

**ADVANCED FOREIGN EXPERIENCES AND NEW APPROACHES TO
MATHEMATICS ASSESSMENT**

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Annotation: Evaluation is an important and necessary component of the educational process, which consists of the process of collecting and analyzing information about the activities of students at the current and final stages of education.

Key words: Assessment, traditional assessment, students' knowledge, assessment problems.

Evaluation

Evaluation is an important and necessary component of the educational process, which consists of the process of collecting and analyzing information about the activities of students at the current and final stages of education.

The purpose, tasks, subject, object, principles, methods, forms and means of evaluation should be understandable for all subjects of the educational process - school administration, teachers, parents and students.

The assessment system is the main tool for measuring achievement and diagnosing learning problems. It allows to determine the quality of education, its compliance with world standards, to make key decisions on the improvement of teaching strategies and tactics, as well as modern tasks in the field of education, the content of education and forms of assessment of the expected results of education.

Evaluation is actually a process of connecting the obtained results and the planned goals. The purpose of the evaluation system is to objectively evaluate the knowledge, skills and competencies of students in fulfilling the requirements set by the State Education Standard, to stimulate their interest in learning and to determine their rating.

The tasks of the evaluation system are as follows: a) control the level of students' formation of relevant knowledge, skills and competencies in accordance with the State educational standards;

b) ensuring that students in academic subjects always come prepared to classes;

v) to ensure compliance with the principles of truthfulness, reliability and convenient evaluation of students' knowledge, skills and competencies;

g) regularly analyze the formation of knowledge, skills and competencies of students;

d) comparing students' knowledge, skills and competence levels and creating an atmosphere of mutual competition in the educational process;

e) perfecting the work of preparing students for the next stage of education, guiding them to choose a profession;

j) prevention of possible gaps in the formation of students' knowledge, skills and competences, their identification and gradual elimination;

z) to create the most optimal pedagogical, didactic, psychological conditions for the student to gain full knowledge;

i) to ensure the strengthening of knowledge, skills and competencies of students and to support, encourage and inspire them. Current control types of the evaluation system

In order to ensure the compliance of students' level of knowledge and mastery with State educational standards, the following types of control are provided:

current control - students' knowledge, skills and competencies are regularly controlled in the form of surveys, control works or tests;

mid-term control - is carried out to assess the knowledge, skills and competences of students at the end of the quarter and after the completion of the relevant section of the curriculum. It is conducted in the form of written control work or tests. The materials used in this supervision are prepared by the subject teacher.

During the interim control, the amount and topics of control work are determined in the thematic plan based on the curriculum, and the term and form are indicated; staged control - after the end of the academic year, it is carried out in the form of oral and written exams and tests. Based on it, the rating is determined and a decision is made to transfer the student to the next class. Samples of step-by-step control materials are prepared by the Republican Education Center of the Ministry of Public Education of the Republic of Uzbekistan. With a creative approach to the samples of control work materials, teachers of educational science can make changes to the step-by-step control materials and introduce them after discussing methodological associations; final control - after the completion of studies, it is carried out in the form of a state certification. Current rules for assessing students' knowledge level and determining final rating indicators In the evaluation system, the student's mastery of each subject is represented by points. Regardless of the form in which each inspection is conducted, it is evaluated using integers on a five (5) point ("5", "4", "3", "2", "1") method. Evaluating students' knowledge of each type of control and determining the rating indicator is necessary for them to have an idea about the subject of the academic subject, to be able to understand and explain the essence of the subject, to be able to apply the acquired knowledge in practice, it is carried out depending on the criteria such as being able to conduct independent observation, being able to think creatively and draw conclusions, problems and doing independent work. Subjects taught more than 1 hour per week: current during the quarter and quarterly assessment based on the scores obtained in midterms; The annual grade is determined on the basis of the quarterly grades and the score obtained in the staged control. Yearly grades for academic subjects that are not graded are determined based on quarterly grades. For graduates of general secondary educational institutions, the annual grade is determined based on the quarterly (half-yearly) grades, as well as the final grade obtained in the final inspection and the annual grade. The final grade is the annual grade for academic subjects for which the final state certification is not specified. The final grades are recorded in the certificate of general secondary education issued to the graduate. The assessment is the basis for transferring the student from one class to another. The transfer of the student to the next class is carried out if he receives a positive grade. By the decision of the school pedagogic board, students with unsatisfactory grades can be transferred from one class to another. On the basis of the points obtained by the students during the academic year by the types of control and the annual (final) grades, the annual rating index is determined for each academic subject: In this case, the annual (final) grade of the student is: "5" when - one of the 86, 90, 95 and 100 rating index points; When "4" is one of the rating index points 71, 75, 80 and 85;

When it is "3", one of the rating index points 56, 60, 65 and 70 is assigned. Annual rating index points consist of the points mentioned above, and no other numbers are used to determine it,

except for the minimum of 55 points. If the teacher recognizes that the student's annual rating indicator score is less than 56 points, then the student's annual rating score is set as a minimum of 55 points. The method of determining the student's annual rating index points is determined by the teacher based on the nature of the subject. The scores of the students according to the types of control and the quarterly (semi-annual) and annual (final) grades, as well as the annual rating indicator scores, are recorded in the class journal. The student's quarterly (semiannual), annual (final) grades and annual rating index points are recorded in his report. Traditional evaluation system The method of evaluation on a five-point scale, which is widely used in pedagogical practice, is simple and familiar to everyone. The traditional evaluation system is based on 4 different levels and takes into account the achievements of students' personal educational activities during the mastering of educational materials in the subject.

The traditional system of evaluating the educational achievements of schoolchildren

Grades	Indicators
Minimum (1 point)	He does not know and does not understand the educational material
Unsatisfied (2 points)	He does not know most of the educational materials. Gives unclear answers to oral questions, makes gross mistakes in written work
Satisfactory (3 points)	He knows the basic material, but he cannot properly use the knowledge he has acquired without outside help. Makes mistakes in oral answers and written works
Sufficient (4 points)	He knows the necessary material, answers questions easily, applies the acquired knowledge in practice. Does not make gross mistakes in oral responses and makes only minor mistakes in written work
High (5 points)	He fully knows the material of the program, demonstrates a perfect understanding of the topic, answers the teacher's questions correctly and confidently, and can independently solve practical problems with the help of the acquired knowledge. He does not make mistakes in oral and written answers

The traditional evaluation system has the following disadvantages: - subjectivity and dependence on the evaluator; - Weakness of the possibility of differentiation (classification).

Assessment problems

In a modern school, the five-point grading system does not allow determining the objectivity of grades. The student cannot know exactly why he got this or that grade. Also, there is no clear criteria for the highest rating, so it is subjective. Currently, managers at all levels do not have pedagogical control tools. Schools (teachers and teachers) independently develop assessment

tasks. The content and structure of these tasks are determined by the specific characteristics of the studied object, the characteristics of monitoring forms and methods. The quality of such tools is not rigorously tested, which makes it difficult to make rational management decisions based on the results of the control. In this way, a conflict arises between the methodological requirements for the teaching of academic subjects and the control content. It is necessary to create conditions for ensuring the civil rights of students and their parents to receive a full education that meets the personal needs of each person. In this context, there is a great need to centrally organize the development of tools for monitoring the level of readiness of students graduating from high school. The urgency of revising the evaluation process is to increase the quality of education, taking into account the modern strategic goals of education, international standards and modern requirements, to ensure the objectivity of educational results and the competitiveness of school graduates. It is determined by the need to develop uniform requirements for evaluating lim's achievements. Assessment systems in different countries In the world experience, there are different approaches to assessing the educational achievements of students and many measures are used to assess knowledge. Some scales use numbers (even decimals), and some use letters (for example, in the US)

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