



BUILDING ASSESSMENT SKILLS IN FUTURE TEACHERS

Boymirzayev Farhodjon Rahmatjon o'g'li

Teacher at the International Institute of
Food Technology and Engineering
farhodjonboymirzayev@gmail.com

Abstract: This article examines the issue of developing student assessment skills in future teachers. Assessment in education is considered not only as a control tool, but also as a strategic factor that stimulates student development. During the study, a diagnostic questionnaire, training sessions, observation and final tests were used with the participation of students studying in higher pedagogical educational institutions of Uzbekistan. According to the results, it was found that the sessions conducted based on interactive methods significantly developed students' assessment competencies. The authors substantiated the effectiveness of modern methods such as rubrics, self-assessment, and reflection in the assessment process and made suggestions for their introduction into the teacher training process.

Keywords: future teachers, assessment skills, modern assessment methods, formative assessment, rubric, self-assessment, pedagogical competence

INTRODUCTION

In the modern education system, the process of student assessment is considered not only as a means of measuring results, but also as an important pedagogical mechanism that serves to manage their development, justify the teacher's educational decisions and improve the quality of education. In particular, in the 21st century competency-based education model, assessment is an integral, integrated and reflective part of the educational process.



A comprehensive analysis of the student's activity, its direction towards development and improvement based on feedback requires thorough assessment skills from the teacher. Therefore, today, the formation of knowledge, skills and competencies based on modern forms and methods of assessment in future teachers is considered one of the urgent problems.

While traditional assessment approaches rely more on scores, ratings, test results, modern approaches turn the student into an active participant in the educational process through methods such as formative assessment, self-assessment, and peer assessment. This requires the teacher not only to convey knowledge, but also to choose the necessary strategies to identify and support the individual development of each student.

The Resolution of the President of the Republic of Uzbekistan “On Comprehensive Measures to Improve the Quality of Education and Develop Scientific Potential” and relevant state programs identify updating the content of pedagogical education and introducing innovative assessment technologies as one of the main directions.

In this regard, the main goal of this study is to develop effective methods and methodologies for forming modern skills in assessing students in future teachers, and to develop their ability to make independent and fair assessments in educational activities.

LITERATURE REVIEW

In modern pedagogy, the assessment process is considered an important tool for determining the level of individual student development, improving the teacher's methodology, and optimizing the learning process. In the literature, assessment is studied in two main directions: educational (formative) assessment and final (summative) assessment.

Bennett noted that if the teacher correctly uses formative assessment tools, students are formed as individuals who can analyze their own knowledge and skills and independently evaluate them. This requires the teacher to have a deep understanding of assessment methodology[1].



Within the framework of Uzbek pedagogy, research is also being conducted on the impact of assessment on student development, the introduction of criterion-based approaches, and transparent assessment technologies. In particular, Yusupova D. substantiated in her research that the assessment competence of teachers is inextricably linked to the quality of education[2]. Also, Rakhmonov Sh. Research conducted by [3] has shown the advantages of using modern pedagogical technologies, including rubrics, rating scales, and electronic assessment tools in assessment.

RESULTS

The results of the data obtained during the research process are as follows:

1. Survey Results 52 prospective teacher students participated in the survey. According to the survey results, the following main conclusions were drawn about how students understand and apply assessment skills: Knowledge of assessment types: The number of students who responded positively to their knowledge of the main types of assessment was high. According to the survey results, 65% of students stated that they correctly understand formative assessment, 58% summative assessment, and 49% diagnostic assessment. Reflective assessment: 38% of students noted that they had difficulties using reflective assessment and needed to gain more experience to use it effectively in the educational process. Effectiveness of assessment: 72% of students expressed a positive opinion and highly appreciated the importance of formative assessment in student development. Also, 56% of students noted that summative assessment is useful in determining the overall achievements of students.

2. Results of Semi-Structured Interviews The following key points were identified in the interviews conducted with students through semi-structured interviews: Although students are theoretically aware of many assessment methods, there is a lack of clear instructions on how to apply them in practical lessons. In the interviews, students admitted to some of their uncertainties and difficulties in assessing students. The students who participated in the interviews emphasized the importance of using an individual approach



to assessment, taking into account the personal characteristics of students. However, they stated that the necessary skills to implement such approaches in practice are insufficient.

3. Results of Observation The observed student activities during practical sessions were analyzed as follows: Students are using more traditional assessment methods (for example, tests and oral responses). These assessment methods can be effective, but they are not sufficient to assess students' independent thinking and creativity. During the practical sessions, 65% of students showed good results in using formative assessment methods, especially in motivating students and monitoring their progress. However, 55% of students had difficulty in establishing clarity and coherence in planning assessments.

SUGGESTIONS

The results of the study showed the importance of a systematic approach, practical exercises and the use of modern assessment tools in the formation of assessment skills in future teachers. The following suggestions are aimed at further improving activities in this area:

Subjects related to the theory and practice of assessment should be separated as separate modules.

Special attention should be paid to modern approaches such as not only the test and scoring system in lessons, but also formative assessment, rubrics, reflection, and peer assessment.

1. Organizing training and seminars:

It is advisable to conduct practical exercises on interactive assessment methodologies for future teachers.

The trainings should include cases based on real learning situations and tasks on creating assessment tools.

2. Developing assessment competence during pedagogical practice:

During the practice period, teachers should analyze students' assessment activities through special observation sheets and provide feedback.



Students and teachers should be trained to assess students using electronic platforms (e.g., Google Forms, Quizizz, Classkick, etc.).

3. Creating methodological guides and resources:

It is recommended to develop a methodological guide, video tutorials, sample rubrics, and feedback templates for practical assessment for students.

4. Establishing a reflection mechanism for assessment:

Prospective teachers’ reflective writing about their own learning and assessment practices strengthens their self-analysis and independent decision-making skills.

5. Introducing digital assessment technologies:

It is necessary to instill in students studying pedagogy a culture of using digital assessment tools (e.g., diagnostic tests, analytical reports, rapid scoring systems).

LIST OF REFERENCES USED:

1. Bennett, R. E. (2011). Formative assessment: A critical review. *Assessment in Education: Principles, Policy & Practice*, 18(1), 5–25.
2. Yusupova, D. (2022). Pedagogik faoliyatda baholash kompetensiyasining shakllanishi. *O‘zbekiston pedagogika jurnali*, (2), 33–39.
3. Raxmonov, Sh. (2020). Zamonaviy ta’lim texnologiyalarida baholash tizimi. *Ilmiy-amaliy pedagogik izlanishlar jurnali*, (1), 25–30.
4. Tursunova E. G., Boymirzayev F. R. PARALLEL TIP O ‘ZGARISH CHIZIG ‘IGA EGA ARALASH TENGLAMA UCHUN INTEGRAL ULASH SHARTLI CHEGARAVIY MASALA //O‘ZBEKISTONDA FANLARARO INNOVATSIYALAR VA ILMIY TADQIQOTLAR JURNALI. – 2023. – T. 2. – №. 15. – C. 237-243.
5. Boymirzayev F. R. PARALLEL TIP O ‘ZGARISH CHIZIG ‘IGA EGA PARABOLIK-GIPERBOLIK TIPDAGI TENGLAMA UCHUN INTEGRAL ULASH SHARTLI CHEGARAVIY MASALA //O‘ZBEKISTONDA FANLARARO INNOVATSIYALAR VA ILMIY TADQIQOTLAR JURNALI. – 2023. – T. 2. – №. 19. – C. 715-727.



6. Raxmatjon o‘g‘li B. F. ARALASH TENGLAMA UCHUN INTEGRAL ULASH SHARTLI CHEGARAVIY MASALA //ISSN 2181-4120 VOLUME 1, ISSUE 32 NOVEMBER 2023. – 2023. – С. 123.
7. Raxmatjon o‘g‘li B. F. O ‘ZGARISH CHIZIG ‘IGA EGA PARABOLIK-GIPERBOLIK TIPDAGI TENGLAMA UCHUN INTEGRAL ULASH SHARTLI CHEGARAVIY MASALA //IQRO INDEXING. – 2024. – Т. 8. – №. 1.
8. Raxmatjon o‘g‘li B. F. KASR TARTIBLI OPERATORLAR BOSHLANG ‘ICH TUSHUNCHALAR VA ABEL INTEGRAL TENGLAMASI YECHIMLARI: Farg ‘ona Davlat Universiteti “Matematika” kafedrası, PhD, dotsent, Xonqulov Ulug ‘bek Xursanaliyevich taqrizi ostida //IQRO INDEXING. – 2024. – Т. 9. – №. 1. – С. 289-295.
9. Боймирзаев Ф. Р. РЕШЕНИЕ ИНТЕГРАЛЬНЫХ УРАВНЕНИЙ АБЕЛЯ С ПОМОЩЬЮ ДРОБНЫХ ОПЕРАТОРОВ //Экономика и социум. – 2024. – №. 5-1 (120). – С. 1145-1150.
10. Boymirzayev F. OLIY TA’LIM MUASSASALARIDA MATEMATIKANI KASBIY YO‘NALTIRILGANLIK ASOSIDA O‘QITISHNING AFZALLIKLARI //Nordic_Press. – 2024. – Т. 5. – №. 0005.
11. Боймирзаев Ф. Р. OLIY TA’LIM MUASSASALARIDA MATEMATIKANI KASBIY YO‘NALTIRILGANLIK ASOSIDA O‘QITISH METODIKASI //Экономика и социум. – 2024. – №. 11-1 (126). – С. 92-97.
12. Вахтийор о‘г‘ли К. М. TIPI BUZILADIGAN GIPERBOLA-PARABOLIK TENGLAMA UCHUN TO ‘G ‘RI VA TESKARI MASALANING KORREKLIGI HAQIDA: VI Romanovskiy nomidagi Matematika instituti Fizika-matematika fanlari doktori SZ Djamalov taqrizi ostida //IQRO INDEXING. – 2024. – Т. 8. – №. 2 (2). – С. 216-224.
13. Камолдинов М. О КОРРЕКТНОСТИ ДВУХТОЧЕЧНОЙ ОБРАТНОЙ ЗАДАЧИ ДЛЯ УРАВНЕНИЯ РАСПРЕДЕЛЕНИЯ ТЕПЛА В ТРЕХМЕРНОМ ПРОСТРАНСТВЕ //ИКРО журнал. – 2024. – Т. 8. – №. 1.
14. Orinova, F., & Boymirzayeva, S. (2025). IDENTIFICATION OF INTELLECTUAL ABILITIES OF STUDENTS IN PRESCHOOL EDUCATIONAL ORGANIZATIONS AND THEIR TARGETED DEVELOPMENT. *International Journal of Artificial Intelligence*, 1(2), 1604-1609.
15. Boymirzayeva, S., & Mirzaaxmedova, X. (2024). МАКТАБГАЧА ТА’ЛИМ TASHKILOTI PEDAGOGLARINING HAMKORLIKDAGI ISH FAOLIYATINI NAZARIY ASOSLARI. *Nordic_Press*, 5(0005).