

POINT-RATING SYSTEM FOR MONITORING STUDENTS' KNOWLEDGE IN PEDAGOGICAL QUALIMETRY

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ABSTRACT

Almost every educational institution implementing a rating system for assessing the quality of students' academic work has its own characteristics and modifications. The points allocated for the current control can be distributed by different universities in their own way. The distribution depends on the profile of training, the specifics of specialization and the system of value orientations of the university. The main purpose of building such a learning model is the organization of the educational process, which allows to develop cognitive interest, individual capabilities and abilities of students, which provides not only individualization of learning, but also develops independence as a complex, integral quality of personality, the formation of which is the task of the education system.

Key words. Quality, education system, knowledge, method, skills, progress, qualimetric, activities, rule, concept, determine, approach, model, point system.

The concept of "quality of education" in higher education has a variety of interpretations, primarily related to the goals of the system of higher professional education. To reveal the essence of the qualimetric approach in pedagogy, firstly, it is necessary to determine what should be understood by the quality of knowledge and the effectiveness of teaching [1].

In the concept of "quality of knowledge" V.P. Simonov includes such components as:

- the strength of knowledge is determined by the ability of the student to operate in his practical and educational activities with theoretical knowledge obtained earlier;
- depth of knowledge — is characterized by the number of well-learned rules, concepts, definitions, laws, formulations, etc.;

- awareness of knowledge - is determined by the learner's understanding of the cause-effect relationships of theoretical material and the ability to apply them in practice;

- systematic knowledge — allows to resolve the contradiction between the need for the formation of academic knowledge and the formation of a holistic conceptual vision of the world [Simonov V.P. Pedagogical management: Know-how in education. - M., 2007. - 257 p].

Qualimetry — (from Lat. quolis — what is the quality and gr. metro — measure) is a scientific theory in which the methodology and problems of complex quantitative assessment of the quality of objects of any nature having a material or spiritual nature, artificial or natural origin are studied [Slastenin V.A., Kashirin V.P. Psychology and Pedagogy: A study village for students. higher. studies. institutions. — M.: Publishing center "Academy", 2001. — 480 p.].

Pedagogical qualimetry denotes a relatively new scientific direction of pedagogical research, the main content of which is the methodology and problems of developing complex quantitative assessments of the quality of any objects of the educational process [Fedyukin V.K. Qualitology: Textbook. Part 1. — St. Petersburg: Publishing House of SPbSUE, 2002. - 258 p.].

Pedagogical qualimetry consists of a sequence of interrelated actions: analysis, goal-setting, planning, organization, control and evaluation of performance [2].

The transition to a multi-level system of higher professional education, competitive selection for a higher level of education in the conditions of modernization of the entire education system require new approaches to the organization of the educational process, implementing the following requirements [3]:

- effective management of the quality of students' education at all levels of higher professional education;

-increasing the activity of students' academic work during the semester;

- expansion and deepening of individual independent work;

-a more objective assessment of the knowledge and level of professional training of a specialist;

-improving the efficiency of teachers and students;

-the use of financial incentives to activate the educational and cognitive activity of students [4].

One of the directions contributing to the solution of this problem, in our opinion, is the implementation of a point-rating system for monitoring and evaluating the knowledge of university students, the introduction of which makes a more objective assessment of student performance in general, allows you to evaluate the student's overall academic success and give a deeper analysis of learning outcomes, evaluate

those areas of student activity that can not embrace academic assessment and focuses students' attention on the most important activities.

The point-rating system, according to the definition of D.P. Danilaev, is one of the modern technologies that is the main tool for evaluating the student's work in the process of educational, industrial, scientific, extracurricular activities and determining the graduate's rating at the exit [Danilaev D.P. The use of a point-rating system for evaluating the quality of education. <http://www.ksma.ru/fh/iuk.k29.doc>].

Even with the use of the most optimal methods, organizational forms and means of training, it is impossible to make the learning process manageable and purposeful if there is no system of control over its progress, timely verification and evaluation of the knowledge, skills and abilities of the trainees [5]. Therefore, the teacher is faced with the task of choosing methods and forms of control, criteria for the quality of assimilation of the studied material, developing procedures for its implementation, substantiating ways of individual correction of educational activity.

There are basically three types of rating system in institutions of higher professional education:

- rating system using traditional assessment methodology. It is based on the teacher's expert assessment of students' academic performance;
- rating system with the use of an automated computer subsystem;
- a system based on the type of ECTS credits used in European universities.

Almost every educational institution implementing a rating system for assessing the quality of students' academic work has its own characteristics and modifications [6]. The points allocated for the current control can be distributed by different universities in their own way. The distribution depends on the profile of training, the specifics of specialization and the system of value orientations of the university.

The analysis of the introduction of a point-rating system for evaluating learning has revealed a number of problems that hinder the effective use of this form of control for an objective assessment of the quality of students' education:

- the absence of a reasonable system of criteria for monitoring and evaluating the level of students' learning, which should establish links between all components of the system under study, reflect the dynamics of the measured quality over time;
- insufficient development of the technology for creating training modules based on the qualimetric approach in teaching students [1];
- irrationality of the distribution of points according to the forms of control, which leads to the absence of quantitative and qualitative indicators of scientific, research and creative activities of students, according to the manifestation of which it is possible to judge the greater or lesser degree of expression of these qualities.

When organizing the educational process using a point-rating system, students get the opportunity to:

- clearly understand the system of forming grades for disciplines and other types of classes, which eliminates conflict situations when receiving final grades;
- timely assess the state of their work on the study of the discipline, the implementation of all types of academic load before the start of the certification session;
- be aware of the need for systematic and rhythmic work on the assimilation of the material based [7] on knowledge of their current assessment in each discipline and its changes due to untimely assimilation of the material.

For teachers, such an organization of training allows:

- rationally plan the educational process in this discipline and stimulate the work of students to master the necessary material;
- to know the progress of assimilation by each student and the study group as a whole of the studied material;
- make timely adjustments to the organization of the educational process based on the results of the current control;
- accurately and objectively determine the final assessment, taking into account interim results;
- to provide a more accurate gradation of the assessment of the level of knowledge in comparison with the traditional 5-point system [3].

In the most general form, the technology of implementing a point-rating system implemented in universities can be represented as follows:

- perfect assimilation of each academic discipline studied by a student in a semester is estimated at 100 rating points. The scale of recalculation of rating points into estimates according to the 4-point system is established;
- the number of stages of control of students' academic work, the timing of their conduct in a particular discipline, as well as the form and maximum assessment of students' knowledge at each stage are set by the department leading this discipline;
- the student's response at the final control is evaluated by a certain amount of rating points. A score below the set number of points is considered unsatisfactory;
- the amount of points for admission to the final control is set. A student who scored less than the prescribed number of points in any academic discipline studied in the semester is not allowed to take exams and may be submitted for expulsion for academic failure [5].

The implementation of a point-rating system in institutions of higher professional education assumes the achievement of such results as:

- strengthening students' motivation to master educational programs;

-activation of independent work of students and increasing its role in the acquisition of professional knowledge and skills;

- improving the objectivity of knowledge assessment;

-creating conditions for competitive learning [2].

The main purpose of building such a learning model is the organization of the educational process, which allows to develop cognitive interest, individual capabilities and abilities of students, which provides not only individualization of learning, but also develops independence as a complex, integral quality of personality, the formation of which is the task of the education system. The resulting rating mark of educational success in this technology makes it possible to show teachers and students a real picture of the state of the learning process, which in turn will allow to correct the learning process, predict learning outcomes, correlate the state of academic success at the beginning of training and at the exit.

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