LEVELS OF KNOWLEDGE ACQUISITION OF STUDENTS IN THE PROCESS OF TRAINING

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Abstract. The levels of knowledge acquisition of students in the educational process can be classified as follows:

1. Entry level: students receive basic knowledge and basic concepts within the chosen field of knowledge. At this level, they will get acquainted with the basic theories and concepts associated with the field of Science and will have the initial skills to work in this field.

2. Intermediate level: at this stage, students continue to develop their knowledge and skills by delving deeper into the field of science. They deepen their knowledge, learn more complex and advanced theories and techniques, gain experience in independent work and research.

3. Higher level: at this stage, students become specialists in their subjects. They have deep knowledge, understanding and experience in their chosen field. At this level, students can actively participate in research, projects, and contribute to the academic community.

Keywords: teacher, problems, knowledge, specialists, educational materials,

Introduction: In the design of the process, the educator, as a technologist, should clearly establish the goal in each session, take into account the levels of student mastering activity, the scientific language of Science statement in the content sorting of the educational materials being carried out, select the appropriate organizational forms and organize an effective educational process within the established time frame. In order to carry out educational and cognitive activities in accordance with the requirement of this indicator, it will be necessary to prepare for it separately in advance. It is impossible to technologize this process without pre-processing the process of training in general, without considering the possibilities of managing its final results in relation to unfavorable situations that arise during training, without pretending to correspond to the educational goal.

The assessment includes current, intermediate and final control. Current control provides continuous reconnection and is usually conducted without evaluation, so it is involved in knowledge formation. Reconnection in pedagogical technology serves not only to correct the teaching process, but also to clarify the educational goals. In final control, the level of achievement of the planned training goals is assessed. Rating control can be oral, written, and test-based.

The assessment that a student receives in written and oral supervision is sometimes objectionable. In the practice of knowledge assessment, educators take into account the average level of the group. Therefore, in weak groups, grades usually turn out to be raised, in strong groups they turn out to be lowered.

Written control allows you to teach the level of assimilation of educational material in a documentary way, and also allows the student to express his thoughts on paper. External written control, carried out with the involvement of two to three independent experts to check their work, allows you to

evaluate close to an objective assessment in the presence of specific criteria.

However, the traditional method of verbal and written control of knowledge has certain disadvantages: on the exam, the student answers 3-4 questions of the given ticket, while the Grade is put to know the entire academic subject, a 5-point scale was used. Oral and written control does not always ensure the objectivity, accuracy and reliability of the assessment of knowledge, an oral survey requires a lot of time, written work is associated with the fact that educators spend a lot of work on their examination.

In recent years, methods have been developed in pedagogical science to adequately increase the objectivity, reliability of verbal and written control of knowledge. But even with this in mind, oral and written examination of knowledge remains not technological enough, it is difficult to automate them with computers. In this ratio, the control of knowledge in a test method, surpasses them several times.

When properly organized, the pedagogical test will have the effect of objectively assessing the knowledge of students. The pedagogical test is a pedagogical measurement weapon that allows you to accurately and reliably assess the results of training on a full basis. Such an assessment can be carried out only due to a qualitative test, compiled, verifiable and brought to the norm, following scientific requirements. Conducting a Test can have a huge impact on the conduct of training and its results. Quality tests increase cognitive activity, determine high goals in student activities.

It is also important to effectively use a rating system that includes advanced tools of knowledge acquisition control. The rating system for monitoring the quality of student knowledge is understood as a set of interconnected guidelines and rules of the approach to assessing the progress and results of teaching each student in the same form. In the structure of rating control in higher educational institutions, the following are expressed:
- control types (current, intermediate and final);
- control methods (oral, written, test, perform certain actions);
- the minimum number of assessments during the periodicity and training period;
- evaluation criterion;
- rules for combining certain grades of the student for the final grade in the subject being taught;
- results formalization rule and other guidelines;

The goals and objectives of the introduction of a rating system in higher education institutions are usually to create conditions for achieving the following results:
- appropriation of state educational standards requirements by students;
- ensure impartiality and continuity of knowledge assessment;
- activation of cognitive activity in students, the formation of the desire to achieve achievements in their studies, regular involvement in independent work;
- coordination of the results of educational activities with the determination of the position of students on achievements in the study process, encouraging them for their achievements in reading;
- ensure a comparison of teaching results.

The advanced student knowledge assessment rating system must meet the following basic requirements:
- taking into account the specificity of the stage of continuing education;
- implementation of gross control, not individual parts of the academic discipline;
- to apply a multi-point criterion of grades in order to better stratify students in terms of their educational achievements;
- the primary assessment made by the educator should not be associated with complex mathematical calculations, it should be laid by the educator on the basis of pre-developed criteria in the educational institution;
- establishing the necessary mandatory number of oral, written and test controls in all subjects during the teaching period, the results of which, based on the instructions of each educational institution, enter the final rating assessment;
- rating systems ensure that the results of training at a certain stage limit can be compared, etc.

As you know, when teaching in the same conditions using the appropriate methodologies and the available opportunities in full, students will have different levels of mastering indicators. The

main reason for this is that they are in the diversity of their abilities.

B.Blum's studies found that high-ability individuals gave high results, while those on average gave higher averages. In this, it can be seen that the time consumption is also different: it would be necessary for the gifted to have less time to master the learning material, for the averages more time than them, for the free ones the most time. In traditional education, there are two ways to get out of this discrepancy: the first is to achieve the level of assimilation, leaving the second year, and the second, to achieve high efficiency in education by dividing group students into homogeneous groups.

B.Blum puts forward the idea that, in contrast to traditional education, the choice of an effective setting of an educational setting can be achieved to the fullest through increasing the pace of study in the first place. Under such conditions, the difference in mastering between strong and empty is sharply reduced. In order for the entire existing group of students to achieve high results in a full-fledged mastering model, the results from the study goals must be expressed at the higher levels, respectively.

Pedagogical technologies guarantee the acquisition of the level of reproductive change in education. The student makes the most of the problematic methods and techniques of teaching in the traditional methodology in obtaining productive (productive) and creative mastering degrees. When creating pedagogical technologies, it is advisable to use rich experience and advanced pedagogical processes in traditional teaching methodology.

The pedagogical department, starting with the design of the chapter, first of all, it is necessary that it correctly determines the criterion, knows how to calculate the basic state of operation in this model. After that, it is necessary to categorize the goals of the course, develop in sequence the receipt of clarified results from its goals and, in accordance with them, prepare diagnostic tests, determine the units of training in which the material to be studied in parts, analyze them and re-develop them for study. Once the units of training are identified, it is necessary to determine one by one what results to achieve in their study, to carry out test controls of a diagnostic nature to check the results achieved, and the results of this control should not be evaluated. In doing so, only learned, unexplored criteria are evaluated and necessary corrections are made.

At the next stage, each test organizes a Re-study on the teaching methodology, which is new to students in correcting errors and shortcomings in their answers. The implementation of this methodology is carried out in the following sequence: introductory part, preparing students for education in a full-fledged mastering methodology and generating incentives in them, training in each unit of study with a focus on full mastering, assessing the full appropriation of educational material in each student and interpreting the grade placed on each student.

The unit of the designed learning process is separated into two sub-projects. The first part is carried out on the basis of clearly expressed goals, such as explanation, display, interpretation, justification, formation of concepts, their knowledge, implementation, as in traditional education. In the second, current tests are taken on each studied unit of study. Testing has a diagnostic significance and serves as a feedback, the purpose of conducting it is to make adjustments, make fillings, for which additional training measures are prescribed. According to the Test results, students are divided into two groups: a group of those who have achieved full mastery and a group of those who have not.

Copyright holder of the Getty Images Image caption Not all Taliban agree with this, they can be used to make them more attractive and attractive, as well as to make them more attractive. In order for these exercises to be as effective as possible, they can be used and applied for practical purposes, both practical and practical, and for individual purposes. For those who are interested in conducting a survey, additional data is provided that cannot be used during the survey. In navadvipa, two gurus enter into an Alliance together.

Unlike other types of activities that are not related to physical labor, human activity in this area is not limited. According to the nature of the use of Arabic words, they can be divided into two types: nomaksul and maksuldor. According to one of them, noma's Faith for a Darkness takes advantage of this process, and the fact that it cannot be implemented is that it cannot be implemented in other conditions.

The Taliban constantly face violence from mafia groups. In two-dimensional graphics, the game takes place in the fictional Marvel Comics universe, where the action takes place in the

fictional Marvel Comics universe. If the noma_sultable action is not performed, the logical noma_sultable action can be performed based on the noma_sultable technique.

At the same time, according to the expert, it is necessary to take into account that in order to improve the quality of education and the quality of education, it is necessary to improve the qualifications of graduates. Thus, first of all, attention is drawn to the fact that the requirements imposed on participants and participants in mass riots do not correspond to reality.

Copyright holder of the Getty Images image caption the Taliban are calling for a response to the UN demands:

- democratization of education, development of pedagogy;
- the use of didactic learning technologies in the mazkur process, mugams, modules, loyas, etc., which allow you to train and train talented and talented gurus, organize creative activities;
- individual talent development activities aimed at developing talents-methodical activities aimed at developing talents in the interests of each of them.;
- comparative analysis of modern pedagogical and pedagogical technologies, which allows us to identify patterns in the formation and functioning of students studying in the specialty "Pedagogy and Pedagogy".;
- Taliban Muslims professing Islam and professing Islam in Mecca, as well as Muslims professing Islam, professing Islam, professing Islam, professing Islam and professing Islam in Mecca.

The degree of mastery of the batafilra may vary depending on the level of knowledge. In addition, according to this principle, student learning and development is an ongoing process in which degrees can overlap and overlap with each other.

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