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EVALUATION AND MONITORING OF KNOWLEDGE, SKILLS AND SKILLS ACQUIRED BY STUDENTS
(IN THE CASE OF TECHNOLOGY SCIENCE)

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ABSTRACT

The article written on the topic "Assessment and monitoring of students' acquired knowledge, skills and competences in technology" describes the types of control in the educational process, forms of student evaluation; criteria for monitoring the student's educational activity, o Materials on the types of control during the training process are covered.

KEYWORDS: *Technological Science, Knowledge, Skills And Qualifications, Assessment, Criteria, Forms.*

INTRODUCTION

Verification and assessment of learning materials, skills and competences have been developed by learners is a necessary component of the educational process. This is not only the control of the results of education, but also the guidance of the cognitive activities of learners at different stages of the educational process.

No. 330 of the Ministry of Preschool Education and School of the Republic of Uzbekistan dated October 17, 2017 "Controlling the level of students' mastery of the qualification requirements of general secondary education according to the state educational standard and the quality of their knowledge “On pilot testing of evaluator criteria" and the Temporary Regulation of the rating system based on it were approved.

Criterion assessment forms the basis of teaching in this method. The current grades that form the students' knowledge are determined by the recommended control tasks for each section of the subject (course). The purpose of this is to quickly eliminate difficulties that occur among students. One of these test options may consist of several questions that fully cover the material of the section. 4-5 answers (for selective marking) are written in front of each question. Each answer option should look like the right one at first glance, but only one should be clearly correct. Answers are marked with letters such as A, B, C, D, E. The answers are transferred to the self-check form. After completing it, the student compares his answers with the test key and determines for himself which questions he answered correctly (incorrectly). He learns the questions he could not answer on his own (with the help of the teacher, if necessary). In this case, he can use alternative educational materials (study manuals, video material, instructions for performing laboratory work).

One of the most important achievements of pedagogical technology is the creation of a set of control and inspection tasks that fully cover the fund of tests and the progress of the educational process. Pre-prepared, standardized tests make work much easier. Assessment by means of tests in each learning cycle allows for rapid feedback and continuously guides the learning process towards the defined goal.

The purpose of the subject: to form the skills of evaluating and monitoring the knowledge, skills and skills acquired by students in the field of technology.

The task of the subject: to evaluate and monitor the knowledge, skills and qualifications of students in technology.

Each control type, regardless of how it is administered, is scored using integers on a five (5) point scale ("5", "4", "3", "2", "1").

Evaluating students' knowledge of each type of control and determining the rating indicator for them to have an idea about the subject of the study subject, to be able to understand and explain the essence of the subject, to be able to apply the knowledge gained in practice, to be able to conduct independent observation, ability to think creatively and draw conclusions, solve problems and perform independent tasks.

Subjects taught for more than 1 hour per week are:

Quarterly evaluation based on the points obtained in the current and interim controls during the quarter;

The annual evaluation is determined based on the quarterly evaluations and the score obtained in the stage control.

For graduates of general secondary educational institutions, the annual grade is determined on the basis of quarterly (half-yearly) grades, as well as the final grade obtained in the final inspection and the annual grade.

Controversial situations regarding evaluation between teachers and students are resolved by the Committee on Disputed Issues made up of members of the School Pedagogical Council.

On the basis of the scores obtained by the students during the academic year by the types of control and the annual (final) grades, the annual rating indicator for each subject is determined:

In this case, the student's annual (final) grade:

When "5" is one of the rating index points of 86, 90, 95 and 100;

When "4" is one of the rating index points of 71, 75, 80 and 85;

When it is "3", one of the rating index points 56, 60, 65 and 70 is assigned.

Student assessment forms

Evaluation is a process of measuring the level of achievement of educational goals at a certain stage of the educational process based on predetermined criteria, and analyzing and analyzing the results.

The educational importance of testing and evaluating knowledge is that both the teacher and the learner will have certain information about the mastery of the educational material. As a result of the assessment, it becomes clear for the teacher what the students know and what they do not understand, which material is well mastered, and which one is not mastered sufficiently or not at all. This is the basis for organizing and managing the learner's cognitive activity. The teacher evaluates the merits and demerits of his work. Makes adjustments to their work methods. Also, the results of the assessment are very important for the teacher to review and evaluate the materials in the curriculum from the point of view of the students' knowledge.

The use of some of the following forms and methods, along with the currently widespread tests, written works, laboratory works, practical works and other forms of student evaluation, are suitable for the forms of the educational process directed at the individual student:

Conversation The conversation with the student should be based on the principles of dialogue and cooperation. In this, the main directions and specific tasks of the student's development are determined. The teacher will provide guidance on how to eliminate deficiencies with encouragement. The teacher plans the interview in advance, and when conducting the interview with the student, it is necessary to agree in advance so that other students do not interrupt. It is advisable to record the results of each interview in the teacher's journal. As a result of the conversation, the teacher and the student should define several important directions. In these areas, short-term, achievable goals are agreed upon, and available opportunities are discussed and identified to help achieve these goals.

In short, if students' knowledge, skills and abilities in technology are evaluated with a creative approach, it will lead to improvement of educational efficiency and quality of education, and students' interest in technology will increase.

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