

NON-TRADITIONAL METHODS OF CONTROL OF KNOWLEDGE AND SKILLS IN THE LESSONS OF THE RUSSIAN LANGUAGE AND LITERATURE

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Annotation

The article discusses non-traditional forms of control that can help increase the effectiveness of educational activities, relieve stress from the student, help open up and liberate those who feel unsuccessful in traditional forms of work.

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In recent years, much attention has been paid to the creation of innovative lessons. Obviously, lessons based on traditional approaches to teaching literature and the Russian language do not always contribute to the realization and development of the creative abilities of our students. Non-traditional lessons are more entertaining and contribute to an increase in interest in the content of the subject course, which leads to an increase in the quality of knowledge and skills of students [1]. However, in the methodological literature, the main attention is paid to non-traditional forms of education. There is little information about non-traditional forms of control of knowledge and skills. Although in this way, as we think, it is possible to increase the effectiveness of educational activities, relieve stress from the student, help those who feel unsuccessful in traditional forms of work to open up and be liberated. It may seem that setting the goal of monitoring students' knowledge and skills is only a theoretical question, it does not change anything in practice. However, it is not. If the teacher takes into account the importance of control for students, the very form of conducting it, discussing the results of the test may change. For example, if the control is aimed at developing the skill of self-examination and self-regulation, the results can be checked and marks can be made by the students themselves. With this form of testing, children realize the importance of control, find out their mistakes, and self-criticism and responsibility develop when giving marks to themselves. This type of work would never have appeared, however, if the teacher set the goals of monitoring the knowledge and skills of students only diagnosing and accounting for knowledge.

Based on the foregoing, the purpose of this work is to show the need to use non-traditional forms of the lesson as a control and assessment of the knowledge, skills and abilities of students in a modern school [2].

Tasks:

- clarify theoretical concepts;
- collect together information on control methods, in particular - on non-traditional ones;

- identify the main methods of control (both traditional and innovative), their advantages and disadvantages;
- Describe the methodology for conducting different methods of controlling skills and abilities.

To implement these goals and objectives, I will analyze the methodological literature, structure the information received, and prepare theoretical information for its use in pedagogical activity.

1. General information about the control of knowledge and skills of students.

Control is an integral part, a component of the learning process, organically associated with the study of program material, its comprehension, consolidation and application, the formation of skills and abilities. The purpose of control is to determine the quality of assimilation by students of program material, diagnosing and correcting their knowledge and skills, and instilling responsibility for educational work.

Methods and techniques for checking the results of educational activities are different, but all of them are based on the following requirements: purposefulness, systematicity, objectivity, efficiency and timeliness of control.

Control methods are divided into two groups:

- 1) methods of control for the assimilation of knowledge,
- 2) Methods for controlling the formation of skills and abilities.

There are two types of control: current and final. Both types of control have an oral and written form of conducting.

The goals of monitoring the knowledge and skills of students

The control of students' knowledge and skills is an important part of the educational process, on the correct formulation of which the success of learning largely depends. In the methodological literature, it is considered that control is the so-called "0-way connection" between the teacher and the student, the stage of the educational process when the teacher receives information about the effectiveness of teaching the subject. According to this, the following objectives are identified for the control of students' knowledge and skills:

- diagnosis and correction of students' knowledge and skills;
- taking into account the effectiveness of a separate stage of the learning process;
- determination of the final learning outcomes at different levels;

By carefully looking at the above goals for monitoring students' knowledge and skills, you can see what the teacher's goals are when conducting monitoring activities. However, the main protagonist in the process of learning any subject is the student, the process of learning itself is the acquisition of knowledge and skills by students, therefore, everything that happens in the classroom, including control measures, must meet the goals of the student himself, must be non-personally important. Control should be perceived by students not as something that only the teacher needs, but as a stage, on which the student can navigate about his knowledge, make sure that his knowledge and skills meet the requirements. Therefore, to the goals of the teacher, you need to add the goal of the student: to make sure that the acquired knowledge and skills meet the requirements. This goal of control is, in my opinion, a no-brainer. According to the comments above, the following goals can be formulated for monitoring students' knowledge and skills:

- help students determine how much the new knowledge and skills they have acquired meet the requirements;
- get information about 0 to 100%, whether or not each student has learned the knowledge specified in the educational goal of studying the topic (knowledge cycle);

- Get information from, whether students have learned the types of activities indicated in the goal of developing the study of the topic (knowledge cycle).

With such a formulation of the goals of the control of the learning stage, it becomes clear that it carries only one task: taking into account the effectiveness of learning and identifying its gaps, if any, both by the teacher and, which is no less important, by the students themselves. Functions of control of knowledge and skills of students

Knowledge and understanding of control functions will help the teacher to plan and conduct control activities competently, with less time and effort, to achieve the desired effect.

Scientists-teachers and methodologists distinguish the following verification functions:

- Controlling
- Diagnostic
- Educational
- Orienting
- Nurturing

The control function is considered one of the main control functions. Its essence is to identify the state of knowledge, skills and abilities of students provided by the program at this stage of education. The essence of the learning, or developmental, function of verification, scientists see in the fact that when performing control tasks, students improve and systematize their knowledge. It is believed that lessons in which students apply knowledge and skills in a new situation or explain physical phenomena contribute to the development of speech and thinking, attention and memory of schoolchildren.

The orienting function of verification consists in orienting students and the teacher according to the results of their work, supplying the teacher with information about the achievement of learning goals by individual students and the class as a whole. The results of control activities help the teacher to direct the activities of students to overcome shortcomings and gaps in their knowledge, and students to identify and correct their own mistakes. In addition, the results of the audit inform the school administration and parents about the success of the educational process.

The diagnostic function, sometimes singled out as an independent one, is close to the orienting one. It consists in the fact that the teacher can not only control the level of knowledge and skills of students, but also find out the causes of the gaps found in order to eliminate them later.

The educative function of verification is realized in fostering a sense of responsibility, self-discipline, and discipline in students; helps you organize your time in the best possible way. Forms of control of knowledge and skills of students - numerous, diverse types of activities of students in the performance of control tasks. There are a lot of forms of control, because each teacher has the right to come up with and conduct his own, which seem to him the best, control tasks. In accordance with the forms of training in practice, three forms of control are distinguished: individual, group and frontal. With individual control, each student receives his own task, which he must perform without outside help. This form is appropriate if you want to find out the individual knowledge, abilities and capabilities of individual students. In group control, the class is temporarily divided into several groups (from 2 to 10 students) and each group is given a test task. Depending on the purpose of the control, groups are offered the same tasks or differentiated ones. The group form of organization of control is used when repeating in order to generalize and systematize the educational material, when highlighting techniques and methods for solving problems, when focusing students' attention on the most rational ways of completing tasks, on the best version of proving a theorem, etc. With frontal control, tasks are offered to the whole class. In the process of this verification, the correctness of perception and understanding of the educational material, the quality of verbal, graphic subject design, the degree of fixation in memory

are studied. Types of control:

1. Preliminary control - at the beginning of the academic year, before studying new major sections). The goal is to determine the initial level of ZUN.
2. Current control - a systematic check of the results of students on specific topics in individual classes.
3. Re-control - checking ZUN in parallel with the study of new material.
4. Periodic control - at the end of each section of the training course. The goal is to diagnose the level of assimilation of the material in the passed section and systematize knowledge.
5. Final control - at the end of a quarter or academic year. This is a comprehensive check on all the main material.

2. Traditional control methods

Oral interview

The current control of both new and previously studied material takes the form of a survey, which can be of the following types: individual, collective, frontal, compacted or selective. With a frontal survey, the state of knowledge of students of the whole class on a particular issue or group of issues is checked in a short time. When questioning one of the students, all the rest should carefully monitor the answer, correcting and supplementing it. An oral frontal check does not allow to establish the full depth of the concepts learned, but in a short time the teacher clarifies how the whole class has mastered the basic ideas about the material or object being studied, whether the children are able to generalize and systematize knowledge, establish the simplest connections. When conducting a frontal survey, the following requirements must be observed:

1. Clearly and correctly formulate questions and tasks for students:
 - avoid wording with incorrect or inaccurate use of terms;
 - avoid wording that requires clarifications, additional questions, etc.;
 - avoid prompting questions;
 - Comply with the requirements of logic and psychology in the preparation of questions.
2. When evaluating the answers of schoolchildren, take into account not only the actual correctness of the answer, but also its speech design, cultivate a careful attitude to the word, the desire for an accurate expression of thought.

This form of verification is used to:

1. finding out the readiness of the class to study new material,
2. determining the formation of concepts,
3. homework checks,
4. step-by-step or final verification of the educational material that has just been analyzed in the lesson,
5. In preparation for the implementation of practical and laboratory work.

An individual oral survey allows you to identify the correctness of the answer in terms of content, its consistency, independence of judgments and conclusions, the degree of development of logical thinking, and the culture of students' speech. This form is used for current and thematic accounting, as well as for practicing and developing the experimental skills of students. Moreover, an oral test is considered effective if it is aimed at identifying the meaningfulness of the perception of knowledge and

the awareness of their use, if it stimulates the independence and creative activity of students [4].

Oral questioning is carried out at each lesson, although it is not necessary to assess students' knowledge. The main thing in the control of knowledge is the identification of problem areas in the assimilation of educational material and fixing the attention of students on complex concepts, phenomena, processes.

For oral control, knowledge control sheets can be used.

The story (message) of the student as a method of controlling knowledge is used to check on the completed part of the topic (declension of nouns, tenses of the verb, one-part sentences) or independent topics of the course (phrases, adjectives as part of speech).

Written control allows you to test the knowledge of a large number of students at the same time in a short time. The teacher prepares a list of questions to which the students must give immediate and short answers. With the help of a written check, you can check the limited area of knowledge of students: letter designations, unit names, definitions, formulations, relationships between quantities, formulations of scientific facts. It is this knowledge that can be tested in quick and concise student responses. A written test does not allow you to check the skills that students have mastered while studying a particular topic. Thus, the speed of a written audit is both its advantage and disadvantage, since limits the area of knowledge to be tested. However, this form of control takes some of the load off other forms, and can also be successfully applied in combination with other forms of control.

Test. In this task, students are offered several, usually 2-3, answers to a question, from which they must choose the correct one. This form of control also has its advantages, it is no coincidence that this is one of the most common forms of control in recent years throughout the education system. Students do not waste time formulating answers and writing them down, which allows them to cover more material in the same time. Along with all the knowledge, the assimilation of which by students can be checked using a written test, it becomes possible to test the skills of students related to recognition (tool, material, phenomena and situations corresponding to the technology).

Despite all the obvious advantages, test tasks have a number of disadvantages. The main one is the difficulty of formulating answers to questions when compiling them. If the answers are selected by the teacher without sufficient logical justification, most students very easily choose the required answer, based not on their knowledge, but only on the simplest logical conclusions and life experience. According to the results of the tests, the teacher cannot test the ability of students to solve combined problems, as well as the ability to construct a logically connected answer orally.

It is advisable to use multiple choice tasks in cases where this form of knowledge control has advantages over others, for example, they are especially convenient with the use of various types of control machines and computers. The authors of test developments agree that tests cannot replace other forms of control, however, they open up many new opportunities for the teacher conducting a control lesson in the class, because remove the difficulties typical for students' oral and written answers to the question posed. It is also convenient to use test tasks when organizing independent work of students in the self-control mode, when repeating educational material.

Thus, we examined the variety of traditional control methods, their advantages and disadvantages, the conditions for effective use. But still, the traditional methods of control currently used do not fully meet these requirements, which makes it difficult to manage the cognitive activity of students, not allowing to obtain objective data on the level of their learning.

As a rule, motives are associated with the cognitive interests of students, the need to acquire new knowledge, skills, and abilities. The formation of positive motivation for learning should be considered by the teacher as a special task. To organize a favorable climate that orients students to positive motivation, it is necessary to choose such forms of the lesson that will stimulate the activity of students.

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