

жуўап беретугын Исхакхан Ибрат атындағы дөретиўшилиқ мектеби пайдаланыўға тапсырылды.

**Жуўмақ.** Жуўмақлап айтқанда, Исхакхан Ибраттың өмири хэм оның әмелге асырған қайырлы ислери, қалдырған әдебий хэм педагогикалық мийраслары жасларымызға үлги болары сөзсиз. И.Ибраттың өмири

хэм халқымызға еткен хызметлери жасларымыз ушын ибрат аларлық болды деп айтсақ қәтелеспеймиз. Усыларды есапқа алып, бул уллы инсанның, алымның қалдырған мийрасларын еле де тереңнен үйренип, оннан хәзирги үзликсиз тәлим-тәрбия процесинде пайдаланыў мақсетке муўапық болады.

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**РЕЗЮМЕ.** Мақолада белгили маърифатпарвар ёзувчи Исхакхан Ибратнинг жадидчилик-маърифий фаолияти ва таълим-тарбиявий қарашлари ҳақида сўз боради.

**РЕЗЮМЕ.** В статье говорится о просветительско-джадидской деятельности и педагогических взглядах Исхакхона Ибрата, известного писателя-просветителя.

**SUMMARY.** The article talks about the educational-Jadid activities and pedagogical views of Ishakhon Ibrat, a famous writer-educator.

### THE IMPORTANCE OF ASSESSMENT IN THE LEARNING PROCESS

*A.U.Tajieva – candidate of pedagogical sciences, associate-professor*

*U.M.Dawletmuratova – 2<sup>nd</sup> year doctoral student*

*Nukus state pedagogical institute named after Ajiniyaz*

**Tayanch soʻzlar:** taʼlim, baholash, baholash tamoyillari, baholash bosqichlari, baholashning afzalliklari, baholashning yangi turlari, formativ va summativ baholash, yangi baholash metodologiyasi, tahlil.

**Ключевые слова:** образование, оценка, принципы оценки, этапы оценки, преимущества оценки, новые виды оценки, формирующее и итоговое оценивание, новая методология оценки, анализ.

**Key words:** education, assessment, assessment principles, assessment stages, advantages of assessment, new types of assessment, formative and summative assessment, new assessment methodology.

**Introduction.** Education is the process of providing a person with the necessary knowledge, skills and abilities to prepare him or her for life. Education plays a major role in solving important problems of social construction - creating the material and technical base of society, organizing social relations, and educating a person. It is usually used in various formal settings, like from kindergarten to school, college and universities, but it can also happen informally through life experiences and interactions. One of the main components that determine the effectiveness of the education system is the assessment system.

Assessment is a process of measuring the level of achievement of educational goals at a certain stage of the educational process based on predetermined criteria, determining and analyzing the results, and presents the systematic collection, analysis and use of information on the knowledge gained. In addition, there are a number of concepts and different definitions regarding assessment. In Cambridge dictionary assessment means “the act of judging or deciding the quantity, value, quality, or importance of something, or the judgment or decision made”. If we say about the advantages of assessment process we can mention that assessment is of great importance in the educational process, as it helps to draw final conclusions about the knowledge and education of students; assessment is a diagnostic process, as it can identify the problems that students have and solve them. Teachers can determine their students’ level of knowledge and give them appropriate tasks and assignments; assessment is a development. The development of the student’s knowledge, personality and the necessary changes in their behavior can be achieved with the assessment results; assessment states the goals of education: It is also very important to define the goals of the school. The goal of education is to change the behavior of the student. The teacher can show how the student’s behavior has changed by assessing; assessment is useful for improving the teaching and learning process: The teacher

can know the effectiveness of his instructions in enhancing the personality of the students. As a result, it helps to improve the teaching and learning process.

In addition, assessment has special principles and they are also helpful for assessing process. The principles are:

- continuity principle: Assessment is a continuous process as long as the student is in school. Assessment in education is an integral part of the teaching process. Whatever the student does should be assessed every day. Only then can the student learn the language better;

-complexity principle: By “complexity”, we mean looking at all aspects of the student’s personality. This takes care of the child’s development in all areas;

-principle of goals: Assessment should be based on educational goals. It should help determine where the student’s behavior needs to be changed or stopped;

-learning experience principle: Assessment is also related to the student’s experience. In this process, we look not only at the student’s schoolwork, but also at his extracurricular activities. Both types of activities help students gain more experience;

-student-centeredness principle: The student is at the center of the assessment process. The student’s behavior is the most important thing to pay attention to when evaluating;

It is obviously known that a number of scientists, researchers and philologists around the world carried out numerous scientific works and provided with proved findings regarding assessment system in education. For example, Indian scholars B. A. Bhat and J. Bhat mention that “Assessment is an educational program that aims to measure the three domains of cognitive, affective, and psychomotor learning. Both the process and the product are evaluated to arrive at a final conclusion [1]. The results of an assessment are always expressed from the perspective of the individual being assessed in terms of changes in behavior. Agreeing with these scholars, we assess not only

the knowledge of students, but also their mental and psychological development. Through assessment, we make judgments about the level of students' mastery.

Assessment is not only used in education to assess a student's knowledge, but also in life to make judgments and assessments. M.Taras says: "Assessment is a judgment, parameters, standards, criteria, context are required to make this decision. Parameters can be hidden in the mind of the evaluator, or they can be explicit and shared with others." [2]. The assessment process requires that it be conducted in a manner that is consistent with its established procedures and rules. According to Mark Wilson and Kathleen Scalise: "Effective assessment methods can play a powerful role in the learning process, for example, they can move an average student to the top third of the class – but only if certain conditions are met [3].

Scientists believe that assessment criteria need to be changed according to social, economic and contemporary requirements. For example, Australian scientists P.Griffi and E.Care emphasize that "Traditional assessment forms may not be suitable for testing many twenty-first century skills, especially those that can be considered non-cognitive" [4]. We also support this idea, because today we not only increase the level of knowledge of our students, but also develop their skills and abilities such as communication, working with others, creativity, critical thinking, team management, problem solving, use of technology and so on, and of course we also assess them.

Kazakh scientists R.K.Iskakova, S.K.Azhigenova, Zh.Zengin emphasize that: "The concept of assessment is an approach used to determine educational outcomes, a factor that helps the student to eliminate shortcomings in learning a subject. Assessment is a term used to describe a systematically summarized activity for the purposes of further learning" [5].

Well-known Uzbek scientist K. Jolilov mentions that "Assessment is the process of measuring the level of formation of a certain domain (a set of knowledge, skills, qualifications and competencies) in learners (test takers). In pedagogy, the assessment process is based on indirect inference. In this case, the tasks we give serve as a measuring tool, and depending on how the learner performs this task, we draw conclusions about the extent to which he has mastered the knowledge included in a certain domain, and the extent to which skills, qualifications and competencies have been formed" [6]. From this idea, we understand that in the assessment system we are not limited to just giving students a grade, but also to finding out how well they have accepted and understood the knowledge and skills we have taught them.

In the presented article we would like to write about not only the concept about assessment but new assessment types like formative and summative which are being used in practice at secondary educational institutions.

**Methodology.** Formative assessment is an ongoing process that provides information about the learning process, including student engagement, learning, needs, and growth, through observation of their classroom activities, homework assignments, short tests, surveys, and other forms of assessment. The strength of formative assessment is that it is primarily about improving learning, while its weakness is inherent in the feedback metaphor. The main purpose of formative assessment is to provide both teachers and students with information about student performance and learning. Research shows that formative assessment is one of the most effective strategies for increasing student

achievement. It is also important for increasing equity in student outcomes and developing students' "learning to learn" skills. However, formative assessment is not systematically used, especially in comprehensive secondary schools, where barriers to innovation and change are more difficult to overcome. N.Alahmadi, M.Alrahaili, D.Alshraideh argue that "Formative assessment methods are essential for increasing overall student achievement" [7].

Summative assessment is a measure of achievement at the end of a course. It is not necessarily a competency assessment. In fact, many summative assessments are standard-based, fixed-point, achievement assessments. These assessments aim to determine the level of knowledge acquired over a period of time. Jack States, R.Keyworth, R.Detrich in their article "Summative assessment" define summative assessment as an assessment at the end of the school year that measures a student's knowledge and skills against a set of standards or indicators. Summative assessment includes midterm exams, final projects, assignments, teacher-developed tests, standardized tests, and high-stakes tests" [8].

The difference between the new assessment system and the traditional assessment method is that the student is given points for his/her participation in the lesson and homework, not for his/her completion of the assignment. For example, the new assessment procedure at secondary educational institutions of the Republic of Karakalpakstan, in particular in secondary school №. 21 of the Nukus district, is carried out as follows:

a student who has completed the assignment perfectly is given 4 points. If the student has made mistakes or shortcomings in the assignment, he/she will receive 3 points. If he/she actively participates in the lesson, he/she will receive another 6 points. Depending on the student's activity in the lesson, from 1 to 10 points are given. Also, if the student receives 50 points from the summative assessment by chapter, that is, 40 points from the summative assessment by semester, that is, 40 points from the summative assessment by ChSB, he/she will have accumulated sufficient points. Students are summatively assessed by chapter up to three times per quarter. They are assessed once at the end of the semester. The summative exams for four subjects are taken by the working group of the School of the Agency for Specialized Educational Institutions. The materials for summative assessment (BSB and ChSB) for each subject are provided by the Scientific and Practical Center for Pedagogical Skills and International Assessment under the Agency for Specialized Educational Institutions. In the new assessment system, a student must score from 30 to 100 points in a semester. If he scores less than 30 points, he is considered to have received a low grade or "2". For students who were unable to participate in the summative assessment process for valid reasons, a separate assessment process is allowed. The new assessment system will display the student's actual grade.

**Analysis and Findings.** Currently, almost all schools in Uzbekistan and the Republic of Karakalpakstan have switched to a new assessment system, formative and summative assessment, and this assessment system is giving its results. In order to know the impact of the new types of assessment system on the quality of teaching and learning, as well as the professional development of English teachers we conducted a survey among school teachers who are now working at secondary educational establishments. As there are a great number of school teachers in our country, we

planned to collect data through blogging. We opened a group and invited some teachers to join and share their impressions of their teaching and the influence of new assessment types in their teaching process.

Here are some teachers' views about the assessment and they are about the positive effect of the new assessment types on their teaching, learners' attitude to their knowledge and lesson organization and also about school administration's attitude to their assessment process as well as teaching.

Gulzar (secondary school teacher) says that "the new assessment types are the best ones for me and I would recommend it to other schools to use this kind of new assessment type". Guljamal (English teacher) comments that summative assessment allows for the comparison of student performance. This description allows for the comparison of students with each other, the determination of the level of knowledge acquired by students, and the comparison of educational programs. Formative assessment allows students to express their opinions and teaches them to make informed judgments and decisions about the growth of acquired knowledge.

Juldiz observes that since the assessment types has been used at her school, pupils are eager to learn more in order not to get low mark. Malika is satisfied with the new assessment methods as it provided her with a clear and fair measurement of her students' achievements at the end of a course or program. Biybinaz states that "we may call the

new assessment methods as "Motivation for students" because the results of a final assessment can motivate students to engage with the material".

**Conclusion.** In conclusion, it is worth noting that, having analyzed the ideas of the above-mentioned scholars about assessment, we have identified several features of assessment. Assessment is a system that closely connects the student and the teacher, identifies the weaknesses and strengths of the teacher and the student, and accordingly encourages them to look for more extensive methods of effective teaching. Besides, comparing with the traditional assessment, both types of assessment are regarded one of the optimal version for educational improvement. Nowadays learners want to apply the things learnt in real life situations. They want to communicate freely, share their opinions, catch up with up-to-date technological period. In addition, teachers of this assessment method can bring up pupils who are able to communicate fluently in English everyday situations. The other significant advantage of the new assessment system over the traditional one is that it also aims to develop students' transferrable skills along with the language skills which come in handy not only in their teaching career but also in their further personal lives. Necessarily, the new assessment system can lead learners to gain knowledge deeply, use it in everyday situation, comprehend critical thinking and contribute to their future professional development.

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**REZYUME.** Ushbu maqolada baholash tushunchasi va uning turli manbalardagi turli ta'riflari hamda ta'limdagi ahamiyati muhokama qilinadi. Hozirgi vaqtda O'zbekistonda turli xil baholash usullari amaliyotda qo'llanilmoqda. An'anaviy baholash bilan bir qatorda yangi baholash turlarini qo'llash sababi o'quvchilarning malakasini baholash va ularni yaxshilashdir. Xususan, baholashning yangi turlari formativ va summativ baholashdir. Formativ va summativ baholashning asosiy maqsadi o'quvchilarning malakasini oshirish, dunyoqarashini kengaytirish, o'z fikrlarini erkin baham ko'rish va muloqot qobiliyatlarini rivojlantirishdan iborat.

**РЕЗЮМЕ.** В статье рассматриваются вопросы оценивания и ее различные определения в разных источниках, а также ее значение в образовании. В настоящее время в Узбекистане на практике используются различные виды и методы оценивания в образовательном процессе. Причиной использования новых видов оценивания помимо традиционной является нужда в оценивании не только знаний, но и навыков обучающихся и улучшение качества знания. В частности, новые виды оценивания - это формирующее и суммирующее оценивание. Основная цель формирующего и суммирующего оценивания - повысить компетентность обучающихся, расширить их кругозор, умение свободно делиться своим мнением, развивать их коммуникативные навыки.

**SUMMARY.** This article discusses the concept of assessment and its various definitions in different sources, and its importance in education. Nowadays, in Uzbekistan different types of assessment methods are being used in practice. The reason for utilizing new assessment types besides traditional assessment is to assess learners' skills and make them better. Besides, the views of Asian and global researchers on the concept of assessment are also presented in the article. In particular, it discusses the stages, principles, and advantages of assessment in the educational process.