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COMPREHENSIVE APPROACH TO ASSESSING STUDENTS' KNOWLEDGE IN PRIMARY SCHOOL BASED ON THE INTERNATIONAL ASSESSMENT PROGRAM IN THE REPUBLIC OF UZBEKISTAN

Abstract: The article is devoted to the problem of evaluating the results of educational activities of school students. The developed system for assessing knowledge, skills, the need to bring the Pirlis, Tinisis and Pisa systems in line with the goals of education is considered, suggests recognizing the need to evaluate the student's meaningful movement towards the goal.

Key words: assessment system, contradictions of quantitative and qualitative assessment, functions of the traditional assessment system, objective assessment of results, open education technology, self-assessment procedure, rating research.

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Introduction

Considerable attention paid to the problem of assessing the quality of education and the results of educational activities in all countries of the world. Assessment technologies based primarily on the concepts and strategies prevailing in one or another educational system.

To measure the degree to which educational goals achieved, it is not enough simply understand them. You need to have practical tools that will allow you to do this. The existing assessment system formed within the framework of the knowledge paradigm of

education. Therefore reflects only the results of the assimilation of knowledge, and not the process of search activity of the child and the value system formed by him. For example, the set mark does not separate the task and problem levels: learning and building a new mode of action evaluated equally, although it requires completely different abilities. Therefore, today, the urgent pedagogical problem is to bring the assessment system in line with the goals of education, to develop technological indicators of the level of achievement of both substantive and active, and educational goals.

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Fig.1. Assessment systems

The most developed system for assessing the knowledge and skills of students. But here, such problems as the subjectivity of the school mark remain unresolved: too deep a ranking of the results of the current and final control by means of a 5-point scale, especially since it is a 4-point scale [1,2,3,4,5]. Because of this, it is very difficult to trace the student's small but significant steps in development, to compare the learning outcomes of various teachers. For example, the "three" in one teacher sometimes means a higher level of training in the subject than the "five" in another, etc.

The central task of the assessment system is to identify the current difficulties of the student and the class as a whole for the organization of correctional work, because based on this information the teacher has the opportunity consciously manage the learning process. The current assessment system does not pretend to solve this problem, since the mark (current and final) does not contain any constructive information about what exactly causes a low and high score. The reason seems to be that only the result is evaluated, and not the student's procedural, substantive movement toward the goal, as well as the lack of clear gauges for the student to pass the "station" of this movement.

The problem has not been resolved in terms of knowledge, skills. For example, the "three" mark itself does not contain information about what was its main reason. Using a mark to determine the quality of a teacher's work cannot be objective, if only because the teachers themselves set the marks.

Teachers revealed details of the methodology for conducting written, oral, graphic and practical control of knowledge, and individual, frontal, thematic and final surveys. They formed the requirements for the quality of knowledge of students, to assess their oral and written answers in various subjects. These theoretical developments served as the basis for the creation of traditional forms of assessment, but their pedagogical potential is far from exhausted.

The traditional assessment system of a teacher is associated with the performance of two functions:

- Registration of student successes in accordance with the accepted standard;
- Motivation of students for further educational activities.

According to the first function, assessment is an indicator of the level of achievement of certain learning outcomes of a particular student. The standard for comparison is the requirements of the educational standard [6,7,8,9,10,11]. The evaluation form in this case is the mark. For a deeper understanding of the psychological, pedagogical, didactic, and educational aspects of teacher's evaluative activity, it is extremely important to clearly distinguish between the notion of assessment (the process, the assessment activity being carried out, or the result of this activity) and mark (a numerical expression of the degree to which real achievements coincide with the ideal image).

The following aspects of the evaluation function are characteristic of marking:

- Statement - captures the actual level of achievement;
- Notification - information on the results communicated to interested parties;
- control - allows you to determine the direction and scope of further work;
- direct impact - directly regulates the learning activities of students.

The latter aspect directly related to the second, assessment function, which aimed at managing the process of further education, at regulating and correcting the educational activities of students by stimulating desirable and suppressing undesirable forms of activity. In this case, it is more convenient to give an assessment not in quantitative, but in qualitative forms.

Almost all teachers use various types of informal verbal-non-verbal assessment. Here are some examples ranging from direct praise to direct censure:

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1. Direct verbal praise, (for example, "Good", "Right", "Well done");
2. Indirect verbal praise, encouragement (for example, "Continue");
3. Non-verbal approval with a smile, a gesture, a nod;
4. Indirect verbal clue (for example, "Think");
5. Non-verbal warning with gestures (for example, index finger up, finger to lips);
6. Indirect verbal disagreement in the form of a question (for example, "Exactly?", "Are you sure?");
7. Non-verbal dissatisfaction with a strict look, frowning;
8. Direct non-verbal censure by gestures (for example, fingers clenched into a fist aimed at the student's finger);
9. Direct verbal censure (for example, "Horror!", "This is impossible!").

A qualitative assessment of academic achievement in its pure form used where the orientation is towards creating an educated environment that promotes the emotional, value, social and personal development of the child, preservation of individuality, providing psychological comfort in the interaction between teacher and student.

The internal contradiction of quantitative and qualitative assessment has a number of reasons:

- Initially different abilities of students;
- Unequal learning conditions;
- Discrepancy between the goals of the subjects of the educational process.

The mark is set after the end of work. Pupils (and parents) are interested in getting a good mark as a learning outcome, but the very fact of receiving it leads to the fact that interest is lost and the incentive for further activity disappears, because the mark marks the result of the work. This situation is characteristic of traditional closed education.

In secondary school, compared to primary, the proportion of pedagogical problems, including the assessment of academic achievement, is noticeably increasing. Research on the PISA International Student Learning Assessment Program aimed at assessing students' ability to apply knowledge and skills acquired in school in life situations. This reflects current trends. The traditional academic knowledge and skills of schoolchildren in academic subjects do not allow their use in situations close to everyday life in working with information presented in various forms, for example, the media.

It is impossible simply to uncheck. Pupils should be able to measure each of their learning efforts and the results achieved. In addition, such an opportunity provided by the idea of open education, which is based on a fundamentally different fundamental approach. Pupils, being subjects of the educational process, are actively involved in independent cognitive activity; teachers create favorable conditions for them,

providing emotional support, creating a situation of success for each student, supporting a positive emotional background; jointly conduct expert reviews of the results. Not so much the assessment methods are changing, but the whole system.

In this case, the main third evaluation function is manifested - the analysis of the two-way learning-learning process; feedback appears that allows you to identify the features of the process and make corrections accordingly. Obviously, in this case it is extremely important that he carry out the teacher's evaluative activity in the interests of the child's socio-psychological development. To do this, it must be adequate, fair and objective.

At the same time, numerous observations show that teachers evaluate the knowledge of the same students in different ways. Eliminating the subjective element is extremely difficult. In addition, at the same time, the absolute objectivity of the assessment is not always advisable from the point of view of an individual approach to students. Evaluation errors are not necessarily the result of unprofessionalism; often, their intentional overestimation or understatement based on a certain pedagogical, psychological or social plan.

The overestimation of the intermediate grade for a weak student can increase educational motivation, strengthen his attention to this subject, support him in moving forward, which allows us to consider this kind of bias pedagogically justified.

In order to fully manage educational activities and stimulate students, the assessment should:

1. Clearly comply with the teaching programs, that is, be valid;
2. Do not depend on external conditions (time and place of conduct, personality of the examiner, conditions of the procedure), ie, be invariant;
3. Corresponding to the capabilities of the school, ie, to be accessible.

Today, several rating scales do not fully meet the requirements of the time:

1. The quantitative scale (corresponds to the mark) the absolute evaluation scale (the assessment of the student's knowledge and efforts looks like a certain numerical symbol);

- Relative grading scale (offers a comparison of the current state of the student with his own state some time ago);

2. The ordinal scale (expert sequential distribution of students according to a set of characteristics)

- Rating system (each student is assigned a rank, serial number);

- Descriptive system (characteristic, model).

The advantage of quantitative scales is their simplicity and certainty, lack - a noticeable loss of awareness. Ordinal scales are informative and informative, but highly indefinite, require qualified

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experts and are not free from doubts about the objectivity of the assessment.

The main drawback of the traditional assessment system, which impedes progress and does not allow education to move to a higher level, is not the fragmentation and partiality of the qualities being evaluated, not the cruelty and quantitative orientation of the assessment. Artificial nature of the conditions in which it carried out, but its understanding as subjective interaction, in which the student is the "suffering" side. The problem of finding and implementing new ways of evaluating activities inextricably linked with the problem of transition to new ways of teaching children - open education technologies. Significant changes in priorities in school education and in the world in recent years determine new forms and methods for assessing the educational activities of students. A new vision of assessment is to design a system of subject-object continuous assessment and self-esteem.

Such proposed assessment options as the rating model, monitoring model assign all the control and evaluation functions to teachers. This, firstly, consolidates the object-oriented approach to a student traditional for a teacher, and secondly, does not create the necessary conditions for students to understand their own progress, for reflection (study of a cognitive act) and self-esteem. The highest level of competency-based assessment is the student's awareness of his strengths and deficits. With this awareness, he himself can see the directed development and assessment criteria developed by the child and the teacher, will be integrated already by personal experience; will go into the category of his own assessment methods.

The introduction of self-esteem is much easier if schoolchildren are included in the self-esteem procedure from the first days of learning, while students experience a sense of satisfaction with the results of any level, openly talking about their miscalculations, and quickly find ways to eliminate them [12].

The introduction of the self-assessment procedure in the educational process implies:

- Joint development by the teacher and students of clear assessment steps for a specific case;
- Creating the necessary psychological attitude of students to analyze their own results;
- Ensuring a situation of independent free reference assessment by students of their results;
- Comparison and conclusions about work efficiency;
- Students compiling their own program of activities for the next stage of training, taking into account the results.

Three stages that make up the development of the self-assessment procedure:

Stage 1. The teacher demonstrates a positive attitude towards the student, faith in his abilities, a desire to help him learn by all means, applies mainly

individual standards that create conditions for students reflectively evaluate their actions;

2 stage. Students develop the ability to give themselves a meaningful characterization, to regulate their educational activities by themselves; there is an activation of thought processes, the formation of a true idea of the level of one's capabilities, a more accurate state of assessment from the side and self-esteem, which will help to eliminate misunderstanding between the teacher and students;

3 stage. Work is continuing to educate students on a realistic level of aspirations, formed self-control skills, and conditions created for a stimulus situation that allows us to build a plan for further actions.

These three components are inseparable; they constantly interact with each other, their isolated analysis is necessary for the teacher to reflect on his own teaching practice.

When using the monitoring model, as an option for assessing learning outcomes, continuous monitoring of the educational process provided to identify its compliance with the desired result. There are several types of monitoring. By the nature of the methods and techniques used:

1. Static monitoring based on statistical reporting data, a well-established and regulated system of information selection;

2. Non-static, or so-called soft, monitoring is based on indicators independently developed by researchers and, accordingly, on private (unique) measurement scales, indicators with independently specified measurement periods, etc.

By focus: 1. monitoring of conditions; 2. process monitoring; 3. monitoring the results.

Ranking studies by the subject allowed determining the level of training on that silt and another volume at three levels: parallel - class-student.

- identify the degree of assimilation of individual parameters in accordance with the level of difficulty of the task;

- correlate the rating of completed assignments with the student and the curriculum for teaching;

- Compose a ranking of teachers and teachers. In addition, this form has a research resource.

This type of work allows you to teach students evaluate the results of their educational activities. It is necessary to "launch" the mechanisms of self-education, self-knowledge and self-actualization of the personality, as well as contribute to the formulation of motivation for success. Using the technology "Student Portfolio", or "Portfolio of Achievements" will help to solve problems associated with an objective assessment of the student's performance. Portfolio used as a tool for assessing academic achievement.

At the senior level of education, the profile of education is the answer to new questions posed to the general education of higher education, the labor market and perfect dynamic life. The system of

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specialized training creates the conditions for differentiation and individualization of the learning process, up to the creation of individual curricula and, therefore, for the ever-growing independence of the student.

The main guidelines of modern education reflect the central idea: "Take control of your own in your own hands". "At the same time, the responsibility and independence presented to the student should be ensured by the development of such cool attitudes as self-governing goal-setting, reflection, self-control, which remain outside the scope of attention in the traditional way of assessing educational results.

In a modern school, authentic assessment is being introduced (true, real, sub lion, faithful assessment; assessing the real achievements of students), which involves assessing the formation of skills in the room and in the early stages to the form of the exam, as well as to completing tasks of increased and creative levels.

Pedagogical experience shows that today there is already a group of varieties assessment of students' achievements, and at the same time, there is room for further training and development.

In the course of specially conducted studies, scientists found that one of the reasons for students to be lagging behind in their studies is the poorly developed ability of k situation as close as possible to real life - everyday or professional. In the training on approach, such an assessment aimed at revealing the formation of ion-competences.

One of the used carvings of authentic assessment in learning-oriented, result-oriented (practical-oriented learning) and portfolio methods. Word translated from Italian means "folder with documents", "folder specialist." There are several definitions of this concept. Portfolio -

- This is a collection of student work that demonstrates his efforts or achievements in a particular field;
- A working file folder containing a variety of information that documents the acquired experience and achievements of the student;
- A systematic and specially organized collection of evidence used by the teacher and students to monitor the knowledge, skills and attitudes of students;
- A focused collection of student work that demonstrates their efforts, process, achievements in one or more areas. The collection should involve students in the selection of its content, the definition of selection criteria, should contain criteria for evaluating the portfolio and certificate of reflection of students;
- A kind of exhibition of student work, the task of which is to monitor his personal growth.

At the same time, various authors note that the goal of creating a portfolio can reduced to proving the process of learning by the results of the efforts made,

by the materialized products of educational and cognitive activities, etc. Thus, the emphasis mixed with the fact that the student does not know and does not know how, on the fact that he knows and knows how to integrate a qualitative assessment on a given topic, a given subject. Finally, the emphasis shifted from learning assessment to self-esteem. At the same time, the process of interaction between teacher and student is very important. In the course of which the objectives of the work are determined in a contractual mode and evaluation criteria are developed.

Depending on the purpose for which the portfolio created and what the features of its content are, the following types of portfolio can distinguished:

1. Depending on the goal, which reflects the result for which the portfolio assembled, there is:

- Portfolio property (going for yourself);
- Portfolio report (collected for the teacher);

2. The following portfolio types can distinguished by content:

- Portfolio of achievements: includes materials and an assessment / self-assessment of achieving goals, features of the course and quality of work with various sources of information, thoughts, impressions;
- Problem-oriented portfolios about: include all materials, reflection of purpose, process and result of solving a problem;
- Thematic portfolio: includes materials reflecting the student's work on a particular topic.

Whatever the type of portfolio, it is a collection of materials structured in a certain way. Large blocks of materials called sections; headings highlighted within them. The number of sections and headings, as well as their subject may be different and are determined in each case.

The classic portfolio consists of four sections: "Portfolio", "Collector", "Working Materials" and "Achievements".

The content / table of contents (with section names, names of materials) clearly stated in the portfolio.

The "Portrait" section intended for presenting information about a student-author who has the opportunity to present himself in any way possible. The section should reflect the personality of the author, may include other people's records about him, a description, certificates. Here is an introductory article - the rationale, where the goal of creating a portfolio is formulated, and it is argued why certain materials are included, what results of activity reflect.

Section "Collector" contains, as a rule, materials whose authorship does not belong to the student. This may be materials offered to the student by the teacher (memos, diagrams, bibliographies), found by the student on their own, or materials from teammates. In other words, "Collector" is a kind of piggy bank of materials and information, some of which will used in the work, and some may go to the archive, another portfolio or not be attracted at all.

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The section “Working materials” should include all those materials that created and systematized by the student.

The “Achievements” section contains those materials that, in the student’s opinion, reflect his best results and demonstrate success.

Portfolio structure is consistent between students and teacher. Given that the teacher uses the portfolio to organize feedback, he can insist on the necessary structural elements for his work. However, he cannot completely set the portfolio structure for the student. A structure cannot be considered definite finally. It can change as students learn how to organize a portfolio.

In terms of content, as a rule, a portfolio is a storage folder in which various materials are placed - both handwritten and photocopies. The portfolio may contain brief notes related to the progress of certain work. Each material or group of materials is accompanied by a brief reflective commentary by the student (what happened, what it shows, how it was used, what mistakes were made and what to do with them ...) Comments should not be large in volume. Portfolio elements are dated so that you can track the dynamics of the student.

Portfolio is an important motivating factor in learning, because with any structure it is organized in such a way that it aims the student to demonstrate progress.

We can say that any portfolio, regardless of its type, is both a form, a process of organization and technology of students with products of their own creative, research, design or educational activities intended to demonstrate, analyze and evaluate their results. Thus, the student is aware of his own subjective position.

According to a number of researchers, the student’s portfolio is becoming one of the ways to form key competencies, and this is primarily a problem-solving competency, which is composed of complex skills related to the student’s self-organization and self-esteem.

Changing the procedure for assessing academic achievement, we have a significant impact on the educational process itself. This means that there is not only a more adequate reflection of actual achievements, but also the quality of learning processes is changing.

Of course, the goal of assessing the quality of the student’s work is that it becomes possible to help identify not only the origins of difficulties, but also the strengths, the unresolved “growth opportunities” or, as it is customary to say today, development resources.

At present, a person needs for success, including the willingness to self-education, i.e., the ability to identify problems in his activity to carry out information retrieval and extract information from various sources on any media. That allows you to flexibly change your professional qualifications,

independently master the knowledge and skills necessary to solve the problem.

The transition to new principles of assessment is impossible without a lot of preparatory work both in the field of teaching pedagogical staff new methods and techniques, and in the field of psychological preparation, the formation of readiness of teachers, students and their parents for innovation in assessment. We need to work on solving these problems.

Conclusion

Consequently, portfolio structure is consistent between students and teacher. Given that the teacher uses the portfolio to organize feedback, he can insist on the necessary structural elements for his work. However, he cannot completely set the portfolio structure for the student. A structure cannot be considered definite finally. It can change as students learn how to organize a portfolio.

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