



# PEDAGOGICAL FOUNDATIONS OF THE USE OF INTERACTIVE TECHNOLOGIES IN ASSESSING STUDENTS' KNOWLEDGE

**Sarimsakova Salomat Mirzakulovna**

Biology Teacher of the 23rd school of Besharik District of Fergana region,  
Uzbekistan.

## ABSTRACT

*The article describes the interactive technologies of monitoring students' knowledge, their content and importance in the educational process..*

**KEY WORDS:** *evaluation tools, interactive methods of evaluation, competensions, programming interactive technology, knowledge.*

## DISCUSSION

As a result of the ongoing reforms in the education system of the republic and the world, the higher education system was assigned such important tasks as increasing the training of future specialists to the level of foreign requirements, developing e-learning, expanding the possibilities of distance learning. Therefore, the introduction of modern technologies in the education system, improving the quality and efficiency of education, the introduction of intelligent learning systems in the e-learning environment are among the topical issues. As a result of the rapid development of information technology over the past 50 years, storage media have been optimized in terms of size and weight. In particular, as a non-traditional form of education, the possibility of organizing the assessment of students' knowledge on the basis of interactive technologies is growing [1].

Serious reforms in the socio-economic life of the country, in turn, significantly affect the requirements for university graduates. The university develops criteria not only for the completeness of certain knowledge and skills in the formation of aspects that are important for the professional qualifications of a graduate in a new environment, but also for the independent enrichment of their knowledge, setting and solving various problems, offering alternative solutions.

In the era of modern development, there is such an important issue as preparing the younger generation for life in an information society. At the same time, of course, it is important to form an information culture in every person.

The step of human civilization towards an informed society requires the study of future biology teachers as an urgent problem of preparing them for

professional activity in an automated information learning environment.

As a result of the informatization of education, every teacher and student must have an unlimited source of information.

Analytical processing of information allows you to use it instead and enhances the activity of participants in the pedagogical process.

A number of works have been carried out on the use of interactive technologies in monitoring and assessing students' knowledge in the education system of the republic and foreign countries. Below we will focus on their analysis.

During the study, G.S. Ergasheva developed interactive software tools used in biological education, their importance in the educational process, classification, intellectual games, web quest, virtual learning technologies, methods of using interactive technologies in the e-learning environment [2]. However, the intellectual game of monitoring and assessing students' knowledge has not been studied as a separate object of research, although there is a general approach to the possibilities of using web quest technologies.

S.R. Sheikhmambetov thinks about the assessment of learning outcomes based on modern approaches, portfolios, case technology, contrasting tasks, projects, the importance of these methods in increasing the creative activity of students, developing interest in learning.

Extensive research in the field of informatization of education, as well as the experience of using information technologies in higher education, show that the content, methods, tools, forms of education and methods of control in higher educational institutions are acquiring new didactic conditions and a new structure and



form. , academic performance, volume of work and psychological and pedagogical characteristics.

With this in mind, the use of interactive technologies to assess students' knowledge in the context of the informatization of education is aimed at improving their professional training by enhancing educational activities. The problem of professional training of future teachers has been in the focus of attention of many scientists and education specialists for many years. In recent years, scientific research by a number of scientists has been studied in relation to the general theory of teacher education. However, the possibilities of organizing the assessment of students' knowledge in biology lessons based on interactive technologies have not been studied as a separate object of research. Thus, contradictions began to arise in teaching practice. This contradiction is the absence of a system for the development of cognitive activity in future biology teachers, the use of modern technologies of professional training in the environment of rapid information and communication education.

The use of interactive technologies for assessing students' knowledge in biology lessons in accordance with the requirements of informatization of the higher education system provides:

- student-centered learning;
- achieving an interactive database retrieval in accordance with scientific and professional requirements;
- students development of intellectual and creative abilities;
- to increase the desire of students to study independently, exchange knowledge and cooperation;
- motivation of student activities using modern interactive technologies;
- creation of an information environment for assessing students' knowledge through an automated system;
- reducing the time spent on assessing students' knowledge, expanding learning opportunities;
- an objective assessment of students' knowledge, etc.

In accordance with the requirements of higher education, students need to independently develop tools, methods, types and forms of assessment. The choice of knowledge control methods depends on the purpose, content of the assessment, as well as the capabilities and resources of the educational institution for using this method. The study of complex theoretical issues is carried out mainly in the form of an individual survey (seminar, colloquium). Frontal oral survey is planned when studying voluminous, but not complex in content, educational materials.

Knowledge acquisition control:- can be traditional or innovative (rating, portfolio, case-measurement, essay, etc.);- individual, group;- in writing, orally, using software or protection of creative works, etc. From traditional forms of knowledge control: interview, colloquium, test

(exam), exam (by specialty, by module, final state certification), credit, test work, report (report on internship, student report on research, etc.), coursework work, final qualifying work is common. Traditional forms, types and methods of supervision are mainly focused on controlling the acquisition of knowledge and do not always serve to modernize and monitor the formation of competencies provided for by state qualification requirements. Innovative control technologies and assessment tools include: portfolio, case technologies, situational tasks, simulation training, mini-project, computer modeling, staging, group course projects, actions and role-playing games (3, pp. 1, 4).

At the present stage, the diagnostic function of control is focused on the readiness of students to manage educational activities, to perform educational activities in accordance with the level of personal abilities. The developmental and educational function is focused on the individual characteristics of students and the specifics of their future career.

The specifics of control from the point of view of a new competent approach:

- Classification of competencies: universal. metasubject and private, scientific;
- Professional needs, for example, increasing the potential of employers;
- Monitoring the formation of competencies;
- Subjective, personal needs of each student;
- Connection with educational technologies;
- Openness and transparency of consumers of educational products and educational process;
- Conditions for self-control and diagnostics, the limit of "exit" from the auditorium (4, p.330-332).

The formation of competencies is important in the assessment. This innovative control is carried out through statistical and dynamic assessment and leads to a change in student readiness. For example, monitoring is one of the modern tools and is included in the system for assessing the results of knowledge acquisition; rating technology for assessing knowledge, forms and complexity of knowledge control for independent work, objectivity of criteria for assessing specific types of work; final certification makes it possible to determine the level of formation of competencies in accordance with the content of state examinations (etc.).

It should be noted that ensuring the reliability and objectivity of control over the acquisition of knowledge is important in solving the problem of improving the quality of acquiring scientific knowledge and raising the level of professional training of graduates in accordance with the requirements of the labor market.

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