

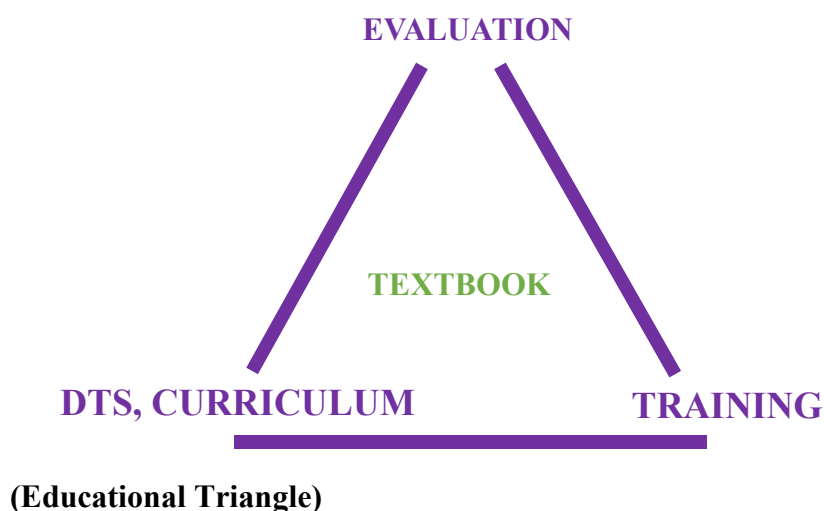
**ASSESSMENT OF STUDENTS' KNOWLEDGE, SKILLS AND QUALIFICATIONS - A PEDAGOGICAL-METHODICAL PROBLEM****F. Haqnazarova***International Innovation University Master's student*

**Abstract:** in this article, the process of assessing students is considered as a pedagogical and methodological problem.

**Key words:** knowledge, skills and competencies, pedagogical control, educational task, educational task.

The purpose of modern education is not only to impart knowledge, but also to develop abilities and qualities. Indeed, the current fast-paced world, which requires spending less time and achieving high-quality results, requires education to educate not only a knowledgeable, but also a creative, enterprising, and flexible generation that can apply knowledge in life. This puts a number of important tasks on the agenda in the educational process. Therefore, the types of education: preschool education, general secondary and secondary specialized education, vocational education and higher education standards, the inextricable link between curricula is being re-analyzed, and the purpose of education types in terms of native language education is being specified and clarified.

Repetitive topics in curricula that are not age-appropriate in terms of complexity are being adjusted, and overloads are being optimized. In short, based on the social significance of the subject and the laws of language acquisition, a national curriculum is being developed in the subject of "Mother Language". It should also be noted that the intended goal cannot be achieved only by developing a National Curriculum, updating textbooks, and improving the quality of teaching, because there must be an assessment mechanism that determines and shows the quality of any education. As is known, in world pedagogy there is a concept called the "educational triangle", which is considered to be the three main components of the educational process. Several scientists have expressed their opinions on this. In particular, the English scientist John Orlando said that "the curriculum (DTS, curriculum - Sh.A.), teaching and assessment are the three main components of education".



Milton Chenesa figuratively emphasizes that “these (curriculum, teaching and assessment (note ours - Sh.A.) are the three legs of the classroom chair.” He likens the educational process to a three-legged stool and puts forward the idea that if one of them makes a mistake, the entire education collapses. As the English scientist Dylan Williams emphasizes, “assessment is a bridge between teaching and the goal of education.” The assessment of the educational process is a measuring and verifying criterion for the conformity of teaching with the goal of education.

In Uzbek-language sources, “assessment is the process of checking and measuring the level of formation of knowledge, skills, qualifications and competencies in learners.” At the same time, assessment is generally referred to in our scientific literature as pedagogical control. “Pedagogical control is the process of monitoring the results of teaching, training and educating students scientifically based control system”.

In general, assessment is a mechanism, criteria and procedures that determine and verify the level of mastery of the qualification requirements established in the State Educational Standards and Curriculums by students in general secondary education during the training process.

Pedagogical control performs several tasks and functions in the educational process. According to scientific literature, pedagogical control has the following tasks

- 1) educational task;
- 2) educational task;
- 3) assessment task;
- 4) diagnostic task;
- 5) task of cultivating a desire for knowledge;
- 6) task of personality development;

Based on this, the main tasks of the assessment system in the educational process can be identified as follows:

- determining the level of mastery;
- stimulating interest in learning;
- indicating the error in the student’s answer;
- ensuring the consolidation of knowledge, skills and qualifications;
- achieving that the student comes to class constantly prepared;
- comparing the student’s knowledge, skills and qualifications;
- forming academic skills in the student - such qualities as working with information, moral maturity, mathematical literacy;
- creating an atmosphere of friendly competition among students in the educational process;
- identify possible gaps in the formation of knowledge, skills and qualifications and gradually eliminate them;
- constantly analyze the development of knowledge, skills and qualifications;
- achieve the creation of a favorable pedagogical and psychological environment for the student to receive full-fledged knowledge;
- achieve objectivity in assessing the student's knowledge, skills and qualifications;
- ensure the assessment of significant, practical knowledge, skills and qualifications of the student;
- achieve the use of convenient methods for assessing the student;
- classify the student according to the level of knowledge, skills and qualifications;
- prepare the student for the next stage of education;

– monitor the fulfillment of qualification requirements established by the state educational standard.

In general, it is necessary to study the assessment process as a pedagogical and methodological problem, limit its negative impact on the quality of education, and increase its positive impact. To do this, it is necessary to determine the purpose of the assessment to be carried out, study the purpose of teaching the subject, improve the methodology for creating tasks based on the theoretical and methodological foundations of pedagogical measurements, approve and revise the tasks, form a standard option, compare the tasks used in the assessment with the standard, and then apply them in practice.

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