is highlighted. A brief description is given of the styles of pedagogical communication, where the democratic style acts as the most favorable for teaching. Also, a characteristic of psychological features of 11 children of secondary school period is given. This work is supported by a study on the impact of the mark on the child and brief results on it.

KEYWORDS: pedagogical assessment, mark, democratization of educational process, style of pedagogical communication.

INTRODUCTION:

"The impact of pedagogical evaluation on the quality of education" is an extremely pressing problem today. This problem is considered and studied by many scientists, such as: Baidenko V. I., Tkach G. F., Senoshenko V. S., Zhigalev B. A., etc. This problem is urgent, as the modern teacher, in the context of democratization of the educational process, needs to be familiar with pedagogical technologies and, most importantly, to implement pedagogical communication competently. In

order to improve the quality of education in our country, the teacher needs, first of all, to create and try to maintain a favorable climate in the classroom. Such rules as creating a favourable climate, taking into account the psychological characteristics of each child in the classroom, as well as a bright demonstration of the goals of learning, are the first ones for the educational process.

MAIN PART:

The aspect of "improving the quality of education" is closely related to the styles of pedagogical communication. In pedagogy, the following styles of pedagogical communication are found: authoritarian, liberal and democratic. Teacher's pedagogical activity is characterized by a certain style of activity (communication, management, evaluation). According to E. A. Klimov, the individual style of activity is "a stable system of methods, which is formed in the person seeking the best implementation of this activity" [5, p. 49]. Of course, with the democratization of the educational process, a democratic style will be most favourable and effective. During the Soviet Union, the dominant style in pedagogy was the authoritarian style. This style helps to achieve heights in teaching and learning, however, by constantly maintaining discipline. The pedagogical demand, very often speaks with a threat, through an unwelcome tone. Here on discipline, there is a more fundamental emphasis

than on the learning of knowledge by pupils. Moreover, this style also requires some professionalism from the teacher. The downsides of authoritarian style are that its overuse can harm a student, especially a young student, as children develop fruition, distrust of adults, as well as peers, often and at all non-mutual. It is obvious that in today's world, using such a style to improve the quality of education will be extremely unfavourable. The exact opposite of authoritarian style, 12 liberal style will act. When implementing this style, the maximum trust between teacher and student is practiced. The main goal is to create a favorable psychological environment in the classroom, and an individual approach to the student is actively practiced. Methods of influencing students in this approach are inducement to action, advice, and request, instructions in the form of proposals, praise and censure with the advice. With this style of activity pupils experience a state of calm satisfaction, as well, they form adequate self-esteem. However, this style requires incredible skill of the teacher, otherwise discipline in the lesson may be seriously affected. The most effective style for teaching, is democratic style. Basically, it is this style that is practiced in learning, currently. The emphasis here is on the motivation of the child, the effective and fruitful work of the whole team. Unlike authoritarian style, the psychological state of a child during learning, here, does not suffer. And in comparison with liberal style, discipline does not collapse. The democratic style, is the most often realized, as by properly implementing it, the teacher is able to achieve the most desirable results. With regard to improving the quality of education, it is necessary not to eradicate the desire to study in the child, but rather to support and motivate it in every way possible. Thus, it is necessary to conclude that compared to other styles, in order to improve the quality of education, the most convenient democratic style.

Important for this article will be a brief description of the psychological characteristics of

children of secondary school age. First of all, it should be noted that the transition from the junior stage of education to the middle, i.e. to the middle 5, is characterized by numerous changes, both in the behavior of the child in society and in his character. And this is not surprising, as the approach to teaching in primary school, is dramatically different from that in secondary school. The teacher, teaching the lesson in grades 5-9, absolutely exactly needs to take into account the individual psychological peculiarities of each student. For a child who enters the teenage period of his or her life, it is very important to demonstrate his or her opinion on issues of interest to him or her. He seeks to defend his view, to which many teachers, even currently, respond negatively. It is very important to teacher to realize competently democratic style in teaching, training children 5-9 classes. In children of this age period, quite often there is increased creative activity. That is, this period is most favorable for creative activity. Accordingly, one of the main functions of the teacher, at this stage, will be to encourage children to do so. Participation in events, various competitions, Olympiads of a creative nature, will be very much welcomed - 13 will be attended both by children, as well as by a teacher, school management. However, it is often not easy to interest a schoolboy in the participation of any event. For this purpose the teacher must possess pedagogical technologies, and be able to interest, diversify the educational process. The variety of learning can go through the realization of additional learning resources. For example, currently, there is a tendency to use presentations in a lesson when explaining a new topic. Pupils of this age period also differ in that it is difficult for them to keep attention on one thing, especially if the educational material is boring and indistinguishable.

Thus, it is desirable for the teacher to try in every way to diversify the educational process, to use creative approaches and methods in teaching, even if the principle of visibility is implemented in

textbooks. All those creative aspects of teaching, will be welcomed by schoolchildren, which will help the teacher to find common ground with them and create a favorable atmosphere in the classroom, for subsequent fruitful work. For this work, it is necessary to distinguish the concept of assessment and marking. A "mark" is a conditional evaluation expression that is expressed through a score, and a "score" is an opinion expressed to someone or something in comparison to a certain benchmark [1, p. 41]. The impact of the mark is now heavily overrated, especially by pupils. I, during teaching practice, at school, conducted a study on the impact of the mark. This study took place in the city of Nizhny Novgorod, in gymnasium № 13. The school is famous among the local population for its in-depth study of English. The questionnaire was conducted in the 5A grade. The children voluntarily participated in this study. The results showed that mostly children are more interested in getting a good mark than in acquiring knowledge. Moreover, even in modern settings, teachers occasionally but practice an authoritarian approach. Teachers often comment on the mark with special intolerance, which clearly does not motivate the student to work harder. Most student's state that it is possible to do without marks at all, which once again shows the importance and superiority of the score over the mark. Also, virtually all pupils who took part in the questionnaire said they needed praise and feedback from the teacher. For the children surveyed, the best teacher is someone who is able to maintain a favorable environment in the classroom, someone who practices feedback with students and creates an atmosphere of mutual understanding in the team than someone who simply explains the material well. More than half of the children surveyed, said they had or had conflicts with teachers. Some also noted that conflict situations between teacher and student are due to the teacher's fault, which is an extremely negative indicator in the modern

world. 14 Thus, based on the materials of this article, it is necessary to draw the following conclusions: 1) The teacher, in the conditions of the modern world and in the conditions of democratization of the educational process, should possess basic pedagogical technologies and especially properly implement pedagogical assessment, use feedback, creatively approach the learning process.

CONCLUSION:

The above aspects will help to improve the quality of education. 2) The most advantageous pedagogical style for teaching will be democratic style. 3) It is desirable for the teacher not to exaggerate the impact of the mark on the child, and to try to explain to the pupils that acquiring knowledge is a priority task, in comparison with obtaining good marks.

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