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ASSESSMENT OF STUDENTS' KNOWLEDGE AND SKILLS IN SCIENCE CLASSES

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Annotation

The content of teaching natural science in schools is adapted to the task set before the school by our state at the current stage of society's development. These tasks are multifaceted, and their fulfillment is aimed at developing the consciousness of students, giving them ideological, political, moral, and aesthetic and labor education.

Knowledge of nature in elementary grades includes inanimate nature, objects and phenomena, plants and animals, the structure of the human body and health protection, and ideas and concepts about agricultural work in different seasons of the year. , includes simple geographical imagination and concepts. When children come to school, they get to know the world around them in a purposeful way under the guidance of the teacher. The initial acquaintance with the surrounding world is based on the perception of their senses. The first stage of learning about the world should allow children to look at all the news and, if possible, to form their initial ideas and concepts, and give the student the opportunity to communicate directly with the object of learning. In the process of observing seasonal changes in nature, students learn about certain types of plants and animals, the conditions necessary for plant life (for example, plant growth depends on external conditions, i.e. heat, light , depending on humidity, soil conditions), they get acquainted with the changes in the life of plants and animals in different seasons. In the course of studying, students acquire more than twenty types of concepts: furniture, dishes, transport, household appliances, work tools, plants, animals, health, personal hygiene, etc. In learning the concepts of types, students' personal practical activities on dividing specific objects and their images into groups are of great importance.

The teacher plans the methods and methods of science works in advance, involves students in various types of activities. The success of extracurricular activities largely depends on the correct selection of material for each activity, the structural plan and methodology of its implementation, as well as the active participation of students in the planned activities.

Individual works. Individual work on natural science is conducted with students who have knowledge of nature and inclination or at least interest. The teacher's personality, his love for nature and his careful attitude towards it, his ability to follow and interest students play a big role in the development of children's interest in nature. Not only the quality of students' knowledge, but also their desire to work

with science outside of class depends on how he organizes observations in the 1st grade, how much he justifies the necessity and importance of this work, and how he organizes science teaching. Completing individual assignments forms research skills, fills children's free time with useful and interesting activities. The content of individual tasks is determined by the interests of students. No matter what the student is interested in - whether it is taking care of indoor plants, collecting stamps or postcards depicting animals and plants, creating a herbarium, conducting experiments and observations in nature - he should be approved and encouraged by the teacher. must The topics of individual assignments are chosen based on the interests of students, but the content of the assignments, the organization of their implementation, and the methodology must be carefully thought out by the teacher (the object of study, observation or workplace is determined, a plan is drawn up). In order to complete the work and not lose interest in it, the teacher should regularly provide assistance to the students in the completion of individual tasks. Completion of such tasks as creating a herbarium or collections is successful only when the teacher teaches students in advance the rules of collecting plants, insects and other natural objects, observing plants, assembling collected materials and so on. will be Educational excursions to nature and labor education classes are used for this purpose. Telling about the rules of collecting natural materials, it is necessary to remind students about the need to protect nature. It is necessary to check the completion of individual tasks, and at the end of the work, it is necessary to report the results to the students. It should always be remembered that the practical value of individual work is provided only when students understand the need to do it. Accordingly, it is useful to listen to a report from time to time (in science lessons or extracurricular activities) about the work done. The results of each individual work will be the wealth of all students. Such reports stimulate interest in extracurricular activities, supplement and expand students' knowledge of nature, and lead them to actively participate in all forms of extracurricular activities.

Knowledge is a proven result of the process of knowledge of existence, which is reflected in the human mind, and scientific, empirical and theoretical types of knowledge are distinguished [3]. Therefore, according to our approach, the level of knowledge of students is as follows:

1. to have theoretical understanding of academic subjects;
2. acquisition of new information and data on educational subjects;
3. understanding the reality and the content of the event;
4. To have social awareness and independent thinking.

These criteria determine the level of knowledge of students of general secondary schools.

Skill is a component of competence, which represents the ability to perform an action very quickly, precisely and appropriately on its own, and repeatable in students.

occurs as a result of exercise. In this sense, skill is the result of the process of performing conscious activities quickly, economically, correctly, with little physical and mental effort. The students' skills are formed based on the acquired knowledge. The skill has the following characteristics:

1. getting used to learning;
2. mastering moral qualities;
3. becoming socially active;
4. Interest in learning news.

These diagnose the skills of students of general secondary schools are criteria for achievement.

Qualification - the Law of the Republic of Uzbekistan "On Education" defines this concept as follows: "knowledge that expresses a person's readiness to perform a certain type of professional activity, confirmed by an appropriate document on information, is the level of abilities, skills and abilities"

(Article 3). In this regard, the qualifications of the students are as follows:

1. level of knowledge of students;
2. ability level of students;
3. skill level of students;
4. Skill level of students.

These criteria are the basis for diagnosing the level of competence of students of general secondary schools.

The main goal of the introduction of the continuous education system in our republic is the formation of skills such as high professional culture, creative and socio-political activity, and free thinking in the young generation. First of all, it is necessary to increase the activity of students. That is why it is appropriate to use interactive methods of education in order to develop independent, creative and critical thoughts of students. At the same time, in the formation of students' knowledge and skills related to labor education, there is sufficient systematization in the organization of lessons and extracurricular activities, orientation to specific goals, control of the results of teaching work, and the introduction of new methods for evaluation. does not find the opposite. That is why it is becoming an urgent issue to use active methods of education and training, to find ways to rationally use acceptable forms of teaching and testing in general education schools in the improvement of educational methodological work. It is known that teaching methods consist of the teacher's activities with students in order to achieve certain goals, and serve to reveal the issues of who needs to be taught what and how. Therefore, the appropriate selection of forms and methods used to activate students' cognitive activities and their independent, creative thinking will be effective in the future training of personnel. The methodology of teaching natural science is a pedagogical science that reveals the content and methods of comprehensive education of children in teaching natural science. It is based on research conducted in pedagogy and uses its methods, taking into account the content and characteristics of teaching its subject. By teaching students about nature, the teacher not only equips them with the knowledge and skills necessary for continuing education and practical activities, but also shapes their outlook, will, character, and develops their mental abilities. Accordingly, he develops forms and methods of teaching natural science. The teaching process includes interrelated parts: subject content, teacher and student activities, subject teaching and skill acquisition. The tasks of the science teaching methodology include determining the content of science as an educational subject, researching methods and methods of teaching, and preparing the necessary educational equipment. The methodology of teaching science is not limited to the description and explanation of the teaching process, but also develops rules, based on which the teacher can successfully teach children in this subject. The methodology of teaching science includes all teaching processes, from the preparation of the teacher to the results of mastering the learning material, including taking into account work in the classroom, at home, outside the classroom and outside the school.

Conclusion. Multifaceted knowledge of nature and social life allows to understand a number of relationships and to form a personal attitude to the environment. Based on the goals of ecological education, natural science makes it an important task to acquaint people with the impact on nature. In order to form a scientific and practical worldview of students, they determine not only the object and reality shown in the program, but together with the teacher determine the causal connections and relationships of animate and inanimate nature, and try to reveal certain laws in nature.

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