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THE IMPORTANCE AND EFFECTIVENESS OF ASSESSING STUDENTS KNOWLEDGE AND COMPETENCES

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Abstract. This article 3067 analyzes the overall importance of assessing students' knowledge, skills and competencies in the higher education system and their impact on educational effectiveness. The widespread introduction of a competency-based approach in the modern educational process also creates the need to improve the assessment system. From this perspective, the article highlights the advantages of switching from traditional assessment methods to formative and diagnostic assessment. It also considers the reforms being implemented in the higher education system of the Republic of Uzbekistan and the issues of organizing the assessment process based on the requirements of the European Credit Transfer and Accumulation System (ECTS). During the study, statistical data, regulatory and legal documents and scientific sources were analyzed.

Keywords*:* competency-based approach, assessment system, 3067 overall assessment, 3067 overall assessment, credit-module system, ECTS, quality of education, academic effectiveness, criterion-based assessment.

ENTRANCE

Today, modernization of the higher education system, improving the quality of education and training competitive specialists are among the priorities of state policy. The educational reforms being implemented in the Republic of Uzbekistan also provide for the organization of the educational process in higher education institutions based on international standards. In particular, the “Concept for the Development of the Higher Education System until 2030” of the Republic of Uzbekistan identifies the introduction of a credit-module system and the improvement of assessment criteria based on international requirements as important tasks.

in the traditional form of education, assessment is more focused on determining the student's theoretical knowledge, the modern competency-based approach creates new requirements for the content of assessment. Now, not only the level of knowledge of the student, but also the ability to apply the acquired knowledge in practice , analyze problem situations, make independent decisions, and the level of readiness for professional activity are considered as one of the assessment criteria.

It is worth noting that assessment is not the final stage of the educational process, but its integral part. A properly organized assessment system provides effective feedback between the teacher and the student, helps to identify existing problems in the educational process, and provides the necessary information for further improvement of educational activities. At the same time, modern pedagogical research pays special attention to the diagnostic, formative, and final functions of assessment. The combination of these functions allows you to monitor the individual development of the student, identify his achievements and shortcomings, and effectively manage educational outcomes.

LITERATURE ANALYSIS

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is one of the current areas of pedagogical science. In the modern education system, assessment is considered not only a means of determining learning outcomes, but also an important pedagogical mechanism that serves to improve the quality of education, develop students' independent thinking and professional competencies.

In the scientific research of local pedagogical scientists, special attention is paid to the issues of improving the assessment system. In particular, **N. A. Muslimov , M. H. Usmonboyeva and D. M. Sayfurov** substantiated the developmental and motivational functions of assessment in the process of introducing innovative educational technologies [4]. In their opinion, assessment should not be limited to recording the final result of the educational process, but should support the personal development of the student .

In the studies conducted by **J. Hasanboev and his colleagues, assessment is interpreted as an integral part of the pedagogical process. Scientists have emphasized the diagnostic, control and developmental functions of assessment,** showing its inextricably linked to the quality of education [5].

NX Khojaev , in his work on the methodology of pedagogical research, notes the need to adhere to the principles of objectivity, reliability, and validity in the evaluation process [6].

has extensively documented the relevance of assessment systems to competency-based approaches. In particular, studies by Black **and Wiliam have scientifically substantiated the significant positive** impact of formative assessment on students' academic performance [10;11]. The authors state that regular and quality feedback is one of the important factors in increasing educational effectiveness.

Sadler 's research emphasizes that the main task of formative assessment is to provide students with the opportunity to understand their level of knowledge and independently improve their academic performance [12].

At the same time, **M. Brookhart** notes that the use of assessment rubrics serves to develop self-assessment and reflection skills in students [14].

The theoretical foundations of competency assessment are also closely related to **Bloom's taxonomy** . Developed by **B. Bloom and later improved by Anderson** and **Krathwohl** , the taxonomy allows us to identify different stages of knowledge acquisition [15]. This approach allows us to design assessment tasks from simple knowledge testing to analysis, evaluation, and creative solution development.

International standards for assessment in higher education are reflected in **the ECTS system** and **the Bologna Declaration** . **The ECTS Users' Guide,** developed by **the European Commission , defines mechanisms for transparent assessment** of student workload and achievement [8]. The Bologna Process Implementation Report specifically recognizes the role of assessment systems in ensuring the quality of education and academic mobility [9] .

Based on the above-mentioned scientific approaches, the scientific views of local and foreign scientists have widely highlighted the importance of the assessment system in the quality of education and the formation of competencies.

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However, there is a lack of empirical research on the impact of competency-based assessment on students' academic performance and professional competencies in higher education institutions in Uzbekistan. This study aims to address these scientific problems and create innovations .

RESEARCH METHODOLOGY

Questionnaire - conducting questionnaires among students. Questionnaires were organized among students of the Kattakurgan State Pedagogical Institute to identify problems related to the process of assessing students' knowledge and competencies by teachers.

Interviews - in-depth conversations with teachers. The opinions of professors and teachers of the Kattakurgan State Pedagogical Institute were sought on developing tasks that would further help to effectively organize the process of assessing students' knowledge and competencies.

Document analysis - study of existing procedures for assessment . Approved curricula, regulatory legal documents were selected for an analytical study of the procedures, special regulations and laws selected for the assessment process of students of a higher educational institution over the past 5 years.

DATA COLLECTION AND ANALYSIS

The study was carried out in accordance with the Resolution of the Cabinet of Ministers of the Republic of Uzbekistan No. 824 dated December 31, 2020 “On measures to improve the system related to the organization of the educational process in higher education institutions” in order to determine the effectiveness of assessment mechanisms established on the basis of the credit-module system . This system allows for continuous assessment of students' knowledge, skills and competencies, and monitoring of their academic development through formative and summative controls . In this regard, it is important to determine the impact of the assessment system on students ' motivation and academic performance.

The study was conducted with the participation of 100 students studying in the Primary Education and Preschool Education departments of the Kattakurgan State Pedagogical Institute. Respondents were selected from 4 academic groups of 25 students each. The research used methods of online questionnaire , pedagogical observation, and comparative analysis of academic results.

The questionnaire consisted of 10 questions and was aimed at determining students' attitudes towards the assessment system, the transparency of assessment criteria, the quality of feedback provided by teachers, the effectiveness of formative assessment, and the impact of assessment results on learning motivation.

The initial questions served to determine the educational orientation and course of the respondents. The analysis showed that the participation of students from different years in the study made it possible to comprehensively study the views on the assessment system. In particular, the assessment experience of senior students and the opinions of junior students during the adaptation process were an important source for comparative analysis.

As a result of studying the general attitude of students to the assessment system, the majority of respondents noted that the assessment process is an important factor in motivating academic activity. At the same time, some students identified the lack of clarity of assessment criteria and the lack of feedback on assessment results as problems. The data obtained on different forms of assessment showed that formative assessment, practical assignments and project work are more effective in developing students' competencies than traditional tests and final examinations. In

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particular, practical tasks and problem-based assignments were found to help develop students' critical thinking and skills in applying theoretical knowledge in practice .

The survey results revealed that a significant proportion of students identified the lack of clear assessment criteria and insufficient explanations of assessment results as key issues. This indicates the need to further improve the transparency and objectivity of assessment .

CONCLUSION AND SUGGESTIONS

of the study confirmed that the assessment of students' knowledge and competencies is an integral part of the educational process and that its quality directly affects learning outcomes.

Analyses have shown that an assessment system based on transparent and clear criteria increases students' responsibility for their academic activities, develops independent thinking, and contributes to the formation of professional competencies.

the use of formative assessment and regular feedback has a positive impact on improving students' academic achievement, developing self-assessment and reflection skills.

At the same time, some students noted the lack of clarity of assessment criteria and the lack of explanations for assessment results as problems.

Based on the research results, the following proposals were developed:

1. It is advisable to further improve assessment criteria in higher education institutions, present them in an open and understandable form for students, and widely use criterion-based assessment rubrics.
2. to increase the share of formative assessment, regularly monitor student performance throughout the semester, and strengthen the practice of providing quality feedback on each assignment.
3. It is recommended to design assessment tasks based on a competency-based approach, especially increasing the share of practical situations, projects, case studies, and problem tasks .
4. In order to develop the competencies of professors and teachers in the field of pedagogical assessment and qualimetry, it is necessary to introduce regular advanced training courses, seminars, trainings, and methodological manuals.

In general, improving the system of assessing students' knowledge and competencies is one of the important factors in improving the quality of education, training competitive specialists, and ensuring the development of higher education in accordance with international standards.

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