

METHODOLOGICAL FOUNDATIONS FOR THE DEVELOPMENT OF INDEPENDENT COGNITIVE ACTIVITY THROUGH SELF-ASSESSMENT

(on the example of Primary School students)

Mahmudova Nodira Alisherovna

Independent Researcher at Namangan State University:

ANNOTATION

This article provides an idea of the methodological foundations of the development of independent cognitive activity through self-assessment, the possibilities of self-assessment, effective factors affecting the student's self-assessment, as well as the main content of assessment in elementary school.

Base words and phrases: self-assessment, educational material, diagnosis, pedagogical situation, success, inner need, communicativeness, reflexive education.

INTRODUCTION

Pedagogical and psychological research provides for the study of the personality, class, family and social environment of the educational institution in the assessment and research of the effectiveness of the educational process. The very first next function of assessment is to provide the student with information about the current state of educational development and, through it, provide assistance for the stages of further development. It is known that primary education in the Republic of Uzbekistan is organized on the basis of State educational standards. According to these state educational standards, the programs of academic disciplines are organized on the basis of a competency approach.

It is known that the purpose of assessing the student is to react to the assimilation of educational material, its participation in the lesson and receive timely incentives. If the goal is to develop the student's assimilation, his interest in the content of the lesson, then the function of the assessment in this case is to provide the student with detailed information on the "state of existing assimilation". If we analyze educational and regulatory documents, then science assumes that the purpose of each lesson is for students to acquire certain competencies, and these competencies are described in detail. And in the process of assessment, it becomes abstract to determine in what way this goal was implemented and to what extent the student's participation was in it. An assessment based on certain criteria should indicate a "necessary state" from the "current state" of the student. This gives students the opportunity to know and prevent the cause of their poor assimilation earlier. Observations show that in extracurricular activities (additional repitory courses, circles, language courses, sports classes) it is possible to observe that the assessment is justified, goal-oriented and clearly shows the next stage of development of the student. Assessment in relation to training sessions is observed with less socio-psychological pressure.

Realization of the intellectual capabilities of students they acquire a deep knowledge of the psychological and pedagogical laws of cognitive activity. Many pedagogical scientists believe that the assessment of students leads to negative consequences. As you know, reading only for evaluation leads to a decrease in the social significance of knowledge. Accordingly, the formation

of other innovative methods of knowledge verification is becoming one of the most necessary tasks of the present time. To this end, the self-assessment method of assessment acts as a tool that ensures the effectiveness of Education, complementing the current assessment methods. Through self-assessment, the teacher is able to make a pedagogical diagnosis of the student's personality. The teacher becomes the basis for the fact that the student himself, an assessment of his abilities, acquires new information about his personality. A. Hamroev noted that the basis of pedagogical diagnosis is a comprehensive knowledge of the student's personality, the study of the characteristics of the class as a team, the analysis of data in specific pedagogical situations, which makes it possible to move to the next important stage of designing the educational process, that is, to foresee the pedagogical process [16; 107-113-p.] did a review of the review.

In modern pedagogical and psychological scientific sources, there are a lot of ideas about the terms "self-assessment", "self-development", that is, the assessment of a person's abilities, qualities and place in society, personal development. In the era of developing globalization, human capital, that is, the requirements imposed on a person, are growing. Through it, a sense of self-confidence and competitiveness develops in the individual. By improving one's competence and qualities through self-assessment, one learns to be able to react correctly in relationships with others, criticism, assertiveness towards oneself, success and in some opposite situations.

Pedagogical scientist S.T. Turganov and olima D.M. Khakimova in his research on the formation and development of reflexive skills in students "objective assessment of the level of results and capabilities of his activities, development of reflexive thinking" in the formation of reflexive skills in students [14; 14-15-p.] it should be noted that the necessary conditions for creation are taken into account.

In the formation of such characteristics and qualities as self-assessment, self-criticism, self-control, the property of tolerance should be formed in the individual. But the fact that in each individual the concept of tolerance acquires individuality in its own way is also a natural law in the form of [13; 78-82-p.] An impartial, critical approach of the student to his level of assimilation, talent, his participation in collective work creates conditions for him to be tolerant of the opinions and opinions expressed by others to the reader. It also educates the student to be tolerant in evaluating other students, expressing critical opinions and expressing their own opinions.

Information about the student's perception of their success in education, understanding that they are the product of their activity, which abilities bring success, and what abilities need to be developed in themselves, is effectively developed by self-assessment. The more objective the students' self-assessment is, the more clearly defined the trajectory of development and achievement of success is in the form of [17; 37-48-p.]

We found it necessary to analyze the concept of self-assessment in general and special forms based on the topic of our research. In a general form, self-assessment is an individual's perception and assessment of himself, his abilities, qualities, position among other people. So, self-esteem is one of the main human needs – an activity associated with the desire of a person to find his place in life, to assert himself as a member of society in the eyes and from his own point of view of others. As the main tasks of this, the following can be seen:

determination of socially acceptable and individually suitable criteria for the effectiveness of its activities in the form of:

comparison of goals and results of activities on this basis;

assessment of the level of development, consequentialism of activity;

further improvement of the results, that is, the determination of the trajectory of development, is a process in constant motion, consisting in proofreading.

N.N.Azizhodjaeva describes the possibilities of self-assessment as follows: self – assessment-self-assessment of the student through self-analysis. Self-assessment provides for self-satisfaction for the subject by calculating his personal capabilities, giving an objective assessment of himself in form [2; 156-p.]

The Real and objectivity of the results of students ' self-assessment is very important, they depend on:

the correct choice of tools and methods used by the teacher, as well as their compliance with the established criteria;

when analyzing the results of self-assessment, be confident methodology application, impartiality, validity, accuracy;

the presence of the possibility of comparing the indicators of the development of the student in the form of [18; 48-58-p.]

The Scientist N.N. Azizkhodjaeva self-assessment "the ability of a person to assess his own psychological qualities, behavior, achievements and failures, dignity and shortcomings" in the form of [2; 158-p.] it has been analyzed that it is a member of the state.

Self-assessment helps the student's ability to come to the surface with his own strength. Self-assessment is difficult, but it is necessary to prepare the student for this from the time of Primary School. The following effective factors influence the student's self-assessment:

1. Self-understanding (having clear information about one's strengths and weaknesses).
2. Collect positive information about himself.
3. The correspondence of the personal opinion about himself to the assessment given to him by the teacher.

Self-assessment indicators should correspond to the capabilities of the reader. The level of self-assessment determines whether the student is satisfied with himself or not. Self-increasing or lowering leads to incorrect self-assessment indicators.

Self-development-it is said that the student's regular work on his abilities, the organization of practical actions independently on the basis of specific goals and well-thought-out tasks for improving qualifications and skills, is carried out in accordance with form [19; 179-191-p.]

Within the framework of the study, we recommend the following author's description of self-assessment: self-assessment is an assessment method that allows diagnostics to improve the learning strategy of students, develop the effectiveness of future educational activities, develop independent cognitive activity, form a "Internal need" of learning, identify opportunities and obstacles, and, as a result, serve to raise students ' learning

Taking into account the results of self-assessment is a key factor in the individual development of students. In this, the level of motivation of the student, that is, his personal need and passion, increases the dynamics of personal growth. Self-assessment is the basis for the formation and development of self-confidence, personal development, competitiveness, motivation for stability,

gaining respect (prestige), qualities of being a leader. Through self-assessment, students acquire such life-practical skills as recognition of their success and failure, advantages of other students, learning from them, foresight and predicting their results, analysis of their own experience, etc.

Self-assessment includes the following elements from a pedagogical point of view [20; 63-64-p.]:

1. The requirements for the assimilation of students are determined by the teacher (from the outside), and these requirements are not changed.
2. The student's determination of compliance with the requirements imposed by the teacher is considered as an educational goal.
3. The process leading to the result of mastering is the main goal.
4. The presence of the opportunity to observe the fulfillment of students' requirements for assimilation by self-assessment to varying degrees and show the leading path to "high results".
5. In relation to the requirements for assimilation or the reflection of personal interest gives an advantage for the teacher in pedagogical and social terms. That is, the fact that the student does not understand the requirements in the process of self-assessment, interprets them in a different context, gives a high assessment of his own state of assimilation will have a source character for the teacher for the pedagogical and social support of the student.
6. The transformation of the evaluation function from "determinant" to "auxiliary".
7. Mastering through competition, denying reading for evaluation.
8. The knowledge gained in students, the ability to show the skills and abilities that they can perform.
9. The requirements for assimilation are made only with a pedagogical goal, the insignificance of such functions as "comparison", "giving preference".

Pedagogical research shows how students received an assessment for what science, subject or control work, and why they received such an assessment, in a certain period of time will have an insignificant, meaningless character, through which the content of Education will remain in memory as a process in the form of a cycle that will end with an assessment.

Another aspect of self-assessment is that through it, students are indirectly prepared for the choice of profession. By evaluating what skills are successful for students to acquire, these skills are motivated to make a monand career choice. The role of self-assessment is great in realizing that the student can mentally understand the need to carry out self-development from the beginning of the primary school period and achieve success as a result of hard work.

Students begin to learn the necessary learning strategies so that they can learn independently through self-assessment. Learning strategies are calculated individually to students, which is formed depending on the nature of the student, the nature of emotional, cognitive, social development. While some reader would prefer to work alone, another student would prefer to study in collaboration.

Pedagogical observations show that students show a strong interest in the visual arts if logical thinking and memory are strong in mathematics, if emotion, speech culture, communicativeness and sociability are priority in the native language, imagination, imagination, fantasy, and creative thinking are strong. It is self-assessment that conveys the natural inner need of the student, and this need is formed in conjunction with the process of understanding, understanding the environment.

The skills of students in "learning to learn" play an important role in the formation of basic competencies through independent education. The excellent knowledge of students' various learning strategies helps a lot in organizing their own independent learning process in society. In particular, working with information through various media tools, social networks, various events, exhibitions, ceremonies, visits also forms the competence of the reader. Having mastered excellent learning strategies, a student can sort and purposefully, efficiently use the flow of information in society to himself, build conversations with representatives of various fields outside the school related to a particular industry or topic, thereby form communicative competencies, and knowledge of his rights and duties as a "consumer" of products and services in society, serve to form socially active civil competence.

The process of self-assessment acts as a two-way "diagnosis". First, direct students evaluate and "diagnose" the educational process and the pedagogical activity of the teacher indirectly, if they evaluate the results of their study. In our view, at this point it is advisable to highlight the essence of the concept of "diagnosis". Diagnosis (greek *diagnosticos* – quick to understand) was originally considered a concept used in medicine and was recognized as a doctor's conclusion, which meant the nature of the disease and the patient's condition, its comprehensive consistent study. In recent years, the concept of "diagnosis" has also been widely used in practical pedagogy. Pedagogical diagnosis is the assessment of the pedagogical process by its general condition, as well as by a comprehensive, holistic examination of its components in the form of [15; 56-p.]

Self-assessment is a source of pedagogical communication for the "teacher – student – parent" system. Russian educators to pedagogical communication Y.K.Babansky, V.A.Slastenin, N.A.Sarakins "...establishment and development of interaction is a multifaceted process and is a joint activity of teachers and students in the implementation of the goal"; [4; 457-458-p.] – those who described as. N.Vahidova, on the other hand, gives rise to the following functions of pedagogical communication: awareness of the individual, exchange of information, Organization of activities, exchange with roles, empathy, self-demonstration. Also, the scientist noted that pedagogical communication is "a means of solving educational issues; socio-psychological support of the educational process; a means of organizing interaction of teachers and students, allowing to ensure the success of the educational and educational process" in the form of [5; 174-176-p.] he noted that he was a member of the board. Our observations show that the need for communication in the system "teacher – student – parent" is increasing from year to year. The results of self-assessment enrich the content of such dialogues, increase their significance and serve as the basis in determining educational strategic tasks.

To The Scientist A.Khasanboeva argues that "the purity and content of communication is the factor that underlies the spirituality of the individual" [21; 44-p.]

The results of self-assessment arise between a certain set of didactic works (cause) performed by the teacher and News (result) that reflect the change that has occurred in students. This creates stable structural connections in the educational process.

V.I.Zagvyazinsky, I.V.Emelyanova "everyone needs to independently determine their capabilities, develop their own abilities. It is necessary to open up complexities in oneself, to test many of the recommended ones, to evaluate" form [9; 391-p.] as a result, it will be possible to confirm that self-assessment is a personal activity.

"Self-assessment, as part of reflexive education, directs students to the formation of reflexive qualities, is a resource for determining the tools, methods and processes necessary for targeted pedagogical influence", says the head of the department " [11; 107-109-p.]

"The educational process as the core of the pedagogical process embodies the unity of upbringing, self-education and social experience" [12; 99-p.] It is self-assessment" further strengthening the educational role of Education" [12; 102-p.] will serve to.

V.I.Dolgova, G.Yu.Goleva, S.S.Pastukhovas in his article cited the fact that self-assessment depends on self-esteem. These two concepts are complementary to each other, emphasizing the inextricable dependence of 7 on the part; [25-3-p.]

L.L.Alekseeva emphasizes that the main content of assessment in elementary school is as follows:

formation of self-esteem (knowledge of one's own abilities, the ability to adequately assess the reasons for the success or failure of one's studies, see one's strengths and weaknesses, self-esteem and the ability to believe in success;

formation of motivation for educational activities (social, educational, cognitive and external motives of the professional, interest in new things, methods of solving problems and acquiring new knowledge, motivation for achieving results, desire to develop their own abilities) in the form of a form 3 of the form of a form.

Based on international experience "liberalization of the educational process in the primary education system and testing of the experience of teaching subjects on a competitive basis in it" [8; 239-243-p.] a wide emphasis is being placed on such directions as the model. Self-assessment is a clear example of liberalization of the educational process. Through the liberalization of the learning process, in students from elementary grades: responsibility and flexibility; communication skills; creativity and curiosity; critical and systematic thinking; use of information and media; interpersonal relationships; identify, formulate and find solutions to problems; self-orientation and social responsibility are formed and developed in Form [6; 524-533-p.]

The fact that students learn at school means not only acquiring new knowledge, but also being "proportional to the educational process, the level of general assimilation in the classroom." In doing so, readers are compared to the other reader and thus evaluated. But from the very first days of school education in students and their parents there is hesitation, abstraction, and the inability of their child to master at the required level, development in the educational process creates alarming questions about the norm. If their children receive an unsatisfactory assessment, this creates problematic situations for many parents. The existing assessment system does not provide detailed information for the parent so that he can help his child in exactly what area.

Students express their opinion on the educational environment and attitudes created in the lesson through self-assessment. As a result of this: the teacher's attitude towards students: politeness, the ability to find a language; the attitude of students towards each other: mutual assistance, respect, solidarity; the attitude of students towards the teacher: such aspects as respect, discipline, hearing serve to form a general picture based on the results of self-assessment, to diagnose the lesson in.

Self-assessment shows the areas of reading, Learning, Mastering of the student in the

educational process, instills the student's independence, confidence in his abilities, assertiveness, a sense of responsibility. It also clearly shows the reader the amount of failures, shortcomings in mastering. Self-assessment will show the student in detail all the requirements and determine all the possibilities and limits of mastering. Through self-assessment, the reader will indicate the sources of the mistakes and shortcomings that he made during the study. Researchers argue that in order to direct students to the activity of independent cognition, to realize that their independent cognitive activity is an integral part of the educational process, as well as personal development, it is necessary first of all to teach self-assessment. Through it, the reader forms the "concept of personal education", motivation for the development of his personal "I" increases, an opportunity is given to analyze his strengths and weaknesses, to regularly analyze development opportunities, as well as problem points. Self-assessment acts as a tool that develops the concept of personal education, a tool that develops new learning strategies for students and provides objectivity, impartiality, purposefulness aimed at assessing for the teacher.

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