



Copyright: Original content from this work may be used under the terms of the creative commons attributes 4.0 licence.

Formative Assessment Of Students 'Knowledge As An Innovative Approach To Education

Dilova Nargiza Gaybullaevna

Associate Professor Of The Department Of Primary Education, Doctor Of Philosophy Of Pedagogical Sciences (PhD), Bukhara State University, Uzbekistan

Saidova Mohinur Jonpulatovna

Associate Professor Of The Department Of Primary Education Methodology, Doctor Of Philosophy In Pedagogy (PhD), Bukhara State University, Uzbekistan

ABSTRACT

The article discusses the importance, possibilities and effectiveness of the use of the formative assessment method by using of innovative teaching in determining and assessing the level of knowledge of students.

KEYWORDS

Innovation, innovative education, level of knowledge, competence, life skills, formative assessment, quality of education.

INTRODUCTION

The education system in Uzbekistan has been rapidly reformed In recent years. Upbringing of a new generation with high intellectual and spiritual potential, capable of putting forward new initiatives and ideas for the development of the country, the formation of the necessary knowledge and skills, along with the knowledge of students in the field of natural

sciences, their literacy, basic and scientific competencies and the introduction of a new

system for assessing personal qualities are becoming more relevant.¹

The acquisition of modern knowledge, true enlightenment and high culture should become a vital need for every citizen. It is important for us to educate young people as "independent, with modern knowledge and professionals, strong-willed, truly patriotic people."²

Increasing the effectiveness of education, developing professional competencies of specialists, orienting managers and teachers towards innovative activities, introducing innovative educational and information and communication technologies into the educational process in general secondary education, mastering and orienting foreign experience are important tasks of modernizing the system of general secondary education. This, in turn, created the need to improve the content of educational and methodological activities in general secondary education, innovative forms and methods of teaching, widespread introduction of modern information and communication technologies.

The Innovative educational technologies are necessary to update the internal structure, ensure the effectiveness of practice or the educational process, **the relevance of which is reflected in:**

- The growing need for modern educational approaches to improve the quality and effectiveness of education around the world;;
- The increasing attention to the

organization of the educational process based on pedagogical technologies, taking into account the needs, interests, abilities and knowledge levels of students;

- It is necessary to further improve pedagogical technologies in order to ensure the quality and efficiency of general secondary education in modern conditions of the integrated development of the national education system in our country;
- Ensuring compliance with the requirements of the JTS principles, based on a competent approach, preparing students for life and reflected in the curricula and teaching materials developed for general secondary education;
- The priority of the task of creating an environment for interpersonal cooperation and communication with the aim of further improving the system of continuing education, increasing the potential of quality educational services, continuing the policy of training highly qualified personnel in accordance with the modern needs of the labor market.

The purpose of innovative educational approaches is to ensure the necessary efficiency of the educational process and the achievement of the desired learning outcomes by students, the main task of which is to create a learning process that ensures adequate learning outcomes in the educational process.

¹ The Decree of the President of the Republic of Uzbekistan "On additional measures to further improve the country's education system, accelerate the development of science."

² Mirziyoyev Sh.M. We will build our great future together with a brave and noble people. - Tashkent: "Uzbekistan", 2017. - pp. 157-158.

One of the most important tasks facing educators, scientists and teachers today is to provide modern education to the new generation that will replace us, with their own ideas, worldview, modern knowledge and thinking. However, “modern education” does not mean a direct copying of educational programs and scientific programs of developed countries, but their adaptation to the national traditions, values and customs of our people. Because education cannot be imagined in isolation from upbringing.

In order to address the above issues at the national level, to raise the quality of education in schools to a new level that meets international standards, the President of the Republic of Uzbekistan issued Decree PF-5712 dated April 29, 2019 “On the approval of the Concept for the development of the public education system of the Republic of Uzbekistan until 2030”. The tasks to be performed in the education system, defines in detail in this decree which is the main link in the formation of human capital, and the ways of their implementation. Therefore, improving the quality of education in the country's schools today is an important didactic task.

The proposed method by us of formative assessment of students' assimilation of academic knowledge has been used for many years in developed countries such as the USA, England, Scotland, Sweden, and later in Russia.

Formative assessment is an innovative method where the learning process is constantly

adjusted and the necessary additions are systematically made to achieve learning objectives based on information received through written or oral feedback from students in order to constantly determine the level of proficiency in the learning process (lesson) and form positive intrinsic motivation for learning.

The researchers note that formative assessment is a targeted, continuous process of monitoring student learning that focuses on feedback to ensure self-assessment against criteria. Formative assessment is “informal,” and the student is not assessed in the classroom journal. That is, formative assessment does not measure a student's level of performance in each lesson in numbers or points. Perhaps, by conducting regular monitoring, the student will be directed to self-assessment, self-control of his learning activity. It was noted that when using formative assessment, a teacher's somewhat creative approach to teaching and practical learning has a positive effect on the assimilation of students in mathematics. In addition, the effectiveness of the formative assessment method depends not only on the teacher, but also on the development of the skills of its use by students.³

For example, Maths One-to-One Assignments not only provide demonstration, but also develop students' creative and imaginative thinking, and form an assessment based on each student's ability..

Task 1: Find the hidden number

³ Clark, I. (2011). The Development of 'Project 1': Formative Assessment Strategies in UK Schools. Current Issues in Education, 13(3). Retrieved

from [Electronic resource]
<https://www.researchgate.net/publication>.

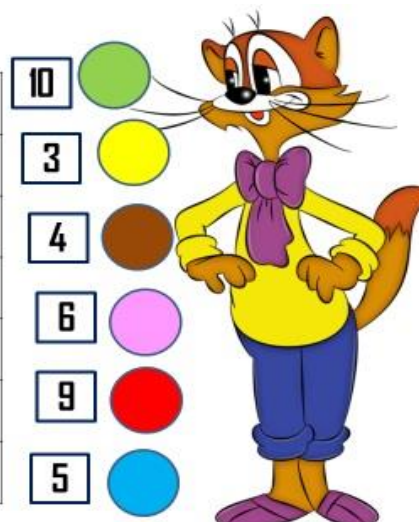
11		13	14		16			19	
	Twelve			Fifteen		Seventeen	Eighteen		Twenty

Grade: _____

This assignment helps students to work individually. The teacher will have the opportunity to assess each student individually.

Task 2: By solving examples, students find the same result. They combine the same result and decorate with the desired color.

Examples	Find a friend
$2+1=$	$2+4=$
$3+2=$	$3+6=$
$4+2=$	$3+7=$
$6+3=$	$2+3=$
$7+3=$	$1+3=$
$3+1=$	$1+2=$



Grade: _____

The teacher assesses the children's answers and develops creative tasks depending on the level of difficulty, based on their abilities.

We believe that a teacher should be aware of their personality traits, psychophysiological and intellectual characteristics, mechanisms of acquiring knowledge, thinking strategies and

leading representational systems, before conducting formative assessment of students in the classroom. Because the process of acquiring knowledge by students differs from their age, the speed of obtaining and processing information, the characteristics of the thinking strategy.⁴

⁴ Gulyamov D.R., Kalankhodzhaeva K.B. On the issue of taking into account the peculiarities of the interhemispheric functional asymmetry of the brain of trainees in the educational process // Eurasian

Union of Scientists, 2018, No. 11. –S.38-42. [Electronic resource] <https://euroasia-science.ru/wp-content/uploads/2018/12/38-43pdf>

Ian Clarke, a British scholar, acknowledged in his research project on Formative Assessment Strategies in Schools, that developing teacher-student and student communication in the classroom ensures that their learning activities are effective in the learning process, emphasizing the need to change teachers' attitudes towards the learning process. To do this, the following requirements must be met:

1. Understanding by students what they want to learn and what is required of them before the topic is disclosed;
2. Promptly receive information from the teacher about the quality of their work and about what can be done to better fulfill educational tasks, i.e. about the availability of quick "feedback";
3. Get advice on what students need to do to maintain an effective learning process;
4. The willingness of students to decide on the next steps to complete educational tasks,;
5. Who are the students, to having ability to provide assistance and the ability to contact them if necessary;
6. The possibility of involving parents and guardians in the educational process;
7. Having the ability to gather important information as a student and be very eager to learn;
8. The ability of students to take responsibility for their education and spend most of their time in the educational process⁵.

The above qualities are referred mainly to in the pedagogical and psychological literature as

⁵ Bychkova S.A., Radevich L.V., Surina E.A. Creative assessment at the lessons of the humanitarian cycle [Electronic resource] <https://cyberleninka.ru/article/n/kriterialnoe-otsenivanie-na-urokah-gumanitarnogo-tsikla>

"the formation of educational motivation in a student."

Research has shown that learning can help students self-control. They believe that the role of feedback in formative assessment is to be proactive rather than reactive, which occurs immediately after the teacher's influence, and found that all situations in assessing student knowledge are associated with the following three factors:

- 1) Transparent goals;
- 2) Achieving the goal together;
- 3) Conscious acceptance of learning information by learners.

To ensure a positive influence of these factors, teachers consider it appropriate to jointly develop forms of assessment and discuss the results not only among the faculty of the school, but also at joint conferences with teachers and scientists.⁶

The formative assessment of students' knowledge with an innovative approach allows them to improve their knowledge acquisition activities. In this case, the teacher must first have pedagogical competence, for example, analyze and plan his activities, and then clearly define the direction of interaction with students. This, in turn, helps learners to form a valuable attitude towards the learning process.

For order to correctly use the method of formative assessment in the process of teaching schoolchildren in school practice, the teacher must know the specifics of this method, distinguish it from other methods, be

⁶ Mashkova R.E. On the issue of the use of formative assessment in foreign language lessons // Center for Scientific Cooperation "Interactive Plus" [Electronic resource] <https://interactive-plus.ru>.

able to break this method into components, apply it in the classroom, establish constant feedback, and record the assessment results. make the necessary adjustments and changes to the thematic plan, have the skills to properly form and develop social relations with the subjects of the educational process.

REFERENCES

1. O'zbekiston Respublikasi Prezidentining "Mamlakatimiz ta'lim-tarbiya tizimini yanada takomillashtirish, ilm-fan sohasi rivojini jadallashtirishga oid qo'shimcha chora-tadbirlar to'g'risida"gi Farmoni
2. Mirziyoev Sh.M. We will build our great future together with our brave and noble people. – Tashkent: "Uzbekistan", 2017. - P.157-158.
3. Clark, I. (2011). The Development of 'Project 1': Formative Assessment Strategies in UK Schools. *Current Issues in Education*, 13(3). Retrieved from [Электронный ресурс] <https://www.researchgate.net/publication>.
4. Gozalova M.R., Spatar-Kozachenko T.I., Loseva E.S. Specificity of formative and summative types of assessment in the classroom in a foreign language // *Pedagogical journal*. 2016.Vol. 6.No. 6A. S. 200-209.
5. Gulyamov D.R., Kalankhodzhaeva K.B. On the issue of taking into account the peculiarities of the interhemispheric functional asymmetry of the brain of trainees in the educational process // *Eurasian Union of Scientists*, 2018, No. 11. –S.38-42. [Electronic resource] <https://euroasia-science.ru/wp-content/uploads/2018/12/38-43pdf>
6. Bychkova S.A., Radevich L.V., Surina E.A. Creative assessment in the lessons of the humanitarian cycle [Electronic resource] <https://cyberleninka.ru/article/n/kriterialnoe-otsenivanie-na-urokah-gumanitarnogo-tsikla>.
7. Mashkova R.E. On the issue of the use of formative assessment in foreign language lessons // Center for Scientific Cooperation "Interactive Plus" [Electronic resource] <https://interactive-plus.ru>.
8. Khaidarova A.M., Abdikenova E.D. The role of formative assessment and the ways of its application in the educational process // Materials of the International scientific-practical conference "Altynsarin readings" Actual problems of improving the quality of educational practice ", Book 3. -Kostanay GPU them. U.Sultangazina, 2019. –S. 130-134.
9. Saidova M. Boshlanich sinf ўқувchilarning mathematician izhodiy qobiliyatini ystirishda ahborot tekhnoloyalardan foydalanishning himni. // Halgaro conference. Musical art and education: tradition and innovation. - 2019. -- 420 - 425.
10. Dilova N.G. Boshlanich talim zharayonida yzaro amkorlik muxitini shakllantirish mechanism larini takillashtirish. 13.00.01 - Nazariasi Pedagogy. Pedagogue ta'limotlar tarixi. Ped. Fanlari biich falsaf doctor (PhD) diss. author. - Nukus - 2018. -- 52 b.
11. Atoeva M.F. Frequency of teaching physics. Post-graduate student and applicant. - Moscow, 2010. –№6. - S. 41-43.
12. Atoeva MF Electrodynamics of bylimini davrilik tizimi asosida tashkil etish. Halk ta'limi. - Toshkent, 2012. - No. 1. –B. 52-54.
13. Atoeva M.F. Uzluksiz physicist talim samaradorligi. Uzluksiz talim. - Toshkent, 2012. - No. 3. –B. 19-23.
14. Atoeva M.F. Electromagnetism bylimini davrijlik tekhnologosi asosida itishing didactic imkoniyatlari. UzMU Xabarlari. - Toshkent, 2016. - No. 1/2. - B. 86-89.
15. M.F. Atoeva. Elektrodinamika bo'limini o'qitishning samaradorligini oshirish

-
- aspektlari. Fizika, matematika va informatika, – Toshkent, 2016. – № 2. – B. 81-85.
16. M.F. Atoyeva. Interdisciplinary relations in physics course at specialized secondary education. The Way of Science. – Volgograd, 2016. –№9 (31). – P.22-24.
17. M.F. Atoyeva. The significance of periodicity at teaching physics. The Way of Science. – Volgograd, 2016. –№ 10 (32). – P.62-64.
18. Atoeva M.F. The effectiveness of teaching electrodynamics based on the technology of periodicity. The Way of Science. - Volgograd, 2016. –№ 10 (32). - P.65-66.
19. M.F. Atoyeva. Use of Periodicity in Teaching Physics. Eastern European Scientific Journal. –Düsseldorf-Germany, 2017. № 4. –P. 35-39.
20. M.F. Atoyeva. Didactic foundations of inter-media relations in the training of university students. International Scientific Journal. **Theoretical & Applied Science. p-ISSN: 2308-4944 (print) e-ISSN: 2409-0085 (online). Year: 2020 Issue: 06 Volume: 86, P. 124.**
21. M.F. Atoyeva, R. Safarova. Pedagogical integration as a means of forming professionally important qualities among students of a medical university. Academia. ISSN: 2249-7137 Vol. 10, Issue 8, August 2020. Impact Factor: SJIF 2020 = 7.13 ACADEMICIA: An International Multidisciplinary Research Journal <https://saarj.com>.