



COMPETENCE AND ASSESSMENT OF SCHOOL STUDENTS' KNOWLEDGE

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ABOUT ARTICLE

Key words: school, competence, practical competence, knowledge, assessment, literacy.

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Abstract: The competence and assessment of school students' knowledge is a critical aspect of modern education. Competence refers to the ability of students to apply their knowledge and skills effectively in diverse contexts. Assessing students' competence involves evaluating their understanding, problem-solving abilities, critical thinking skills, and practical application of knowledge. This process helps educators determine the extent of students' learning and identify areas that require further development.

Assessment methods include traditional exams, projects, presentations, and practical demonstrations. They aim to measure a student's comprehension, analytical thinking, and mastery of subject matter. Additionally, formative assessments provide valuable feedback to guide students' learning process and promote continuous improvement.

MAKTAB O'QUVCHILARINING BILIMINI KOMPETENTSIYA VA BAHOLASH

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MAQOLA HAQIDA

Kalit so'zlar: maktab, kompetentsiya, amaliy kompetentsiya, bilim, baholash, savodxonlik.

Annotatsiya: Maktab o'quvchilarining malakasi va bilimni baholash zamonaviy ta'limning muhim jihati hisoblanadi. Kompetentsiya talabalarning o'z bilim va ko'nikmalarini turli sharoitlarda samarali

qo'llash qobiliyatini anglatadi. Talabalarning kompetentsiyasini baholash ularning tushunishini, muammoni hal qilish qobiliyatini, tanqidiy fikrlash qobiliyatlarini va bilimlarni amaliy qo'llashni baholashni o'z ichiga oladi. Bu jarayon o'qituvchilarga o'quvchilarning bilim darajasini aniqlashga va keyingi rivojlanishni talab qiladigan sohalarni aniqlashga yordam beradi.

Baholash usullari an'anaviy imtihonlar, loyihalar, taqdimotlar va amaliy namoyishlarni o'z ichiga oladi. Ular o'quvchining tushunish, tahliliy fikrlash va mavzuni o'zlashtirish darajasini o'lchashga qaratilgan. Bundan tashqari, formativ baholash o'quvchilarning o'quv jarayoniga rahbarlik qilish va doimiy takomillashtirishga yordam beradigan qimmatli fikr-mulohazalarni taqdim etadi.

КОМПЕТЕНТНОСТЬ И ОЦЕНКА ЗНАНИЙ ШКОЛЬНИКОВ

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О СТАТЬЕ

<p>Ключевые компетентность, компетентность, грамотность.</p>	<p>слова: школа, практическая знания, оценка,</p>	<p>Аннотация: Компетенция и оценка знаний школьников являются важнейшим аспектом современного образования. Компетентность означает способность учащихся эффективно применять свои знания и навыки в различных контекстах. Оценка компетентности студентов включает в себя оценку их понимания, способностей решать проблемы, навыков критического мышления и практического применения знаний. Этот процесс помогает преподавателям определить степень обучения учащихся и определить области, требующие дальнейшего развития.</p> <p>Методы оценки включают традиционные экзамены, проекты, презентации и практические демонстрации. Они направлены на оценку понимания учащимися, аналитического мышления и владения предметом. Кроме того, формирующее оценивание обеспечивает ценную обратную связь, которая помогает учащимся направлять процесс обучения и способствует постоянному совершенствованию.</p>
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INTRODUCTION

Today, on the basis of the Action Strategy, a number of targeted programs are being implemented for the development and modernization of the education sector, which is related to the development of the social sphere. In particular, the adoption of the Resolution of the Cabinet of Ministers "On approval of state educational standards for general secondary and secondary special, vocational education" requires a radically new approach to teaching in the education system. In other words, the aim is to increase the level of competence of students through the use of modern methodologies in the teaching of general education, the approach to the educational process from the point of view of competence.

THE MAIN RESULTS AND FINDINGS

An important aspect of the adopted SES is that it focuses on the formation and development of students' ability to apply the acquired knowledge, skills and abilities in practice, to acquire basic and scientific competencies. The formation of basic competencies in students, such as communication, information work, self-development, socially active citizenship, national and cultural, mathematical literacy, awareness and use of scientific and technical innovations, will help graduates to become mentally and spiritually mature. paves the way for him to take a bold and firm step in life.

Until now, the focus has been on assessing students' mastery, but now it is important to assess not only students' knowledge, but also the competencies that are being formed. According to the current regulations, the assessment of students' knowledge was based on the criteria of positive assessment from the bottom up. That is, in the "5" point system, each point ("1", "2", "3", "4", "5"), each opportunity of the student was taken into account. Please note that there is a list of options for each score.

Opportunity means that the student is able to master, prepare for the lesson, keep a notebook, diligence, participation, propensity for additional tasks, be able to analyze relevant information, work independently and defend their point of view, the lesson and actions such as setting an example in extracurricular activities. In order to develop this idea, the following approach can be recommended in the description of the student's ability to set each point ("1", "2", "3", "4", "5"):

"1" point

- 5 It is planned to use 1 of them. In terms of the science competence that needs to be formed in the student: the events studied in the subject, the principles and their differences, the similarities are taken into account when trying to answer, even if they perform the tasks incorrectly.

Basic competencies to be developed in the student:

Communicative competence. Communication in one's mother tongue, making gross mistakes in expressing one's opinion, difficulty in composing and answering simple questions, and lack of

confidence in one's own knowledge and strength are taken into account.

Competence in working with information. Inability to use available sources of information (Internet, television, radio (audio-video recording), telephone, computer, e-mail, etc.), inability to work with simple documents encountered in everyday life. Self-development competence. Lack of desire to develop themselves physically, spiritually and spiritually, inability to properly assess their own behavior, the ability to solve problems in everyday life on the basis of what they have learned. Relying on magic.

Socially active civic competence. Lack of knowledge of civic duties and rights. Ignorance of events, happenings and processes in the society, lack of involvement is taken into account.

National and intercultural competencies. It is difficult to understand and interpret the concept of "homeland", the lack of affection in relationships, the ability to be influenced and relatively understood by works of art and works of art, not always following the same rules of etiquette.

Mathematical literacy, knowledge and use of scientific and technical innovations. Attempts to create personal economic plans based on simple calculations of daily needs, ignorance of science and technology are taken into account. If the student has the specified competencies, he / she is considered to have used one of the given opportunities and will receive a score of "1". "2" points - 2 out of 5 opportunities. According to the competence of the subject to be formed in the student: some information, rule or definition of the studied subject, remember the theorems, even if incorrect, from the lesson and the lesson (school) and participation in extracurricular activities).

Basic competencies to be developed in the student: Communicative competence. Communication in the native language, difficulty in expressing opinions orally and in writing, ability to formulate simple questions, difficulty in reasoned answers, lack of confidence in one's own knowledge and power, desire to learn a foreign language are taken into account.

Basic competencies to be developed in the student:

Communicative competence. Communication in the native language, difficulty in expressing opinions orally and in writing, ability to formulate simple questions, difficulty in reasoned answers, lack of confidence in one's own knowledge and power, desire to learn a foreign language are taken into account.

National and intercultural competencies. It is taken into account that he understands the concept of "homeland", can interpret it, has a relative knowledge of national values, and does not always follow the rules of ethics. Mathematical literacy, knowledge and use of scientific and technical innovations. Ability to make personal economic plans based on simple calculations of daily needs and develop simple small projects, partial knowledge of science and technology.

If the student has the specified competencies, he / she will be considered to have used 2 of the given opportunities and will get "2" points. "3" points - 3 out of 5 chances. On the subject-

related competence to be formed in the student: is able to confidently and accurately state the basic information, partially mastering the knowledge, skills and abilities acquired in the educational material; participation in events will be taken into account. According to the basic competencies to be formed in the student:

Communicative competence. Be able to communicate in their native language, make simple mistakes in oral and written expression, ask simple questions correctly and give reasonable answers, own knowledge and the presence of a sense of confidence in its power is taken into account.

Competence in working with information. Ability to partially work with existing information sources (Internet, television, radio (audio-video recording), telephone, computer, e-mail, etc.) with documents encountered in everyday life (write simple greeting cards, fill out questionnaires, etc.) e ' taken into account.

Self-development competence. The desire to develop oneself physically, spiritually and spiritually, to find it difficult to evaluate one's own behavior, to find positive aspects in the formation of true human qualities based on what one has learned. is obtained.

Socially active civic competence. Partial knowledge of one's civic duties and rights, striving to comply with them. Focus on events, happenings, and processes in the community, and hesitate to respond and participate. Awareness of the concept of "family interests", a certain degree of involvement in it, the presence of interest in the profession are taken into account.

National and intercultural competencies. To understand and interpret the concept of "homeland", to be kind to people, to dress, to follow cultural norms and healthy lifestyles, to know and respect their traditions and ceremonies. the formation of a sense of belonging, adherence to the rules of etiquette.

Mathematical literacy, knowledge and use of scientific and technical innovations. Attempts to create personal economic plans based on simple calculations of daily needs, to keep abreast of scientific and technical innovations, and to apply them in daily life are taken into account.

In short, it would be convenient for the teacher to use a single "5" system to assess both the knowledge and competencies of the student. At the same time, the information in the class journal, student record sheets, and the information about the results achieved by the students in a given academic year would be simple and clear.

Competencies in geography developed in school students

Competence to observe, identify, understand and explain natural, socio- economic processes and events: the object and subject of geography is a system of sciences with a complex structure, understands and explains the essence of modern research methods. Understands and explains the influence of spatial (external) and planetary (internal) factors on the nature of the Earth.

Understands the basic laws of the geographical crust and can explain with examples.

Understands and explains the nature of geosystems, whether they belong to different taxonomic units and are subject to zonal laws. Understands and explains the history of the relationship between the geographical environment and society. Can analyze modern demographic processes and their essence. Understands the problematic aspects of the urbanization process. The centers of the world economy distinguish the poles of growth and understand how they change. Understands the geopolitical system of the world, its history and modern problems. Gain an understanding of the global problems of humanity. Explain the characteristics of European subregions and their historical and geographical roots. The U.S. will have a clear idea of its administrative-territorial structure and socio-economic zoning. Can distinguish Latin American subregions. Competence in the correct use of geographical features, place names: continents, large regions, subregions, the ability to use the names of international organizations.

CONCLUSION

Competence in the practical use of globes, geographical atlases and maps: Understands and can explain the importance of the cartographic method among the methods of geographical research. With the help of geographical maps can describe and make a comparative analysis of the natural, socio-economic conditions of regions of the world. Competence in nature protection and ecological culture: The integrity of the nature of the Earth understands the need to take into account its territorial stratification in the process of nature use. Understands that in the process of economic activity, geographical knowledge and laws, ignoring the geographical features of the regions can lead to various forms and scales of environmental problems. Knows the nature and origins of current environmental problems in major regions of the world.

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