

THE SYSTEM OF MONITORING AND EVALUATION OF STUDENT KNOWLEDGE IN HIGHER EDUCATION INSTITUTIONS

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ABSTARCT:

Today, the full development of the individual is an important and fundamental goal and task of society. To train personnel in Uzbekistan a lot of attention is being paid. One of the main principles of the education system is to raise the level of mastery of students.

Monitoring and evaluation of students' knowledge and intellectual development is important at the national level. At the same time, the process of monitoring and evaluation affects the development and upbringing of the student's personality. Assessment is the process of measuring the level of achievement of learning objectives at a certain stage of the educational process on the basis of predetermined criteria, identifying and analyzing the results. Checking and assessing the acquisition of learning materials, skills and competencies by learners is a necessary part of the learning process. It is not only about monitoring learning outcomes, but also guiding learners' learning activities at different stages of the learning process.

INTRODUCTION:

As a result of the assessment, it becomes clear which concepts and rules are difficult to master and which are easy to master. This is the basis for the learner to creatively prepare for the lesson and conduct the lesson. Similarly, the learner will know which learning material is good, which is satisfactory and which is bad.

Without knowledge testing, the learner is not able to assess their knowledge in depth, comprehensively and accurately. Sometimes it seems to him that he has mastered the material well, and during the examination it becomes clear that he does not know the material well.

Assessment measures learners' levels of knowing, understanding, remembering, comprehending, applying, analyzing, and critically evaluating the material being studied.

The educational value of monitoring and evaluating knowledge, skills, and competencies is that they shape students' attitudes toward learning, their own successes and failures, and their desire to overcome challenges. Assessment always creates a certain attitude of the learner towards himself as an individual. Keeping the learner informed of their results on a regular basis has a positive effect on their aspirations and fulfillment of their desires. The educator will need to focus on shaping the learner's attitudes, feelings, and character traits, such as willingness to cooperate and help each other. Sometimes, during the assessment process, the learner acquires additional knowledge, skills and competencies. Understands the meaning of concepts that are not mastered in the process of learning.

Therefore, assessment can be considered as a continuation of the learning process. Monitoring and evaluation of knowledge is of state importance. Summarizing the results of the assessment, the activities of the staff of the educational institution in the field of education, the general level of mastery of students are

assessed and appropriate conclusions are drawn. State education standards determine how well the state meets the requirements. By evaluating the results, the whole education system and its components should be examined at the same time. In this way, the level of achievement of the expected results in the education system is checked and measured.

As a result of assessment, not only the learner but also the educator is strong and weaknesses, as well as shortcomings in the learning process.

The essence of the assessment is based on the above considerations

The following conclusions can be made about:

- To determine whether the learning objectives have been achieved.
- The level of mastery before moving on to the next stage should be determined.
- To confirm that the result has been achieved.
- To determine the interests of students.
- To identify strengths and weaknesses.
- For the teacher to make adjustments in their work.
- To determine the overall level of mastery.
- To determine the burden of the educational process.
- To motivate students to succeed.
- To external stakeholders, employers, higher organizations and parents -
To inform mothers, and so on.

Checking and evaluating knowledge to meet specific didactic requirements

Need Inspection and monitoring should be systematic. This is the attitude of students towards learning if this requirement is not met deteriorates, negatively affecting the quality of knowledge. Assessment of knowledge is individual in nature. Every learner needs to know what knowledge, skills and competencies are being assessed.

The state of readiness to answer the teacher's questions and responsibilities knowledge testing and evaluation is an

important part of the learning process occurs only if it becomes an integral part of President of the Republic of Uzbekistan No. PP-3775 of June 5, 2018 "On additional measures to improve the quality of education in higher education institutions and ensure their active participation in the ongoing comprehensive reforms in the country" The system of control and evaluation of students' knowledge in higher education institutions is determined as follows Monitoring and evaluation of student learning in each subject is carried out on a regular basis for a quarter or half a year and is assessed by the following types of control: current control, intermediate control, final control.

Current control is a form of assessment of knowledge, skills and abilities of students in the process of learning to master certain topics identified in the curriculum. This control is carried out by the teacher, and to determine the level of knowledge of students involves the placement of daily scores on each subject.

Midterm exam is a form of assessment to determine the level of knowledge, skills and abilities acquired by students in a particular chapter or section of the study material. Final control is a form of assessment of students' level of knowledge, skills and abilities on the basis of the training materials set for the quarter or semester zaki, is carried out in the form of a test.

Methods of recording student activity can be based on oral, written, test, and practical assignments. The education system is an area that requires continuous reform. Monitoring and evaluation of students' knowledge, skills and abilities has also taken on a new meaning in the process of reforming the education system. The development of state educational standards, the introduction of a new curriculum, the high demands on the education of free and independent thinking, the introduction of pedagogical technologies in educational practice, the psychological and pedagogical development of students in order to successfully send them to

the profession. At a time when diagnostics is widely practiced in all types of educational institutions, it is important to monitor and evaluate students' knowledge, skills and abilities using the most effective forms, methods and tools.

The obsolescence of the five-point system for assessing students' knowledge and its inability to meet modern requirements necessitated its replacement by a rating system. Here it is appropriate to answer the question: "For what reasons did the criterion of five points not justify itself":

First, the National Training Program of the Republic of Uzbekistan envisages the development of education on the basis of democratic and humane principles. The five-point grading system has served to ensure rigor, teacher arbitrariness, and individual dominance in the educational process.

Hence, in this process, demand and the current situation are incompatible.

Second, the evaluation criterion should not be used to provoke conflict between the teacher and the student, but rather to serve as an active collaboration, so that they can understand each other.

Third, the assessment criteria should not only be used to monitor the level of mastery of knowledge, skills and competencies by students, but also to become an active aid in diagnosing education.

A five-point grading system is a procedure for setting initial grades that vary from one to five, and is essentially a quarterly (annual) grade based on the arithmetic mean of the sum of the grades.

For example, if a student completes three tests in a subject, 3, 4, and 5, and records the same results in the current test, he or she will receive a grade of "4" for the quarter. This allows the student to be well-prepared and positively assessed during the current, intermediate, and final examinations, and not to completely ignore

their "5" answers on a particular topic at the end of the term.

"Rating" (English evaluation, regulation, classification) evaluation of a particular event on a predetermined scale. The rating system is recognized as a type, method and form of quality control of students' knowledge, which assesses the quality of students' knowledge in accordance with all the requirements set out in the educational standard for academic subjects. The result of mastering in the rating system is determined by adding the points gained during the transition to all these forms of control. When 10 points are distributed for each type of control (100 points for the subject) and 7, 5, 8, 7 points are given to it, the student's score for the quarter or semester is 27 points, which is less than 55 percent, so it will not be certified until it has accumulated enough rating points and passed all control forms. This means that the rating system prevents any discrepancy between the grade obtained and the knowledge acquired. The rating system has a number of other advantages, such as: expanding the capabilities of the assessment system in the educational process; determine student knowledge using the most equitable criteria; to reveal the necessary opportunities for the process of standardization of education; full mastery of compulsory voluntary topics included in the curriculum provided for in educational standards; students develop a desire for independent work, free thinking, a consistent approach to the acquisition of knowledge; students will lose the fear of getting a bad grade and will be able to work independently to overcome the existing shortcomings and deficiencies. In other words, instead of fear, there is a need to strive, to plan, to act, and the interest in learning increases.

Scholars argue that in a democratized education system there should be no superficial (formal) control, Didactic control as a specific method of education a well-defined educative, developmental nature combined with self-

control, especially for the learner himself should be necessary and useful. The task of education is to increase the knowledge of students clearly visible on inspection. In the process of consolidating a new theme or home to review the topic covered by the students in checking their assignments, for them they will be able to learn information that is not clear. Because focus on the student's thoughts that the other students in the group are responding to listens to and reinforces previously acquired knowledge enrich with information. Add to your friends' answers or a topic studied by preparing to answer missing questions tries to determine. The educational value of supervision is that students prepare lessons on time to be ready for testing, try to make the most of their free time, learn discipline. Examination and assessment also help the student to independently identify their knowledge and skills. It helps them to see their shortcomings and find ways to overcome them. But if the teacher is unfair in assessing the student's knowledge, there will be a conflict between the student and the teacher. Excessive homework can also lead to superficial homework. Most importantly, mastery should take into account the formation of positive personality traits, the desire to study well, a conscientious approach to learning, independence in preparing to respond, and the deepening of cognitive activity.

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