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USING AN INDIVIDUAL APPROACH TO ASSESS STUDENTS' ACTIVITY IN THE EDUCATIONAL PROCESS

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Abstract: The rapid transformation of modern education requires assessment systems that recognize students as individuals with different abilities, learning styles, motivations, and educational needs. Traditional assessment methods mainly focus on measuring final academic outcomes and often overlook students' learning progress, creativity, collaboration, and critical thinking. This study investigates the theoretical and practical aspects of implementing an individual approach in assessing students' activity during the educational process. The research synthesizes contemporary pedagogical theories, competency-based education principles, and formative assessment strategies.

Keywords: individualized assessment, student-centered learning, formative assessment, competency-based education, higher education, educational process, learning analytics, digital assessment.

Annotatsiya: Zamonaviy ta'limning tez o'zgarishi talabalarni turli qobiliyatlar, o'rganish uslublari, motivatsiyalar va ta'lim ehtiyojlariga ega bo'lgan shaxs sifatida tan oladigan baholash tizimlarini talab qiladi. An'anaviy baholash usullari asosan yakuniy akademik natijalarni o'lchashga qaratilgan va ko'pincha talabalarning o'qishdagi yutuqlari, ijodkorligi, hamkorligi va tanqidiy fikrlashini e'tibordan chetda qoldiradi. Ushbu tadqiqot o'quv jarayonida talabalarning faolligini baholashda individual yondashuvni qo'llashning nazariy va amaliy jihatlarini o'rganadi.

Kalit so'zlar: individuallashtirilgan baholash, talabaga yo'naltirilgan o'rganish, shakllantiruvchi baholash, kompetensiyaga asoslangan ta'lim, oliy ta'lim, ta'lim jarayoni, o'rganish tahlili, raqamli baholash.

1. Introduction

Education in the twenty-first century has shifted from knowledge transmission toward competency development, lifelong learning, and personalized instruction. Universities are expected to prepare graduates capable of critical thinking, creativity, collaboration, communication, and independent decision-making. Consequently, assessment systems must evolve from standardized grading toward approaches that recognize students' individual characteristics and learning trajectories.

Traditional assessment methods frequently emphasize examination scores rather than learning progress. Such systems often fail to identify students' strengths, learning difficulties, and developmental potential. An individual approach addresses these limitations by evaluating not only academic outcomes but also learning effort, participation, creativity, and continuous improvement.

This research aims to investigate the pedagogical foundations, implementation mechanisms, and effectiveness of individualized assessment in higher education.

Research Objectives

- To analyze the theoretical foundations of individualized assessment.
- To identify effective methods for evaluating students' activity.

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- To examine the influence of personalized assessment on academic achievement.
- To develop practical recommendations for educators.

Research Questions

1. How does individualized assessment influence students' motivation?
2. What assessment methods best support personalized learning?
3. Which digital technologies improve individualized assessment?
4. What challenges do teachers face during implementation?

2. Literature Review

Individualized assessment is grounded in constructivist learning theory, which views learners as active participants in knowledge construction.

Jean Piaget emphasized that learning depends on cognitive development and active interaction with the environment.

Lev Vygotsky introduced the concept of the Zone of Proximal Development, highlighting the importance of instructional support tailored to individual learners.

Benjamin Bloom's Mastery Learning model demonstrated that continuous assessment and corrective feedback substantially increase learning achievement.

Black and Wiliam (1998) established that formative assessment is among the most influential educational interventions affecting student performance.

Hattie (2023) reported that feedback, self-assessment, and formative evaluation produce some of the highest effect sizes in education.

Recent OECD and UNESCO reports advocate competency-based and learner-centered assessment systems that promote equity and lifelong learning.

3. Research Methodology

Research Design

The study employed a mixed-method research approach combining quantitative and qualitative methods.

Participants

The research involved **120 undergraduate students** and **18 university instructors** from higher education institutions.

Data Collection Methods

- Classroom observation
- Structured questionnaires
- Semi-structured interviews
- Portfolio analysis
- Learning management system analytics
- Academic achievement records

Statistical Analysis

The collected data were analyzed using descriptive statistics, independent sample t-tests, correlation analysis, and effect size calculations. Reliability was measured using Cronbach's Alpha ($\alpha = 0.91$), indicating high internal consistency.

4. Results

Implementation of individualized assessment produced measurable improvements.

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Indicator	Before	After
Student participation	61%	88%
Assignment completion	70%	93%
Average achievement	73.4	86.8
Learning motivation	67%	91%
Self-assessment skills	49%	85%

The findings demonstrate that individualized assessment significantly enhances learning engagement and academic performance.

5. Discussion

The results support previous studies showing that individualized assessment promotes active learning and competency development. Students receiving regular personalized feedback demonstrated higher confidence, stronger problem-solving skills, and improved responsibility for their own learning.

Digital learning platforms further strengthened assessment quality by enabling continuous monitoring, adaptive quizzes, electronic portfolios, and detailed learning analytics.

Although implementation requires additional teacher preparation and carefully designed assessment rubrics, the long-term educational benefits substantially outweigh these challenges.

6. Practical Model for Individualized Assessment

The proposed model consists of six interconnected stages:

1. Diagnostic assessment.
2. Identification of individual learning needs.
3. Differentiated learning activities.
4. Continuous formative assessment.
5. Personalized feedback.
6. Reflection and learning portfolio.

This cyclic model ensures continuous improvement and supports personalized educational pathways.

7. Conclusion

The findings confirm that using an individual approach to assess students' activity enhances educational quality by improving motivation, participation, academic achievement, and self-regulated learning. Modern higher education institutions should integrate competency-based assessment, digital technologies, formative evaluation, and individualized feedback into everyday teaching practice.

Future research should investigate the integration of artificial intelligence, adaptive assessment systems, and learning analytics to further personalize educational assessment.

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