Shahodat A. Rakhimava,
Senior Researcher,
Uzbek Research Institute of Pedagogical Sciences Th. Kary Niyazi;

Methods of Students' Knowledge Assessment and Its Monitoring

Key words: *function of prediction and evaluation of knowledge; training activities, objective assessment, examination of the results of educational work, abilities and personal characteristics of students, motivation, programmable control.*

Annotation: *The article highlights the issues in the implementation of knowledge and skills to students at all stages of education, defines modern and effective forms of diagnosing and monitoring and there have been given their characteristics. Particularly stresses the importance of not only the quantitative determination of the level of knowledge learning, but also to identify the quality of learning and, most importantly, the continual development of students.*

In the conditions of improving the democratic approach at all stages of students development the important task is given to training teachers to implement the functions of prediction and assessment of knowledge and skills of students. Accumulation and preservation of good practice in the issues of prediction and evaluation of student's work becomes an urgent task today. Unfortunately, today in teaching practice the development of mental activity of the person is not taken into account in the evaluation system, which leads to a decrease in developing pedagogical possibilities of determining and evaluating the academic work of students. However, the assessment of students' knowledge is an important component of training activities, as it directs this activity and acts as its result. Execution of the teacher evaluation related to the solution of key problems. These are:

1.What is the main purpose of evaluating the results of students' academic work?

2. What should be evaluated in cognitive activity of students in the first place?

3.How is the objective assessment connected with its positive impact on the student?

In modern conditions the new requirements for the activities of teachers, in this regard, the teacher raised a number of important tasks. Their essence is as follows:

a) the creation of necessary conditions for attracting students to self cognitive activities;

b) the course of action of students to achieve the goal;

c) support the feelings and emotions of students in the process of self-study;

d) design situation of success for each student;

e) the preservation of the overall positive sentiment in the educational process;

f) examination the results of students together;

The modern teacher, creating optimal conditions for the development of the individual student in the learning process, should pay attention to control the learning situation and thus must observe which methods and activities students use. By searching techniques and methods of solving problems on their own students form themselves as a critical thinking person who does not lose himself in any situation and will be able to find the right solution to the problem.

Transition to student-centered learning paradigm leads to changes in approaches to forecasting and assessment of the degree of assimilation of students' knowledge. Experience shows that teacher should not assess students immediately upon learning of each new topic. Work verification or control is advantageously carried out at a certain stage, that is to determine the outcome of effective learning and it is more effective to implement midterm and final control. Depending on their age and the degree of assimilation of students, the teacher determines the components of control works. Particular attention is drawn to the difficulty level of educational material. The teacher also has to predict the qualitative aspect of evaluation: how it reflects the ability of the student's training, his personality.

Teachers are trying to increase the potential of each mark. And today, the practice of adding a "+" and "-" to mark is carried out. Of course, the rules of carrying the register books do not allow logging such remarks, but in a notebook or other works refinement assessment is acceptable. Graphic mark is often accompanied with verbal commentary. There are unlimited possibilities of this method. Unfortunately, a number of teachers do not use this enough, as a verbal interpretation requires additional time, and there is not always enough free minutes for that at the lesson. Exhibited ratings in the diary are intended for parents also, they increase the responsibility of the student in front of family members. However, in most cases the observations recorded in his diary, become negative, because they cause the negative attitude of the student to learn and to communicate. For each student it is very important the opinion of his classmates, peers, and their interest in his personality, so any critical word to the address of the student perceives pain. Students need to praise and support in front of the class, but at the same time not too glorify. High score of individual students and excessive praise can lead to the fact that other students feel a less worthy and unsuccessful. The main thing is the teacher's assessments which are objective, and their meaning is clear to the consciousness of students. An impact on the motivation is so-called "screen performance" but this method has its drawbacks: On the one hand, the "screens" are a good incentive for achievers, on the other - in at-risk students, they can form an indifferent attitude towards the acquisition of knowledge.

Task of the teacher is to teach students to properly and critically perceive the information on the screen. Another effective technique of increasing students' interest in learning is the organization of the competition between the students. During the week, students evaluate the success or failure of each other with the words "good" or "bad". And if the performance level is removed, the students are lost. In this situation, even honors are in a position to give a loser, and at-risk students on the contrary - to achieve the definite success. All students are on an equal footing and have the same chances to improve their performance.

In the process of monitoring the level of performance different options are used. The very concept of control expects the order to obtain information about activities and its results. Respectively provided with feedback. Main types of controls are the following characteristics:

1) Oral control is held by means of surveys individually or in collective form. The teacher determines the correctness and right responses and comments on them. According to a survey student is assessed.

2) Work control is carried out in the form of dictation, written answers to questions, essays, summaries, creative works. Examinations are carried in shorter or longer periods, they differ from each other by complexity, with a mere statement of the material or giving evidence, justification to it.

3) Laboratory monitoring is aimed at identifying the skills and abilities of the students with the computer, determining the level of assimilation programmed knowledge with which students can simulate the situation, introducing corrections and adjustments.

4) Monitoring software programs are carried out with the help of the teacher who evaluates the level of knowledge and skills. This method allows to reveal degree of assimilation of the subject at all stages. It provides a high degree of objectivity, consistency and continuity of control.

5) Test control is carried out on the basis of tests - with the help of computing system, or in writing on sheets of paper.

6) Individual control helps the students to work on errors, promotes independent search for new, unknown.

Future teachers in the higher pedagogical educational institutions should be familiar with all types of control and skillful to use them in pedagogical activities.

Thus, new approaches to the assessment of students' knowledge are viewed in the context of an organic relationship with the person, taking into account his age and individual psychological characteristics, level of training, interests, needs and values, social and cultural environment. In this connection it is necessary: to give priority to the content of such training, which is socially and personally meaningful for students, reflects a reasonable relation to the universal and national realities, values, traditions, enriching the information and gives them an active emotional response; train and educate the younger generation on the basis of the ideology of national revival, in the spirit of love for the motherland, loyalty to the ideals of independence; take into account the mainstreaming of students, the main line of their focus and motivation that guided them in their work; deepen social and personal motivation of pupils, painted with positive emotions of their activities; creating a situation of success in educational process; not only to accumulate knowledge of the fund, but also a kind of fund mental techniques, operations (comparison, analysis, synthesis, abstraction, generalization, etc.), possess a common method of action, ie, generalized at a high level, the most rational and effective ways of activities that allow to perform the most different kinds of activities with a wide variety of content; form and independently carry out the construction of systems of action - more simple and then more complex composition (task analysis, selection of activities and establish procedures for their implementation, performance evaluation, ie self-control).

In accordance with the personality -oriented approach to training and education in the development of analytical tasks should be to think of the possibility of giving them a "personal" emphasis through additional tasks, focusing on the perception of the estimated content of these exercises. Equally important (taking into account individual differences of students) to provide the development of individual variant assignments for selection of students on the main sections of the textbook for the independent work in the classroom and at home. But future teachers in higher pedagogical educational institutions need to become familiar with all types of control and equip them with the skills of their application in teaching.

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