

## **Classification of Educational Activities and Assessment Classifications: Improvement of Pedagogical Problems**

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### **Abstract**

*Topical issues facing pedagogy, assessment of adaptation to society, secondary schools, pedagogical measures, ancient tools, external evaluation, internal assessment, educational activities, modern pedagogical, educational activities, positive activities are illuminated enough.*

**Keywords:** *pedagogy theory, current problems, assessment, evaluation and diagnosis, secondary education, psychology, national encyclopedia, technology of formation, teachers, students.*

### **INTRODUCTION**

*One of the most pressing problems facing pedagogy today is the creation of a theoretical framework for students to develop their skills in evaluating and diagnosing their activities at early school age. Scientific information in this area cannot be considered sufficient.*

*In pedagogy theory, it is important to establish the theoretical framework for developing students' skills for evaluating and diagnosing their activities.*

### **LITERARY ANALYSIS OF THE SUBJECT**

At the same time, we seek to justify the fact that a person who is developing and developing in a continuous learning environment must have the skills to assess and diagnose their activities, knowledge, skills, abilities, and adaptation to society.

At the same time, European scientists such as VN Zaitsev, LV Zankov, DB Elkonin, M. Ochilov, N. Sayidashchmedov, U. Tolipov believe that students have these skills.

On the other hand, an analysis of the literature on assessment and diagnosis shows that assessment skills are two interconnected parts of a single process. But they have not been studied as a holistic didactic phenomenon in any case.

In some studies, the diagnostic process is isolated from evaluation and is being investigated as a follow-up didactic procedure.

The analysis of the problem shows that in any research work the process of forming assessment and diagnostic skills has not been studied as a holistic dictation phenomenon.

The analysis revealed that there are no studies aimed at developing students' assessment and diagnostic skills among modern secondary schools.

Even when we analyze the teachers' practical activities, we see that this is not the case. The analysis also shows that in secondary schools, student assessment and diagnostic skills are important. Therefore, there must be a need for a comprehensive formulation.

It is desirable to start pedagogical activities in the elementary grades, aimed at developing assessment and diagnostic skills.

It is not an exaggeration to say that the process of elementary education has favorable pedagogical opportunities to prepare students for social life.

In fundamental research aimed at teaching elementary school teachers. The work of our scientists, such as R.Safarova, B.Adizov, O.Rozikov, R.Ibragimov, N.Nazarova, V.V. Davidov, L.V. Zankov, N.F. Talizina, D.B. Elkonin are an assessment and diagnostic skills that teachers have as an important factor in changing the content of education, the quality of the educational process, and the development of teaching skills and skills.

### **THE ANALYSIS SHOWS THE FOLLOWING DISCREPANCIES**

- ❖ *Diagnosis is not sufficiently theoretically grounded as teaching skills;*
- ❖ *In current didactics, we can see that assessment and diagnostic skills are not sufficiently substantiated as single learning skills and that the relationship between them is not studied.*
- ❖ *It is possible to say that evaluation and diagnostic skills are needed and technology for their assessment is not developed.*

All of the above shows that the problem is underdeveloped and there is a need to develop assessment and diagnostic skills for the continuous development of the student's personality.

Theoretically justifying the process of developing teachers' skills for evaluating and diagnosing their activities requires that this didactic phenomenon be considered as an important area of educational activity.

Demonstrates the results of teachers' ability to develop teaching skills and to compare teaching skills with pedagogical skills, and assessment and diagnosis skills should be an important component of learning skills.

To do this, we must strive to identify the specifics and content of assessment and diagnostic skills.

To do this, we should analyze assessment and diagnostic skills as an essential part of the cognitive process and explore specific aspects of their learning activities.

The National Encyclopedia of Uzbekistan reveals the philosophical implications of the assessment, which is to show, approve or condemn, agree or criticize social events, attitudes towards human behavior and behavior, their significance, compliance with certain ethical norms and principles.

It is also determined by the social status, worldview, cultural level, mental and moral development of the person. On the other hand, taking into account the causes, means and purposes of the action, its conditions, and its place in the conduct of the person is an important condition for a proper assessment of the individual<sup>1</sup>.

In the Pedagogical Encyclopedia, assessment is defined as a means of assessing a student's level of learning.

It states that the assessment is "a pedagogical unit that represents the level of knowledge, skills and abilities that students acquire based on the requirements of the school program.

Psychological evaluation has been recognized in the literature on psychology as the result of specific research.

In our view, from the point of view of modern pedagogical thinking, assessment is the attitude of the teacher to the level of knowledge, skills and abilities that the learner possesses.

The notion of assessment is not completely revealed in pedagogical and school practice. There are different approaches to this notion.

A number of authors have evaluated price as an assessment of their activity.

It emphasizes that the learning outcomes must meet the objectives set for the education. Learners' standards of knowledge should be consistent with the needs of society.

The stages of this learning process are not only a means of demonstrating students' knowledge, skills and abilities, but also the level of culture. The evaluation shows that the students' knowledge, skills, level and quality of knowledge are reflected in the normative documents.

We understand that in the concept of evaluation, the goals and objectives of education are consistent with the achievement of the results. A number of scholars have expressed their views on the importance of assessment and its importance in the educational process and they are U. Musaev, SH.A. Amonashvili, B.G. Ananov, O.S. Bogdanova, L.I. Bojovich, L.U. Gordin, V.V. Davidov, A.K. Dusavitsky, A.I. Lipkina, T.L. Museridze, N.A. Menchinskaya, B.I. Khachapuridze, D.B. Elkonin, V.S. Yurkevich.

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<sup>1</sup> *The National Encyclopedia of Uzbekistan. Volume 1 A-FIVE =. T.: State scientific publishing house "National Encyclopedia of Uzbekistan", 2000.-736 p. P*

According to our scientists, the evaluation also represents active and independent activities. The main purpose of the assessment is to guide the student's learning activities in a positive manner.

External evaluation is the result of the student's interaction with the teacher and classmates.

An internal or reflective evaluation is given to the student himself. He, that is, the student will assess his or her learning activities and the results of that activity. Assessment is always an important part of the learning process, which instructs the learner to correct the gaps in the process and improve their results.

Assessment is necessary at all stages of learning tasks. The results of the learning process and the evaluation of student performance can help eliminate the deficiencies. Based on the evaluation of the learning outcomes, there are plans for future tasks that need to be addressed. Our assessment is critical to the entire review and analysis of the learning process.

A number of works are devoted to the problem of checking and evaluating student performance in the learning process.

They are aimed at solving such problems as knowledge, skills, qualification requirements, methods of controlling students' knowledge, skills, skills, accounting of knowledge. "Different research studies investigate and assess student and teacher performance. Methods to control students' oral, written, and drawing knowledge have been developed, for which individual, bulk, thematic, and final questionnaires are controlled.

Verbal and written speech, creative activity of the students, teacher's review of individual types of work, interpretation and evaluation of their quality are of great practical importance. Assessment is not only educational, educational, but also important psychological.

In addition to the educational value of the assessment, the conditions of psychological impact on the teacher, and the ability to manage the learning process, it is also important to develop a student's ability to evaluate and diagnose their performance.

According to some scholars, a teacher manages a student through assessment. Looking at the modern pedagogical approach, this is a misconception. It is the subordination of the learner through assessment.

Under any circumstances it is necessary to understand the objectivity of the price, and to understand why it is worth it. This assessment will have a positive effect on the student's ability to correctly evaluate their own capabilities and knowledge. At the same time, pedagogical evaluation serves a number of important tasks.

#### **From them**

- ❖ *directing the learner to academic activities or positive action;*
- ❖ *encourage the student to suspend, improve and increase his or her performance;*
- ❖ *planning future learning activities;*
- ❖ *to launch its own action program;*
- ❖ *adapting a program of action based on performance checks, etc.*

#### **CONCLUSION**

*We can say that we cannot imagine the future of Uzbekistan without young people. So, we must give our young people more of the knowledge and skills.*

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