

# Assessment of Educational Process and its Organization

<sup>1</sup>Yana Arustamyan, <sup>2</sup>Iroda Siddikova, <sup>3</sup>Nilufar Sadullaeva,  
<sup>4</sup>Malika Solieva, <sup>5</sup>Nozima Khasanova

**Abstract--***The article deals with the features of assessment in education and its organization. Assessment is the process of measuring the achievement of learning goals at a particular stage of the learning process based on predetermined criteria, and identifying and analyzing the results.*

*The assessment reveals what the learner knows and does not understand, which training material is well absorbed, which is not yet sufficiently absorbed or not mastered at all. This is the basis for organizing and managing the learner's cognitive activity. The educator critically evaluates the pros and cons of their work. Assessment results are also important for reviewing and evaluating materials in the curriculum from the learner's ability to learn.*

*As a result of the evaluation it becomes clear which concepts and principles are difficult to understand and which ones can be easily implemented. This provides the basis for the learner's creative preparation for the lesson and conducting the training. Likewise, the learner will know which learning material is good, which is satisfactory and what is bad.*

*By assessing knowledge, skills, didactics means the process of comparing students' level of proficiency achieved by them with the reference ideas described in the curriculum or in special recommendations. Assessment of knowledge is essentially a process of measuring the level of assimilation and is one of the fundamental and difficult to solve problems of didactics - the problem of pedagogical measurements. Measuring and evaluating learning successes requires an analysis of the question of what is to be measured (this was described above), as well as the question of criteria, indicators, scales and units of measurement.*

**Key words--***Knowledge, result of the evaluation, cognitive activity, assessment, skills, measure.*

---

## I. INTRODUCTION

One of the important structural elements of each lesson and the entire learning process as a whole is a test of students' knowledge and skills. It is always in the close attention of the teacher. A good teacher will not expose new material until he is convinced of the full understanding and assimilation by all students of just completed. For a student, the testing his knowledge and skills is often a source of deep emotions - he feels satisfaction with his work, feels pride, receiving high marks, or, conversely, loses faith in his strength, and sometimes interest in learning. Without examining the student, the learner is not able to deeply, comprehensively and accurately evaluate his

---

<sup>1</sup>PhD, Department of Comparative Linguistics National University of Uzbekistan, Uzbekistan

<sup>2</sup>DSc, Department of Comparative Linguistics National University of Uzbekistan, Uzbekistan

<sup>3</sup>PhD, Department of Comparative Linguistics National University of Uzbekistan, Uzbekistan

<sup>4</sup>PhD, Department of Comparative Linguistics National University of Uzbekistan, Uzbekistan

<sup>5</sup>PhD, Department of Comparative Linguistics National University of Uzbekistan, Uzbekistan

knowledge. As a result of the assessment, students will be able to identify, understand, remember, understand, apply, analyze and critically evaluate their knowledge. The learner will have the opportunity to have a positive description of his/her knowledge, improve the way he/she works at the educational institution and at home, develop the positive aspects of his/her knowledge, skills and abilities and correct the gaps. Moreover, the educational establishments should be in line with modern requirements, defined by labour market[1].

The educational value of controlling and evaluating knowledge, skills and competencies of students' attitudes towards learning is that their successes and failures are formed, and becomes desire to overcome difficulties. Assessment always creates a particular attitude of the learner towards himself. The educator should focus on developing the student's attitude, feelings, and personality[2].

## II. MATERIALS AND METHODS

Sometimes, in the evaluation process, the learner gains additional knowledge, skills and abilities. Understands the essence of concepts that are not mastered in the learning process. Therefore, evaluation can also be considered a continuation of the learning process.

The assessment shows the strengths and weaknesses of not only the learner but also of the educator, as well as the disadvantages of the learning process. Training tools, plans, and learning processes are also evaluated.

Regular evaluations of parts of the curriculum will eventually lead to a clear and equitable assessment. Assessment, summation, and summation of sub-sections help to make the final assessment more accurate. Regularly informing the student about his / her results will have a positive impact on his / her goals and aspirations. Measuring the results of the learning control is an opportunity for the learner to understand his or her knowledge, skills and abilities [6].

From the foregoing, the following conclusions can be drawn from the nature of the assessment:

**Table 1** The main criteria for effective organization of assessment process

Why evaluate?	What to evaluate?	When to evaluate?	The main features of the assessment;
To determine the achievement of learning objectives; Before moving to the next level, to determine the previous level of mastering; To confirm the result; To identify	Theoretical knowledge; Practical skills and abilities; Behavioral and personal qualities;	At the beginning of the learning process (initial assessment); During the learning process (current and interim assessment); At the end of the learning process (final evaluation).	Orientation to the purpose of education; • regular conduct; • based on pedagogical, psychological and legal principles; • based on generally accepted result

student interests; To identify the successes and drawbacks; To identify achievements in the educational process; To motivate learners to achieve success;			standards.
--	--	--	------------

As noted above, while evaluating theoretical knowledge, the levels of achievement of cognitive learning goals are determined. When assessing practical skills and competencies, psychomotoric, behavioral, and personal qualities are assessed and levels of achievement of affective learning objectives are measured [3].

**2.1. Criteria of evaluation.**

The results of any evaluation should be compared, measured. Comparisons can be made based on criteria developed before or after the evaluation. Evaluation criteria are an indicator of how well the learning objectives have been achieved. These indicators can be expressed by numbers ("excellent", "good", "satisfactory", etc.) in numbers ("five", "four", "three", etc.). In other words, the evaluation criteria are a description of the grade point that fits the learner's level of achievement.

**2.2. Principles of evaluation.**

Testing and evaluation of knowledge must meet certain didactic requirements. Inspection and control must be systematic and continuous. Failure to comply with this requirement will lead to poor student attitudes toward learning and a negative impact on knowledge quality.

**III. DISCUSSIONS**

Knowledge evaluation is of an individual nature. Each student should know which knowledge, skills and abilities are being evaluated. The state of readiness to respond to the educator's questions and tasks is only when knowledge testing and evaluation have become an integral part of the learning process.

The knowledge, skills and abilities of the learner are reviewed and assessed from the standpoint of implementation of the state curriculum.

There are different forms of testing the knowledge, skills and abilities of the trainees. Sometimes the teacher uses the same methods for the longest time to check the knowledge.

The following five basic principles are the foundation of the evaluation system:

- motivation for learning objectives;
- authenticity;

- fairness;
- reliability;
- convenience.

### **3.1. The main principle of effective assessment**

The main principle of effective assessment is the adherence to learning objectives. The quality of assessment is directly related to the learning objectives. Learning objectives clarify the content of the assessment. Depending on the level of learning objectives, the form and methods of evaluation are selected. It is also important for the achievement of learning objectives to determine the evaluation criteria [8].

When designing any evaluation system, the evaluation tasks are required to be within the context of the given learning content. When designing an assessment, you should always consider the following two questions:

### **3.2. Authenticity.**

Assessment assignments or tests that are intended only for learning outcomes are valid. It should focus on the outcomes in the field of knowledge and skills that need to be evaluated.

The learner should be provided with valid and reliable information on the progress made. It is necessary to use methods that allow the learner to measure the acquired knowledge, skills and abilities as well as personal qualities.

The assessment system should be aligned with the learning objectives, as well as the students' prior knowledge of the conditions and objectives of the assessment. Students should be given assignments of the same complexity and scope.

### **3.3. Reliability.**

Various methods can be used to evaluate results. However, the key to choosing these methods is reliability. For the method to be reliable, evaluation must be based on reliable and accurate information. This includes how reliable the task or test is to control learning objectives.

### **3.4. Convenience.**

Evaluation systems should be based on learning objectives, should be consistent with production standards, should not be complicated, and be suitable for supervisors and trainees. It is advisable to use computers as widely as possible in the evaluation process.

### **3.5. Rating system.**

Evaluation in the rating system can be determined through the following types of control:

Control;

- Behavior assessment;
- Evaluation of theoretical and practical knowledge.

### **1. Detection of control through control:**

- formation of the level of knowledge, skills of the learner;
- Continuous evaluation of the learner and comparing their assessments;
- the formation of the student's desire for learning and the opportunity to compete;
- fair assessment of students' knowledge and skills;
- correct assessment of pedagogical activity of teachers.

### **2. Identification of behavior by assessing behavior:**

- improvement of students' attendance discipline and regular training of subjects;

### **3. Identification of theoretical and practical knowledge through assessment:**

- pre-planning of abilities of the teacher and the trainee;
- rapid analysis of the educational process;
- to provide the necessary changes in their activities.

The rating system creates an assessment system in the learning process by comparing all the types of control listed above. The rating system is constantly monitored and evaluated. The rating system is based on the evaluation of the quality of each student's academic performance in the curriculum. It is advisable to use two types of control based on the rating system used in educational institutions of the Republic. When designing a rating system for each subject, each teacher should be guided by:

1. The maximum number of points a student can earn for each semester is 100 points;
2. The maximum score for each subject is divided by the types of control:

Moreover, the assessment procedures must be clarified in recommendations given in the National Standards for learning foreign languages reflecting the objectives of each discipline stated in the curricula [7].

**Current control.** The main purpose of the current monitoring is to identify the progress of the learner, to study and improve the learning process requirements. Ongoing supervision uses oral survey, writing, laboratory work, coursework, homework, and other types of surveys. All query types are marked with abbreviated codes.

In the current rating system, the number of requests for evaluation of each trainee during the current control is limited. In each lesson, the learner may respond and score, but the educator should not overlook the other students.

**Intermediate control.** The main purpose of intermediate control is to determine the achievement (achievement of the established standards) of learners of a particular topic, chapter or module. The assignment of intermediate control is mandatory for all students.

**The final rating.** To determine the final rating, at the end of the semester or at the end of the course, a student's scores on all subjects are calculated and the average is calculated. How many hours of coursework are

taken in the semester, with a maximum of 100 points for each semester, and at the end of the semester a mean score is put in the rating journal.

The structure of the syllabus and the number of hours each student will be able to control for each semester based on how many controls they will be able to identify and the distribution of rating points for a particular subject.

#### IV. CONCLUSION

First of all, the result should be clear to others. Each result should be written in a simple and understandable language, indicating what the student should be able to do - even a person unfamiliar with this area of knowledge and skills should understand what is required of the students.

#### REFERENCES

1. Arustamyan Y.Y. Assessment as a key component of developing skills // Proceedings of the first International Conference of European Academy of Science. – Bonn, Germany. 2018. P. 71
2. Afanasyeva M.P., Keyman I.S., Sevruck A.I. Quality management in an educational institution // Standards and monitoring in education. No. 1. 1999. P. 35-38.
3. D. Yuvaraj, rojinraju, n.aravindaswin, krishnan.k, rsteni reyas. "design of lcu for reverse air bag house in cement industry." international journal of communication and computer technologies 7 (2019), 30-32. Doi:10.31838/ijccts/07.sp01.07
4. Borovkova T. I., Morev I. A. Monitoring the development of the education system. Part 1. Theoretical aspects: Textbook. - Vladivostok: Publishing House of the Far Eastern University. 2007. 150 p.
5. Kachalov V.A. ISO 9000 standards and quality management problems in universities (notes of the Quality Manager) // V.A. Kachalov. M: Publishing House. 2001. P.128.
6. Neeta Bhagat, Archana Chaturvedi. "Spices as an Alternative Therapy for Cancer Treatment." Systematic Reviews in Pharmacy 7.1 (2016), 46-56. Print. doi:10.5530/srp.2016.7.7
7. Lebedev O.E. Competency-based approach in education // School technologies.-№5.2004. P.3-12.
8. Nazarova T.S. Pedagogical technology is a new stage in evolution. - M: Pedagogy. 1997. P. 20-26.
9. Kavetsou, e. & detsi, . A. (2016) ionic liquids as solvents and catalysts for the green synthesis of coumarins. Journal of Critical Reviews, 3 (3), 50-55.
10. Sadullaeva Sh., Arustamyan Y., Sadullayeva N. Shifting the Assessment Paradigm from Knowledge to Skills: Implementation of New Appraisal Procedures in EFL Classes in Uzbekistan // International Journal of Innovative Technology and Exploring Engineering (IJITEE). Volume-9, Issue-1. 2019. P. 4943-4952
11. Selevko G.K. Modern educational technologies.- M., Public Education. 1998. 130 p.
12. Salimoddin,& Mohammed, A.M. (2018). Design of Error Detection Reed Solomon Codes at the Receiver. Journal of Computational Information Systems, 14(4), 1 - 6.
13. Raj Raghul, S. (2014). A General View about Grid Computing and Its Concepts. International Journal of Advances in Engineering and Emerging Technology, 5(5), 225-233.
14. Pradhan, R.K., Tripathy, A. Neural recruitment in subjective time perception in a non-local model and the psychological nature of attention (2019) NeuroQuantology, 17 (6), pp. 58-4.
15. Cocchi, M., Gabrielli, F. No calculation in stupor: Beauty as infinite surprise (2019) NeuroQuantology, 17 (4), pp. 26-27.