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METHODOLOGICAL JOURNAL**<http://mentaljournal-jspu.uz/index.php/mesmj/index>**METHOD OF ASSESSMENT OF EDUCATIONAL PROCESS RESULTS IN  
TECHNOLOGICAL EDUCATION.***Ph.D., Mukhammad Yusupov**Head of the Department of Visual Arts and Technological Education**Jizzakh State Pedagogical University**E-mail address: [yusupov@mail.ru](mailto:yusupov@mail.ru)*

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**ABOUT ARTICLE**

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**Key words:** Purpose, activity, process, "self-awareness", control, system, tool, option, method, information, workshop, conversation

**Abstract:** The article describes the technological and methodological evaluation criteria for evaluating the results of the educational process of technological education teachers.

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**INTRODUCTION**

It is clear to everyone that the objective assessment of the results of any activity of students is an important and integral part of the educational process, because it creates a sense of aspiration in them and increases their interest in learning.

There are several options for evaluating the results of the educational process in schools, depending on the specific characteristics of the subject and its teaching. These options can be characterized according to the following characteristics and bases:

- According to the level of application;
- On the main development factor;
- On the concept of mastering;
- Personal character - according to the orientation corresponding to their qualities;
- According to the characteristics of the content;

- According to the type of management;
- On approach to students;
- On commonly used teaching methods;
- On commonly used pedagogical technologies;
- According to psychological categories of students;

The description of the evaluation options is based on their most obvious distinguishing features. In fact, not every option is found in its pure form, and elements found in others are definitely present in them.

## **MATERIALS AND METHODS**

It is of serious and important importance that teachers of different subjects choose the most convenient assessment options in accordance with the main features of each subject, the content of it, the ratio of practical and theoretical parts, in accordance with the pedagogical technologies and teaching methods (methods) used. This means comparing some differences between the pedagogical technology of teaching and the teaching style (methodology).

Currently, as a result of a certain lack of clear understanding and imagination about pedagogical technologies of teaching, there are cases of considering them as almost the same (equal) with private methods of teaching and, accordingly, in evaluating their results. In fact, there are significant differences between them. Pedagogical technology determines the system of organizing the influence of the teacher on the learners, which realizes the professional pedagogical goals. Pedagogical technology (or teaching technology) consists of how to implement what activities.

The style (methodology) is a set of methods and ways of carrying out a task in accordance with the purpose, and researches the laws of the quality of teaching certain academic subjects.

The correct choice of options for evaluating the results of the educational process requires a correct understanding of the difference between the method and pedagogical technologies and the effective and appropriate use of both in practice. Some of the differences between them can be explained as follows.

Formation of a perfect person in pedagogical technology.

In style (methodology) - teaching of separate academic subjects and ensuring the quality of educational work.

Performance criteria

Pedagogical technology - educational and educational influence on the set goal; speaking - showing - assigning tasks - directing - evaluating (supervision).

In style - teaching a certain subject and researching educational works; research of students' cognitive activity - development of pedagogical technology in accordance with existing conditions - evaluation (determination) of the level of effectiveness.\

Pedagogical process

The method - the pedagogical process assumes that the results are individual and different for everyone, depending on the teacher's best practices. It can be seen from the above differences that the method is a component of the pedagogical technology and includes the methods of action used to achieve the intended goal (the teacher's use of the computer, books and other educational tools for the specified purpose).

## **RESULTS AND DISCUSSIONS**

In current pedagogical processes, especially in technological education, technology, methodology (style), method (method) are often considered as one concept, and accordingly, the criteria for evaluating the results of the educational process of teachers are mixed. This leads to evaluations that sometimes include the style in the technology, and sometimes, on the contrary, include one or another technology in the style. Without denying that each of these three concepts is very comprehensive and of particular importance, it should not be forgotten that they are considered inseparable concepts in the evaluation of the results of the educational process.

The method of evaluation of the results of the educational process, leadership and control (evaluation) of the teacher's activity are separate issues, which are carried out depending on the purpose and content of each training. The most real and correct type of assessment is self-monitoring, that is, self-awareness.

The ancient Greek sage Socrates said 25 centuries ago, "Know the Self, and then you can know the world!" the famous slogan has not lost its importance even now.

Also, our great-grandfather Mirza Bedil (who was originally from Shahrisabiz and later lived in India) expressed a similar opinion:

Our visionary,

This is listening to Asmo-zikr.

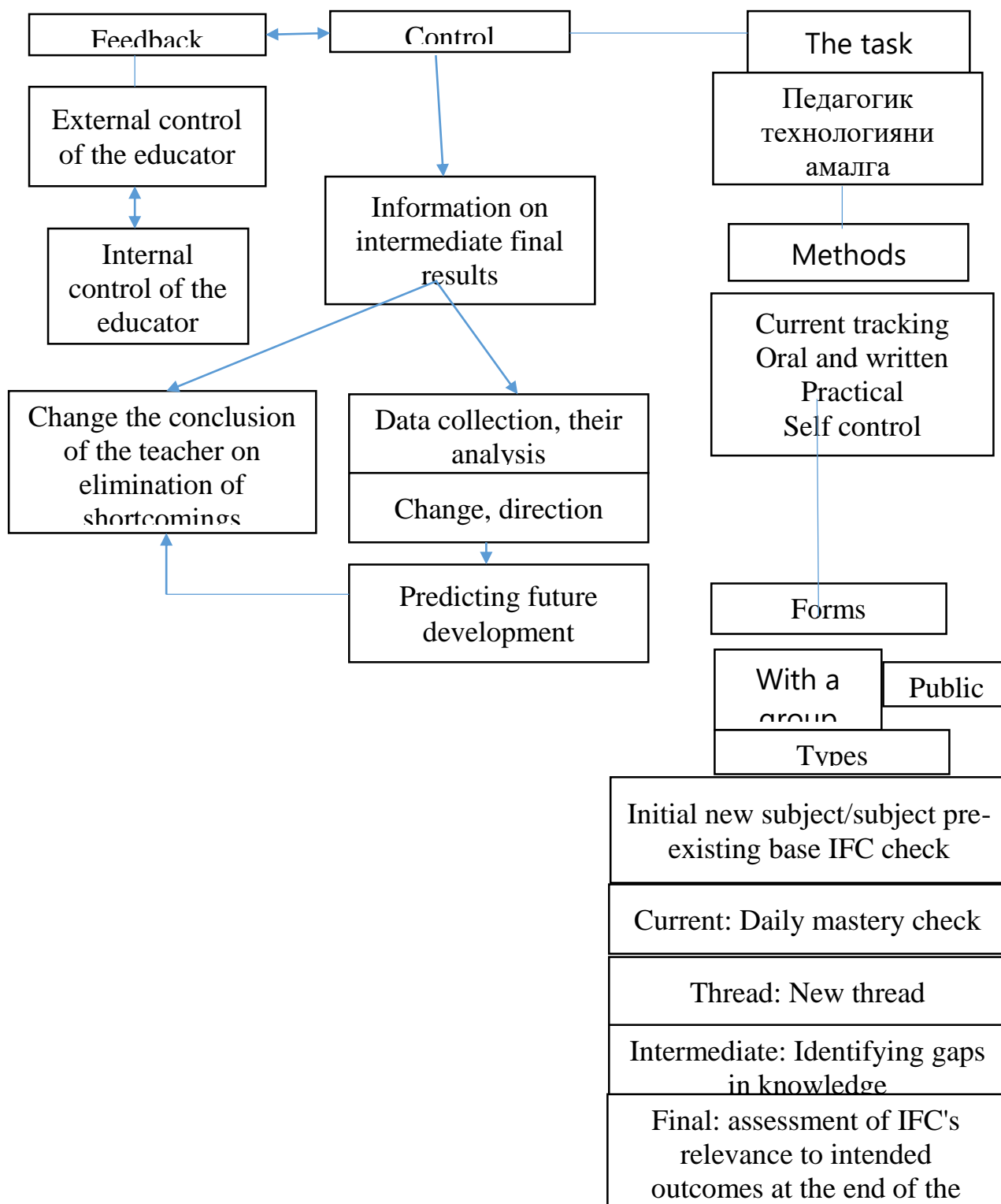
Everything is far from man,

It was said that to be human is to know.

From what was said, it was clear that the understanding of "self" means all mental internal qualities that define a person's thinking (talent, talent, ability, intelligence, judgment, competence, ability, will, memory, wisdom, knowledge, skills, competence, and ability). ) and external (thoroughness, curiosity, surprise, determination to know the cause and effect, striving for the goal, initiative, demandingness, enthusiasm, "boiling", "high temper" and other) is a set of traits and qualities , can be considered the main psychological criterion for evaluating the results of the educational process.

Indeed, it seems as if a person knows his thinking and character (identity) very well. If Musharraf had been able to observe himself from the outside, he would not have been able to recognize himself, and would have found some of his thoughts and actions to be absurd.

After all, such a deeper, if you think about it, the thinking of the experts working in the current construction is amazing for the ancient Egyptian pharaohs, and even today, the construction technology with its accuracy and scientific potential is the cause of debates. most people can answer neither good nor bad. In this sense, although it is a logical (real) human virtue, it cannot be recommended that students evaluate the results of the educational process themselves. The results of such assessment are based on the specific qualities of each individual. This situation can be explained by the fact that in religious teachings it is described as "the perfect God". A clear example of what has been said is the qualities of people who have been "learning" in prison for centuries.



From what has been said, it can be seen that the method is a component of pedagogical technology. Evaluation in technology is more focused on process, quantitative and calculation elements (components), and in method, purpose, content, qualitative and alternative evaluation aspects are expressed more and

This means that the educational process, that is, the structure, means, methods and forms of the teacher's activity, which is connected with the most appropriate level of control, should be analyzed as a management system on a scientific basis.

Monitoring of students' educational achievements is an examination aimed at their correct assessment, which:

- determination, measurement and evaluation of students' knowledge, skills, and qualifications (KMK);
- provides feedback (mutual) communication between the teacher and students, obtaining real information about the level of mastering of educational materials by them, as well as correct identification of shortcomings. Its content can be expressed as follows.

Educational achievement control system

Here it is worth noting that teaching methods:

- lecture;
- laboratory;
- practical work;
- in accordance with the specific aspects of educational projects and technologies, the content of evaluation of the results of their process also changes.

For example, when evaluating the quality of a lecture, regardless of what pedagogical technology is used in the process of teaching (lesson), its criteria are:

1. Organization of training (15 points):
  - 1.1. Ability to use technical means of teaching.
  - 1.2. Supervision of students.
  - 1.3. The level of audience engagement.
2. Lesson content (15 points):
  - 2.1. Relevance of the content of the topic.
  - 2.2. Scientific-practical orientation.
  - 2.3. Connection with previous topics.
  - 2.4. Recommended resource quality.
  - 2.5. The use of methods to ensure students' interests and inclinations.

### 3. Pedagogical culture (20 points):

3.1. Appearance of the teacher.

3.2. Ethics of behavior.

3.3. Speech culture.

3.4. Communication with students.

### 4. Teaching style (50 points)

4.1. Clarity, logic and consistency in the presentation of the topic.

4.2. Level of use of information technology.

4.3. Achieving the goal.

## CONCLUSION

The above sample refers to both technological and methodological assessment of the teacher's open lesson in the lecture. Also, the results of the educational process are applied to other activities, in which the knowledge, skills, and abilities of students are related to various methods (test, demonstration, demonstration, conversation, laboratory, seminar, independent work, practical work, project (course project) and etc.). is evaluated through specific (test and other) assignments.

In conclusion, it can be said that in some cases, technologies and methods are perceived as one concept when evaluating the results of the educational process. The cases (the concept) of including such a technological assessment in the methodology and, conversely, a methodological assessment in the technological assessment, apply only to points that are compatible with the pedagogical technology of private subjects and the concept of teaching methods at local levels. Technological assessment differs from individual assessment in that it can be reproduced and applied by educators with sufficient training and experience.

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