



Assessment of Learning in the Study Process

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***Abstract:** This article provides information on diagnosing learning in the educational process.*

***Keywords:** process, diagnosis, assessment, control, test, goal, regularity, criterion, systematic, interest, pedagogue, knowledge, knowledge, analysis.*

Enter. Teaching young people to learn independently is one of the most important tasks today. That is why the First President Islam Karimov, in his speech at the 9th session of the Oliy Majlis of the Republic of Uzbekistan, said: "Only a truly enlightened person can understand the value of a person, in a word, the value of the nation, living in a free and free society, self-sacrifice in order to take a dignified place in the world community of our independent society." can fight with "- he said. In this context, it should also be mentioned that today there are great opportunities for young people to get an education.

We can also find out the level of knowledge of the teachers through the testing of the education received in the educational process, especially by state organizations. According to the Law "On Education", the certification of educational organizations is the main form of state control over the evaluation of the activities of educational organizations, the determination of the level and quality of personnel training in accordance with state educational standards, state educational requirements and curricula. it was mentioned.

The main part. Diagnosis means clarifying all the conditions that occur in the didactic process, determining its results. Without diagnosis, it is impossible to effectively manage the didactic process, to achieve optimal results for the existing conditions. The purpose of didactic diagnosis is to identify, evaluate, and analyze all aspects of the educational process in a timely manner in connection with its product.

Monitoring and evaluation of students' knowledge, skills and skills are necessary components of diagnosis. The great pedagogue Jan Amos Comenius also emphasized the emergence of conflicting views in the evaluation of education. He called on educators to use the right of assessment they have wisely. Achieving objective control over students is based on didactic systems. As mentioned before, teachers are trying to determine what should be recorded in the grade. What should they show the grade: should it be a qualitative indicator of the student's learning, or should it be an indicator of the advantages and disadvantages of this or that educational system. In my opinion, I believe that the assessment should be noted as a qualitative indicator of the student's learning.

Testing and evaluating knowledge is an integral part of the educational process. It is carried out through oral or written control of students' academic activities in classes. With the help of inspection and evaluation, the extent to which the students have mastered their knowledge, the achievements and shortcomings of the students and the effectiveness of the teacher's work are determined.



Testing and assessment of knowledge performs the following tasks:

- Controller (acquiring knowledge, skills, skills at each stage represents preparation for the next stage.)
- Educational (students are encouraged to work and work independently)
- Correctiveness (the educational process is given the opportunity to be corrected)
- Informant (parents are aware of their child's achievements and shortcomings)

Assessment of students' knowledge at all stages of the educational process should be carried out systematically and continuously. **The principles of monitoring and diagnosing students' educational activities are as follows:**

- Impartiality.
- Detection of diagnostic tests;
- the scientific basis of the content of the diagnostic process;
- setting clear goals for pedagogues in assessing their knowledge, skills, and skills in friendly communication with all students;
- systematicity
- transparency;

Monitoring of students' learning in science is carried out regularly and is carried out through the following types:

- current control (CC)
- intermediate control (IC)
- final control (FC)

The grade is the conditional representation of students' knowledge, skills, and abilities through numbers and points during the time of our great scholars Al-Khorazmi, Farabi, Ibn Sina, Beruni, Ulugbek, Alisher Navoi, religious and worldly knowledge was acquired individually in schools and madrasas. In the education of that time, appropriate criteria of knowledge were also chosen. For example, if the student completes all the tasks, the teacher evaluates him as "Tasanno". If he fulfills the task and answers openly and fluently between the questions, he is a teacher. encouraged him with "Bless you" and if the student mastered the task perfectly and presented it in front of the teacher at a high level, the teacher encouraged him with "Well done"⁵. Such incentives indicated the extent to which the student learned. Naturally, as a result of such encouragement, the students' enthusiasm for studying increased, and at the same time, their morale was also improved.

Since 1938, a five-point system has been introduced to evaluate "very bad", "bad", "average", "good", "excellent".

Starting from 1944, the five-point evaluation began to be expressed in numbers, i.e. "1", "2", "3", "4", "5".

Criteria for evaluating students' knowledge, skills, and abilities:

A grade of "5" is given if:

- a) if the student has fully mastered the material in the program;
- b) can reveal the main ideas on the studied topic;
- c) can freely apply acquired knowledge in practice;



d) Able to explain the information without making mistakes in the description of the studied topic, in written works.

A grade of "4" is given if:

- A. the student knows the essence of the studied topic;
- B. can answer the teacher's questions without difficulty;
- C. can apply acquired knowledge in practice;
- D. It is allowed if he can correct his mistakes with additional questions of the teacher without making serious mistakes in oral answers, and if he makes less serious mistakes in written work.

A grade of "3" is given if:

- A. the student has mastered the studied subject, but feels the need for clarifying questions from the teacher during independent explanation;
- B. having difficulty answering when changing the logical structure of questions;
- C. If there are mistakes in the written work.

A grade of "2" is given if:

- a) the student has an understanding of the studied subject, but has not mastered the subject,
- b) If he makes gross mistakes in written work⁷.

Teachers or school administration, students' parents, public representatives check students' knowledge based on educational goals and diagnose their knowledge.

Summary. It is clear from the above that the traditional examination of the knowledge, skills, and qualifications of diagnosticians acquires a relatively wider and deeper meaning. Educational evaluation or inspection only records the results, but does not explain their origin. So, discipline in the lesson, students' attitude to education, students' independence, initiative, and hard work largely depend on checking and evaluating knowledge.

We know that a positive assessment increases the enthusiasm and interest of students. Assessment has as many positives as it does negatives. In my opinion, encouraging students when they get a good grade and reprimanding them when they get a bad grade kills their enthusiasm for studying. It is necessary to constantly monitor the impressions of students and students, and how they react to the achievements and shortcomings of their peers. Diagnosing the knowledge of pupils and students is important. Because it determines how it is used. We should try to determine the level of knowledge of all students and develop it by further improving the rating-test, control system of assessment.

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