

Assessment of the Tasks of the Inter-Session Interval of Students of the Correspondence Department (On The Example of the Item Descriptive Geometry)

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Abstract – *This article is devoted to improving the content of the session tasks of the intermediate course on descriptive geometry for students of the correspondence course (special correspondence course) Department. As a result, the quality of control and consolidation of students' knowledge is improved.*

Keywords – *Special Correspondence Department, Semester, Tasks Of Intermediate Control, Complex, Knowledge, Assessment, Graphic Tasks, Graphic Literacy, Graphic Work, Graphic Task, Consciousness, Thinking, Thought, Presentation, Test, Exercise And Task, Surface, Multilateral, Independent Work, Creative Work, Electronic Platform, Descriptive Geometry.*

The adoption of the Decree of the President of the Republic of Uzbekistan “On establishment of special correspondence departments of higher educational institutions on pedagogical direction” in providing for the needs of secondary schools, preschool and school educational institutions for qualified teaching staff increase opportunities to higher education medium specialized youth engaged in teaching activities. This, in turn, contributes to increasing the role and authority of the teaching profession in society, including in the direction of young people on a systematic basis in the teaching profession [1].

The specificity of students studying in the correspondence (special correspondence) Department is that they independently master materials on the subject mainly remotely. To find out how well they have mastered science, evaluate and strengthen their knowledge, a set of

tasks and literature sources for each discipline was developed for students during the session.

In the educational process of the correspondence (special correspondence) Department, the content of the student's responsibilities for the inter-session interval and the order of its implementation are reported in the scientific work program prepared for each subject.

The content of the tasks of the inter-session interval includes the following independent types of work: preparing abstracts on a specific topic; performing computational and graphic works; working on a layout, model and artistic works; finding solutions to an existing problem in practice, preparing discussion questions and tasks; preparing scientific articles, theses and reports; solving non-standard practical questions and creative work; answering test questions; exercises, examples and solutions to problems;

analyzing the results of the experiment; preparing methodological developments and recommendations.; drawing graphic works; completing homework, etc [2].

After completing the tasks of the inter-session interval, the student is enrolled in the relevant faculty and is checked by specialists and evaluated in the appropriate order.

Currently, electronic platforms in all subjects are prepared and constantly improved for students studying in a special correspondence Department. This electronic platform presents scientific programs, video materials, presentations of each report, the content of tasks of the inter-session interval, methodological recommendations for its implementation, and an individual Bank of options for each student.

In our study, we considered the issues of improving the content of the tasks of the inter-session interval in the discipline geometry of drawing on the basis of an integrated approach. Complex-derived from the Latin word meaning compound, compound, compound. That is, a set of objects, phenomena, and features that make up a single whole

Discriptive geometry is in 5110800-Fine art and engineering graphics as a specialty in the curriculum of the special correspondence Department of the bachelor of education, and we recommend the following forms of learning by students of the correspondence (special correspondence) Department.

1. Mastering science by answering theoretical questions.

In it, the student prepares a written answer to the questions asked in its version, and sends it to the lecture teacher in electronic form (if desired, you can also add a voice-style version). This circumstance forces the student to read the book and develops his written and oral speech. It also trains the student to work on educational literature, think, reason, compare, draw conclusions, and develop their speech by verbally expressing the acquired knowledge.

2. Learn science through exercises and problem solving.

At this stage, the cognitive activity of a person in psychological processes, such as intuition, perception, memory, imagination, thinking, speech, and imagination, is enhanced. At the first stage, it is possible to apply theoretical data in practice.

3. The development of science by drawing the drawing task.

As mentioned above, a student who has the skills to read drawings and draw, that is, graphic literacy, can get a complete knowledge of this subject.

4. Mastering science by solving examples and problems that require partial or complete creative search.

As you know, scientific and technical development is largely based on technical design. The development of technology is not complete without drawings. To do this, you must learn the elements of creative approach (design) to students (students) in the process of learning to draw and performing each graphic work [3]. The graphic problems in the fourth stage would have been more effective if they had been accepted, which required creative search.

5. To master the science by answering the test questions.

Despite the fact that the test itself has many distinctive features, it cannot be fully applied to subjects that can be mastered by performing some practical work.

Thanks to the test, the student will be able to test their knowledge in the shortest possible time, as well as ensure the consistency of this knowledge.

Test questions can also be formulated with the help of tests at the level of both traditional and non- traditional (unconventional) method. The content of non-standard tests is summarized below.

1. Non-standard test tasks used for monitoring and evaluating the level of student achievement in knowledge [4].
2. Non-standard test tasks used to monitor and evaluate the level of academic achievement and assess student performance in terms of understanding the learning goal.
3. Non-standard test tasks that are used to monitor and evaluate the level of student performance in the practical application of knowledge.
4. Non-standard test tasks used for monitoring and evaluating the level of achievement of the educational goal associated with summing up students.
5. Monitoring and evaluating the level of student performance in the analysis.

6. Synthesis of students' knowledge control and assessment of the level of achievement of the educational goal
7. Monitoring and evaluating the level of achievement of the educational goal related to the conclusions of students.
8. Tests such as closed and open tests can also be used

- [8] 5110800 - Approved working curriculum and science work programs approved in 2018 for full-time and special part-time departments of Fine Arts and Engineering Graphics.
- [9] Available [Online] at: <http://lex.uz/docs/3299721>

To improve the content of the intersessional task of interval part-time students (special correspondence) Department on the basis of an integrated approach, our proposed theoretical questions-answers exercises - solving tasks, graphical tasks, issues that require a creative search, and inspection and assessment of the student's knowledge of the test questions have a positive effect on practice.

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