

O'ZBEKISTON RESPUBLIKASI
OLIIY TA'LIM, FAN VA INNOVATSIYALAR VAZIRLIGI
FARG'ONA DAVLAT UNIVERSITETI

FarDU
ILMIY
XABARLAR-

1995-yildan nashr etiladi
Yilda 6 marta chiqadi

2023
MAXSUS SON

НАУЧНЫЙ
ВЕСТНИК.
ФерГУ

Издаётся с 1995 года
Выходит 6 раз в год

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COMPONENTS OF KNOWLEDGE CONTROL
СОСТАВЛЯЮЩИЕ КОНТРОЛЯ ЗНАНИЙ
BILIMLAR NAZORATINING TARKIBIY QISMLARI

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Annotatsiya

Ushbu maqolada zamonaviy ta'lim jarayonida bilimlarni nazorat qilish muammosining dolzarbligini o'rganadi va nazariy empirik tadqiqotlarda bilimlarni nazorat qilish kontseptsiyasining asosiy tarkibiy qismlarini aniqlangan. Tadqiqot natijasida bilimlarni nazorat qilish tamoyillari va funksiyalari yoritib berilgan. Ta'lim jarayonida pedagogik nazoratning usullari, shakllari, turlari va turlari tasniflangan.

Аннотация

Данная статья рассматривает актуальность проблемы контроля знаний в современном образовательном процессе и определяет основные составляющие понятия контроля знаний в теоретическом эмпирическом исследовании. В результате исследования были определены принципы и функции контроля знаний. Классифицированы методы, формы, виды и типы педагогического контроля в учебном процессе.

Abstract

This article examines the relevance of the problem of knowledge control in the modern educational process and defines the main components of the concept of knowledge control in theoretical empirical research. As a result of the study, the principles and functions of knowledge control are determined. The methods, forms, types and types of pedagogical control in the educational process are classified.

Key words: *the problem of knowledge control, principles, functions, methods, forms, kinds, types.*

Ключевые слова: *проблема контроля знаний, принципы, функции, методы, формы, виды, типы.*

Kalit so'zlar: *bilimlar nazorati muammosi, printsilar, funksiyalar, metodlar, shakllar, turlar, tiplar.*

INTRODUCTION

The learning process consists of many components, each of which has its own functions and contributes to the successful acquisition of knowledge, skills and abilities.

Control of students' knowledge is an integral part of the learning process. By definition, control is the relationship between achieved results and planned learning objectives. The effectiveness of managing the educational process and the quality of training of university graduates largely depend on its proper organization. Control of students' knowledge should provide information not only about the student's performance, but also about the quality of the educational process as a whole: whether the form of teaching corresponds to the given stage of education. Proper monitoring of students' educational activities allows the teacher to evaluate the knowledge, skills and abilities acquired by students, provide the necessary assistance in a timely manner and achieve their learning goals. All this together creates favorable conditions for the development of students' cognitive abilities and the activation of their independent work in the classroom. Properly administered control allows the teacher not only to correctly assess the level of students' assimilation of the material being studied, but also to evaluate the success of the chosen teaching method. The teacher's task is to test not only knowledge, but also elements of practical assimilation and students' perception of new material. The problem of monitoring educational activities is not new, and the pedagogical experience accumulated in this area is rich and varied. [3:105] The nature, objectives and methods of education change from day to day. As a result, a reorientation of teaching methods, forms of work in training, control and assessment of knowledge is required in connection with new conditions, technologies and features of modern education. It is extremely important to determine the structure of knowledge control and its components for its correct and successful organization.

MATERIALS AND METHODS

The problem of control has a long history. The development of a scientific theory of control, which began only in the 40s of the twentieth century, was prepared by thousands of years of learning experience and education. General problems of control in the educational process have received much attention in pedagogical science and were studied by M.F.Korolev,

E.V.Musnitskaya, V.A.Pashkov, N.V.Teltevskaya, etc. A.A.Alekseeva, D.S.Gorbatov, A.A.Kabanov, K.V.Korsak, G.U.Matushansky, E.A.Mikhailychev, N.A.Nokhrina) researched testing and the theory of measuring educational achievements. G.I.Baburina, S.I.Vysotskaya, Z.G.Grigorieva, I.A.Zhuchkova, L.A.Igolkina, V.I.Lofovaya, N.M.Matveeva, V.F.Shatalov studied methods, forms and means of verification corresponding to each type of control while Sh.A.Amonashvili, X.Century, A.A.Mirolyubov, L.V.Sadomskaya, V.N.Simkin, V.M.Polonsky did researches on the set of criteria for grading. The problem programmed control, is very popular in the works of S.I.Arkhangel'sky, S.V.Ignatenko; L.V.Kamenskaya and I.P.Pavlova. Of particular value are studies of G.V.Kaymakchi, E.T.Korobov, E.Sh. Natanzon, E.L.Nosenko, E.V.Ozerskaya, Zh.L.Patrusheva, I.R.Peterson and A.E.Chertova related to taking into account the mental characteristics of students when conducting control, the role of feelings and emotions, emotional regulation of educational activities.

The specificity of the subject "foreign language" significantly affects the organization of control, so S.A.Volina, N.I.Kirichenko, N.F.Koryakovtseva, E.S.Kuvshinnikova, N.S.Russinkovskaya and L.I.Shaverneva paid a large role to the control of productive and receptive types of speech activity when teaching a foreign language.

To determine the components of knowledge control, methods of induction and deduction along with the classification of definitions based on the results of empirical research and the identification of general patterns were used.

RESULTS AND DISCUSSION

During the study, it was determined that control should be targeted, objective, comprehensive, regular and individual. [1:78] Focus requires a clear definition of the purpose of each inspection. Goal setting determines all further work to justify the forms, types, methods and means of control used. The objectivity of control prevents cases of subjective and erroneous judgments that distort the actual performance of students and reduce the educational value of control. Comprehensive control means coverage of a large amount of material being tested. Regularity means systematic control, which is combined with the educational process itself. Individual control requires assessment of the knowledge, skills and abilities of each student

Control performs the following functions:

- controlling,
- educational,
- diagnostic,
- prognostic,
- developmental,
- orienting,
- educating.

The forms of control depend on the specifics of the organizational structure of educational work. [2:198] Traditionally, there are 5 key forms of control:

- frontal form (students provide short answers to questions from the seat, compiled by the teacher based on a small amount of studied material);
- group form (control is carried out only for a certain part of the class, then there are questions posed to a specific group of students, but this can be taken participation and remaining students);
- individual control (used to fully familiarize the teacher with knowledge, skills and abilities of individual students who are called upon to respond to blackboard);
- combined form (combination of individual control with frontal and group);
- self-control (ensures the functioning of internal feedback during training).

Modern didactics identifies the following control methods: oral control methods, written control methods, practical control methods, didactic tests, observations. [7:203] Some scientists also highlight methods of graphic control (Shchukina G.L.), methods of programmed and laboratory control (Babansky Y.K.), problem situations (V. Okon).

Pedagogical control is divided into such types of control as preliminary, current, thematic, midterm and final.[6:100] Preliminary (diagnostics of knowledge and practical skills) involves

obtaining information about the initial level of knowledge of students in order to determine their readiness to perceive new material. Current control is directly related to the management of the process of knowledge assimilation, performs a feedback function in it for the purpose of possible correction of the learning process, and performs a stimulating function in the educational and cognitive activities of students. Thematic control is carried out by the teacher to assess the level of achievement in the process of studying individual topics of the curriculum. Midterm control reveals the amount of accumulated knowledge of students before studying the subsequent section of the curriculum. The final forms of control include an exam (based on the results of studying the entire discipline) and the final state certification of university graduates.

Depending on who monitors the results of students' educational activities, the following three types of control are distinguished:

- external control (carried out by the teacher over the student's activities);
- mutual control (carried out by the student over the activities of a friend);
- self-control (exercised by the student over his own activities).

CONCLUSION

Thus, it was established that knowledge control is one of the important components of the educational process. In turn, the concept of knowledge control includes principles, functions, methods, forms, types and types of knowledge control.

1. The principles of knowledge control are purposefulness, objectivity, comprehensiveness, regularity and individuality.
2. Knowledge control performs controlling, teaching, diagnostic, prognostic, developmental, orienting and educational functions
3. There are such forms of control as frontal, group, combined forms, individual control and self-control
4. The main methods of control are written, oral and practical methods
5. The following types of control are practiced: preliminary, current, thematic, midterm and final.
6. There are such types of control as external control, mutual control and self-control

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