

Journal: <https://ifsmrc.org/index.php/aijrm>**ASSESSMENT OF THE RESULTS OF PRIMARY STUDENTS: METHODOLOGY AND PRACTICE (IN THE EXAMPLE OF NATURAL SCIENCE)**

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Annotation: The theoretical and practical foundations of assessing the learning outcomes of primary school students are analyzed using the example of natural science. The role of assessment in improving the quality of education, modern assessment methods, the importance of formative and summative assessment, and assessment methods used in natural science lessons are highlighted. The effectiveness of innovative approaches in determining the knowledge, skills, and competencies of students is also analyzed.

Keywords: assessment, natural science, primary education, formative assessment, summative assessment, competence, quality of education, learning outcomes, pedagogical diagnostics, monitoring.

ОЦЕНКА РЕЗУЛЬТАТОВ ОБУЧЕНИЯ УЧАЩИХСЯ НАЧАЛЬНОЙ ШКОЛЫ: МЕТОДОЛОГИЯ И ПРАКТИКА (НА ПРИМЕРЕ ЕСТЕСТВЕННЫХ НАУК)

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Аннотация: Теоретические и практические основы оценки результатов обучения учащихся начальной школы анализируются на примере естественных наук. Подчеркивается роль оценки в повышении качества образования, современные методы оценки, важность формирующего и итогового оценивания, а также методы оценки, используемые на уроках естественных наук. Также анализируется эффективность инновационных подходов к определению знаний, навыков и компетенций учащихся.

Ключевые слова: оценка, естественные науки, начальное образование, формирующее оценивание, итоговое оценивание, компетенция, качество образования, результаты обучения, педагогическая диагностика, мониторинг.

BOSHLANG'ICH SINIF O'QUVCHILARINING NATIJALARINI BAHOLASH: METODIKA VA AMALIYOT (TABIIY FAN MISOLIDA)

Termiz Iqtisodiyot va Servis Universiteti Ta'lim va tarbiya nazariyasi va metodikasi (boshlang'ich ta'lim) yo'nalish 2-bosqich magistranti
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Annotatsiya: Boshlang'ich sinif o'quvchilarining o'quv natijalarini baholashning nazariy va amaliy asoslari tabiiy fan misolida tahlil qilinadi. Ta'lim sifatini oshirishda baholashning o'rni, zamonaviy baholash metodlari, formatif va summativ baholashning ahamiyati hamda tabiiy fan darslarida qo'llaniladigan baholash usullari yoritilgan. Shuningdek, o'quvchilarning bilim,

ko'nikma va kompetensiyalarini aniqlashda innovatsion yondashuvlarning samaradorligi tahlil qilingan.

Kalit so'zlar: baholash, tabiiy fan, boshlang'ich ta'lim, formativ baholash, summativ baholash, kompetensiya, ta'lim sifati, o'quv natijalari, pedagogik diagnostika, monitoring.

Introduction

The main goal of the reforms being implemented in the education system is to educate a competitive, independently thinking individual with modern competencies. In achieving this goal, the correct assessment of students' knowledge, skills and qualifications is of great importance. Assessment allows not only to determine the results achieved by students, but also to improve the educational process, select teaching methods and monitor the dynamics of student development. Today, improving the assessment system in primary education is one of the urgent issues. Especially in teaching natural sciences, it is important to assess students' practical activity, observation, experimental skills and ecological culture, along with theoretical knowledge.

Natural sciences form students' ideas about the environment, help them understand natural phenomena and serve the development of a scientific worldview. Therefore, one of the important tasks is to develop and implement scientifically based methods for assessing learning outcomes in this subject.

The content and importance of assessment in primary education: Assessment is a pedagogical process that serves to determine, analyze and improve the results achieved by students in the educational process. Through assessment, the teacher determines the level of knowledge of students, identifies existing shortcomings and develops measures to eliminate them. Assessment in primary education performs 6 tasks, which are implemented through control, development, stimulation, diagnostics, forecasting, analysis. Assessment results are an important factor in determining the success of students in subsequent stages of education.

Specific features of assessment in teaching natural sciences: Natural science lessons are distinguished from other subjects by their practical orientation. In these subjects, students' practical activities are assessed along with their theoretical knowledge. In teaching natural sciences, the main focus is on understanding natural phenomena, conducting observations, conducting experiments, drawing conclusions, solving problem situations and demonstrating ecological culture. These indicators allow us to determine the subject-related competencies of students.

Formative assessment methods: Formative assessment is a type of assessment that is carried out regularly during the learning process. Its main purpose is to monitor the development of students and provide them with timely assistance. There are 5 methods of formative assessment that can be used in science lessons, and they are as follows:

1. Observation - The teacher observes the activity of students in the lesson, the process of conducting experiments and completing assignments.
2. Questions and answers: Allows us to determine the level of understanding of the topic by students.
3. Practical tasks: Knowledge is tested through various experiments and laboratory exercises.
4. Self-assessment: Students independently analyze their activities and draw conclusions.
5. Peer assessment: Students in the group evaluate each other's work.

The importance of summative assessment: Summative assessment is carried out at the end of a specific section or quarter. Its main task is to determine the final results of students. In natural sciences, summative assessment is carried out in 5 different forms: tests, written work, practical assignments, project work, presentations. This type of assessment allows you to determine the general level of preparation of students.

Assessment criteria in natural science lessons: Assessment criteria in primary grades should be clear and understandable. The main criteria are:

- level of understanding of the topic;
- quality of practical tasks;
- ability to observe and analyze;
- logical thinking;
- ecological culture;
- teamwork skills;
- ability to draw conclusions.

These criteria ensure the comprehensive development of students.

In conclusion, assessing the learning outcomes of primary school students is one of the important factors in ensuring the quality of education. Especially in teaching natural sciences, the assessment process should cover not only students' knowledge, but also their practical activities, observation, creativity, and ecological culture. In the modern education system, the combination of formative and summative assessment serves the development of students. The use of innovative assessment methods increases students' independent thinking, problem-solving skills, and interest in science.

In the future, further improving the competency assessment system in teaching natural sciences, widely introducing digital technologies, and developing assessment criteria based on international standards will remain one of the important tasks. As a result, the opportunities for improving the quality of primary education and raising a comprehensively developed generation will expand.

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