

## THE IMPORTANCE OF TRIAL LESSON TECHNOLOGY IN THE LITERARY EDUCATION PROCESS

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**Abstract:** This article examines the role and significance of trial lesson technology in the literary education process. Trial lessons serve to develop students' skills in perceiving literary works, analyzing texts, and thinking independently. This technology enables the application of innovative approaches in education, the integration of theoretical knowledge with practical activities, and the strengthening of interactive cooperation between teachers and students. Through trial lessons, the effectiveness of identifying and assessing students' knowledge levels, creative potential, and speech culture is enhanced.

**Keywords:** literary education, trial lessons, pedagogical technology, interactive methods, literary analysis, innovative approach, student engagement.

### INTRODUCTION

Monitoring the extent to which students have mastered knowledge and their ability to apply it in practice in various situations is one of the main types of activity in the educational process. By regularly supervising the essential skills formed during lessons, it becomes possible to make certain adjustments to learners' activities, eliminate shortcomings encountered in education and knowledge acquisition in a timely manner, and ensure that each individual achieves success in mastering the knowledge outlined in the educational program. Regular monitoring of students' acquired knowledge in

literature and the development of their spiritual and moral maturity, as well as recording achievements, mistakes, and shortcomings, provides the teacher with accurate information about learning outcomes and the level of fulfillment of literary education objectives. Considering the purpose and significance of assessing participants' knowledge, various methods of assessment are employed. The main purpose of assessment tasks is to determine students' readiness for the next stage of education. Regularly conducted assessments enable teachers to observe students' mastery of lesson content and to evaluate final results at the end of a unit or academic term.

There are the following types of assessment tasks:

- Continuous assessment – allows the teacher to determine students' readiness to master new topics.

### METHODS

Preliminary assessments are conducted before moving on to the discussion of any new issue that requires knowledge and skills acquired in previous lessons. Conducting such assessments at the beginning of the academic year and at the start of each term is of great importance. When students are distanced from learning practice for a long time, forgetting certain material is natural. Preliminary assessments help to bring to light and activate knowledge that has faded from students' memory. In order to properly organize and effectively manage the educational process, the teacher must first determine which topics need to be reviewed during lessons and what individual tasks can eliminate learning gaps. One of the most effective methods of such assessment is students' independent written work. These written tasks should not be extensive in volume and should be planned for 5-15 minutes of class time, depending on the content. Such activities, organized in the initial days, may be conducted during the first few lessons to define the

goals and objectives of subsequent lessons and to determine which topics need revision and reinforcement. In the educational process, teachers use various methods and techniques necessary for ensuring students' thorough mastery of knowledge. Continuous assessment is carried out to determine how well the learning material has been understood and mastered, and whether it is appropriate to proceed to new topics. Proper organization of assessment activities is the foundation of the effectiveness of the educational process.

The level of a teacher's pedagogical competence is also determined by how well they understand and feel the process of students' knowledge acquisition. The purpose of assessment is not to expose students' weaknesses, offend their dignity, humiliate them, or point out shortcomings harshly, but rather to ensure high effectiveness of education. Throughout the history of education, numerous mistakes and shortcomings have been observed in assessing and evaluating students' knowledge. This is largely due to the fact that many teachers lack sufficient knowledge of the methods and techniques for monitoring and evaluating learners' achievement, which leads to a superficial approach to assessment. In educational practice, students' knowledge, skills, and competencies are still evaluated using a five-point grading system. However, many teachers do not have a clear understanding of what knowledge, skills, and competencies actually entail. Due to insufficient mastery of the necessary knowledge and skills in this area, neither test-based assessment nor the hundred-point grading system has produced the expected results in practice. In global education systems, the use of test-based and hundred-point assessment criteria is based on the understanding that every mentally healthy child possesses interests and inclinations. In the educational process, it is essential to evaluate each child according to their abilities, interests, and, most importantly, their individual capacities, without diminishing their desire to learn through low grades, undermining their

morale, hurting their self-esteem, or damaging their sense of dignity. The national education system has yet to fully overcome outdated practices inherited from past societal structures in assessing students' knowledge. Adult participants in the educational process often perpetuate these shortcomings due to insufficient professional competence and lack of knowledge regarding assessment practices. These issues can only be resolved once educators acquire adequate understanding, knowledge, and skills related to new assessment criteria and innovative approaches to evaluating students' learning outcomes.

In modern pedagogy, concepts such as "grade," "control," and "assessment" no longer hold dominant significance. By general assessment, one understands the process of revealing what students know, measuring what has been mastered based on specific criteria, and evaluating knowledge and skills. In contemporary educational science, the concept of "checking" is understood as a component of monitoring the level, scope, and quality of knowledge acquisition. The notion of "control" essentially refers to evaluating the process, whereas a "grade" represents the result. A grade serves as a factor that directs students toward moral completeness and exerts a positive influence on their personal development. In diagnosing and monitoring the level of students' knowledge acquisition, principles such as objectivity, systematicity, and clarity are considered essential. Objectivity implies that the teacher evaluates learners' knowledge impartially, maintains a friendly attitude toward all students, and ensures assessment at all stages of the didactic process. Systematicity refers to the consistent organization of evaluating students' knowledge. When diagnosing, monitoring, checking, and assessing students' knowledge and skills, it is important to follow the same logical sequence in which learning has been carried out.

The system of checking students' knowledge is implemented in the following order:

- at the beginning of the academic year, the initial level of students' knowledge is determined;
- continuous assessment is organized to determine the level of mastery of each studied topic;
- re-checking is conducted, similar to continuous assessment, in order to reinforce knowledge through topics;
- intermediate assessment is carried out to diagnose the quality of mastery and the ability to generalize;
- final assessment and accounting of knowledge are conducted at the end of education;
- comprehensive assessments aim to monitor students' ability to apply acquired knowledge in solving specific practical and problem-based tasks.<sup>1</sup>

Assessment activities perform the following main functions:

**Control function** – plays an important role in identifying the level of knowledge, skills, and competencies necessary for achieving educational success.

**Instructional assessment** – is manifested through repetition of material by the teacher, additional explanations, self-monitoring during peers' responses, and increased student engagement.

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<sup>1</sup> Yunusova, M. Ta'limda baholash va nazorat metodlari. Toshkent: "Ta'lim va Ilm" nashriyoti, 2017. – 198-bet.

**Accompanying assessment** – during peers' responses, students' activity in revising learning material increases, and opportunities arise for the teacher to provide additional explanations.

**Educational (formative) assessment** – also an accompanying form of assessment that promotes systematic work, continuity of activity, formation of willpower, development of habits of activity, self-confidence, and a sense of responsibility.

## RESULTS

These types of assessment are based on curricula that rely on methods of knowledge control, with established volumes of knowledge, skills, and competencies serving as the main criteria. In today's educational practice, students' knowledge is primarily assessed through continuous and final assessment forms. Continuous assessment methods include individual questioning, written work, programmed instruction, seminars, didactic games, and daily observation. Final assessment methods include end-of-term tests, examinations, and qualifying assessments. Such a modular form of knowledge assessment has several advantages as a modern method:

1. assessment simultaneously provides opportunities for applying knowledge in practice;
2. certain aspects of assessment, when generalized, ensure greater validity and reliability of grades;

it fulfills motivating and educational functions.

Today, the test method of assessing students' knowledge has become widespread. This type of assessment encourages students to think quickly when answering questions, speeds up the checking process, ensures objectivity in evaluation, develops logical thinking, and promotes accuracy, consistency, and speed in responses. Along with its advantages, this method

also has certain shortcomings. In particular, in the process of literary education, test-based assessment does not fully justify itself. This is because literature lessons prioritize emotional education, sensitivity of feelings, responsiveness to words, perception of beauty, and the ability to express impressions and emotions verbally, rather than mere knowledge transmission or control. It is impossible to measure the health of a person's spirituality or the sincerity of thoughts through tests. The democratization of education and educational reforms require abandoning outdated methods of knowledge assessment. However, applying newly proposed methods uniformly across all subjects does not always yield the expected results. There is a need to identify assessment forms that motivate students to acquire new knowledge. The main goal of assessment is to awaken students' intrinsic need for knowledge and direct them toward independent learning. This, in turn, reflects both the ability to monitor knowledge and to approach learning material creatively and independently, as well as the capacity to determine one's personal rating – an indicator of an individual's level of self-positioning within society.

## DISCUSSION

In many countries worldwide, special services have been established to assess students' knowledge, covering three educational stages: grades 5-6, grades 7-9 (lower secondary school), and grades 10-11 (upper secondary school). The databases of these services contain approximately 20,000 test items, each aligned with specific topics.<sup>2</sup> In addition, modern education systems have developed online testing services. These platforms include sections such as "Teacher's personal account," "Monitoring students' mastery by course," "Diagnosis of learning gaps and error correction," "Information on test results," "Statistical indicators," and "Parental monitoring pages," each supported by specialized data integrated into online systems.

<sup>2</sup> Husanboyeva. Q. Adabiyot o'qitish metodikasi. Toshkent "Shafoat nur fayz" nashriyoti – 2020 yil 339-bet

Unfortunately, due to the incomplete computerization of our education system, it is not yet possible to fully utilize such objective and comprehensive assessment methods. It should also be noted that teachers are obliged to inform parents about curriculum and standard requirements for each subject. Parents should be aware of how well their children meet program requirements and fulfill educational standards. This is a professional responsibility of every subject teacher. Such cooperation ensures lesson effectiveness and increases the responsibility of teachers, parents, and students alike. It should also be emphasized that many parents today struggle to accept the rating-based assessment system used in educational practice. They often demand that assigned points be converted into traditional grades and explained. In fact, in global education systems, point-based assessment and assigning this task to computers is considered a rational approach. This method prevents students' emotional harm caused by labels such as "fail" or "poor." No one has the right to humiliate a child or damage their dignity by assigning low grades for tasks beyond their abilities. In education, everyone should be evaluated objectively according to their capabilities, and no assessment should be degrading. For this reason, the point-based assessment system has been adopted in global educational practice. Since this system has also been introduced in our schools, the concept of "grade" should be abandoned in favor of the term "point." Converting points into traditional grades is pedagogically incorrect. Providing parents with detailed explanations of the characteristics and rationale of the rating-based assessment system during parent meetings can help prevent misunderstandings. Both parents and students must adapt to and become accustomed to this system, as it is a requirement of the modern era.

## CONCLUSION

In conclusion, it can be stated that the time has come to computerize the assessment of students' and learners' knowledge in national pedagogy. Such an approach ensures fairness and objectivity as the dominant principles in educational assessment. The integration of trial lesson technology into the literary education process plays a crucial role in enhancing the overall quality and effectiveness of teaching and learning. Trial lessons create favorable conditions for identifying students' knowledge levels, creative abilities, and individual learning needs at different stages of education. Through this technology, learners are not only assessed on their theoretical understanding of literary concepts but are also encouraged to actively engage in literary analysis, critical thinking, and independent interpretation of texts. Moreover, trial lesson technology strengthens interactive cooperation between teachers and students, fostering a learner-centered educational environment. It allows educators to flexibly apply innovative pedagogical approaches, adjust teaching strategies in a timely manner, and address learning gaps more effectively. As a result, students' motivation, participation, and responsibility for their own learning significantly increase. Another important aspect of trial lessons is their contribution to fair, objective, and systematic assessment. By combining various forms of monitoring and evaluation, this technology ensures a more comprehensive understanding of students' progress and achievements. In the context of literary education, where emotional perception, aesthetic appreciation, and expressive skills are essential, trial lessons provide opportunities to evaluate not only knowledge but also students' speech culture, moral development, and creative expression.

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