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# MODERN METHODS AND TECHNOLOGIES OF DISTANCE ASSESSMENT IN UNIVERSITIES

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**Abstract**
The mass transition of universities to online distancing education in recent times has caused a problem with this form of education. These are, in particular, questions about how to conduct lectures and classes, laboratory work, tests and how to get a connection from students. And, of course, one of the most important issues is objective examination and evaluation. This article discusses some ways to increase the objectivity of the assessment of the perceptions of university students on various issues in the course of various online distancing training.

**Keywords:** educational activity, educational process, higher education, distance online training, assessment of knowledge.

## INTRODUCTION

The lack of a massive transition to online education in higher education institutions is a series of issues related to this form of education. It is in particular, such as the issues of conducting lectures and seminars, laboratory work, and curricular activities, how to receive contact from students. And, of course, one of the most important questions is how to objectively monitor and assess students' knowledge.[1]

The task of objective assessment of the knowledge of the main and full-time form of education. In order to resolve it to the modern educational process, there are two following requirements:

1. There is a clear system for awarding students for certain types of work in each discipline, and the grade for the discipline is set at the end of the semester, based on the selected scores;
2. All basic control measures, including exams, are carried out in the auditorium with the teacher, who monitors the students' self-sufficiency in the implementation of the work.[2]

The first requirement makes it possible to establish the same requirements for all students and thereby eliminate subjectivity and bias in the attitude of the teacher to the students. The second requirement ensures the control of the students' activities and thus the best way to assess their knowledge.

It is clear that the control over the self-sufficiency of students and, as a consequence, the presentation of a fair assessment of knowledge becomes much more complicated. An irregular situation may arise, in which students who try to perform all the work honestly will make mistakes and get average points, and students who do not know how or do not want to study, and therefore do not hesitate to run to the

[1] Kim, Nari & Smith, Matthew & Maeng, Kyungeun. (2008). Assessment in online distance education: a comparison of three online programs at a university. Online Journal of Distance Learning Administration. X1.
[2] Andreev, A. A., & Soldatkin, V. I. (2013). Distancing training and distancing education technologies. Cloud of science, (1), 14-20.

exchange, will perform all the work almost perfectly and get maximum points. A similar situation arises in full-time education, but in remote online education, this phenomenon can be massive, which will discourage all students from learning and self-sufficiency. In the event that it is not possible to give a grade to the student's standards, it will be more appropriate to deviate from the grades altogether and switch to the "pass-not-pass" system.

## MATERIALS AND RESEARCH METHODS

The study of the experience of introducing the distancing form of education in the system of education of different countries made it possible to identify the main motivational principles that motivate educational institutions to organize the system of distancing education: improving the quality of education; the advantages of new pedagogical technologies; Growing up for a new form of education (Naviki); revenue generation; the possibility of constant interaction of teachers and students; the need for interaction in the information society; the possibility of reducing the status to the implementation of education.

Until recently, in Uzbekistan, distance education was often implemented through separate distancing courses or electronic support of the disciplines taught, which did not provide for the proper training of a certain subject. It appeared and developed as a new type of training to meet the needs of a new generation of students to support their needs. The quarantine measures introduced in March 2020 have become a significant challenge for the entire education system of Uzbekistan. Such an atypical The situation provided the conditions for an unplanned, large-scale, natural experiment in the educational institutions of Russia, which made it possible to gain an unexpected, but very valuable experience. Experience, when, in the absence of a choice, it was necessary to implement the key task - to quickly transfer to online training, but not to lose quality and avoid unnecessary financial burdens[3].

The fact that the introduction of distancing education, as the main form, revealed its unwillingness to fully replace the traditional training, which had been carried out in the educational process until the last time.

Modern e-learning systems make it possible to organize the operative exchange of data systems and ensure the following processes:

1. Directing the development of educational materials, starting from the preliminary planning of the course structure to its introduction into the educational process;
2. organization of students' educational activities (from this stage of submission of the application to the conclusion of the study of the educational program);
3. organization of the work of the teacher in the field of work and supervision of the electronic court;
4. Formation of different educational programs, using a single database of educational materials;
5. Monitoring the progress of final tests and tests.

## RESULTS & DISCUSSION

The assessment of the effectiveness of the training of specialists with the use of TAR was carried out according to the following results: – the average level of assimilation of the educational material by the

[3] Sinelnikova E. A., Sinelnikov A. A., Modern Technologies of Distance Education, https://docplayer.ru/44328358-Sovremennye-tehnolog ii-distancionnogo-obucheniya.html , Date of visits 20.04.2019

group of trainees; –time for the training of a specialist in the discipline; –the effectiveness of the trainees.

The first stage (1st semester of the 2022-2023 academic year) was included in the conduct of a control experiment, during which the level of formation of knowledge, skills and skills in experienced learning groups was revealed. An analysis of progress was carried out in the disciplines "Management in the field of production" and "Economics and accounting accounting". At the level of the first phase of the experiment between the experimental and control groups, the difference in the average balance was only 5% (Table 1).

On the basis of the data obtained in the course of the first stage of the experiment, the differences in the average balance and the average quantitative deviation were insignificant. This circumstance served as the basis for the transition to the second stage of pedagogical experimentation.

**Table 1 The difference between the experimental and control groups according to the average balance (at the level of the first stage of the experiment)**

| Groups | Qty person | Grades Received | | | | Middle Ball | In the middle of the quarters, For example, if you want to be a member |
|---|---|---|---|---|---|---|---|
| | | «5» | «4» | «3» | «2» | | |
| EG | 29 | 5 | 17 | 7 | - | 3,9 | 0,43 |
| KG | 27 | 4 | 15 | 7 | 1 | 3,8 | 0,45 |

The second stage of this experiment was conducted in the 2nd semester of the 2022-2023 academic year.

The controlling conditions in the experiment were:

– the purpose and objectives of the professional training of part-time students in the disciplines "Management in the field of production" and "Economics and accounting";

– control over the training of listeners, conducted on the same topics of the program;

– creation of uniform conditions for the implementation of test and control measures for the objective comparison of the existing and current methods.

The difference in teaching was that in the control educational group traditional teaching methods and traditional examens were used, and in the experimental group the methodology of resonatization of the education of part-time students was used on the basis of monitoring the educational process with the use of TAR.

In order to increase the effectiveness of the methods of distancing training, it is necessary to use the following recommendations based on the practice:

- Setting the required tone at the very beginning of the course; thorough and detailed planning of the trainee's activity, its organization; clear definition of the purpose and objectives of the training;
- Increasing the degree of efficiency of electronic textbooks; provision of public communication by means of e-mail, social network, audio and video conferencing, telephone;
- Do not allow the discussion to be based only on the text of the textbook;
- To form the cohesion of the group, to organize the participants of other groups, to divide them into parts, to use group groups;

- The time of communication between the trainees and the teacher should be as long as possible and convenient for the trainees[4];
- Developing the necessary skills of the trainees, such as: technical; management of the discussion; self-study; critical thinking; information management, selection and qualitative evaluation;
- Use of other activities such as debating, voting, thinking and writing;
- • Use of educational contacts to form the goals of the participants of the pedagogical process;
- The structure of the course should be modular: the trainee should be clearly aware of his movement from module to module; Large modules or courses significantly reduce the motivation to learn;
- Providing assistance to students in the development of technological problems through the use of technical equipment; the use of website assistants, which are effectively "ears and heads" of teachers in websites and provide real assistance in establishing an interactive connection between teachers and students and students among themselves;
- • Organization of active, activity-based learning with access to practical results, for example, training in small groups (virtual teams) according to the scheme of post-construction - solution - implementation;
- Creation of a vertical system of translators, ensuring the absence of a language barrier, the use of the method of "immersion" in the language;
- Orientation of the educational process to the individual needs of the student with the preservation of the integrity of the presentation.

## CONCLUSION

Of course, the interest in online distance training, as well as in the qualitative assessment of the knowledge obtained in the distance form, will only be important due to the certain advantages of online training in full-time form. In this article, the measures of increasing the objectivity of the assessment of knowledge are listed. On the other hand, the very situation of the need for a distance control over the work of students seems to be somewhat unnatural. Therefore, in the future, both the forms of knowledge acquisition and the methods of their assessment in online distance learning are likely to change. Certainly, there will be a kind of symbiosis of face-to-face and distancing forms. In addition, the method of evaluation itself may change and, as a consequence, it may deviate from the main method of evaluation.

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