

## POINT-RATING SYSTEM AS AN EFFECTIVE WAY TO ASSESS STUDENTS' KNOWLEDGE IN CREDIT MODULE SYSTEM

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**Abstract:** The article is devoted to the adoption of credit and module system and rating and scoring system into the educational process; to the characteristic of such innovative aspects as information, methodology, logistics and personnel support necessary for that; to the advantages and disadvantages of implementation of a new form of educational process organization. The main form of assessment of student learning in the framework of the credit-modular system is a point rating assessment (PRS) of the quality of students' knowledge. A PRS for monitoring students' academic work is introduced with the aim of motivating them to the subject being studied and improving the quality of training.

**Key words:** Bologna process, Uzbekistan, credit and modular system, rating, score, PRS, ECTS.

### Introduction

Expansion of international cooperation, in particular, as an important aspect of internationalization, such as academic mobility programs, is one of the main trends in the development of modern higher education. One of these challenges is the task of comprehensively studying the world experience in the use of credit systems, analyzing their pros and cons in order to create a system of credit units that is closest to national characteristics and needs.

In the framework of the implementation of the Law of the Republic of Uzbekistan "On Education" and the National Training Program, a comprehensive system of teaching foreign languages has been created in our country, as well as a system aimed at further integration of the republic into the world community.

The introduction of the credit-module system in the educational process will significantly change the nature of education and make the education system of Uzbekistan more open at the international level.

The issue of education is one of the most important tasks in many countries around the world, and improving the quality of higher education is one of the main challenges of the XXI century. In the context of globalization, reforming the education and science system is a key factor in solving many problems, and radical reforms are being carried out to

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increase flexibility to meet the new requirements of global competition. The main goal is to increase the adaptability of higher education institutions and curricula, the implementation of which is planned by reforming the academic and organizational structure, updating infrastructure, teaching methods and technologies, improving the pedagogical process, improving the quality of teaching staff.

## Review

Assessment of learning outcomes is one of the important didactic stages of the learning process and has a significant impact on improving the effectiveness and quality of learning. He had a unique approach to evaluating curricula at different times, along with a constant search for student achievement. The credit-module system was first introduced in the United States in the second half of the 19th century. Academic credits were first announced on U.S. agendas in the eighteenth and nineteenth centuries as part of the initial liberalization of education. Creating equivalents of quantitative learning content through credit combinations and the level of educational programs allow students to independently plan the learning process, to radically change the system of quality control and evaluation of the learning process, to create conditions for improving educational technology.

With the problems and methodology of transferring the conceptual ideas of the Bologna process to the education system, V.I. Baydenko, M.D. Bershanskaya, A.P. Bilibin, L.S. Grebnev, D.P. Efremov, O.M. Karpenko, M.V. Larionova, N.M. Rozina, N.A. Selezneva, V. Senashenko, G.V. Tkach, V.N. Chistoxvalov, E.V. Shevchenko and other Russian scientists are engaged.

T.V. Kastueva-Jan notes the positive impact of states' accession to the Bologna Process:

1. Additional external incentives were adopted for internal reforms. For many countries, the Bologna Process encourages the need to address issues such as quality control in education, the introduction of independent and external audits, teaching in English, modernization of skills, and improving the "link" between higher education and science. All of this leads to a positive internal effect.
2. There are also positive externalities that affect interstate relations. The Bologna process can be seen as a process of adopting European regulations developed at a high level at the national level.

The complexity of the curriculum, expressed in terms of credits, is not directly equal to the academic hours, which is part of the curriculum, which shows the ratio of the complexity of the subject. Thus, the overall complexity of all annual curriculum programs

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is equated to 60 credit units, and then each hour of the year is redistributed to each subject according to its share of the study time budget. This method was developed by B.A. Sazonov (Federal Institute for Educational Development), N.I. Maksimov (MDTU named after N.A. Kosygin) and E.V. Developed by Karavaev (Moscow State University named after MV Lomonosov). Conventionally, this was called the "longitudinal method". The authors of the "Longitudinal Method" suggest that if the distribution of credits is based on curriculum-oriented learning outcomes, then subjects that develop professional skills and worldviews rather than rich knowledge should receive less credit. In the normative documents, the term "credit system", which is universally accepted in world practice, is replaced by the term "system of test units". Some researchers (A. Chuchalin, O. Boev, N.N. Frolov, G.V. Sundukov, V.V. Zhigunov, V.A. Golutvin) argue that this replacement is not expedient because it distorts the scientific community. they sometimes point out that they confuse the concepts of credit and rating. According to them, the Russian educational institution should retain the term "credit system" as a system for determining the content of the education system, which clearly defines the essence of the credit system, and the rating as a system for measuring the quality of its development.

Historical conditions of assessment of student's knowledge Quintilliana's "school of rhetoric" (I-II centuries), V. de Filtr School (XIV-XV centuries) under the name "House of Joy", in the school of "Czech Brothers" Ya.A. Comenius (XVI-XVII centuries), during his teaching career at the Pestallozi School (XVIII-XI X centuries), Distervega (XIX century), L.N. In the Yasnopolyan school, in the school of Tolstoy (XIX-XX centuries) "Clear Life", S.T. Founded by Shatsky, A. S. In the children's colonies under Makarenko, V .A. It is observed in the Pavlik school headed by Sukhomlinsky [6].

In the second half of the XVIII century, the pedagogical trend was gaining momentum, and the proponents of the trend, which believed in the strict discipline of children and taught them to fear, considered it the most reliable way of educating adolescents [3]. This method was popular in German scholastic schools. In the Middle Ages, it was in these schools that the assessment scoring system was introduced as a way to increase public exposure to learners (primarily parents). In the 18th century, Germany, where a 12-point grading scale was developed, was considered an "incubator" for pedagogical innovation and had a great influence on the development of pedagogical thought in Europe. The main role in its formation was played by the famous philanthropist Johann-Bernard Bazedov (1724-1790) - in 1774 he discovered the first radically new educational institution - philanthropin, which used the following system of incentives for

students: The student is rewarded with a certain number of numbers or sweets for each character they receive. The number of points was limited to twelve. The points are then marked with numbers for a separate answer depending on the quality. The influence of Bazedov's ideas was felt far beyond Germany.

In Russia, M.V. Lomonosov's recommendations to teachers were as follows: VI – всё исполнил (everything is done); N.U. – не знал урока (did not know the lesson); N.Ch.U. – не знал часть урока (did not know part of the lesson); Z.U.N.T. - знал урок нетвердо (did not know the lesson clearly); N.Z. - не подал задачи (task not assigned); X.Z. – худа задача (bad task); B.B. – был болен (was ill); X. - не был в классе (was not in class); V.I.S. – всё исполнил с избытком (all tasks were completed); Sh. - shabash (over) [4].

In Tsarskoselskoe lyceum, before the introduction of the scoring system for exams, verbal assessment was used: "good, very good, weak, educated, not possessed". For example, A.S. Notes on Pushkin's scientific achievements: "In Russian and Latin: success is good in Latin; among the luxuries the Russian language is less firm. Diligence is weak. Talented with the ability to understand. In French: is among the first. Very diligent. Has the ability to understand, sharpens the mind. Logic: Achieved good results. Very lazy" [8].

The problem of evaluation aroused great interest among all the well-known scholars of that period. The Russian writer, the founder of the theory of freedom, L.N. Tolstoy, in contrast to individual inquiries, any examinations, examinations, was exempt from assessment in his school. However, at the same time, the constant creative research, in which the teacher sets the limits of student freedom, is considered an incentive for the student to acquire knowledge.

At the time, his contemporaries, V.A. Evtushenskiy, K.K. St. Iler, A. ; Rembrovich supported the criteria used to assess student achievement [5].

According to these scientists:

- Although the score is not unique, it is the simplest and most effective reason to encourage children to compete;
- points are a means of establishing family ties with the school;
- Assessments should reflect the student's achievement at the time and to what extent;
- the teacher does not know the students well and cannot remember the grades of their answers [9].

During the same period, discussions about the scoring system continued. K.D. Ushinsky drew attention to the negative impact of the scoring system on reading and the moral education of students. However, he also noted the strong disciplinary and motivating

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effect of the sign: "There is no discipline without points. It's almost the only way to beat people and laziness".

Opponents of scoring (A.N. Strannolyubsky, P.G. Redkin, I.F. Rashevsky, etc.) believe that "scores are, in essence, irrational nonsense," where teachers punish or encourage students through scores so students begin to learn for scores. Under the yoke of the character, the student experiences a constant feeling of anxiety, fear, which leads to a decrease in mental ability, self-doubt, inability to overcome difficulties, and a reluctance to move. They also believed that teachers had a different view of the meaning of this sign: some put it for one learned lesson, others to know the whole course, others to mix their behavior in the same way, to assess attention, diligence, student ability. Score is a type of calculation, including ethical, that has the characteristics of a number of learners who try to measure, but cannot be measured.

### **Methods and analyses**

Based on the classifications, we can note that students' achievements have been evaluated not only on their knowledge, but also on their skills and competencies. All of the historical data presented indicate that the types of assessments have existed and are widespread since ancient times. During this period, the goal of educating competitive, talented, capable, skilled, sharp-witted professionals was promoted.

It should also be noted that the functionality of the evaluation system is very diverse and has a number of functions, one of the main of which is the feedback function. This is because only if the teacher has a constant knowledge of how to behave, how does the "learning system" (student, group) react to the impact of "training" (teacher, methodical, technical and electronic means), the knowledge, skills and competencies required for the specialist can confidently move forward to capture.

The currently rated "rating" type of control is different. This type of control is usually three - 1) daily; 2) borderline; 3) consists of final stages, the number of assessments is mandatory for each pupil and student. For example, if the number of daily controls is set to five, each student must be assessed five times during the daily control process. It is noted by the order of the Ministry of Higher and Secondary Special Education of the Republic of Uzbekistan from August 25, 2010 of No. 333; achieving, preventing, identifying and eliminating competitive training through the quality management of student knowledge [1].

The main functions of the rating system are as follows (see Table 1.1):

Table 1.1. The main functions of the rating system

Nº	The main functions of the rating system
1.	Monitoring and analysis of the level of knowledge, skills and abilities of students in accordance with the SST
2.	Basic principles of assessment of student KSAs; Ensuring assessment based on DTS, accuracy, validity, reliability and convenience
3.	Organization and analysis of systematic and timely learning of subjects by students
4.	Development of independent skills in students, the organization of effective use of information resources
5.	Impartial and fair assessment of students' knowledge and timely reporting of its results
6.	Ensuring comprehensive and continuous training of students in the disciplines
7.	Creating conditions for computerization of organizational work of the educational process

Student rankings consist of semester rankings. The semester rating consists of the sum of the scores of the current and final types of control (exam or credits), taking into account the rating for all subjects, and for a separate subject rating [7].

In accordance with the Resolution of the President of the Republic of Uzbekistan dated June 5, 2018 No PP-3775 "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" In accordance with the Regulation "On the system of control and evaluation of student knowledge in higher education institutions" attached to the order of August 19-2018, control over student knowledge in higher education institutions is carried out through intermediate and final types of control [1]. This regulation, unlike the previous one, assesses students' knowledge on the basis of the following criteria (see Table 1.2):

Table 1.2 Criteria for assessing students' knowledge

Rating	Classification
5 - (excellent) grade	the student makes independent conclusions and decisions, thinks creatively, makes independent observations, can apply the acquired knowledge in practice, understands, knows, expresses, tells and has an idea about the subject (topic) was found
4 - (good) grade	when the student is able to observe independently, apply the acquired knowledge in practice, understand, know, express, tell the

	essence of the subject (topic) and have an idea about the subject (topic)
3 - (satisfactory)	assessment when the student is able to apply the acquired knowledge in practice, understands the essence of the subject (topic), knows, expresses, tells and has an idea about the subject (topic)
2 - (unsatisfactory) grade	when the student is found to have not mastered the science program, does not understand the essence of the subject (topic) and has no idea about the subject (topic)

Today, in all countries of the world, students' knowledge is assessed in different ways. In England and Poland - a six-point system, in France - twenty points, Moldova and Ukraine - twelve, in Belarus and Latvia - ten points, in the United States - one hundred points. Given the fact that Uzbek universities use a 100-point rating system to monitor student knowledge, there are favorable opportunities to use an optimal system for the introduction or recalculation of ECTS credits. Based on this approach, it is possible to calculate not only the ECTS from the general European credit system, but also the assessment scale from some national systems of other countries [10].

## Conclusion

PRS for assessing the activities of students was introduced into the educational process. It allowed us to introduce a differentiated approach to the assessment of knowledge, to change the technology of teaching by changing the ratio of classroom and independent work of students within each academic discipline. PRS made it possible to transfer the main emphasis to independent mastering of the material. The number of classroom hours was redistributed towards an increase in practical, seminar and laboratory classes. The role of individual and group consultations has increased. As a result of the introduction of PRS, the success of studying each of the disciplines of the curriculum, regardless of the complexity, began to be assessed by the sum of points, based on the maximum possible 100, and include two components:

- the teacher's assessment of the results of the student's educational activities in the study of the discipline during the semester;
- assessment of a student's knowledge on an exam or test.

The total result of the two parts of the point assessment of mastering the discipline is translated according to the approved scales into an international letter grade and its numerical equivalent.

All conditions are created for the effective organization of independent work of students at the university. We have brought the information system existing at the university closer to the requirements of the Bologna Process. The university operates a developed system of free access to information resources (electronic textbooks, teaching aids, regulatory materials, high-quality network resources of free access, collections of full-text documents, etc.) through an electronic reading room, equipped with Internet access, workplaces in computer classes and departments. This makes it possible to organize the independent work of students at a high quality level, to provide independent search, analysis, use of information and information exchange.

For the effective implementation of the system of credits and the point-rating assessment of students' activities in the educational process of the university, an interactive educational portal of the faculty has been developed and put into operation.

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