



Journal Website:
<https://theusajournals.com/index.php/ijp>

Copyright: Original content from this work may be used under the terms of the creative commons attributes 4.0 licence.

FORMS OF ASSESSMENT OF STUDENTS' PRACTICAL COMPETENCE IN GEOGRAPHY

Submission Date: November 01, 2022, Accepted Date: November 05, 2022,

Published Date: November 09, 2022

Crossref doi: <https://doi.org/10.37547/ijp/Volume02Issue11-02>

Surayyo A. Haydarova

Approaches To The Content Of World Senior Lecturer, Phd Jizzakh State Pedagogical University, Uzbekistan

ABSTRACT

This article discusses forms of assessment of students' practical competence in geography. Education to give priority to practical knowledge, the principles of application of theoretical knowledge given to students in everyday life are recognized as the main factor ensuring sustainable progress in education, and the fact that "creating the opportunity to receive quality education throughout life" is defined as an urgent task in the International education concept, in turn, natural sciences increasing the effectiveness of teaching, consistently improving its organizational and methodological support, expanding the scope of paying attention to the practical aspects of educational processes in the conditions of an innovative educational environment.

KEYWORDS

Assessment of students', quality education, geography.

INTRODUCTION

Considerable scientific research is being carried out on the methods of using interactive software tools, facilitation models, reflexive technologies and their effectiveness in organizing practical training in teaching geography, forming and evaluating students'

practical competencies. Among the main tasks of these studies, the issues of improving the quality of the formation of practical competencies of schoolchildren, including the study of pedagogical approaches aimed at increasing the motivation of students in the

formation of special competences related to science, and the improvement of teaching methods based on the specific characteristics of science occupy an important place.

THE MAIN RESULTS AND FINDINGS

To determine the content of the level of assessment of students' practical competence, the student's characteristic approach and ability to educational tasks should be the basis. In addition, it is necessary to select and formulate specific tasks to evaluate the achievements of students at each level. Thus, it is appropriate to distinguish the complexity of the tasks aimed at assessing students' practical competence in geography into 4 levels:

- the first, reproductive, student's ability to successfully solve standard educational tasks in subject content in normal situations;
- secondly, the student can solve the standard educational problems of the subject content through a heuristic approach;
- third, the student has the ability to find a successful solution to non-standard problems of the subject content in the most usual situations;
- fourth, - the student can demonstrate a successful solution to the non-standard problems of science content based on a scientific-creative approach in unusual situations.

"Economic and social geography of Uzbekistan" (for the 8th grade of general secondary education) and "Geography. The incompleteness of primary data in the teaching of textbooks "World economic and social geography" (prepared for 9th grade students of general secondary schools) serves as a motivating factor for the student to independently determine the

problem condition. The following didactic tasks can be solved within this task:

- to create a situation where it is necessary to correctly formulate a question encouraging the student to obtain missing geographical sources and information;
 - to direct the reader to a complex of geographical literature to obtain information (in this case, it is possible to assess whether the information is sufficiently selected and how clearly the question is formulated, as well as whether the necessary information search is carried out);
 - offer the reader to choose a quick and accurate solution method that does not require the full amount of information;
 - the reader is recommended to make an assumption about the quantitative value of the required data (based on official source data) and justify it.
- In our opinion, this model of tasks is very important for the assessment of practical competence in geography, and the main didactic tasks are:
- assessment of the application technology and limits of the proposed solution method;
 - assessment of the level of reliability of scientific hypotheses and conclusions based on the state of the existing problem;
 - to clarify, systematize the received data, recommend the scientific basis for increasing their reliability;
 - It can be like suggesting alternative methods of collecting primary and basic information about the task and task or problem.

According to the analysis of the literature, it was possible to classify concepts related to science into

three main categories according to the level of complexity: basic, advanced and advanced. Basic-level tasks can include geographic nomenclature, basic facts, and the simplest cause-and-effect relationships between geographic objects and events. The advanced level includes the ability to apply knowledge to solve problems in a known or changed situation, while the advanced level refers to the creative application of knowledge from various departments of school geography, other school subjects, to solve a specific geographic problem. A creative approach is an important factor in learning all subjects and building professional competence.

In this regard, the scientific theories of the researcher S. V. Ilinsky are appropriate, he emphasizes that the stimulation of creative activity requires the implementation of special tasks and suggests the following method:

- several conflicting viewpoint tasks, a direct requirement to express one's opinion on the problem raised in the task, to address the student in the second person and to respond in the form of a certain genre text, etc.

In our opinion, this method has a positive effect on the reflective activity that is the basis for the creative development of students, without including the system of problematic tasks and the meaningfulness of education.

The set of tasks aimed at assessing the practical competence of students has different forms, in particular, they are distinguished by elements of educational and research, scientific research, problem-based and game activities. The analysis of methodological, pedagogical and scientific literature made it possible to distinguish the following:

- advanced extrapolation tasks, including "open type" tasks;
- tasks that include conditions that require a comprehensive assessment of ambiguous answers or their level of reliability;
- tasks with redundant geographical information;
- tasks that require several alternatives, where it is necessary to choose an optimal or original solution;
- assignments for proof;
- tasks for identifying and correcting errors;
- tasks on creating solution algorithms, summarizing geographical phenomena, facts, laws;
- tasks of creating a situation where it is necessary to create a suitable option based on a previously prepared answer;
- tasks for the promotion of hypotheses, including tasks for drawing up a plan;
- tasks-paradoxes.

The closer the tasks of this form are to the description of a life-problem situation, the more freedom the privileges given in them create. The reason is that when doing most tasks, students complicate or simplify them. This process means that some information that determines the demand for the result is missing, not taken into account, unlike the solution in a generalized form, simplifying the tasks.

Therefore, the found solution cannot be considered as a solution to the original problem. This is because task complexity can occur consciously or unconsciously. If the student, while completing the task, clearly defines the additional conditions and restrictions introduced



by him and finds a solution that meets these conditions, then this path can only be welcomed. It should be noted that in most cases, students complicate tasks without understanding their essence.

From our point of view, specific intellectual content or personal semantic formations are involved in the process of performance of non-standard tasks by the student. When the target intellectual content is realized in the process of performing the tasks, it becomes educational content. The importance of this type of work is recognized from the point of view of the creative development of students, from the strengthening of their confidence in their intellectual experience, its value, originality and real importance for others.

Based on this, assignments and tasks aimed at forming students' practical competence in geography should provide four types of educational activities: standardized cognitive, targeted cognitive; standardized process content and individual process content.

Summarizing the tasks of this conditionally formed group, it is appropriate to highlight the following:

1- clarification of analysis and synthesis, including the tasks of creating a holistic image of a geographical object: finding and clarifying a geographical object according to its characteristics; creating a new geographic object based on existing data; according to the level of change of information and resources, changing the geographical object based on the conditions.

2- comparison of available data: in-depth analysis of assignments to complete the comparison table; delisting an additional object and justifying it; search for analogues of the object; search for contradictions

about the source; draw clear analytical conclusions and support them with evidence.

3- implementation of generalization and clarifying tasks: finding a way to divide objects into groups according to a given criterion; implementation of modern approaches to finding ways of separation; classification of objects according to different groups.

Completing the 4th classification scheme with geographical concepts: classifying geographical objects in the list according to an independently selected direction; create a classification scheme for the given concept and display it on a map.

Based on the classifications of the researcher S.V. Ilinsky, we can distinguish three meaningful tasks aimed at forming students' practical competence in geography:

1. Knowledge of real material and the ability to use special terms and concepts correctly, A-level tasks (reproduction and description) that are responsible for recognizing learning objects. Level A tests knowledge of factual material. This fixed part of the test task corresponds to the mandatory minimum content and repetition level of educational information on a certain subject and does not depend on the didactic goal that determines the skill.

2. B-level tasks (intellectual level) to evaluate and diagnose the ability to synthesize, analyze, generalize real and theoretical materials. The simplest aspect of such educational activity is comparison and classification, and the most difficult is comparing two or more events with the formation of concrete conclusions and the establishment of cause-and-effect relationships. At level B, the ability to work with knowledge obtained on the basis of simple mental processes is tested.

3. Tasks of the C level (creative level), assessing and diagnosing the ability to combine knowledge from different areas, expressing one's point of view, obtaining new intellectual knowledge that is not provided in a ready form for the student. At the C level, the ability to express one's thoughts in the form of a written speech, as well as the ability to work with knowledge obtained on the basis of complex mental processes, is tested.

CONCLUSION

If we conclude from this point of view, in our opinion, the following factors should be taken into account when developing assignments and tasks aimed at assessing the practical competence of students:

- Determining the minimum level of most assignments and tasks related to science based on the educational content. Fulfillment of this requirement allows for in-depth study of geography, assimilation and generalization of knowledge.

- It is necessary to consider the degree of complexity of the tasks aimed at assessing the practical competence in geography, and their compatibility with the level of preparation of students. Some tasks are focused on the compulsory school curriculum, but the level of complexity is very high. This task can lead to a decrease in the learner's cognitive interest, a decrease in mastering competence, and an obstacle to successful work at the next stages of geographic training.

- Subjects of science must be related to real processes in real life. In order to develop cognitive interest in the learner, it is desirable that the task be interesting and related to reality.

- It is necessary to maintain a stable balance between theoretical and practical training. By comparing

different methods, the learner will have the opportunity to master the subjects of science.

- It is necessary to ensure that the previous and subsequent educational information provided to the learner is connected. It is necessary to form the methodological base of the science teacher and to enrich it with new resources.

REFERENCES

1. Ҳайдарова, С., & Юсуфов, Ж. (2021). КОМПЕТЕНЦИЯВИЙ ЁНДОШУВ АСОСИДА ГЕОГРАФИЯ ДАРСЛАРИНИ ТАШКИЛЛАШТИРИШ. Журнал естественных наук, 1(2).
2. Usarov, J. E., Eshnayevev, N. J., & Haydarova, S. A. (2020). Defects in scientific research of the problems of spiritual and moral crisis and its solution. IEJRD-International Multidisciplinary Journal, 5(8), 6.
3. Gapparov, A., & Khaydarova, S. (2020). Population Systems In The Reclaimed Lands Of The Republic Of Uzbekistan. Архив Научных Публикаций JSPI.
4. Haydarova, S. (2021). GEOGRAFIYA DARSLARIDA ELEKTRON TAQDIMOTLARDAN FOYDALANISH. Журнал естественных наук, 1(1).
5. Haydarova, S. (2021). Geografiyani o'qitishda kompetensiyaviy yondashuvning tatbiq etishning o'quvchi psixologiyasi bilan bog'liq jihatlari. Журнал естественных наук, 1(1).
6. Haydarova, S. (2021). GEOGRAFIYA FANI O'QUVCHISI KOMPETENTLIGI VA UNING ZAMONAVIY TALABLARI. Журнал естественных наук, 1(1).
7. Haydarova, S. (2021). Фанни компетенциявий ёндошув асосида ўқитишнинг ўқувчи ёш психологик хусусиятларига боғлиқ жиҳатлари. Журнал естественных наук, 1(1).

8. Haydarova, S., Mavlonov, X., & Muxamedov, O. (2021). Arid mintaqalarda yer resurslaridan foydalanishning o'ziga xos jihatlari (Jizzax viloyati misolida). Журнал естественных наук, 1(1).
9. ABDUSALOMOVNA, H. G. F. O. Q., & KOMPETENTLIGI, V. U. Z. T. (2021). INTEGRATION OF SCIENCE, EDUCATION AND PRACTICE. SCIENTIFIC-METHODICAL JOURNAL, 1, 02.
10. COMPETENCIES, A. K. F. O. P. (2020). OF SCHOOLCHILDREN IN GEOGRAPHY. INTERNATIONAL JOURNAL OF DISCOURSE ON INNOVATION, INTEGRATION AND EDUCATION, 1, 5.
11. Gapparov, A., Haydarova, S., & Zaynutdinova, D. (2020). Мустақиллик йилларида Жиззах вилояти аҳолисининг демографик ривожланиши. Архив Научных Публикаций JSPI.
12. Haydarova, S., Kuldasheva, S., Abdullayeva, S., & Shokhrukh, K. (2021). Modern Technologies in Improving the Quality of Teaching. Журнал естественных наук, 1(1).
13. ABDUSALOMOVNA, H. S. (2021). GEOGRAFIYA FANI O 'QITUVCHISI KOMPETENTLIGI VA UNING ZAMONAVIY TALABLARI. INTEGRATION OF SCIENCE, EDUCATION AND PRACTICE. SCIENTIFIC-METHODICAL JOURNAL, 1(02), 29-36.
14. Komilova, N. K., Haydarova, S. A., Xalmirzaev, A. A., Kurbanov, S. B., & Rajabov, F. T. (2019). Territorial structure of agriculture development in Uzbekistan in terms of economical geography. J. Advanced Res. L. & Econ., 10, 2364.
15. Gapparov, A., Haydarova, S., & Kayumova, M. (2020). Жиззах вилоятида урбанизация жараени ва унга таъсир этувчи омиллар. Архив Научных Публикаций JSPI.
16. Abdusalomovna, K. S. (2020). FORMATION OF PRACTICAL COMPETENCIES OF SCHOOLCHILDREN IN GEOGRAPHY. International journal of discourse on innovation, integration and education, 1(5), 384-387.
17. Nazarovna, T. Z., Azamkulovich, D. F., Jurayevna, M. N., & Abdusalomovna, H. S. (2016). Mortality and life expectancy rates of population of the Republic of Uzbekistan in the years after independence. European science review, (3-4).
18. Haydarova, S. (2021). methods of assessing the practical competence of scholchildren (on the example of geography). Журнал естественных наук, 1(1).
19. Haydarova, S. (2021). O'QUVCHILARNING GEOGRAFIK KOMPETENSIYALARINI RIVOJLANTIRISHGA PEDAGOGIC-PSIXOLOGIK YONDOSHUV. Журнал естественных наук, 1(3).
20. Усаров, Ж. Э., & Ҳайдарова, С. (2021). Фанни компетенциявий ёндошув асосида ўқитишнинг ўқувчи ёш психологик хусусиятларига боғлиқ жиҳатлари. Science and Education, 2(Special Issue 1), 266-275.
21. Gapparov A., Haydarova S., Zaynutdinova D. Мустақиллик йилларида Жиззах вилояти аҳолисининг демографик ривожланиши //Архив Научных Публикаций JSPI. – 2020.
22. Haydarova S., Usarov J., Eshnayevev N. defects in scientific research of the problems of spiritual and moral crisis and its solution //Журнал естественных наук. – 2021. – Т. 1. – №. 1.
23. Haydarova S. et al. MIRZACHO'L O'LKASIDA EKOTURIZMNI RIVOJLANTIRISH IMKONIYATLARI //Архив Научных Публикаций JSPI. – 2020.
24. Haydarova S. GEOGRAFIYA FANI O 'QITUVCHISI KOMPETENTLIGI VA UNING ZAMONAVIY TALABLARI //Журнал естественных наук. – 2021. – Т. 1. – №. 1.
25. Nazarovna, T. Z., Azamkulovich, D. F., Jurayevna, M. N., & Abdusalomovna, H. S. (2016). Mortality and life expectancy rates of population



- of the Republic of Uzbekistan in the years after independence. European science review, (3-4).
26. ABDUSALOMOVNA H. S. GEOGRAFIYA FANI O 'QITUVCHISI KOMPETENTLIGI VA UNING ZAMONAVIY TALABLARI //INTEGRATION OF SCIENCE, EDUCATION AND PRACTICE. SCIENTIFIC-METHODICAL JOURNAL. – 2021. – T. 1. – №. 02. – C. 29-36.
 27. Eshbekovich U. J., Jumayevich E. N., Abdusalomovna H. S. Defects in scientific research of the problems of spiritual and moral crisis and its solution //International Engineering Journal For Research & Development. – 2020. – T. 5. – №. 8. – C. 6-6.
 28. Khaydarova, S. A. (2022). FORMATION OF PRACTICAL COMPETENCES OF SCHOOLCHILDREN IN GEOGRAPHY. Journal of Geography and Natural Resources, 2(01), 50-57.
 29. Tursunpulatovna, J. D. (2021). Coverage of mystical interpretations in the epics of Yusuf and Zulaykho. ACADEMICIA: An International Multidisciplinary Research Journal, 11(3), 2599-2603.
 30. Mirkomil, G., Gulshoda, J., & Ilyos, J. (2020). Ways To Develop Ecotourism In The Molguzar Mountains. The American Journal of Applied sciences, 2(11), 1-5.
 31. Gudalov, M. (2022). Айдар-Арнасой кўллар тизимида сув ҳажмининг ўзгариши ва атроф-муҳитга таъсири. Journal of Geography and Natural Resources, 1(1).
 32. Gudalov, M., & Gozieva, M. (2021, February). Eco-Trail Routes In Zaamin National Park. In International Scientific and Current Research Conferences (pp. 68-71).

OSCAR
PUBLISHING SERVICES