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# Modern Approaches to Ensuring Learning Efficiency in the Educational Process

***G. T. Boymurodova***
*Associate professor of BUKHSUPI*

***Abstract:*** *This article focuses on the individual approach to the assessment of students, determining their intellectual development levels and making corrections in their activities, depending on the results of learning in the educational process. Also, parameters for monitoring and evaluating student knowledge are provided.*

***Keywords:*** *educational result, learning efficiency, assessment criteria, final goal, assessment parameters, mental activity.*

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Despite the existence of various approaches to determining the effectiveness of knowledge acquisition in educational practice, the assessment of students' knowledge is determined mainly based on the results of acquisition. In this case, accuracy is an important sign of the completeness of perception of educational materials, their mastery. Three forms of mastering are taken into account when evaluating students' knowledge. Including, a) recalling knowledge; b) apply them depending on the sample; c) such as applying knowledge to new situations.

Such a system of criteria allows to determine and evaluate the knowledge of students. In addition, they help to determine the content of the knowledge they have acquired, to create an idea about their level of knowledge acquisition in certain educational subjects. Such a system of criteria applies without taking into account the psychological characteristics of mastery. Therefore, the teacher has a partial idea about the process of forming knowledge. Because these skills are always personal.

The system of control and assessment of learning efficiency should be implemented based on the mental efforts of students. Students acquire such mental actions in the process of acquiring knowledge and improve them regularly. Evaluating the intellectual operations of students in the process of acquiring knowledge and mastering educational materials implies not only determining knowledge, but also determining the levels of their mental development, and predicting ways to make corrections and improve their activities on this basis.

The criteria for evaluating students' knowledge is determined in relation to educational goals and tasks. The assessment of the knowledge, skills and abilities acquired by students as a unique measurement instrument has a multitasking character in connection with the content of the knowledge required to be mastered and the conditions of acquisition. Accordingly, when justifying certain criteria for evaluating students' knowledge, the teacher should know and be able to justify the purpose and tasks of determining this knowledge. If the teacher is well aware of the conditions of this type of evaluation of students' knowledge and the purpose of using its results, the teacher can

increase the possibility of increasing the effectiveness of education. Checking and evaluating students' knowledge is the main link of the educational process at school. The evaluation is mainly of a control nature, and checking the knowledge of students affects the management of the educational process to a certain extent, and allows determining its effectiveness.

When thinking about the effectiveness of the educational process, it is necessary to clearly imagine its purpose. Without understanding the final goal of education, it is impossible to determine the effectiveness of the students' learning levels, teachers' activities, and the results of the educational process. However, mastery, having a high level of knowledge, does not always allow to determine the level of development of students. Pupils' acquisition of professional knowledge and pedagogical innovations , their cognitive activities and independence, and their desire to acquire intellectual labor culture allow for effective organization of the pedagogical process. Therefore, when developing the criteria for determining the effectiveness of education, it is necessary to take into account not only the content and specific characteristics of scientific knowledge, but also their role in the organization of students' intellectual activities. Based on the purpose of developing mental activities of students, it is necessary to determine the goals and objectives of the criteria for determining and evaluating the educational effectiveness. Only in this way, acquired knowledge will be authentic and of personal importance to students. Monitoring and evaluation of students' knowledge is carried out to obtain comparative results. As a result of this, specific evaluation standards, which are important for all, are developed. This is important to ensure the effectiveness of education. For this, teachers should improve their professional skills in the process of continuous professional development and master the methods step by step.

The criteria representing the effectiveness of education allow the teacher not only to compare students with each other, but also to record the dynamics of their development, to compare the level of progress of each student at different stages of education, and to evaluate his development as a person. Such an approach to the phenomenon of monitoring and evaluating students' mastery levels is a pedagogical phenomenon in the full sense, and is directed to the analysis of the student's level of development and mastery. The practical implementation of such an approach requires the development of certain criteria. These criteria should be fundamentally different from the actual evaluation measures. The necessary minimum of knowledge and skills should be recorded using these criteria. Students cannot reach the level of intellectual development without mastering this minimum level of knowledge.

The observations and analyzes carried out clearly show that the criteria for evaluating the effectiveness of the educational process existing in the educational system today were developed without fully taking into account the pedagogical and psychological nature of learning. As a result, the result-based nature of knowledge is disconnected from the process of its formation. Therefore, the teacher's diagnostic and predictive activities based on these criteria do not give positive enough results.

Based on the above, it is possible to provide the following parameters for monitoring and evaluating students' knowledge.

The first parameter refers to the determination of students' knowledge, skills and competencies as embodied indicators of the level of learning the curriculum. Within this parameter, as an important criterion for evaluating students' knowledge, it is intended to determine the level of scientific character, accuracy, naturalness, truthfulness, depth, consistency, consistency, generalization of the knowledge acquired by them in accordance with the content of education. The quality of students' knowledge can be judged by the degree to which they recall scientific information in their memories. This scientific information should be expressed in the content of educational subjects. Because the acquisition of knowledge is a special form of the student's cognitive activity, which is

specially produced and created by teachers. Teachers should have the skills to model instructional information that affects students' areas of knowledge in relation to instructional materials in textbooks. They need to be able to use different didactic tools. If the objects of knowledge are presented to the students in a clear, correct and deeply expressed manner, their knowledge will be of such quality. This evaluation of knowledge is interpreted in the form of subject-content evaluation . Such an assessment allows to properly monitor the performance of the tasks of the educational process related to the consistent presentation of information. Implementation of this type of control requires deep knowledge and pedagogical skills from teachers.

The second parameter of mastering the knowledge, skills and abilities acquired by students shows not only the level of mastery of information specific to the content of the educational subject, but also allows to determine the level of education of students, methods of receiving information, the characteristics of the organization of its educational activities, and the strength of information assimilation. Certain indicators of knowledge acquisition are determined within this parameter. They not only represent the content and scope of the material mastered, but also indicate the degree to which they have mastered various logical methods. Among such methods, it is possible to include the analysis of educational materials, mutual harmonization of cases, generalization, mutual comparison of events, classification of objects and objects. In addition, students acquire logical methods of processing scientific information. Such methods include making plans of the story or short stories read from the textbook, summarizing it, distinguishing the leading and main idea from the text, reciting the work you read, writing essays, preparing communication texts, distinguishing the main and secondary ideas from the given text, comparing existing and non-existing situations. and descriptions can be included.

Based on this, the teacher evaluates methods of knowledge, methods of knowledge, the student's unique mental culture, special aspects of the implementation of mental activity.

Today, in educational practice, the system of monitoring the informational tasks of the educational process is used as a didactic criterion for evaluating the skills and qualifications of students. Attention is paid to determining the conformity of knowledge with the content of the educational subject. The basis for the allocation of clearly defined evaluation criteria for each educational subject is determined in accordance with the educational programs and is developed based on the general didactic requirements for the knowledge, skills and qualifications of the students. It depends on the content of each educational subject. In this place, the scope of knowledge, skills and skills to be mastered in accordance with the content of the educational subject is determined. In this case, the main task of mastering is informative, and the student has to find an answer to the question of what information he has mastered and to what extent. Therefore, the *objective-content dimension is* determined as a criterion for measuring the quality of knowledge. It mainly focuses on criteria such as correctness of knowledge, accuracy of educational results. It is intended to determine the mutual compatibility of the size, level and scope of the knowledge acquired by students. Based on this basis, the planned results of education are developed. In this, the extent of knowledge, skills and qualifications acquired by students is clearly defined. With their help, students' knowledge and education levels are determined.

Two indicators can be highlighted as criteria for effective learning of educational materials. These criteria are a) what to evaluate*;* b) it is necessary to answer the question of how the students will be able to master these knowledge and methods. It is required of each pedagogue to systematically acquire new pedagogical-psychological and methodical knowledge typical of this type of work and to improve their professional skills on this basis.

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