



METHODS AND TOOLS FOR MONITORING AND EVALUATING STUDENT KNOWLEDGE IN HIGHER EDUCATION

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Article history:	Abstract:
Received: 10 th September 2021 Accepted: 11 th October 2021 Published: 30 th November 2021	More than 30% of the state budget is spent on improving the quality of education and training highly qualified personnel. The last process in this process is the Higher Education System. In this article, the author describes in detail the quality of education in the higher education system, the assessment of students' knowledge and control over their quality education.
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Training of highly qualified specialists working in the field of economics, science, technology and culture on the basis of the term "higher education", applying theoretical and practical innovations in science, culture and technology during the work and solving them understood. The main purpose of higher education is to develop the scientific, cultural, economic and social spheres of the republic, which are qualified, competitive, highly educated, able to meet the requirements of the higher education specialist in their chosen field.

Extensive reforms in the system of continuing education since the first days of independence of the Republic of Uzbekistan are aimed at improving the national education system, the implementation of a "national model" in line with modern requirements and world standards. The renewal of civic thinking in our society, the understanding of national identity, the study of national and universal values, the study of talents and abilities of students, the formation and development of aesthetic thinking is one of the issues of national policy. requires the use of their factors and means in all spheres of education. Teaching methodology is a set of the most effective ways and methods of teaching and educating in accordance with the purpose. The methodologically correct organization of the lesson also depends on the purpose of the teacher. At the same time, it is intended to be achieved in a certain sequence, in short and simple ways, from simple to complex. In other words, when the teaching method is chosen correctly, students will master the intended learning material and they will have a higher level of mastery. Learning takes place in students' heads where it is invisible to others. This means that learning must be assessed through performance: what students can do with their learning. Assessing students' performance can involve assessments that are formal or informal, high- or low-stakes, anonymous or public, individual or collective. Here we provide suggestions and strategies for assessing student learning and performance as well as ways to clarify your expectations and performance criteria to students. Students' knowledge is based on the following criteria:

- The student is able to make independent conclusions and decisions, think creatively, make independent observations, apply the acquired knowledge in practice, understand, know, express, tell the essence of the science (topic) and have an idea about the science (topic) when found - 5 (excellent) grade;
- the student is able to observe independently, apply the acquired knowledge in practice, understand, know, express, narrate the essence of the science (topic) and have an idea of the science (topic) - 4 (good) grade;
- the student is able to apply the acquired knowledge in practice, understand, know, express, tell the essence of the subject (subject) and if he / she is considered to have an idea about the subject (subject) - 3 (satisfactory) grade;
- If the student has not mastered the science program, does not understand the essence of the science (topic) and has no idea about the science (topic) - 2 (unsatisfactory).

Assessment of students' knowledge is carried out in a 5-point system. If a student does not enter the intermediate and (or) final type of control for valid reasons, the student is allowed to retake the appropriate type of control by order of the dean of the faculty. One approach to improving student learning is outcome assessment—the process of providing credible evidence that an instructor's objectives have been obtained. Outcome assessment enables faculty to determine what students know and can do as a result of instruction in a course module, an entire course, or a sequence of courses. This information can be used to indicate to students how successfully they have mastered the course content they are expected to assimilate. It can also be used to provide faculty and academic departments with guidance for improving

instruction, course content, and curricular structure. Moreover, faculty and institutions can use secondary analysis of individual outcome assessments to demonstrate to prospective students, parents, college administrators, employers, accreditation bodies, and legislators that a program of study produces competent graduates. Faculty members, both individually and as colleagues examining their department's education programs, have found the following activities helpful when undertaking outcome assessment:

- Developing expected student learning outcomes for an individual course of study, including laboratory skills.
- Determining the point in a student's education (e.g., courses, laboratories, and internships) at which he/she should develop the specified knowledge and skills.
- Incorporating the specified learning outcomes in statements of objectives for the appropriate courses and experiences.
- Selecting or developing appropriate assessment strategies to test student learning of the specified knowledge and skills.
- Using the results from assessment to provide formative feedback to individual students and to improve curriculum and instruction.
- Adjusting expected learning outcomes if appropriate and assessing learning again. Such a process can lead to continual improvement of curriculum and instruction.

From the history we know that human civilization has undergone various periods, rocky times, hot times, iron eras. This sort of burst of time was, of course, the product of the labor weapon. The fact that scientists call the 21st century as the age of information technology is the fact that today the main weapon used in all aspects of social life is computers, or in other words, information technology. Of course, this is a mystery to most people. Some experts have been reluctant to read a book because of computers, particularly computer games, saying that children prefer to go to the internet café rather than go to school. However, it is interesting that nobody speaks of the solution to this problem. At any rate, the use of information technology is inadmissible. The great Indian philosopher, politician and philosopher Mathama Gandhi said: "If I want to ventilate the room, I have to open the windows to allow fresh air, but dust will also come into the room with fresh air." If we take a deeper look at these puzzling words, we are not dealing with a problem facing today (computer technology), but we must subordinate ourselves to compel us to work for our benefit we understand that it is necessary.

You just have to look at the problem from a different angle, but the problem is not the computer technology but the learning itself. Perhaps the education system in Uzbekistan has failed to meet today's requirements. The primary issue of education informatics is the problem of creating an automated system for evaluating students' learning. Why automation is a major problem, and this is the most difficult task. Creating electronic books, e-books, and electronic deanings is not a problem, and it has already been resolved. One of the most important tasks in the process of creating computer systems for teaching is the organization of knowledge control. Of course, computers serve to facilitate our lives, but it is natural that there are various obstacles to using in educational purposes. Ensuring that knowledge is as objective as possible on a computerized basis depends largely on the right choice of evaluation methodology. The correct method of the method allows you to get reliable information about their knowledge, taking into account their individual abilities. Control methods and evaluation models are interrelated. The knowledge we need to make in our students is based on an educational objective. Knowledge management is based on these educational goals. Selection of knowledge assessment methods should also include educational goals. When creating an automated appraising apparatus, the key issue we need to consider is to create a correct algorithm that identifies learning objectives. What models should be used in the knowledge-based computer system? It depends on how much information about the student and his work in the automated system.

Introduction of computer testing not only demonstrates the level of preparation of the student, but also entails deeper knowledge acquisition and stimulates independent work. Daily testing makes it easy to carry out current supervision, all of which are evaluated in accordance with the rule, the assessment is quick (within only 20 minutes), which ensures that students do not get bored. Interim controls during the semester will help identify the weaknesses of each student. This makes it easier for them to organize their own business in time. The results of each student's final exam results in increased competitiveness and motivation in the learning process, and increases students' sense of responsibility for their level of knowledge. All of this, in the end, will result in improved educational efficiency and improved vocational training of graduates. The research on the effectiveness of student knowledge based on computer technology tested our work by demonstrating that the development of an automated system for student self-knowledge, its widely practiced, all the costs of doing so, whether it be financially Everything is spiritually justified. The experimental trials have proven the hypotheses we have propounded. In particular, the fact that the first part of our hypothesis, that is, automatic logging of the assessment can reduce the total time spent on the control and evaluation process several times, can be found in the above.

An automated assessment scheme can be an effective tool to counteract fake (artificial) assessment that may occur during conventional assessment. This hypothesis was proven in the third stage of experimental testing. Even if the students are in a very poor position, not all team members are likely to fall from the exams, and 30% have to pass the exam at a satisfactory level. Nevertheless, the teacher itself is responsible for the lower performance. Whatever happens, the experimental computer control is more objective than normal control. In the study, we recommend that: Research on the effectiveness of students' assessment of computer technology should be continued in an expanded manner. It is also important to increase the information and communication capacities of higher education institutions

and enrich the technical basis of the institution. In some universities, each student has to have a personal computer (notebook). The educational institution should provide students with computers.

Diagnostic testing or assessment may be carried out prior to or early in the teaching session to provide the student with feedback on their progress and understanding. The purpose of this type of assessment is often referred to as early, low-stakes assessment and you can read more about designing assessment for first year students on the Division of Learning and Teaching, Assessment and Moderation website. Diagnostic testing can also be carried out prior to session start to determine what skills and knowledge students have about particular areas related to their study. This is usually so that learning can be more directed for students depending on their results of testing. Assessment probably provokes more anxiety among students and irritation among staff than any other feature of higher education. It occupies a great deal of time that might otherwise be devoted to teaching and learning, and it is the subject of considerable debate about whether it is fair, effective and worth spending so much effort on. Assessment is a topic about which people have strong opinions, though whether those opinions are backed up by a good understanding of what it is and how it works is less certain. There is no doubt that many students and teachers would prefer assessment to be different to what they currently experience. However, in what ways should it be different? What should it take into account? Which directions should it pursue? And how can changes be implemented? Assessment seems such a fixed and given part of the educational scene that it might appear to be less susceptible to change than most other features of higher education. But while this might once have been true, it is not the case now. We are probably seeing more substantial shifts in assessment policy and practice than have ever occurred before. These are being driven not just by the desires of participants for change in assessment – such desires have been present for many years without it making much difference – but by the external influences on higher education institutions for accountability, for responsiveness to changing employment conditions and by the increasing power of consumers. Governments are requiring universities to justify their practices as never before, employers and professional groups are placing expectations on institutions to deliver graduates who can more effectively cope with the world of work and students are starting to realise that they can have considerable influence when they are contributing a greater proportion of university budgets.

Therefore, it is advisable to experiment with each method used during the pedagogical activity. It is best to do the test more than once. This is because a methodology for one class may produce different results in another class, depending on the circumstances, as noted above. Each method chosen and used may change in content, even if the form does not change. Based on the teacher's constant research and experience, new aspects of his life are revealed. There are different views among experts on the methods of teaching fine arts. One group of experts believes that teaching methods should meet a single system, a single set of requirements. According to them, each method should be applied in the same way as it was formed during the development of society, without changing it. According to other groups of experts, the basis of the teaching method should be the personal experience of each teacher. We don't think that's the right approach. Teaching methods in the field of education are not rigid, they are constantly evolving. The experience of the teacher, of course, plays a big role in this. Therefore, in pedagogical practice, it is necessary to take into account the conditions of the classroom and use both the established methodology and the personal experience of the teacher.

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