

**USE OF FORMAL AND INFORMAL ASSESSMENT METHODS FOR NEUTRAL ASSESSMENT OF STUDENT KNOWLEDGE**

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Abstract

This article discusses the advantages of using formal and informal methods in the objective assessment of students' knowledge and gives examples.

Keywords: Evaluation, objectivity, systematic, visual, formal and informal, observation, self-assessment.

Introduction

The changes associated with the rapid development of science and technology in the world, the mastering of innovative technologies bring about new socio-economic, political and cultural transformations. Such changes in the context of globalization create a strong competitive environment in all spheres, which impose new requirements in the field of education. As a result, it becomes important to create quality education opportunities for all people throughout their lifetime through improving the effectiveness of education and outcome assessment, improving teaching methods at all stages of education, which is valued as the most unique capital.

Much attention is paid to preparing pupils for life through the formation of practical experience in students, the formation of basic competencies and the development of pedagogical competence, the organization of educational processes based on a competency approach. At the same time, it is important to assess students' knowledge based on the degree of mastery of the subject in the classroom and extracurricular activities.

The concepts of "evaluation" and "assessment" are often defined in the psychological and especially pedagogical literature. However, differentiating these concepts is crucial for a deeper understanding of the psychological, pedagogical, didactic, and educational aspects of teachers' assessment activities.

In pedagogy, a system of principles of diagnosis and control of students' academic performance has been developed. The most important of them are objectivity, systematization, exhibitionism (transparency).

Objectivity consists of diagnostic tests (tasks, questions), the ethical groundedness of the content of the diagnostic process, the friendly attitude of the teacher to all students and clearly defined criteria for assessing knowledge, skills and qualifications.

The requirement of the principle of systematization is that diagnostic control should be carried out at all stages of the educational process, from the initial perception to the practical application of knowledge.



The principle of exhibitionlik (transparency) also means that all learners are openly tested according to exactly the same criteria.

Criteria for assessing students' knowledge, skills, competencies and competencies have always been a topic of debate. Because there are many times when it is presented in our Christian publications. However, it is possible to summarize the existing views that the criteria for assessing the knowledge, skills, qualifications and competencies of students are determined based on the goals and objectives of each subject, as well as on the level of mastery of students in the class (group).

First of all, an appraisal is a process, activity (or act) of appraisal performed by an individual. Our estimates, and any activity in general, depend on evaluation. The accuracy and completeness of the assessment determines the rationality of the action towards the goal.

As we know, assessment functions are not limited to just confirmation of level of readiness. Assessment is one of the most effective tools to encourage teacher learning, positive motivation, and influence on the individual. It is under the influence of objective assessment that self-assessment and a critical attitude to their achievements are formed in schoolchildren. Therefore, the importance of assessment, the diversity of its functions, requires the search for indicators that reflect all aspects of the educational activities of schoolchildren and provide their identification. Viewed from this perspective, the current system of assessing knowledge and skills requires revision to improve its diagnostic value and objectivity. Assessment (score) is the result of the assessment process, assessment activity or action, their conditional official reflection. From a psychological point of view, assessing and evaluating is equivalent to defining a problem-solving process with its outcome. Based on the assessment, the character can be seen as its official logical result.

Types, forms and methods of control over students' educational activities, various methods are used in pedagogical activity of the modern period. In many countries, pupil grades form the basis for assessing the effectiveness of education and are one of the most important parameters of the quality of education. Formal and informal assessments of students' knowledge give good results. Two of the main ways to assess a student's progress and understanding are formal and informal assessments.

Informal assessments can be conducted at the end of a topic, quarter, or semester, year, and major phase, using assignments that align with the curriculum.

A formal (summative) assessment can be in the form of a written, test, control work, interview, or practical assignment. Whichever method is used, the assessment indicates that success has been achieved.

The formal assessment includes tests, quizzes and projects. Students can prepare and prepare for these assessments in advance, and they provide teachers with a regular tool to measure students' knowledge and assess their reading progress.

Formal – in the form of a point – unlike the nature of the mark, the assessment can be given to the listener as a "folded" assessment – explaining the meaning of the mark and in the form of detailed verbal judgments.

Researchers say that a teacher's assessment only leads to a beneficial educational effect when the student is internally agreed. For students in a school performing well, the coincidence of teacher-given grades with their grades is 46% of the time. And among those who performed badly - in 11% of cases. Other researchers claim that the overlap between teacher and student self-assessment occurs only in 50% of cases. It is clear that the educational effectiveness of the assessment will be much higher if students understand the requirements of the teachers.



The results of the control of students' educational and cognitive activities are expressed in its assessment. Appraisal is about establishing the level, level, or quality of something.

Informal (Formative) assessment is a typical, observation-based tool. As Blake and William point out, informal valuation consists of five main strategies:

- Explain expected results and evaluation criteria;
- developing productive discussions and relationships in the classroom that reflect students' understanding;
- provide students with feedback that motivates them to achieve results;
- involve students as sources of mutual learning;
- To be a learner as the 'creator' of one's own knowledge (Black, William, 2009).

With very little preparation and no need to evaluate outcomes, this assessment allows teachers to get a feel for students' progress and identify areas where they need more learning. Informal assessment helps teachers identify students' strengths and weaknesses and sets planning for future lessons.

Informal assessments in the classroom are important because they can help identify potential problems and allow students to correct the course so that they can demonstrate an understanding of formal assessment.

Many households prefer to rely almost entirely on informal assessments because they are often a clear indicator of understanding for students who do not understand well.

Here are a few examples of creative informal assessments for your class or housing.

Follow-up

Observation is important for any informal assessment, but it is a distinctly independent method. Watch your reader all day. Look for excitement, excitement, boredom and passion. Write a note about the tasks and activities that trigger these feelings.

List readers' work chronologically, identifying the level of vulnerability and progress.

Sometimes you won't even notice how advanced a reader has developed until you've been able to compare the current work to previous samples.

Author Joyce Herzog has a simple yet effective way to track progress. Write an example of each mathematical operation you understand from your reader, write the most difficult word he knows how to pronounce correctly, or write a sentence (or a short paragraph). Do that process once a quarter or semester to measure your progress.

Student self-assessment

Using self-assessment, students should be able to assess and evaluate their own development. There are many options for a simple self-assessment. One should ask readers to apply: "I fully understand the topic," "I mostly understand the topic," "I'm a little confused," or "I need some help." Students need to be able to figure out what they need to do in order to achieve a set goal, and for this it is necessary to train them in self-assessment. Self-assessment is based on having a dialogue with the teacher. When preparing students for self-assessment, the teacher may use the following questions.

1. What have you done to accomplish this assignment well?
2. Where are the bugs?
3. Which sections can you explain to other readers?
4. What extracurricular experiences do you have on these issues?

5. What additional information do you know on this topic? etc.

In conclusion, we can argue that non-traditional approaches to assessing students' knowledge serve to improve students' learning.

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