

PEDAGOGICAL BASES OF ASSESSMENT IN PRIMARY EDUCATION

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ABSTRACT

Information is provided on the factors that determine the pedagogical basis of assessment in primary education. The types and tasks of assessment are analyzed and the role of students in their adaptation to socio-economic life is discussed. Targeted programs for the development and modernization of education are being implemented on the basis of the development strategy. The Resolution of the Cabinet of Ministers of the Republic of Uzbekistan "On approval of state educational standards for general secondary and secondary special, vocational education" requires a new approach to teaching in the education system.

KEYWORDS: *Assessment, Assessment System, Pedagogical Bases Of Assessment, International Assessment Research.*

INTRODUCTION

Decree of the President of the Republic of Uzbekistan No. PF-4947 "On the Strategy for further development of the Republic of Uzbekistan" ¹provides for the implementation of measures to improve the quality of general secondary education, secondary special and higher education and their development. Resolution ²of the Cabinet of Ministers of the Republic of Uzbekistan dated April 6, 2017 No 187 "On measures to introduce new principles of governance in the public education system ³" In their decisions, the consistent implementation of this priority, ensuring the quality of general secondary and secondary special, vocational education is of particular importance. In this case, the quality of education is characterized by the degree of mastery of learning materials by students, and the level of mastery of learning materials is carried out through assessment.

In his Address to the Parliament, President of the Republic of Uzbekistan Sh. Mirziyoyev noted that from the 2022-2023 academic year, the state curriculum in primary school will be replaced by a "National Curriculum" based on best international practices. This can be seen as a practical result of the ongoing reforms in the field of education.⁴

Targeted programs for the development and modernization of education are being implemented on the basis of the development strategy. The Resolution of the Cabinet of Ministers of the Republic of Uzbekistan "On approval of state educational standards for general secondary and secondary special, vocational education" requires a new approach to teaching in the education system. The aim is to increase the level of competence of students through the use of modern methodology in the teaching of general education, a competent approach to the educational

process. The DTS pays special attention to the formation and development of students' ability to apply the acquired knowledge, skills and abilities in practice, to acquire basic and scientific competencies. The formation of basic competencies in students, such as communicative, information work, self-development, socially active citizenship, national and multicultural, mathematical literacy, awareness and use of scientific and technical innovations, covers all aspects of preparing students for independent, professional life. While the previous state education standards focused on assessing students' mastery, the current state education standard also provides for the assessment of students' competencies.

Since 2018, the Ministry of Public Education of the Republic of Uzbekistan and the company "Kundalik" have been implementing a project to introduce electronic journals and diaries in schools. The system is used to plan teachers' lessons online, create lesson schedules, record students' mastery, attendance in electronic journals and diaries, as well as generate statistical reports for government agencies and institutions. The Diary system allows students and their parents to track grades and homework information 24 hours a day. At the same time, they can communicate through a protected social network and use an online library and educational media resources.⁵

Recently, international evaluation research programs, including PISA, PIRLS, TIMSS, have been implemented in our country. International assessment programs assess the core competencies that are developing in students. In addition to the core competencies in international assessment programs, the program also addresses a number of questions related to independently managed education. Science and core competencies are formed depending on the learning process. The learning process does not create sufficient conditions for the formation of basic competencies, without independent education it is impossible to fully form basic competencies in students. In this context, the development of independent cognitive activity, the importance of independently managed education is infinite. The development of independent cognitive activity of students is considered as a pedagogical condition for the formation of basic competencies in them. At the heart of international assessment programs are students' data analysis, motivational preferences and goal-orientation, ability to control their goals, self-assessment, and collaborative learning strategies in social relations.

Extensive study of international experience in improving the assessment system is underway. It is planned to study the requirements of advanced national and foreign experience, international assessment programs and apply them in practice.⁶ Researcher F.Khalikov noted that the importance of PISA international assessment research is to develop students' creative activity based on a creative approach to the internal and external environment, to develop their mental abilities and turn it into experience and intellect, which is a positive step in regulating the assessment system. passes.⁷

Assessment in the education system is inextricably linked to the existing assessment system in society. In everyday life, we face different situations of evaluation every day, and through this, the society has formed the norms of evaluation, such as "good", "bad", "satisfactory", "unsatisfactory", "quality", "poor quality". As consumers in society, people express their opinions, attitudes, suggestions, goals to various goods and services. The more transparent, open, detailed the assessment made in daily life or in the family, the more opportunities will be created to address the shortcomings. In the economy, the increase in the quality of goods will increase

the quality of services. Marketing aims to develop market relations through the system of market evaluation in the field of economics.

In the 1960s, detailed descriptions of education and training goals were widely used in the United States. Through this, students have the opportunity to learn according to a purposeful and defined plan, to assess their participation in the educational process. Since the 1970s, assessment has been supplemented by the concept of “diagnostics”.⁸

The topic of assessment is a topic of discussion in pedagogical research and practice not only today, but also since the 70s of the last century, and includes many critical points. In the 1969-1976 study, there were studies to find an alternative to quantitative assessment. It is in this context that negotiations will lead to the implementation of new ideas, models and reforms.⁹

R.Mavlonova, O.Turaeva, K.Kholiqberdiev described the purpose of checking and assessing students' knowledge as follows:¹⁰

Academician of the International Academy of Sciences R.Safarova emphasizes in her¹¹ research that assessment and evaluation systems are one of the most important didactic tools in pedagogy, its importance in the educational process. Assessment of student learning is extremely important at all stages of the learning process when approached in terms of its intellectual development and pedagogical support. At the same time, assessment has the power to motivate the learner and ensure his or her intellectual development.

Scholar Sh.Ismatova¹² studied in detail the current problems, shortcomings and advantages of the rating and evaluation system in pedagogical assessment. One of the key findings was that assessment technology could liberalize student activity and the entire learning process through assessment. The educational function of assessment is manifested in the following: teaching students to work systematically, motivating them with assessment and trying to influence their mental characteristics (development of will, strengthening memory, etc.), taking a strict approach to assessment in cases of overestimation.

Evaluation performs the following functions in society: 13

1. Qualification function. Evaluate and formalize the service on the basis of certain aspects.
2. Sorting function. Prioritize two or more objects.
3. Legitimacy function. Formal registration of community demands.
4. Information function. Transmitting data for analysis, comparison, determination.
5. The function of socialization. The importance of evaluation criteria in the formation and development of relationships.

Based on the purpose of the article, based on the analysis of the State Education Standard, it should be noted that education is organized on the principles of " student's personality, the priority of his aspirations, abilities and interests " , " suitability for personal needs ."

¹⁴Qualification requirements for general secondary education consist of the mandatory minimum and final objectives of the content of education in general education subjects, the volume of workload and the quality of education, which consists of:

- Knowledge - remembering and re-explaining the learned information;

- Ability - to apply the acquired knowledge in familiar situations;
- Qualification - the acquired knowledge , the ability to apply the formed skills in unfamiliar situations and the formation of new knowledge;
- Competence - the ability to apply existing knowledge, skills and abilities in daily activities .¹⁵

The assessment system consists of a set of criteria that determine the level of mastery of the qualification requirements of general secondary education by students and the effectiveness of the activities of general secondary education according to the state educational standard .¹⁶

Assessment is the determination of the intellectual level achieved by comparing the tasks set for the student in the educational process with the requirements of the State Educational Standards in the subjects. The assessment determines the student's knowledge, skills, abilities and competencies. Assessment is seen as an integral part of the learning process. With its help, there are opportunities to correct shortcomings in the educational process, improve its results and the intellectual and spiritual development of students.

Assessment is done within the standard level given in the state education standard. The following are the standard levels in the subject of mother tongue in secondary schools and their names:

1.1.1-J ADVAL STANDARD LEVEL FOR NATIVE LANGUAGE LEARNING OF 4TH GRADE STUDENTS OF SECONDARY SCHOOLS AND ITS NAME¹⁶

Phase of education	Alumni	Standard level	Level naming
General secondary education	Primary 4th grade graduates of general secondary schools	A1	Basic level of study of mother tongue science
	mother tongue in general secondary schools and 4th grade graduates of specialized schools	A1 +	An enhanced elementary level of native language learning

As can be seen from the table, a specific standard level (A 1, A1 +, A2, A2 +, B1, B1 +, etc.) has been set for each stage of education. For each subject, the “necessary condition “of the subject and the basic competencies to be acquired by students, as well as their content are strictly defined. In the course of pedagogical analysis, we can conclude that assessment is a differential difference between the “necessary condition” defined by the state educational standard and the “current state” of student learning, which serves to inform about the difference. Primary school students must have a detailed knowledge of the knowledge, skills, competencies and competencies (“ current status ”) of the mother tongue in order to receive the A1 level (“ required ”) in the State Education Standard on a regular basis . In this regard, self -assessment is an effective tool for organizing their educational activities and focusing on achieving the standards set by the State Education Standards. As a main result, students develop independent cognitive activity from the time of primary education.

a sheva, A.Kobilova, who studied the state educational standard in terms of the assessment of legal documents , notes that it is based on the criteria of positive assessment of students' knowledge from the bottom up. In other words, in the "5" point system, each point ("1", "2", "3", "4", "5") takes into account every opportunity of the student. Opportunities are listed in

determining each score. Opportunity refers to the student's ability to master, prepare for the lesson, keep a notebook, diligence, participation, propensity for additional tasks, be able to analyze relevant information, work independently and defend their point of view, set an example in class and extracurricular activities . in. In other words, the "5" rating system can be further improved in accordance with today's requirements. It would be expedient if the requirements for basic and scientific competencies were also included in the comments given for each score. It is convenient for teachers to use the 5-point system to assess students ' knowledge, skills, competencies and competencies .¹⁷

About the essence, peculiarities of formative assessment, as well as methods, forms and techniques of assessment as one of the modern technologies for assessing student achievement .¹⁸

The sum of the effectiveness of the evaluation consists of the concept of the method of evaluation, control, verification, which is related to the optimal selection of its types, forms and methods. The analysis of L.I. Kolyada's¹⁹ research allows us to describe the existing different types of control on the following grounds:

Presented in the research work of L.I. Kolyada types of control

scope of training	strategic, tactical, operational
According to the stages of training	initial (selection), training (intermediate), final (final)
Temporaryin terms of orientation	retrospective, sketch, current, one-time
By transfer period	periodic, regular
In terms of control width	local, local, selective
By forms of social connection	external, continuous, internal
In terms of organizational forms	collective, frontal, individual
By types of training	in lectures and seminars; in practical and laboratory classes; in tests, colloquiums and examinations
According to the methods of implementation	oral, written; with computer, without computer

Assessment is a psychological phenomenon b has three different dimensions. These are individual, social, and goal-oriented dimensions. The result that the student must achieve in a certain period of time in the learning process, the indicator is strictly recorded. The ambiguity, the "coding "of the result that students should achieve, leads to misunderstandings. The assessment system, which has been formed over the years as a pedagogical tradition and value, has become ingrained in the minds of educators and learners, roughly, relatively, comparatively and as a defined norm. In pedagogical practice, definitions are given such as " conditional assessment " , " incentive assessment " , " punitive tool " , " reward " , " interesting and guiding tool " . What knowledge, skills, competencies and competencies students have at a certain age is considered an open question from the point of view of the assessment system, and this problem is specific to the education system of many countries at the international level. b has been covered in a small number of studies as a dead issue. It follows that the assessment of students in the educational process leads to subjectivity, which in turn leads to the development of subjective thinking in the minds of students.

From the elementary school, students develop their thinking, interests, fantasies, tendencies, and gain individuality. Each topic or concept studied affects the emotional-volitional characteristics of students and the activity of independent cognition. For the first time, students identify their “strengths” in a particular area through “internal self -assessment” . If they have strong logical thinking and memory, mathematics, if emotion, speech culture, communication are priority, mother When language, imagination, imagination, fantasy are strong, interest in fine arts is manifested. B it is clear that self-assessment is a natural inner need of the learner and is formed in conjunction with the process of constantly existing, understanding the environment.

Assessment of the level of mastery of students' qualification requirements. Assessment is seen as an integral part of the learning process. Correction of shortcomings in the educational process through assessment, improving its results and has a positive impact on the development of students' intellectual level. Assessing the results of the student's learning activities allows him to recognize and understand his mistakes and shortcomings, and to overcome these shortcomings on their own. Assessment of student learning outcomes - identifies strategic goals for the future, and with the help of assessment, the teacher monitors the learning activities of students and plans the prospects for the development of their intellectual level.

Assessing and examining students' knowledge has serious shortcomings and does not adequately perform its educational, pedagogical, motivational and diagnostic functions. Observations in pedagogical practice show that 98% of primary school students say that grades need to be maintained.²⁰ Although there is no alternative to the existing evaluation system, we believe that it is expedient to eliminate the errors in the evaluation system. Self -assessment, on the other hand, has a functional character that complements the existing assessment system and is not seen as an alternative. The following are shortcomings of the evaluation process:

1. One of the most serious mistakes in assessing students ' knowledge in school is the subjective approach to some students, which is the same answer and the difference in the assessment of different students for the same work. Over time, the teacher develops a certain perception of students and an attitude accordingly. This is particularly evident in students with high and sluggish mastery of imagination and attitudes. The teacher always praises the students who do not master it, and scolds the students who do not master it. Students with poor mastery are severely and often reprimanded for students with high mastery. Another notable aspect of the error is that students with low mastery are less likely to be invited to respond than students with high mastery. They are given little time to answer the relevant question . For a student's inappropriate, unreliable answer, the teacher will say, " You're not ready for class again , " " You're not trying to get a good result , " and give a grade of " two . " If this is the case with a student with a high level of mastery , the teacher will provide an opportunity to help, correct shortcomings, or reconsider . In the teacher we can see that two different attitudes are formed in the same situation depending on the level of mastery of two students. This is a clear example of the subjective approach to students.
2. One of the mistakes that can be made in the assessment process is the formation of a negative attitude towards students of different character and temperament. Taking into account the fast or slow pace, calmness, curiosity, or coldness of students 'speech should be understood as the fault of the educator who ignored these lines, not the assessment system. B it can be concluded that the teacher should have sufficient skills to identify all the typological features

of students.

3. Comparing students to each other and setting an example for the other is pedagogical, psychological, and social. Acceptance of the student on the basis of personality, character and nature, their individual development and perfection reflects the humane principle of education.

It is well known that in the current grading system, the learner and his or her cognitive ability are considered to be the object of the teacher's assessment. One of the most effective ways to improve school performance is to make student knowledge an active subject of the assessment component. The teacher's assessment should teach the student to self-assess. In order to develop students' self-assessment skills, they need to be involved in assessing their own learning activities.

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