The Significance of "Assessment" Method in Assessing Students' Knowledge

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ABSTRACT

The article is devoted to the effectiveness of the assessment method in assessing the extent to which students have mastered the topic "Graphics and its history" in the subject of modern Kazakh literary language. It is aimed at students to acquire a certain set of subject knowledge, knowledge and skills, and contributes to their personal development and formation as a person. The assessment method has a positive effect on the formation of students' intellectual, professional, moral, spiritual, civil and many other human features, helps in self-development.

KEYWORDS: *interactive, assessment, method, learning process, alphabet, history of graphics, innovation, knowledge and skills, assessment.*

Introduction:

New teaching technology, cognitive abilities of the person and aimed at the development of cognitive processes: thinking, enthusiasm, perception through specially designed learning and cognitive conditions, as well as personal self-assertion, communication, game, cognitive and creative development. The main goal of interactive learning is to teach students to think independently and find answers.

The innovative approach is directed to the educational process - the introduction of innovations based on the useful education of individuals, the quality and uniqueness of behavior, teaching experience and attitude. Today, it is clear that it is necessary to manage not the individual, but the process of his development. And this means that the priority in the teacher's work is given to indirect pedagogical influence. When using interactive methods, students become full-fledged participants in the process of understanding, whose experience serves as the main source of educational knowledge. The teacher does not provide ready-made knowledge, but teaches students to search on their own. Compared to traditional forms of education, in interactive learning the interaction between teacher and student changes: teacher's activity gives place to the activity of the student, and the tasks of the teacher become the conditions for their initiative. In general, the method of "assessment" clearly states and reveals the acquired knowledge of the student. Activity increases. He feels that he has achieved a certain result. Self-confidence increases. Educates to form oneself as an individual. Strives to reach the creative level. The student's level of knowledge acceptance rises to critical assessment.

Methods: Methods of analysis, analysis, compilation, comparison, control of scientific and methodical literature; analytical methods of analysis, pedagogical experiment, summarization of research results; collection methods were used.

Results and Discussion:

Improving the intellectual ability of young people, who are the future of our country, forming their own thinking and life position depends on the skills and creativity of each teacher. Interactive methods used in the field of education are of great importance in the formation of thorough

knowledge and qualifications of educators. The word "interactive" comes from the English word "interact". "Inter" means "mutually", "act" means to act. The word "interactive" means the tendency to interact, that is, it is carried out through the interaction of the teacher and the student. Therefore, the teacher should be the leader and guide of the student's own creative work. This, in turn, requires daily research from the teacher. Further improves teaching methods, methods and tools, and looks for ways to use effective methods.

The interactive methods in the teaching process are used in the formation of educational skills and cognitive abilities of students in a group and individual form. The purpose of these methods, performed collectively or individually, is to teach students to think freely and critically, to search as a team, group, to systematically track down their opinions, to be able to draw correct conclusions, and to search their own knowledge.

Individually implemented methods have a special place in the formation of students' skills. Currently, one of the main issues in the formation of knowledge, skills, and abilities in the educational system is business relations, directing them to self-education, and teaching them to evaluate themselves.

"Assessment" method is one of the methods used to determine and evaluate students' creative abilities, acquired knowledge and skills. The assessment method has been used for the purpose of assessing the employees of large enterprises and companies and determining their professional skills in a comprehensive manner, and today it is widely used in the field of education.

"Assessment" used in the educational process is a method of education aimed at self-evaluation of a person. **[Innovative technologies in education. Ishmuhammedov R., Abdukadirov A., Pardaev A. Tashkent–2008. – p. 12].**

"Assessment" is taken from the English language and means "assessment". The goal is to evaluate and analyze students' knowledge and skills from different angles, to test the extent to which they have mastered the knowledge and to create an opportunity for self-evaluation. Therefore, the method can be used for working out the topic, homework and tasks for self-work. It saves time, determines the creativity of students, and gives good results in evaluating the acquired knowledge. The teacher should take into account that in using this method, the freedom and rights of the person should be preserved; he should create conditions for the person to express himself, give him an opportunity to show his individuality, and provide pedagogical support.

In my experience, I have been using the assessment method to evaluate and analyze the extent to which students have mastered the topic "Graphics and its history" in the subject of modern Kazakh literary language.

The appearance of writing was of great importance for the development of world culture. Among the writing systems, letter writing is the most convenient writing. Early writing (Finnish writing, ancient Hebrew writing, Aramaic writing, etc.) was a consonant-sound writing. The symbols in it denoted only consonant sounds. This system of writing appeared and developed in languages where the function and meaning of consonants is more important than that of vowels.

As a rule, in order for the sounds of the spoken language to be written down in the written language and read accordingly, they must be marked with certain symbols. Language sounds are marked with graphic symbols in writing. A set of letters arranged one after the other is called an alphabet.

And by graphics we mean a set of ways of marking phonemes and their combination in a certain language. Graphics are based on certain principles. One of the most important problems of graphics is the problem of the composition of letters in the alphabet of the language. According to the graphic principle, different phonemes should not be marked with only one letter, but each of them should have its own symbol (letter). In other words, graphics is based on the principle that a certain letter

should be the symbol of one phoneme, not the symbol of several phonemes. This principle is considered one of the most important principles of graphics. The most common alphabet is the Latin alphabet, the Russian alphabet and the Arabic alphabet.

Azerbaijan, Kazakh, Kyrgyz, Karakalpak, Uzbek, Turkmen, Tatar, etc. until the end of the 20s of the XXth century, the alphabet of Turkic-speaking peoples was based on Arabic graphics. But there are many similar letters in the Arabic alphabet and they are distinguished from each other only by secondary signs, they are marked differently depending on whether a letter appears at the beginning, middle and end of a word, sometimes it is written together with the letters before and after it, sometimes separately, the alphabet contains the sounds of Turkic languages. lack of letters marking (especially vowels) etc. Literacy created many problems in teaching and printing.

Kazakh written graphics have always experienced dynamic development. Accordingly, the level of orthographic development has often been reformed to make people literate and to unify spelling rules.**[Bekniyazov B. Effectiveness of "Resume" Technology in Forming the Knowledge of Students. International Journal of Multicultural and Multireligious Understanding (IJMMU) ISSN 2364-5369, Vol 9, No 11, November 2022. 210-2013.].** The Kazakh people adopted a new alphabet based on Latin graphics in 1929. During these years, other Turkic-speaking peoples of the country switched to the Latin alphabet.

The Latin alphabet was far more progressive than the Arabic-based alphabet, whether in literacy or printing. Each letter of the Latin alphabet retains its own position. There were 29 letters in this alphabet. These allowed the correct spelling of indigenous words. The alphabet based on Latin script helped to eradicate illiteracy in a short period of time. Despite these successes, the alphabet based on Latin graphics could not cope with the correct spelling of many words and terms that came from the Russian language and through the Russian language from other languages. This has led to inconvenient situations such as writing the same word in different ways, distorting the pronunciation of scientific and technical terms.

In our country, Turkic-speaking peoples found it necessary to switch to an alphabet based on Russian graphics and adopted a new alphabet in the late 1930s and early 1940s. The Kazakh people adopted a new alphabet based on Russian graphics in 1940. All 32 letters of the Russian alphabet were adopted, and in addition, 9 letters representing sounds that do not exist in the Russian language were taken, and the number of letters reached 41. It was taken into account that the Kazakh symbols of sounds that are not in Russian (қ, ғ, ə, ө, ұ, ү, i, ң, h) are similar to the letters of the Russian alphabet (о, к, г, у, н). **[Akhanov K. Basics of language education. – Almaty:, 1993. p. 435.]**

Thus, the writing based on the first Russian alphabet had 41 letters. In the alphabetical order, first there were letters characteristic of the Russian language, then there were letters characteristic of the Kazakh language, which are not in Russian. This order was changed in 1957 and came to the present state, а, ə, б, в, г, ғ, and the letter b was added to the Kazakh alphabet. There are 42 letters in the modern Kazakh alphabet. 33 of them were taken from the Russian language unchanged, and nine new letters (ə, ғ, қ, ң, ө, ұ, ү, i, h) were created on the basis of Russian graphics. 25 of these letters are symbols of consonants, 15 are symbols of vowels, two letters (ь,ъ) have no sound value. **[Mirzabekov S. Sound system of the Kazakh language. Almaty: Dictionary, 1999. p. 170]**

TEST	PROBLEM SITUATION
1. How many letters are there in the Arabic alphabet? A) 28 B) 36	The problem of creating a common writing model for the Turkic peoples was raised in the 20-30s. This alphabet, with some changes made in accordance with the requirements of the Kazakh language, was officially used from 1929 to 1940, and then it was replaced by the Cyrillic alphabet. What do you think are the main advantages and disadvantages of this alphabet based on Latin graphics?

C) 25 D) 32 2. In which years was the change to the current Kazakhalphabet based on Russian graphics? A) 1940 B) 1957 C) 1970 D) 1966	
SYMPTOM Pictographic writing is... Ideographic writing is ... Hyphenation is… Alphabet and phonetic writing - ...	**PRACTICAL SKILLS** **Write in Latin script.** احمەت بايتۇرسىنوۆ «تىل قۇرالى» «ءتىل-قۇرال» تەك مەكتەپ وقۇلىقتارىننىڭ باسى ەمەس، قازاق ءتىلىن انا تىلىمىزده تانۋدىڭ باسى بولدى، قازىرگى قازاق ءتىلى اتتى عىلىم سالاسىنىڭ نەگىزىناسى بولىپ قالاندى. جالپى قازاق ءتىل ءبىلىمىن قالىپتاستىرىپ، زەرتتەپ، تانىپ-ءبىلۋ تارىحىمىزدا احمەت بايتۇرسىن ۇلىنىڭ «وقۇ قۇرالى» مەن «ءتىل قۇرالدارىنىڭ» ورنى ايرىقشا

The method of assessment carried out in such an individual manner creates an opportunity for an individual to know himself, to evaluate himself, to know to what extent his knowledge and skills are mastered.

During the application of this method, students are tested on a certain topic or a certain section. It is distinguished by its clarity and accuracy in comprehensive assessment of students, determination of creative abilities.

Conclusion

In conclusion, if we correctly use the "assessment" method to determine the knowledge and skills, intellectual thinking ability, ability to make independent decisions, creativity of an individual, we will give them a fair assessment. This strengthens the student's self-confidence and increases his activity.

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