

METHODS OF ASSESSING KNOWLEDGE OF THE RUSSIAN LANGUAGE IN PUPILS OF SCHOOLS WITH UZBEK LANGUAGE OF INSTRUCTION

Касимова Ф.С.

старший преподаватель кафедры русского языка
и методики его преподавания ДжГПУ им. А.Кадыри

Abstract

this article discusses the issues of assessing the knowledge of pupils in the Russian language in schools with Uzbek as the language of instruction; the roles of using methods and techniques of new pedagogical technologies in the classroom are determined on the example of the evaluation sheet.

Keywords: critical thinking, differentiated evaluation, motivation, types of control, evaluation sheet.

Introduction

At present, personality-oriented technologies, which are based on a dialogical approach, are of great importance in the organization of the educational process, its content and form of teaching. Among modern pedagogical technologies, it is important to use active teaching methods that contribute to the intensification of the educational process and allow the teacher to achieve a creative environment in the preparation and during classes, effectively solve the problem of goal-setting of training and education, create conditions and prerequisites for the formation of innovative thinking in the student, high-quality cognition of theoretical material and mastering creativity in the development of practical skills.

Monitoring the assimilation of knowledge and the formation of speech skills and abilities of Uzbek students is an obligatory stage in the process of teaching the Russian language, because it allows not only to ascertain the objective level of acquired knowledge, skills and abilities after studying the topic, section of the entire course of the program material, but also to determine the degree of success in the assimilation of this material in the course of its study.

Since the main goal of teaching the Russian language in Uzbek schools is communicative, which is very closely related to educational and upbringing goals, it is natural that the main object of control should be speech activity, i.e. the communicative competence of students. In the most general sense, communicative competence can be defined as the ability of a student to solve certain communicative tasks in different means and situations of communication by linguistic means. [2,83]



In order to effectively manage students' learning, the teacher must have sufficient information, which will be given to him by the new form of control – the assessment sheet.[1, 2]

The scorecard provides the following information about the class: The level of quality of knowledge and the level of progress on the topic of this lesson and the previous topic. Assessment sheets reflect observations of the development of basic skills: reading, writing, retelling, creativity, the ability to perform the proposed tasks and communicate with others. [1,4]

Moreover, it is worth noting that the evaluation sheet is a rather operational form of control, which allows you to get information about the knowledge and skills of a student in the form of a table, to which the criteria are formed in advance. In relation to the student, the assessment sheet also plays a motivating role, because by looking at it and using the assessment criteria, the student can draw a conclusion about the level of his knowledge in the lesson, in the test work, at the end of the study of the topic.

As practice shows, it is advisable to use the creation of an assessment sheet as a means of monitoring the assimilation of knowledge of Uzbek students after studying a certain topic. First of all, the text of the work itself is created. In the draft version, there are tasks according to the increasing level of complexity, then in a separate column I prescribe what skill, knowledge, needs to be checked when solving this or that task. After the text of the test or test is ready, The teacher fills out the assessment sheet. It is a table in which the list of the class is located in the column from top to bottom, and in the columns located at the top of the table from left to right there is a list of knowledge and skills, the presence of which is tracked during this work. [4, p.12]

SCORECARD NO. 1

4

№	Ф.И.О ученика	Умеет называть и сравни вать объекты живой и неживой природы	Умеет пересказывать прочитанное, приво дить примеры,	Понимает необходимость знания правил русского языка	Описывает на основе предложенно го плана изученные объекты и явления окружающей среды	Умеет работать со словарем и переводить с русского на узбекский язык.
1						
2						
3						
He is able to retell what he has read, give						

Here are some more examples of a scorecard for monitoring and evaluating student achievement.



EVALUATION SHEET No. 2**Task 4**

Ф.И.О. ученика	1 задание	2 задание	3 задание	2

Penalty points in the lesson: for unsatisfactory

Значение баллов 0-не работал(а) 1-менее половины успешно 2-более половины успешно 3-успешно более 90% Задание оценивается отдельной отметкой от 4 до 5	Перевод оценки в отметку: 5-более 90% 4-70-90% 3-50-70%	Штрафные баллы на уроке: за неудовлетворитель ное поведение на уроке и /или невыполнение домашнего задания из отметки за урок вычитается 1 балл
--	---	--

EVALUATION SHEET No. 3**Evaluate YOUR WORK in the lesson.**

Answer the following questions:

1. In today's lesson, I learned (WHAT?)

2. In today's lesson, I learned (WHAT?) _____

3. In today's lesson, I learned to do better (WHAT?)

4. The most unexpected thing for me today was (WHAT?)

5. In today's lesson, I could have done better (WHAT TO DO?)

6. Remained unclear (WHAT?)

7. Today in class I was (WHICH STUDENT? WHICH STUDENT?)

Thus, by putting in the table the points earned by students when completing tasks and counting the points of each, the teacher receives quite a lot of information:

- the level of knowledge of the class on the topic when the average score is derived;
- the level of knowledge of each student on the topic;
- Identify the knowledge that students have mastered better than the rest of the material;
- Knowledge is identified, the gap in which will have to be filled by joint efforts.

A scorecard is also useful for tracking the dynamics of knowledge, for example: working with different types of spelling that are very difficult for Uzbek students to memorize. The teacher



makes a spelling minimum that students must master within a month. It contains words for different types of spelling, which is noted in the ZUNOV column in the evaluation sheet. After writing a paper, mutual or self-checking, the student sees his mistakes and types of spelling, with which he will have to work. After some time given for preparation, the test is repeated, the results are analyzed. [4, p.12]

The scorecard in the classroom is an important tool for self-control and motivation. Based on it, the student working in the lesson can correspond both to the content of the entire lesson and to a certain stage of it, whether it is checking homework, practical work on the topic or consolidating new material. The evaluation sheet for the work lesson should contain a variety of tasks so that the children change the types of activities more often. The undoubted advantages of such a scorecard are:

- a variety of tasks (this will not make the lesson monotonous),
- the ability to significantly reduce the time of checking tasks due to self- and mutual checking,
- Students can plan and evaluate their own achievements in the lesson, which has a beneficial effect on the motivational sphere.

Thus, the introduction and application of new assessment tools fulfills 3 functions:

- diagnostic (each major topic should begin with diagnostic work so that it is possible to assess the starting capabilities of children);
- stimulating (stimulation of cognitive activity of students);
- control (transparency of assessment through criteria-based assessment). [1, p.3]

As we can see, the scorecard is a great assistant to the teacher. Such a scorecard will increase the student's motivation at each stage of the lesson. At the same time, the teacher should clearly define the assessment criteria for the student's self-control of his or her learning activities. [3, p.32]

Analysis of the results allows the teacher to determine the level of knowledge of each student and plan further work with him. For students, the assessment sheet is an incentive for self-education and allows them to independently organize educational and cognitive activities. Throughout all stages of the development of pedagogical science, control and evaluation remain an important and necessary part of the educational process. The educational result and success of the student largely depend on the correct organization of various aspects of control and evaluation activities.

References:

1. Vashkevich O.D. Otsenkovyy listov na urokakh russkogo yazyka kak sredstvo kontrol i samokontrol'nosti i motivatsii uchaschikh [Evaluation sheet in the lessons of the Russian language as a means of control and self-control and motivation of students]. <http://nsportal.ru/shkola/materialy-k-attestatsii/library>
2. Karabaeva L.I. Metodika prepodavaniya russkogo yazyka v uzbekskoy shkole [Methods of teaching the Russian language in the Uzbek school]. T; 2005-p.98



3. Kurylenko V.B. and others. Materials for control. Part 1-3. Moscow, RUDN Publ., 2007, p. 102.

4. Kudaibergenova K. Kompetentnost' – kachestvennoy kriteriy razvitiya lichnosti [Competence – qualitative criterion of personality development] // Materialy mezhdunarodnoy nauchno-prakticheskoy konferentsii «Problemy otseneniya kachestva znaniya: metodologicheskaya osnova i prakticheskie rezul'taty», M; 2008.

