E-ISSN: 2997-9439

American Journal of Education and Evaluation Studies

https://semantjournals.org/index.php/ AJEES

| Research Article

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Monitoring and Assessment of the Level of Knowledge of Students in Non-Governmental Higher Educational Institutions

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Abstract: The assessment of students' knowledge plays a pivotal role in enhancing their academic motivation, professional development, and educational quality. This article explores various assessment methods applied in non-governmental higher educational institutions, such as current, intermediate, and final assessments, as well as innovative strategies like surveys, written and oral control, laboratory evaluations, and self-assessment. Each method is evaluated for its effectiveness, advantages, and challenges in capturing students' cognitive and practical competencies. Special emphasis is placed on ensuring transparency, measurability, and alignment with pedagogical goals. Furthermore, the study highlights how proper assessment planning can foster students' independence, critical thinking, and readiness for real-world challenges. The article proposes a comprehensive assessment model tailored to non-governmental institutions that balances standardized metrics with developmental feedback.

Keywords: Student assessment, non-governmental higher education, knowledge evaluation, rating system, formative assessment, summative assessment.

Assessment of students' knowledge positively affects their motivation, professional growth and development. There are current, intermediate and final types of assessment, and the current assessment is conducted periodically throughout the academic year. These are the forms of assessment used, which do not cover the entire student's activity, but are aimed at evaluating his individual areas. The final assessment aims to reflect the degree of compliance with professional requirements in terms of qualifications and quality of professional activity. The assessment is conducted following a wide range of developed and approved criteria covering the activities of the teacher. Types of student knowledge testing. Checking the quality of his knowledge necessary for mastering a topic or section, a quick check of his knowledge (control by choosing a lecture summary, frontal control, mutual control, control by viewing a summary on a topic); periodic control (for example, colloquium, certification, control work); Final control (exam in a semester); a rating system for checking his knowledge. The problems that are solved by evaluating the student's knowledge seriously depend on the method chosen by the teacher. At the same time, they must be confident in the veracity of the assessment; know what needs to be done to overcome the

identified shortcomings, eliminate them. A well-organized system for assessing a student's knowledge: positively affects his motivation (feedback has a good effect on motivation, allowing him to adjust organizational activities); training planning (assessment allows taking measures to identify and eliminate shortcomings related to the student's qualifications); professional activity planning. Development (assessment allows you to prepare individual development plans); A five-point and one-hundred-point scale can be used to assess the level of assimilation of knowledge by students. According to their purpose, both criteria are the same in form, but differ in content. Depending on their general orientation, form and type, different requirements are imposed on the student. Estimates should be based on the same requirements.

It is important that the indicators used in the development of criteria are measurable, that is, transferred to the assessment scale. Just as there are no uniform indicators, there are no universally recognized assessment scales. Therefore, they must be specially designed in an educational institution. Checking the knowledge, skills and abilities of students is one of the main tasks of the educational process. The subject under study requires students to know phenomena, concepts, understand them, apply them in various conditions, etc.

Survey. Acquired knowledge is of great importance as the first method of verification in practice. They should be conducted not for the purpose of control, but as an independent training to acquire the necessary skills and qualifications. This, in turn, is important for the development of students' independence, consolidation of acquired knowledge, and activation of the educational process. The survey can be conducted by such methods as individual, public, mixed written control work.

Individual survey. At the same time, the whole group and the teacher listen to one student, the answer is given orally. But in one lesson it is impossible to verify that many people ask questions to a student, write abstracts, solve problems and perform practical tasks. At the same time, it is impossible to attract all students at the same time. There are also ways to involve an entire group when conducting an individual survey. In the first method, a request is made and all students are asked to decide the answer option. Then one student is asked a question, and the others observe, correct their mistakes and fill in the gaps. In the second method, the student is asked a question and given time to think. Then the answer of one of the students is heard and it is suggested to note errors and omissions in the notebook.

A public survey. The level of learning of the educational material is checked and an assessment is given for each answer. The advantages of a public survey: during the exam, you can reach a large number of students, form the skill of a short and clear answer, focus on important aspects of the topic, remember, answer questions clearly, and focus the student's attention. Disadvantages: too short answers, insufficient development of detailed response skills, speech culture.

A mixed request. 3-4 students are invited to the blackboard at the same time. One student can answer verbally, and the rest can answer on the blackboard or sit down and give a written answer. The advantages of a mixed survey are that it allows you to conduct a survey of 5-10 students in 20-25 minutes. In a short time, you can check the knowledge of the majority throughout the chapter. Disadvantages: several students are invited to conduct the survey at the same time, while the rest remain on the sidelines. The teacher has to observe both those who are responsible at the same time and the whole group. The answers to the questions are given unevenly. Written control. The whole group is given the opportunity to test their knowledge of the subject, to stimulate, to formulate the skills of summarizing the material in writing. Control is a thematic reporting with answers. A special check on each topic will take extra time. Therefore, you should use mixed methods more often, which do not take much time. After each topic, control papers or summary surveys are conducted. Errors and omissions on the topic will be rechecked until they are fulfilleWritten control. The whole group is given the opportunity to test their knowledge ohe subject, to stimulate, to formulate the skills of summarizing the material in writing. Control is a thematic reportinth answers. A special check on each topic will take extra time. Therefore, you

should use mixed methods more oftn, which dot take much time. After each topic, control papers or summary surveys are conducted. Errors and omissions on the topic will be rechecked until they are fulfilled. During the study of the subject, students must score a set number of rating points for each independent lesson, master the basic words and phrases of the subject in depth, and test their knowledge based on test tasks. As an independent education, they master the darkor perfectly, for example, the compilation of abstracts, drawings and tables on natural sciences. Assessment scales. The graduation method. A point scale is provided, according to which a simple five-point scale can.

The method of regulating the status. It is aimed at building a ratio of "better-worse", "more-less" between the evaluated persons. It allows you to quickly compare what is estimated by a separate indicator. To do this, the names of the students who should be evaluated are written on the card, and experts sort the cards according to the severity of the recommendation.

A conversational assessment method. It provides for a dialogue between the teacher and the students being evaluated, while discussing the learning outcomes for the past semester and evaluating them. This will not only allow the student to assess the rate of knowledge acquisition and development, but also help in getting an education. To improve the effectiveness of the interview, the teacher can set a date in advance and allocate time (at least an hour) to postpone it, notify students; hold a conversation in a suitable place; interview them before discussing the results; he must start the conversation with positive aspects; to act on the basis of clear evidence, rather than general thoughts, when a negative assessment is given; to emphasize their willingness to help students overcome their shortcomings; to end the dialogue in a positive tone.

The method of observation. One of the oldest assessment methods, in which the process of acquiring knowledge for students cannot be strictly measured, participation in the lesson and its analysis allow you to get information about its main activities. Observation can be informal, in the form of acquaintance, unplanned, formal, based on filling out an application and drawing conclusions based on the results of the assessment. The effectiveness of the method will be higher if the objectives of the observation are clear in the form of fixing the criteria and evaluation results. The observation method is somewhat limited, it does not allow you to evaluate how a student performs a task, evaluates educational materials, and uses which method. When observing an educational lesson, the requirements of the program and the student's capabilities are taken into account, the correspondence of the training time allocated to solving the educational task; the structure of the lesson; the stages of educational activity, the relationship between the tasks and the educational task of the lesson; the completeness of the lessons. a lesson for solving the task set in the lesson; rational distribution of the stages of the lesson.; it is necessary to monitor the completeness of the solution of the educational task in relation to the planned one. Circular or 360-degree assessment. It is aimed at evaluating students by the teacher, the head of the department. The assessment methods used in this case may be different (all evaluators fill out the same assessment sheet, a separate form is developed for each category).

Self-assessment. Psychologically, it helps the student to get an idea of his knowledge, regular control of tachycardia. Adding self-assessment to other assessment methods will strengthen self-confidence. For example, a self-assessment of the final result is usually carried out one to two weeks before the final assessment. This allows you not only to focus on the most important aspects of a student's activity, but also to look at them critically and truthfully. Student portfolio. In some assessment systems, it is used to collect information that cannot be obtained during the observation of lessons and other activities, but which is necessary for the overall assessment of their activities. In this case, the student can independently collect completed works, tests and assignments and submit them to experts as part of the current and final certification. The application of the following criteria of a clearly agreed and generally recognized assessment is a universal means of reducing the likelihood of errors in the assessment: to formulate and convey to

everyone a clear definition of what the indicator of assessment levels on the scale includes; to ensure the participation of appraisers in the development of criteria; to compare participation and estimates, this will increase the validity and validity of the price; before the final assessment, self-assessment according to these criteria, which will strengthen students' trust, lead to positive acceptance of assessment recommendations and improvement of results; Finally, all private evaluations conducted between the final evaluations will be documented. The main principles of effective organization of assessment of students' knowledge are: development (whether the assessment process and the acquired knowledge, good or excellent, regardless of this, their good preparation); respectful attitude; democratization (development of criteria and content of assessment, coordination of deadlines and joint discussion of results). their results).

This is of great importance in monitoring and evaluating students' knowledge, accounting skills and abilities. Initially, it is necessary to determine from the teacher what knowledge and skills students need to acquire. It is necessary to take into account not only the knowledge and qualifications of students, but also the assessment of their overall development. Control of students' knowledge in practical classes. Oral and written. An oral questionnaire is a one-time and general questionnaire, a test. When you ask in private, you pay attention to the independence and correctness of the answer. When evaluating independent and control written works, the nature of the mistakes and shortcomings made is taken into account. Written control is carried out in the form of abstracts. The student's skills and abilities are tested using experience, solving graphical problems, control and laboratory work. A short period of control work is carried out. Test surveys of knowledge, skills and qualification control skills are used. Let's consider the methods of solving the problem, performing laboratory work, evaluating oral assignments based on established criteria. Problem solving: five tasks of varying difficulty are given. The decision takes 90 minutes. 16 points are awarded for a correctly solved task. The maximum number of points is 80

Criteria for evaluating the solution of a problem for students

№	Evaluation criterion	Ball
1	If students fully reveal the meaning of phenomena and laws, correctly solve the issue using basic concepts, laws, correctly draw drawings, correctly bring up magnitudes and their units.	16
2	If students fully reveal the meaning of phenomena and laws, correctly solve the issue using basic concepts, laws, correctly evoked units of magnitude, allow a slight drawback in drawing a drawing.	14
3	If students fully reveal the meaning of phenomena and laws, correctly solve the issue using basic concepts, laws, if the drawing is correctly drawn, if there is an error in generating and writing units of magnitudes.	12
4	When students fully reveal the meaning of phenomena and laws, correctly solve the issue using basic concepts, laws, make mistakes when drawing a drawing and generating and writing units of magnitudes.	10
5	When it fully reveals the meaning of phenomena and laws, basic concepts, correctly solve the issue using laws, when drawing a drawing, when writing magnitudes, and does not cause a unity of magnitudes.	8
6	When students fully reveal the meaning of phenomena and laws, make mistakes in solving a matter using basic concepts, laws, draw misaligned, make mistakes in marking magnitudes, do not	6

	cause unity of magnitudes at all.	
7	If students fully reveal the meaning of phenomena and laws, if there is an error in bringing up the problem formula using basic concepts, laws, incorrectly draw a drawing and make a mistake in defining the magnitudes, not causing the unit of magnitudes at all.	4
8	When students fully reveal the meaning of phenomena and laws, make a mistake in inducing and calculating the problem formula using basic concepts, laws, when they do not draw the drawing at all, there is an error in defining the magnitudes and does not cause the unit of magnitudes at all.	2
9	When no work is done at all.	0

Laboratory. Talabaning of olgan Nazari bilimlarin performed an operation on olyshin sinashga karatylgan street. In this regard, according to him, the Bundesliga and its associates, Olgan Bidta, have gained experience in the field of kattalyklara and accounting. Each laboratory must be prepared in accordance with the customer's requirements. The laboratory of Imam Khomeini (A. S.) requires a reliable controller. They spent 40 minutes in Ishini Bazharish's laboratory. The maximum score in the overall standings is 20 points.

№	Evaluation criterion	Балл
1	Experimental and measuring work is carried out in the appropriate sequence, observing the safety of the technique, being able to independently use the necessary equipment, correctly calculate the absolute, relative errors of the results of the experiment and correctly draw a conclusion based on the table, if the drawing is a condition and it is drawn correctly.	20
2	If the experimental and measuring work is carried out in the appropriate sequence, following the safety of the technique, can independently use the necessary equipment and correctly draw a conclusion based on the table, if the drawing is a condition and it is correctly drawn, then slight shortcomings are allowed in calculating the absolute, relative errors of the experimental results.	18
3	If experimental and measuring work is carried out in the appropriate sequence following the safety of the technique, can independently use the necessary equipment, correctly draw a conclusion, if the drawing is a condition and it is correctly drawn, then disadvantages are allowed in calculating the absolute, relative errors of the experimental results and filling out the table.	16
4	If the experimental and measuring work is carried out in the appropriate sequence, observing the safety of the technique, can independently use the necessary equipment, if the drawing is a condition and it is drawn correctly, allows an error in obtaining the results of laboratory work, and the conclusion is not made correctly.	14
5	If the experimental and measuring work is carried out in the appropriate sequence, observing the safety of the technique, can independently use the necessary equipment, if the drawing is a condition and it is drawn correctly, the results of the laboratory work and the conclusion are not correctly drawn.	12
6	If the experimental and measuring work is carried out in the appropriate sequence, following the safety of the technique, cannot independently use the necessary equipment, then the results of the laboratory work are incorrect, and the conclusion is generally erroneous.	10
7	If the experiment is performed, but the safety of the technique as a whole is not observed, cannot independently use the necessary equipment, the results of laboratory work are miscalculated and no conclusions have been drawn.	8

8	In case of failure to perform the experiment, failure to comply with the safety of the technique as a whole, independent use of the necessary equipment, incorrect results.	6
9	When choosing the necessary equipment for conducting laboratory work, it makes a mistake when performing the experiment, but did not perform the calculations at all.	4
10	When the laboratory cannot carry out the experiment, choosing the necessary equipment for conducting its work.	2
11	When no work is done at all.	0

Speaking. Interaction is conducted in a conversational manner. The topic is chosen by the student himself from within all topics. Each assignment of the Speak assignment is scored with a maximum of 10 points. 20 minutes are given for preparation.

Criteria for assessing oral assignments

№	Баҳолаш мезони	Балл
1	Any solution, solved logically, without errors and flaws, for correctly performing the drawing, drawing and graphs in accordance with the answer, verbally correctly and fully explaining the work performed.	10
2	The matter was completely solved on the basis of, but for a couple of non-gross errors and minor shortcomings allowed in the calculations, and for verbally correct and fully explaining the work performed.	8
3	If the matter is completely solved on the basis, but for three or four non-gross errors and minor shortcomings allowed in the calculations, and for verbally correct and fully explaining the work performed.	6
4	The student's answer is incorrect, but made non-gross errors in the calculations with the correct approach to solving the issue, and cannot explain the solution verbally.	4
5	Since the student has not fully mastered the solution of the issue and cannot justify the solution, and cannot explain the solution verbally.	2
6	When he does not try to completely solve the issue and cannot explain it verbally.	0

This approach to assessing the effectiveness of the formation of professional qualifications of a student implies the determination of performance indicators and criteria; the determination of assessment tools and methods; the assessment process; the generalization and interpretation of the results. In general, in the direction of achieving the set goals, assessing the effectiveness of their formation of knowledge, professional skills represents self-assessment. Forms of self-assessment. Up to date. At a given time, the self-conceives as it is. The retrospective evaluates and visualizes itself largely on the results of its initial activities. Ideal. He evaluates himself the way he wants to imagine himself. Reflexive. According to his own point of view, the way his colleagues from the environment evaluate himself in this way. Self-assessment provides an opportunity for the student to analyze the knowledge gained. Self-assessment has a huge impact on the development of professional qobi-liats, striving for the goal. In the assessment, it is necessary to highlight the indicators of the following qualities of professional importance of the student: creativity, thinking, interest in research, predisposition to innovations, study of advanced experiences, the formation of his needs in relation to improving pedagogical skills. Having determined the performance indicators of students, it is possible to determine the knowledge and skills that the criteria for their assessment are calculated and that are necessary to acquire.

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