

Modern Approaches to Assessing Cadets' Education

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Abstract: This article describes the essence and content of modern approaches to assessing the knowledge of cadets, as well as the main differences between formative and summative assessment.

Keywords: formative assessment, tests, quizzes, oral questions, diagnostic assessment, summative assessment.



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Today, changes are taking place in all spheres of our society, rapid developments are taking place to meet world standards. Including in the education system. The Head of State signed the Concept for the Development of the Higher Education System of the Republic of Uzbekistan until 2030. This, in turn, requires a new systematic approach to the management of higher educational institutions.

Assessment is an important part of the educational process. Constant monitoring of the quality of education and the level of knowledge of cadets is the basis for introducing important innovations into the educational process. Today, various forms of assessment based on a new system have been developed and are being introduced into the educational process. One of them is formative assessment.

By assessment, we understand the process of comparing the current achievements (failures) of a cadet with previous achievements (failures), and the correlation of learning results with the norms established by current educational standards. The process of creating assessment criteria and forms is carried out together with students, and we see it as a way to build children's self-esteem. The set of formal and informal assessment methods adopted by teachers in the teaching process is called "Formative Assessment". It is part of the teaching process carried out by teachers and aims to improve the understanding and skills of the student by changing the teaching and learning methods.

Formative assessment seeks to provide both teachers and students with direct and detailed feedback on the student's performance and learning. It is an ongoing process that monitors the needs and progress of students during the learning process.

The main function of formative assessment is to determine whether the goals set for the school year have been met or not. Therefore, both teachers and students need to know clearly the learning goals they want to achieve during the school year.

Learning objectives are formally reflected in the teacher's work plans. Or the teacher can informally identify learning objectives together with the students. Formative assessment begins with the idea that students should play an active role in the learning process.

Formative assessment clearly defines the steps (mechanisms) necessary to achieve the learning goal. However, to achieve this, the assessment must be well-designed. In this process, much attention is paid and encouraged to self-assessment and cooperation among students.

Marina Alexandrovna Pinskaya, Candidate of Pedagogical Sciences, researcher, writes in her book "New Forms of Assessment": Formative assessment is necessary to diagnose how the learning process is going not only at the final stage, but also at the initial and secondary stages, and if the data turn out to be unsatisfactory, then based on the information received, it is possible to introduce the necessary information and make changes to improve the quality of educational activities. Formative assessment focuses on individual learning skills or skills within a curriculum rather than the entire curriculum. These assessments are designed to measure progress toward a specific goal.

One of the most useful parts of formative assessment is that there is no single style of formative assessment. Instead, there are hundreds of different assessment methods available. Each teacher can develop a deep repertoire of potential formative assessments. Additionally, teachers can adapt and modify formative assessments to meet the needs of their students. This is important because variation helps engage students and ensures that the teacher is appropriately assessing the concepts being taught. Having options also helps students see the types of assessments that naturally align with their personal preferences or strengths and weaknesses throughout the year.

The best formative assessment is one that is engaging, builds on students' strengths, and identifies areas that need additional instruction or support. Formative assessment is a proven learning tool that is invaluable to both teachers and students. Teachers can develop and use formative assessments to guide future lessons, develop individual learning goals for students, and gain valuable insights into the quality of the lessons being delivered to students. Teachers who use regular, ongoing formative assessments in their classrooms find that students' engagement and learning are increasing. Teachers can use the information from formative assessments to modify their instructional materials for both the whole group and individual lessons. Students benefit from formative assessments because they know where they stand and are increasingly aware of their strengths and weaknesses. Formative assessments are easy to create, easy to obtain, easy to collect, and easy to use. In addition, they require a limited amount of time to complete. Formative assessments help students set individual goals and track progress on a daily basis.

There are a variety of formative assessment mechanisms that can be used in any classroom. Some of the more popular ones include:

1. Direct questioning or homework assignments,
2. Answer questions during the reading process or assignments given during the lesson,
3. Control tasks carried out during the lesson,
4. Graphic organization or monitoring of student activity in the lesson,
5. Implementing feedback,
6. Student self-assessment,
7. The ability to make changes to the educational process based on the results.

Formative assessments can also be in the form of diagnostic, standardized tests, quizzes, oral questions, or draft work. Formative assessments are carried out simultaneously with instructions.

A common form of formative assessment is diagnostic assessment. Diagnostic assessment measures a student's current knowledge and skills in order to determine the appropriate program of study. Self-assessment is a form of diagnostic assessment that involves students' self-assessment. Teachers should create and use the types of formative assessments that are most useful to students and necessary for their learning. Formative assessments do not affect final grades and can help students avoid the fear of making mistakes that are inevitable during the initial assimilation of the material. An important condition: for assessment to be truly formative, its results must be used by the teacher to adjust teaching. They must be communicated to the student and used for planning. Not only the teacher, but also the student must imagine what they will need to work on in the near future.

Formative assessment focuses on determining whether students have understood the instructions before conducting the summative assessment. Summative and formative assessments are often referred to in educational settings as assessment of learning and assessment for learning.

Summative assessment. Summative assessment refers to the assessment of students; it is outcome-oriented. It is part of the assessment process that is given to participants periodically, usually at the end of a course, term, or unit. The purpose is to test the knowledge of students, that is, to check how well they have learned the material they have been taught.

Summative assessment seeks to assess the effectiveness of a lesson or program, to check the learning process, etc. Scores, marks, or percentages obtained as indicators that indicate the quality of the curriculum and form the basis for university rankings.

Here, we will consider the differences between formative and summative assessments.

Key differences between formative and summative assessments.

1. Formative assessment refers to various assessment procedures that provide information required in the learning process, adapting teaching. Summative assessment is defined as a standard for assessing the knowledge of students.
2. Formative assessment is diagnostic in nature, while Summative assessment is evaluative.
3. Formative assessment is an assessment for learning, Summative assessment is an assessment of learning.
4. Formative assessment is carried out continuously on a monthly or semester basis. On the other hand, Summative assessment is carried out only at certain intervals after the completion of the course.
5. Formative assessment is conducted to improve the knowledge of students. On the contrary, Summative assessment is conducted to evaluate the performance of students.
6. Formative assessment is adopted to control the knowledge of students. Unlike summative assessment, it is aimed at assessing the knowledge of students.
7. Formative assessment scores are lower than summative assessments because the scores obtained in Formative assessment indicate whether the learner has understood the material while Summative assessment scores determine whether the learner is promoted or not.

The main difference between these two assessment procedures is that while formative assessment is a type of learning process, summative assessment is an assessment process. Balanced assessment builds on both, providing teachers with the necessary information about the next steps and measuring students' knowledge of the content standard.

If we look at the education system of developed countries, for example, in the UK, there is a Teaching, Assessment and Quality Assurance (TAQA) award for helping staff (teachers) to learn and develop good practice in relation to the assessment of learning by adults (leaders) in educational and training settings. Therefore, assessment is a key process for the development of education. In particular, formative assessment provides clear information about the quality of education.

In conclusion, formative assessment should be a regular component of any group assessment.

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