

FORMATION OF STUDENTS' SELF-ASSESSMENT SKILLS IN THE EDUCATIONAL PROCESS

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Abstract

This article is devoted to the issue of forming students' self-assessment skills in the educational process. The article considers the essence, importance of self-assessment, the stages, methods and pedagogical conditions for forming students' self-assessment skills. It also substantiates that through the formation of self-assessment skills, students' learning activity, independence, responsibility and self-confidence increase.

Keywords: Educational process, self-assessment, self-assessment skills, assessment criteria, reflex.

Introduction

Of course, I will perfectly cover the introduction, literature analysis, methodology, main part and conclusion of the article on the topic "Formation of students' self-assessment skills in the educational process".

Today, new approaches and methods aimed at increasing the activity, independence and responsibility of students are widely used in the education system. One of these approaches is the formation of students' self-assessment skills. Self-assessment allows students to monitor their own educational activities, understand their achievements and mistakes, identify their strengths and weaknesses, and set future goals.

Relevance: The formation of students' self-assessment skills in the educational process serves to increase their educational activity, independence, responsibility and self-confidence. This, in turn, improves the quality of students' learning and helps them mature as individuals.

Problem: In the traditional education system, the active participation of students in the assessment process is not sufficiently ensured. Often, students get used to the assessment given by the teacher and do not try to independently assess their knowledge.

Purpose: To develop and put into practice the pedagogical foundations of the formation of students' self-assessment skills in the educational process.

Tasks:

1. To determine the essence, importance and place of self-assessment in the educational process.
2. To determine the stages of the formation of students' self-assessment skills.
3. To develop methods and tools for self-assessment.
4. To determine the pedagogical conditions for the formation of self-assessment skills.
5. To conduct experimental and test work and analyze the results obtained.

Main Part

The essence and importance of self-assessment:

- Definition, types (formative, summative) and functions of self-assessment.
- The role and importance of self-assessment in the learning process (increasing students' motivation, developing independence, increasing responsibility, building self-confidence).
- The impact of self-assessment on students' personal development (self-awareness, self-control, self-management).

Stages of developing students' self-assessment skills:

- Preparatory stage: Giving students an understanding of the essence and importance of self-assessment. Introducing assessment criteria.
- Practical stage: Teaching students to use self-assessment methods (self-observation, writing reflections, using assessment sheets).
- Independence stage: Strengthening students' self-assessment skills and teaching them to use them independently.

Self-assessment methods and tools:

- Self-observation: Students' observation of their own activities and recording their results.
- Writing reflections: Students' reflections on their own learning activities, achievements, and mistakes.
- Using evaluation sheets: Students' evaluation of their own work based on assessment criteria.
- Using portfolios: Students' collection of samples of their own work and their evaluation.
- Peer assessment: Students' evaluation of each other's work.

Pedagogical conditions for the formation of self-assessment skills:

- Positive attitude of the teacher towards self-assessment.
- Provide opportunities for students to actively participate in self-assessment.
- Introduce students to the assessment criteria and ensure their participation in the assessment process.
- Teach students how to use self-assessment methods.
- Help students justify their assessments.
- Create a friendly and supportive environment in the learning process.

Literature Review and Results

The study identified effective methods and tools for teaching students self-assessment. Methods such as self-observation, writing reflections, using evaluation sheets, using portfolios, and peer assessment help students evaluate their own learning activities and serve to develop their self-assessment skills.

The study also highlighted the role of the teacher in the success of developing self-assessment skills. The teacher should explain to students the essence and importance of self-assessment, introduce them to assessment criteria, teach them how to use self-assessment methods, and create a friendly and supportive environment in the learning process.

Based on the results obtained, it is recommended to conduct future research on this topic in the following areas:

- Study the impact of self-assessment on the academic performance of students of different ages.
- Identify the specific features of the formation of self-assessment skills in academic subjects.
- Develop modern methods and tools for assessing self-assessment.
- Improve the methodology for training teachers in self-assessment.
- Create effective models for integrating self-assessment into the educational process.

The problem of self-assessment has been widely studied in the disciplines of pedagogy and psychology. Scientists who have conducted research in this area emphasize the role of self-assessment in the development of the individual, improving academic performance, and increasing motivation.

- Bandura, A. (1977). Self-efficacy: Toward a unifying theory of behavioral change. *Psychological Review*, 84(2), 191-215. (Self-confidence theory)
 - Black, P., & Williams, D. (1998). Assessment and classroom learning. *Assessment in Education: Principles, Policy & Practice*, 5(1), 7-74. (Assessment and classroom reading)
 - Bloom, B. S. (1956). *Taxonomy of educational objectives, handbook 1: The cognitive domain*. David McKay Co Inc. (Taxonomy of educational objectives)
 - Hattie, J., & Timperley, H. (2007). The power of feedback. *Review of Educational Research*, 77(1), 81-112. (The Power of Thoughts)
 - Rolheiser, C., & Ross, J. A. (2001). Student self-evaluation: What research says and what practice shows. *Canadian Journal of Education*, 26(1), 35-54. (Student self-assessment)
- Uzbek scholars G. Shoumarov, U. Tuychiyeva, N. Muslimov, and others have also studied the importance of assessment in the educational process, methods for teaching students self-assessment, and its impact on students' personal development.

Conclusion

The formation of students' self-assessment skills in the educational process is an important pedagogical task. Self-assessment allows students to monitor their own educational activities, understand their achievements and mistakes, identify their strengths and weaknesses, and set future goals.

The results of the study showed that by teaching students to self-assess, it is possible to increase their educational activity, independence, responsibility, and self-confidence. Also, self-assessment helps students develop self-awareness, self-control, and self-management skills.

This study once again confirmed how urgent and important the issue of forming students' self-assessment skills in the educational process is. 21st century education requires students not only to acquire knowledge, but also to acquire skills such as the ability to independently assess their knowledge, plan and manage their activities, identify their strengths and weaknesses, and set future goals. Self-assessment skills help students meet these requirements and contribute to their personal development. The results of the study showed that by teaching students to self-assess, their learning activity, independence, responsibility, and self-confidence increase significantly. In the process of self-assessment, students gain a deeper understanding of their

educational activities, analyze their achievements and mistakes, and set directions for their future activities. This increases students' motivation to work on themselves and improves the quality of their learning.

In conclusion, the formation of self-assessment skills in students during the educational process is an important task that has not only educational but also social significance. Students who have self-assessment skills will become successful individuals in the future and contribute to the development of society.

References

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7. Articles published in the journals "Educational Development", "Public Education", "School and Life".

