

## Assessment as an Indicator of the Level and Development of Students' Knowledge

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**Annotation:** this article is aimed at revealing the topic of assessment in primary grades.

**Keywords:** assessment, formative assessment, final assessment, teacher support, formative assessment.

**Introduction:** Teachers are used to evaluating students' knowledge and skills. Thus, it is once again emphasized that the child is an object of learning. Modern transformations in education are aimed primarily at making the child a subject of learning and helping him to understand that knowledge is not provided, but acquired. And for this, the child must see that knowledge is needed here and now. She should have a sincere desire to explore the world around her, deepen and expand her knowledge.

Evaluation cannot be completely ignored: children should know their own capabilities, their strengths and weaknesses, and strive for self-improvement.

The teacher was faced with the task of not just a qualitative check of the acquired knowledge and skills, but also adjusting the learning trajectory, making certain changes to the organization of lessons, class design, etc. But it is impossible to assess this in traditional ways.

What is a formative assessment for?

Children should be able to learn on their own, understand that adult stories or a textbook are only one of the sources of information that gives guidance, but not the ultimate truth. Therefore, we must test not only the knowledge of children, but also the ability to use them, the ability and desire to cooperate, the desire to learn, interest, etc. And the teacher must also evaluate his work, adjust the learning trajectory, be able to flexibly respond to different situations, organize classes and lessons in different ways, build an individual educational trajectory for each child, etc.

Traditional and molding evaluation.

In school pedagogy, there is a concept of formative and final assessment, and the formative assessment allows you to evaluate and adjust the learning process, and the final (traditional assessment) shows the learning result.

Formative assessment is carried out during the learning process and is necessary in order to find out how successfully students act during training, and also allows you to determine how to build training in the future.

Therefore, the molding assessment is based not on quantitative (how many errors), but on qualitative indicators. For example: how students worked, or collaborated with others, or made efforts, or treated learning with interest. This can only be assessed by observing the students' work, and not by checking the learning outcomes.

The formative assessment should show students how much their knowledge and skills have grown, how exciting it is to learn new things, how knowledge and skills can be useful in life.

It should be noted that the final assessment in primary school is not canceled, it should be carried out in parallel with the molding, because at school the leading activity of children becomes educational and the teacher should know the learning outcomes of each student. But this form of evaluation should be modernized, and the attitude to evaluation should also be transformed.

What helps to evaluate the formative assessment?

The formative assessment reveals the level of interest of children in cognitive, educational or other activities, helps to determine to what extent children are motivated, interested in certain forms of work.

Formative assessment also helps to determine the ability of children to use the acquired knowledge and skills in practice, the level of understanding of the content of concepts and their involvement in the active vocabulary of children.

A formative assessment can help assess the interaction of a teacher, children and parents.

Such knowledge helps the teacher to adjust his activities in a timely manner so that each child is comfortable and interesting, as well as to see what else needs to be worked on.

**Conclusion:** Improving the quality of the educational process is closely related to improving the quality of knowledge and academic performance of students, without taking into account the correctly directed motivation of students, it is almost impossible to solve this. Only by using in full the factors that have a positive effect on the process of motivating students, you can achieve the necessary success.

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