

CRITERIA AND PRINCIPLES OF ASSESSMENT OF STUDENT KNOWLEDGE IN GEOGRAPHY

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ABSTRACT

The article discusses the advanced approaches of cooperation between the faculty and students of physical culture and sports education to intensify research work, as well as social and humanitarian concepts that reflect the nature of attracting students to research work, draw appropriate conclusions and practical recommendations.

KEYWORDS: *Integration Of Science And Education, Research Activity, Humanitarian Technologies, Scientific Center, Educational Resources.*

INTRODUCTION

Criteria for assessing students' knowledge, skills and abilities in geography education.

Criteria for assessing students' knowledge, skills, and abilities have always been a contentious issue. Therefore, it is covered differently in different literatures. However, summarizing the existing views, it can be said that the criteria for assessing students' knowledge, skills and abilities are determined based on the goals and objectives of each subject, as well as the level of mastery of students in the classroom.

Assessment is a means of influencing learners to encourage them to take a creative approach to learning and acquiring knowledge. It is under the influence of objective assessment that students develop an adequate self-assessment and a critical attitude to personal success. Therefore, the importance of assessment, the diversity of tasks, requires the search for indicators that reflect all aspects of student learning and ensure their identification. Accounting is the process of summarizing the activities of students and teachers over a period of time. Students' oral responses, skills, and competencies will also be addressed in the development of assessment criteria. For example, in a geography class, assessment criteria include students' ability to respond orally, complete practical assignments, and demonstrate practical knowledge.

We define this in the example of a score of "4":

Oral answers will be graded "4" if:

- correct answers on the topic under study;
- the material is clearly stated in a logical sequence;
- two or three minor errors corrected at the request of the teacher or an incomplete answer.

A written assignment is graded "4" if:

-unless there is a significant error in solving and interpreting practical assignments and problems in geography;

-one or two minor mistakes are made in the performance and interpretation of the assignment, or the essence of a single comment is not disclosed.

In practice, the demonstration of knowledge is given a grade of "4", if the following:

1. Completes the task without significant errors, but without results;

2. If two or three minor mistakes are made in the execution of the work, in the completion of the experiment.

Based on the feedback, the following conclusions can be drawn: A five-point scale for student knowledge is given in the following cases:

-Grade "5": a) the student has mastered the material; (b) disclose the substance of the case; c) be able to apply the acquired knowledge in practice; g) be able to explain the information without making mistakes in the presentation of the studied topic.

-Grade "4": a) the student knows the essence of the studied topic; b) can easily answer the teacher's questions; c) be able to apply the acquired knowledge in practice; g) is able to correct mistakes with additional questions of the teacher without making serious mistakes in the oral answer, and makes a minor mistake in the written work;

-Grade 3: a) the student has mastered the topic, but needs the teacher's clarifying questions in an independent explanation; b) it is difficult to answer when changing the logical structure of the questions;

-Grade "2": if the student has an understanding of the studied topic, but has not mastered the topic, makes serious mistakes in working with the map.

Principles of checking and evaluating the results of education in geography classes. The pedagogical requirements for the assessment and evaluation of student learning outcomes are defined in educational theory and practice as follows:

-an individual description of the control that requires monitoring of each student's academic performance, which does not allow the results of the class or group's learning to replace the student's personal results;

-systematization of control at all stages of the educational process: from the initial perception to the application of knowledge in practice in conjunction with other aspects of students' learning activities;

-various forms of supervision that address the tasks of teaching, educating and developing, and motivate students to do so;

-a wide range of controls that cover all parts of the curriculum, including testing students' theoretical knowledge, intellectual and practical skills and competencies;

-impartiality of control, which requires strict adherence to assessment criteria in the assessment of learning outcomes, as well as the inadmissibility of the teacher to draw erroneous conclusions, subjective attitude, without knowing the students in all respects (ob 'activity);

-the same requirements for all teachers to monitor the learning of students in a particular class (group).

Adherence to the above requirements will increase the reliability of the control and allow you to solve your problems during the training process.

There are three tasks to monitor and evaluate knowledge in a timely manner:

- Depending on the results of monitoring and evaluation of mastering, the state educational standards are monitored and tasks are set.

- As a result of monitoring and evaluation of knowledge, students' knowledge expands. In this way, the educational goal of educational institutions is achieved.

"Good results in education also have an impact on the upbringing of young people, who develop a high spirit, self-confidence and interest." That is why monitoring and evaluating learning outcomes is an integral part of the education system. Based on these tasks, a number of forms and methods of accounting for student learning activities are based.

Monitoring and evaluation of student learning in geography is carried out on a regular basis for a quarter or half a year and is assessed by the following types of control: current control; intermediate control; final control.

Current control is a form of assessment of knowledge, skills and abilities of students in the process of learning to master certain topics identified in the curriculum. This control is carried out by the teacher, and to determine the level of knowledge of students involves daily scoring on each subject.

Mid-term control is a form of assessment to determine the level of knowledge, skills and abilities acquired by students in a particular chapter or section of the study material.

Final control is a form of assessment of students' level of knowledge, skills and abilities in the training materials for the quarter or semester. zaki, conducted in the form of a test.

Oral examination. This method is one of the most common traditional methods of monitoring and evaluating knowledge. The essence of oral examination is that the teacher determines the level of mastery of students based on the content of the studied topic. Oral testing is a question-and-answer method of testing students' knowledge. This method is sometimes called the conversation method.

In the oral examination, the teacher divides the topic into separate parts and asks the students questions from each of them. However, in order to develop students' speech and to provide them with deep and solid knowledge, they may be required to memorize the entire topic. This can be done, for example, by examining how students have mastered the topic of Uzbekistan's Inland Waters and Water Resources. They give examples to prove their point. The map shows the rivers, lakes and reservoirs of Uzbekistan. Oral examinations in geography classes are also designed to assess practical skills and competencies in geography exercises, problems, and practical assignments.

There are also some shortcomings in verifying and monitoring students' knowledge in geography classes. For example, in the process of using it:

relatively labor intensive;

only 3-4 students can be tested during the lesson.

Therefore, various forms are used to monitor students' knowledge and ensure the success of assessment.

In a combined (accelerated) check, the teacher calls several students to the board at the same time, one gives an oral answer, 3-4 students complete the tasks on the map, and so on. This is a complex method of testing that requires the teacher to have enough experience and attention to share with all the students in the group.

Written testing is one of the most effective ways to monitor and evaluate students' knowledge, skills, and abilities, and to assess their creative abilities. The essence of this method is that the teacher organizes the monitoring and assessment of students' knowledge after passing a particular topic or section of the curriculum.

Verification based on the completion of practical assignments. Practical assignments in geography can include, for example, working with unwritten maps, working with geographic instruments, observing their accuracy, or relying on the results obtained. Supervision of all student activities throughout the lesson is a special type of check that ends with a score for the student's participation in the lesson. It encourages the student to be active and active at all times.

The essence of diagnosing education in geography classes. Diagnosis means clarifying all the conditions under which the didactic process takes place, determining its outcome. Effective management of the didactic process without diagnosis, it is impossible to achieve optimal results for the existing conditions.

In the diagnosis of education, there are differences in outcomes, outcomes, and learning outcomes. It is also considered as the degree to which the goal achieved at the time of diagnosis was achieved. The purpose of didactic diagnosis is to identify, evaluate, and analyze the learning process in relation to its effectiveness. From the above, it is clear that the diagnosis has a broader and deeper meaning than the traditional examination of learners' knowledge, skills and abilities.

Assessment or testing of education only records the results, but does not explain their origin. Evaluates the results of the diagnosis in relation to the ways and means of achieving them, identifies the processes and stages that ensure the effectiveness of education: Monitoring of knowledge, skills and abilities of students, assessment are the necessary components of diagnosis. They are much older methods of pedagogical technology. Monitoring and evaluation has been a constant companion to the development of school practice. However, the content and technology of the assessment are still hotly debated.

The great educator Ya.A. Comenius also noted the emergence of conflicting views on the evaluation of education. He called on educators to use their assessment rights wisely. Achieving objective control over learners is at the heart of didactic systems.

Learning control and accounting functions. One of the most important components of the learning process is control and accounting. These concepts have their own essence and characteristics. Proper control and accounting by the teacher will increase the effectiveness of the teaching process. To do this, the teacher must determine the level of mastery of the student's learning materials.

Monitoring (in the learning process) refers to the process of determining, measuring, and evaluating a learner's level of knowledge, skills, and competencies. Also known as detection and measurement testing.

Inspection is an integral part of control, the main didactic task of which is to provide feedback between teachers and students, to obtain objective information about the mastery of educational material by the teacher, to identify gaps and deficiencies in knowledge. 'z is to ensure timely detection. The purpose of the test is to determine not only the level and quality of the student's knowledge, but also the amount of his / her academic work.

The first step in a screening system is to determine the level of knowledge of the learners in advance. It is usually held at the beginning of the school year to determine the level of knowledge that students have acquired in the previous school year. Such an examination can also be carried out in the middle of the academic year, when it is necessary to study a new department (course), and it is appropriate. The second stage of the knowledge test is the current test in the process of mastering each topic.

The current test allows students to diagnose the level of mastery of certain individual elements identified in the curriculum. The main task of this investigation is to study a specific situation. Forms and methods of such testing vary, they are determined according to the content, complexity of the educational material, the age and readiness of students, the stage and objectives of education, specific pedagogical conditions.

Mid-term testing is the third stage of testing knowledge, skills, and competencies, and is a form of assessing the level of knowledge, skills, and competencies that students have acquired in a particular chapter or section of study material. As students explore a new topic, they review what they have already learned.

Re-examination helps to consolidate knowledge, but it does not allow to describe the stage of learning, to diagnose the level of knowledge consolidation. This test is effective only when used in conjunction with other forms and methods of diagnosis.

The fourth stage of the system is a periodic review of students' knowledge, skills and abilities in a single section or course. The purpose of this study is to diagnose the quality of the interaction between the structural elements of the study material studied in different parts of the course. The main task of periodic review is to systematize and generalize.

The fifth stage in the organization of the examination is the final examination and recording of the knowledge, skills and abilities of students at all stages of the educational process. Final mastering is done every quarter and at the end of the school year. It shouldn't just be a mechanical subtraction of the arithmetic mean by adding up the grades. This is, first of all, to diagnose the level (quality) of existing knowledge in accordance with the purpose set at this stage.

In addition to inspection, control includes evaluation (as a process) and evaluation (as a result). Assessment tables, class, group journals, rating books, etc., grades are recorded in the form of symbols, code signals, memory symbols, and so on. The results of the control are the basis for assessing the level of mastery of the student. It takes into account both the quality and quantity of student work. Quantity scores are more points or percentages.

Quantitative content of the level of education from the understanding (definition) as the ratio between the total amount of knowledge, skills and abilities, which is determined by the state standard of education arises.

Here are the things to look for when selecting yours:

- Comprehensive monitoring of students' knowledge, skills and abilities in the study of topics and sections on the basis of the curriculum;
- Summarize students' performance on each completed topic;
- not to assess the level of mastery of students on the basis of arithmetic mean;
- Analyze the existing knowledge of students based on the data of their statistical mastery over several academic years in order to provide accurate, detailed information (description).

Assessment of students should also take into account the correct spelling of geographical terms and names (geographical literacy), the systematic and systematic nature of the work.

When assessing students' knowledge, skills, and abilities, it is important to clearly show students the creative and negative aspects of the answer.

It is recommended that the geography teacher pay attention to the following when assessing students' knowledge:

Five - the answer is complete, correct, the student knows the basic factual material, has a basic scientific understanding, understands the geographical connection and gives examples; knows the composition of maps and other data sources and consistent ways of working with them; can use them independently and display lens maps without error. Students will be encouraged to be creative, especially in solving learning problems, and to be aware of the latest geographic developments.

Four - the answer is complete and correct, but leads to inaccuracies that can be easily corrected on the basis of additional questions of the teacher in the expression of facts, in the definition of concepts, in the explanation of geographical connections and conclusions puts.

Three - The answer is correct, the student understands most of the material, but is unable to clearly define concepts, has difficulty explaining relationships independently, or is unable to articulate facts consistently.

Two - the answer is incorrect, does not know the basic factual material, geographical laws, makes gross mistakes in defining concepts; cannot work with textbooks and maps.

One is that there is no verbal response or practical result. Assessment of students' knowledge will not be reduced for insignificant inaccuracies in numbers, geographical names outside of programs, and for failure to use the necessary information on statistical tables and maps.

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