

MONITORING STUDENTS' KNOWLEDGE THROUGH USING INFORMATIVE PROGRAM TOOLS

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Abstract: *this article discloses the monitoring of student knowledge using informative software tools. Scientists call the XXI century a century of information technology. Some recommendations are given: the study of the effectiveness of students' assessment of computer technology was continued in an expanded manner. It is also important to increase the information and communication capabilities of higher education institutions and enrich the technical base of the university. In some universities, each student must have a personal computer (laptop).*

Keywords: *computer, informative software tools, monitoring, knowledge, student.*

МОНИТОРИНГ ЗНАНИЙ СТУДЕНТОВ С ПОМОЩЬЮ ИНФОРМАТИВНЫХ ПРОГРАММНЫХ ИНСТРУМЕНТОВ

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Аннотация: *в данной статье раскрыт мониторинг знаний студентов с помощью информативных программных инструментов. Ученые называют XXI век веком информационных технологий. Даны некоторые рекомендации: исследование эффективности оценки компьютерных технологий студентами было продолжено в расширенном порядке. Также важно наращивать информационно-коммуникационные возможности высших учебных заведений и обогащать техническую базу вуза. В некоторых университетах у каждого студента должен быть персональный компьютер (ноутбук).*

Ключевые слова: *компьютер, информативных программных инструментов, мониторинг, знания, студент.*

From the history we know that human civilization has undergone various periods, rocky times, hot times, iron eras. This sort of burst of time was, of course, the product of the labor weapon. The fact that scientists call the 21st century as the age of information technology is the fact that today the main weapon used in all aspects of social life is computers, or in other words, information technology. Of course, this is a mystery to most people. Some experts have been reluctant to read a book because of computers, particularly computer games, saying that children prefer to go to the internet café rather than go to school. However, it is interesting that nobody speaks of the solution to this problem. At any rate, the use of information technology is inadmissible.

The great Indian philosopher, politician and philosopher Mathama Gandhi said: "If I want to ventilate the room, I have to open the windows to allow fresh air, but dust will also come into the room with fresh air." [1] If we take a deeper look at these puzzling words, we are not dealing with a problem facing today (computer technology), but we must subordinate ourselves to compel us to work for our benefit we understand that it is necessary.

You just have to look at the problem from a different angle, but the problem is not the computer technology but the learning itself. Perhaps the education system in Uzbekistan has failed to meet today's requirements. The primary issue of education informatics is the problem of creating an automated system for evaluating students' learning. Why automation is a major problem, and this is the most difficult task. Creating electronic books, e-books, and electronic deanings is not a problem, and it has already been resolved. One of the most important tasks in the process of creating computer systems for teaching is the organization of knowledge control. Of course, computers serve to facilitate our lives, but it is natural that there are various obstacles to using in educational purposes. Ensuring that knowledge is as objective as possible on a computerized basis depends largely on the right choice of evaluation methodology. The correct method of the method allows you to get reliable information about their knowledge, taking into account their individual abilities. Control methods and evaluation models are interrelated. The knowledge we need to make in our students is based on an educational objective.

Knowledge management is based on these educational goals. Selection of knowledge assessment methods should also include educational goals. When creating an automated appraising apparatus, the key issue we need to consider is to create a correct algorithm that identifies learning objectives. What models should be used in the knowledge-based computer system? It depends on how much information about the student and his work in the automated system.

Here's how to implement a computerized test:

Introduction of computer testing not only demonstrates the level of preparation of the student, but also entails deeper knowledge acquisition and stimulates independent work. Daily testing makes it easy to carry out current

supervision, all of which are evaluated in accordance with the rule, the assessment is quick (within only 20 minutes), which ensures that students do not get bored.

Interim controls during the semester will help identify the weaknesses of each student. This makes it easier for them to organize their own business in time.

The results of each student's final exam results in increased competitiveness and motivation in the learning process, and increases students' sense of responsibility for their level of knowledge.

All of this, in the end, will result in improved educational efficiency and improved vocational training of graduates.

The research on the effectiveness of student knowledge based on computer technology tested our work by demonstrating that the development of an automated system for student self-knowledge, its widely practiced, all the costs of doing so, whether it be financially Everything is spiritually justified. The experimental trials have proven the hypotheses we have propounded. In particular, the fact that the first part of our hypothesis, that is, automatic logging of the assessment can reduce the total time spent on the control and evaluation process several times, can be found in the above. Computerized control reduces the time spent on the evaluation to double the cost;

The fact that the teacher checks the performance of the evaluation is evidence that we can save the time spent on working on it and gathering new knowledge on science, the proof of interview and interview with teachers We have gained over

Automated assessment of students' assessment can result in reduced stereotypical risk situations. The proof of this hypothesis is evident in the results obtained. The results of students' surveys also show that students prefer to pass exams on computer rather than teachers;

An automated assessment scheme can be an effective tool to counteract fake (artificial) assessment that may occur during conventional assessment. This hypothesis was proven in the third stage of experimental testing. Even if the students are in a very poor position, not all team members are likely to fall from the exams, and 30% have to pass the exam at a satisfactory level. Nevertheless, the teacher itself is responsible for the lower performance. Whatever happens, the experimental computer control is more objective than normal control.

In the study, we recommend that: Research on the effectiveness of students' assessment of computer technology should be continued in an expanded manner.

It is also important to increase the information and communication capacities of higher education institutions and enrich the technical basis of the institution. In some universities, each student has to have a personal computer (notebook). The educational institution should provide students with computers.

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