

## EDUCATION ASSESSMENT

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**Abstract:** This article discusses the issues of diagnosing learning. It also explains in detail the importance of assessment methods in improving educational effectiveness.

**Keywords:** education, supervision, diagnosis, control tests, encouragement.

Currently, teaching the younger generation to independent study is one of the most important and important tasks. That is why the first President of the Republic of Uzbekistan, Islam Abduganievich Karimov, in his speech at the IX session of the Oliy Majlis of the Republic of Uzbekistan, said, “Only a truly enlightened person can understand the value of a person, the value of the nation, in a word, his own identity, live in a free and independent society, and fight selflessly to take a worthy, prestigious place in the world community of our independent society.”[1]

At the same time, it should be said that the importance of spiritual and intellectual stimulation of the younger generation is very great today. Monitoring the scientific potential of schoolchildren and students and their fair assessment is a very relevant and urgent issue at the state level. Also, the process of control and inspection has a positive effect on the development and upbringing of the personality of each student and student. When monitoring the acquired knowledge, it is necessary to constantly monitor how the scores and grades given leave an impression on the student and how they react to the successes and failures of their comrades at school. In this regard, it is natural to ask the following question: why is it necessary to monitor and evaluate the acquired knowledge in a timely manner, what is its importance, and what function does it perform?

Types of control:

1. Diagnostic function of control. As a result of control, the level of formation of knowledge, talents and skills is determined.

2. The function of control to develop a desire for knowledge in students. As a result of control, students develop a desire to further improve their knowledge, talents and skills.

3. In the process of control, the personal qualities of students are formed and, most importantly, developed. Development is carried out through active learning, including through speech activity.

4. Educational function. During the control process, students consolidate their knowledge. The learning material is mastered more deeply.

5. The educational function of control. During the control process, positive psychological qualities of students are formed.

6. The evaluation function of control, in particular. As a result of control, the standards of qualitative changes are determined.

To date, written, oral and practical methods are widely used in the control process. In this process, control of mastery through oral questioning is widespread. It is also carried out mainly through questions and answers. In this process, such types as individual questioning and frontal questioning are used. As for the types of assessment in universities, the sum of the points earned in subjects in each semester, the sum of the points earned in subjects passed during the semester and the academic year, forms the student's course rating. The teacher regularly determines the assessment and diagnosis of student mastery in each subject during the quarter and semester and is assessed through the following types of control:

1. Current control;
2. Intermediate control;
3. Final control.

Current control is a regular control of how students and students master the topics being studied during the lesson. This control is carried out by the subject teacher and is intended to determine the student's level of knowledge and the knowledge acquired

on each topic of this subject. This implies that the student continuously acquires knowledge and continuously monitors the results.

Intermediate control is a determination of the student's knowledge in a section or part that includes several topics covered in this subject. Intermediate control is carried out outside the lesson and allows students to increase their mastery indicators.

Final control - this control is carried out in the form of a written, oral or test on the topics that have been fully taught and completed for the semesters.

Rating - is understood as an assessment, arrangement, classification, a phenomenon according to a predetermined scale. With the help of rating, a preliminary classification of psychological objects is carried out depending on the degree of clarity of the characteristics common to them (expert assessment).

Scaling - models specific processes using a number system. Their various methods, descriptions are considered to be methods of converting them into different quantitative variables. Currently, the knowledge of students at the general secondary education, secondary specialized, vocational education and higher education stages of continuous education is assessed in the rating system. This form of assessment allows students to evaluate their knowledge throughout their studies.

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