REGISTRATION AND EVALUATION OF STUDENT LEARNING

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Annotation: The article provides information on how to control student learning and how to assess students' knowledge.

Keywords: control of students' knowledge, control methods, oral control, written control, tests, quizzes, exams.

Monitoring student learning is a key part of the learning process. His task is to determine to what extent the goal of teaching has been reached. Because control of students ’knowledge in high school has a teaching nature, control methods are closely related to other teaching methods.

The functions of teaching, upbringing and development are also performed during the control of students' knowledge. The importance of teaching is that the student will have the opportunity to constantly improve their knowledge and skills. The educational importance of controlling students ’knowledge is enormous. Regular examinations teach the student to work systematically, to apply the acquired knowledge and skills in practice.

Students develop responsibility, purposefulness, self-discipline, overcoming difficulties and other spiritual qualities. In the control of students 'knowledge, special attention is paid to the importance of their development. Students' thinking ability, analysis, synthesis. comparisons, generalizations, clarity entries are also controlled separately.

Forms of monitoring chemistry learning outcomes vary. Depending on the organization of this control — individual, frontal, group, and differentiated, or executed — it can be verbal, written, experimental.

There are also types of control in didactics that depend on the didactic function: before teaching a topic. During the course, quarterly or semi-annually, at the end of the year

Control methods.

1. Verbal Control and Self-Control Methods;

a) individual request; b) frontal interrogation; c) oral records; g) oral examination; d) programmed request; e) verbal self-control.

2. Methods of written control and self-control:

a) written control; b) written expenses; c) written examination; g) programmed written work; d) self-monitoring in writing.

3. Practical-laboratory control and self-control methods:

a) control and laboratory work; b) control using EXM;

c) solving experimental problems; g) self-monitoring with the help of practical and laboratory work.

Questioning is the main form of taking into account students ’mastery. A system of specially selected questions indicates that the teacher is following the students in a systematic way.

Material from previous and non-previous lessons will also be requested. Such feedback allows the learner to deepen and expand their knowledge. In order to save time, a "short question" is conducted. They are pre-recorded on special cards.

Control written work.

Control writing is an economical means of taking into account students' knowledge, which allows them to check the mastery not only of individual students, but also of the whole class at the same time.

The “one-pass written assignment” lasts 10 to 15 minutes - this control can be included in the diary.

Judgments about the quality of educational work are made based on students' mastery. Three forms of student learning are used: daily time-by-time and final forms.

All three form a holistic system of accounting for school learning.

The final step in taking chemistry into account from time to time is for some teachers to characterize each student and the whole class. On the basis of such a record, a general conclusion is made about the annual mastery of students.

After a topic is covered, or at the end of the term, a written checklist on that topic is conducted throughout the course.

This work is structured in several variants (2, 3, 4, etc.) to ensure that the students' control work is done independently. The ease and difficulty of the questions should be approximately the same. Checking and evaluating how the work is done plays a big role in terms of education. Based on the teacher's analysis of the most common mistakes, the teacher not only evaluates the students' answers, but also draws appropriate conclusions to further improve the teaching of chemistry.

Not only theoretical knowledge, but also the ability to use chemical language, graphics, quantitative calculations, but also the ability to experiment - to use the most commonly used equipment, to perform the most important chemical operations, to use a chemical experiment in testing students' learning and skills. there is also the task of developing skills.

At the end of the quarter and at the end of the year, the most important experimental skills of students are checked and evaluated. This also plays a big role in terms of education. Experimental problem solving can be used to test skills.

The test can be used to monitor the knowledge of high school students. Usually the test is held outside of class time and students are divided into two or three groups. The teacher prepares the questions and issues in advance and gives them to the students. Students who master the lessons well, respond frequently, can be exempted from the test to reward them.

Maturity Certificate Exam.

The purpose of the maturity test is to test the depth of students' knowledge, their level of ability to think independently, their ability to connect knowledge with life, theory with practice. What the reader should know:

a) have a concrete idea of substances and their changes

b) know the basic concepts and laws of chemistry and explain them in concrete material

c) knowledge of the history of the most important discoveries and inventions, issues related to the life and scientific activity of chemists

g) be able to use chemical language

d) be able to do simple experimental work, solve quantitative problems.

\ The term test is derived from English and when translated into Uzbek means to check, research, test. The test is a short, standard, and usually time-limited test. Test questions are created to conduct such new and convenient tests. Each question has five answers marked with the letters A, B, C, D, E, and one of them is correct. The questions are structured on the principle of “choosing the right one out of many” and “from simple to complex” and based on a rigorous school curriculum.

Some teachers may have planned to take the exam based on two theoretical questions, the third of which is a test. However, based on such an approach, it is not possible to fully assess the level of student mastery. The teacher must carefully choose one of the two methods in agreement with the students.

It is a good idea to make a punch card out of thicker paper of the same size to keep track of the students' answers.

This means that a punch card must be prepared in advance for the class. Students mark their correct answers on these punch cards.

To calculate the correct answer, you need to take a punch card, mark the correct answers in the form of a cross circle, and prepare a "template" by cutting them out with scissors. The template should be the same size as the reader punch card and fall on top of it. Determining the correct answer A “template” is placed on top of the three punch cards, so many crosses appear on the template.

In schools equipped with a personal computer, test runs can be conducted using machines. To do this, the options of test tasks, their correct answers, assessment criteria are entered into the machine memory, and it is enough to pass the "test" of the student.

Qualitative indicators of mastering.

Assessment of mastery is an important tool for improving the quality of student work. Students' mastery of chemistry is measured by three indicators: a) the volume of knowledge and practical training; b) quality of education and training; c) forms of identification of knowledge and learning.

The quality of knowledge is characterized by concreteness, comprehensibility, systematicity, accuracy, thoroughness.

The form of knowledge and learning identification is also important in characterizing students ’mastery.

It is very predictable that students will be put into mastering chemistry; depending on the specific circumstances, they may be deepened and clarified; the teacher may increase or decrease these grades somewhat in order to motivate students to do better. For example, the reader to the oral answer:

a) knows the material with full answers to the questions;

b) clearly knows the definition and expression of chemical concepts;

c) be able to apply their knowledge in solving practical problems;

g) consistently describe the material;

d) answers the main and additional questions independently, such student is given a grade of "5".

If a reader:

a) is well prepared for practical work and follows the instructions clearly;

b) understands and performs all experiments consciously;

c) accurately perform all chemical experiments and obtain accurate results from the whole work;

g) if he is able to observe correctly, draw the right conclusions, perform experiments independently, the practical work of such a student is given a grade of "5".

If a reader:

a) gives correct answers to all questions in the written work;

b) questions related to concrete and theoretical materials

responds perfectly and clearly;

c) narrates consistently and completely competently, he

the student's written work is rated "5".

Monitoring the results of students' acquisition of knowledge, skills and abilities is of didactic importance in the learning process. Its purpose is to compare the actual learning outcomes with the learning objectives. Control is carried out in different forms, types and methods, and different tasks are included in the means of control.

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