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APPLICATION OF FORMATIVE ASSESSMENT TECHNIQUES AS A MEANS OF IMPROVING THE QUALITY OF EDUCATION

At the beginning of the XIX century, in general education schools of Azerbaijan annexed by the Russian Empire, the assessment system implemented in Russia was used. In the 5-point assessment system adopted in Russia not the assessment of activity in words, but the assessment of knowledge in points was described by words: 1-very bad, 2-bad, 3-satisfactory, 4-good, 5-excellent. In 1916, at the suggestion of the ministry of Public Education, the assessment by numbers was replaced by the words as "notifying parents of children's failure". After the October 17 Revolution, in the FSFSR, "the remnants of the tsar era", the assessment of the point by a word was refused, but in 1935, the 5-point system, the use of the word instead of the number (unsatisfactory, satisfactory, good, excellent) was back. From January 1944, the use of the expression with numbers from 1 to 5 was added to the 5-point rating system of numbers with words. This assessment system was used until the fall of the USSR, and in Russia, which is its legal heir, until 2009. The Republic of Azerbaijan, who gained its independence after the fall of the Soviet Union, in order to build an education system based on its national and moral values, in 1999 adopted a reform program in the field of education and started the implementation of the reform. The experts in the field of education in developed countries of the world were attracted to the reforms in the education system of Azerbaijan, and the integration of the Republics education system to the world education system was targeted. The article is devoted to the use of formative assessment techniques that serve to improve the quality of education. The use of formative assessment techniques in the teaching process creates an educational environment for students to learn, develops their discovery skills in class, ensures that students and teachers work together in a cooperative environment, students receive quality education, and the quality of teaching increases.

Key words: *formative assessment, formative assessment techniques, techniques as a means of improving the quality of education.*

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ЗАСТОСУВАННЯ МЕТОДИК ФОРМУВАЛЬНОГО ОЦІНЮВАННЯ ЯК ЗАСІБ ПІДВИЩЕННЯ ЯКОСТІ ОСВІТИ

На початку XIX століття в загальноосвітніх школах Азербайджану, анексованого Російською імперією, використовувалася система оцінювання, впроваджена в Росії. У прийнятій в Росії 5-бальній системі оцінювання

не оцінка діяльності на словах, а оцінка знань в балах описувалася словами: 1-дуже погано, 2-погано, 3-задовільно, 4-добре, 5-відмінно. У 1916 році за пропозицією міністерства народної освіти оцінювання за цифрами було замінено словами «повідомлення батьків про неуспішність дітей». Після 17 Жовтневої революції в ФРФСР «пережитки царату» від оцінювання балом словом відмовилися, але в 1935 році введена 5-бальна система, вживання слова замість цифри (незадовільно, задовільно, добре, відмінно) повернувся. З січня 1944 року до 5-бальної системи оцінки цифр зі словами було додано вживання виразу з цифрами від 1 до 5. Ця система оцінювання використовувалася до розпаду СРСР, а в Росії, яка є його законною спадкоємицею, до 2009 року. Азербайджанська Республіка, яка отримала незалежність після розпаду Радянського Союзу, щоб побудувати систему освіти на основі на своїх національно-моральних цінностях у 1999 р. прийняла програму реформ у сфері освіти та розпочала реалізацію реформи. До реформ в системі освіти Азербайджану були залучені експерти в галузі освіти розвинутих країн світу, спрямована на інтеграцію системи освіти республік у світову систему освіти. Стаття присвячена використанню методик формульованого оцінювання, що слугують підвищенню якості освіти. Використання методів формульованого оцінювання в навчальному процесі створює освітнє середовище для навчання учнів, розвиває їхні навички відкриття на уроці, забезпечує спільну роботу учнів і вчителів у середовищі співпраці, отримання учнями якісної освіти та підвищення якості викладання.

Ключові слова: формулює оцінювання, методики формулюючого оцінювання, методики як засіб підвищення якості освіти.

Introduction. The study of in-school assessment system of advanced countries created Azerbaijan model of assessment based on national and moral values. Transition from the school of memory to the school of thinking has started in educational institutions. With that, the use of formative assessment implemented for monitoring the activities of students and increasing the level of transformation of the acquired knowledge to the skills, the quality of education in educational institutions, has come to the agenda.

Formative assessment techniques entered the educational system of the Republics that gained the independence, as a result of the joint activity of the USA and European experts and new experts. In this regard, the use of formative assessment techniques has attracted attention in recent years.

Brief information on observation, misunderstanding check, choice test, formative test techniques can be found in (Veysova, 2013: 47) on verbal assessment (oral feedback), written comment (written feedback), mini-test, mini-essay, formative inquiry, traffic light techniques in (Azərbaycan Respublikasında monitoring, 2002: 21) (compilers: P.Kh. Shakirov and others).

In the paper, the character of information about techniques is revealed, expanded and enriched with tasks and this ensures an increase in the motivation of students to learn.

The article analyzes the use of formative assessment techniques in monitoring the student's activity in the classroom and assessing the level of transformation of acquired knowledge into skills. This approach allows the teacher to create positive motivation in the process of teaching a new subject (realization of the sub-content standard) in the background of raising the way of thinking in students, engaging them in learning, expressing their opinions openly, encouraging them to learn, giving feedback, and determining their level of mastery the quality of teaching in a short period of time. From this

point of view, the techniques used in the course of the lesson suggest the cooperation of the teacher with the students, and even bring forward the improvement of the techniques used in one way or another. The use of techniques in the lesson increases the responsibility of the learning and teaching parties. Involvement of students in the preparation of theoretical material and practical work in accordance with the requirements of the techniques increases their activity and creates laborious relations with the teacher. Every technique used appropriately in conducting formative assessment ensures that the school achieves its goals – the student receives quality education and the quality of education is improved.

The development degree of the problem

The use of formative assessment techniques in the course of the lesson was considered in the methodical materials) (Veysova, 2013), P.Shakirov and others (Adıgözəlov A.S., Mahmudov N.M. Ağayev N.A., 2015), (Abbasov Ə., 2014; Mərdanov M.C., 2003, and others), N. Mahmudov, S. Nasirova (Mahmudov N.M., Nəsirova S.N., 2021), Abdullayeva C., Mahmudov N. (2024). This is where formative assessment techniques are used as a means of improving the quality of education. At the same time, this topic has not yet been exhausted for consideration, since many educational technologies associated with an increasing volume of information have appeared.

Methods

Several methods were used in the work under consideration. During this assessment the methods as task giving, observation, verbal assessment, written feed-back and their technique were given in detail.

Goals and objectives

The transition to the implementation of new educational programs (curriculums) in the general educational institutions of our country brought to the agenda the assessment of students' daily learning activities in the educational process, not in numbers, but in words.

Verbal assessment of the activity directly serves to improve the quality of education.

Monitoring and verbal assessment of student's activities in the course of the lesson and outside of school is carried out through formative assessment, which improves the mastery of state's educational standards and the achievement of the school's goals.

Formative assessment is carried out with the aim of monitoring the learner's activities aimed at mastering the content standards, defined in the educational program (curriculum) for each subject, identifying and eliminating the difficulties faced by him in this process, and serves the correct direction of teaching through the monitoring of student achievements. The teacher adjusts the teaching process by formative assessment and helps students master the content.

During this assessment, assignment, observation methods are used and relevant written notes are made in the teacher's informative assessment notebook and student's handbook regarding the result. At the end of the half-years, the teacher prepares a short description of the half-year activity of the student based on the notes made by the teacher in the formative assessment notebook, this description is kept in the personal folder of the student in the general education institution (The procedure of attestation, 2018).

It should be noted that during the formative assessment, other means (methods, techniques) are used for assigning tasks, in addition to the assignment observation methods. In this regard, it is considered necessary for every teacher to be familiar with formative assessment techniques and to use them effectively in the teaching process. Experience and observations show that the results of mathematics teachers who use these techniques regularly and purposefully exceed the results of their colleagues who teach traditional classes in terms of quality.

Using formative assessment techniques allows the teacher not only to assess the learning process, but also to identify the difficulties they encounter and to use the teacher's help to overcome them. This has a positive effect on improving the quality of education. In mathematical classes mainly the formative assessment methods given below are used.

Observation technique. Observation technique is one of the important methods of formative assessment. In this way the teacher can gather enough information about the student's activity level, as well as his relationship with his classmates, to assess his level. In terms of formative assessment technique, two observation methods, formal and informal type of observation methods are used.

Formal assessment method can be used when listening oral answer representation, watching the role

playing, working with pairs, the intra group activity of the learner.

When using the formal observation method it is necessary to direct the students attention by saying that you are evaluated, if you do not understand the information you received, express your opinion. For example, if a student talks to his friend or looks out of the window during a written task, it can be thought: may be he is consulting with his friend about writing the continuation of the task and thinking about what to do, or he does not feel like he is in the classroom. Then he should be directed to do the task.

Non-formal observation observes students' performing some task in the classroom or outside the classroom and writes the course of the observation in the observation diary. For this purpose, during the course of the lesson, one or two students are selected, their positive and negative actions are recorded, and the observation is continued until information about all the students are obtained. During the analysis of the data received during the observation, the teacher notices that the skill level of the students in the class has increased.

1. **Verbal assessment (verbal feed back)** being one of the common and most used types of in-class assessment is a verbal assessment of the feedback created verbally by the teacher to assess the level of answering the theoretical question or completing the task of the learner during the lesson. This time the teacher noting the learner's mistakes and assessing his activity not by the scores but with few words of encouragement gives him an incentive to work for better results verbal feedback created by the teacher has a positive effect on the learning ability of the student and the quality of education.

Written comment (written feedback) being one of the important tools for assessment is the teacher's comment when considering the task executed by the student based on the criteria of assessment of formative assessment means according to the character of the obtained result. These comments should be clear and instructive for the student and should create motivation for his development. For example, we appreciate the teacher's assessment of the correctly completed part of the tasks during the checking by writing encouraging words with a colored pen that creates a positive aura, separating the part that needs to be worked on with another colored pen and giving advice by mentioning certain theoretical material, and if it is necessary, to explain it based on an example (Veysova, 2013; Abbasov Ə., Cavadov İ., 2014).

It should be noted that verbal and written feedback techniques are used not only in the teaching of exact subjects, but also humanitarian subjects.

Techniques for checking comprehension. The technique of checking comprehension is used to determine whether students understand the rules, properties, concepts learned about the taught subject correctly or incorrectly. This process is carried out as follows. The teacher intentionally presents learners' misconceptions or erroneously predicted judgments about concepts, rules, properties and processes. Then he asks them to indicate whether they agree or disagree with what presented and, if possible, present their approach.

Note that there may be several variants of the techniques used. The teacher should be able to use each of them appropriately. There are two variants of this technique and we will explain using each of them based on examples.

Variant 1. The teacher writes the task on the board and its answer in 5 options. These answers are compiled based on the mistakes made during the execution of the task.

For example, find the incorrect statements given below, point out the error and replace them by the correct ones.

1. A linear equation with two variables has one solution.

2. The solution of the system of equations with two variables is a straight line.

3. The system of linear equations $\begin{cases} x + y = 1 \\ x + y = 1 \end{cases}$ has no solution.

4. The system of linear equations $\begin{cases} x + y = 1 \\ 2x + 2y = 2 \end{cases}$ has two solutions.

5. The solution of the system of equations $\begin{cases} 5x + y = 3 \\ x - 2y = 1 \end{cases}$ is (5;1) and (1;-2).

6. The system of equations $\begin{cases} -3x + y = 0 \\ 3x + 4y = 4 \end{cases}$ has an infinite solution.

The teacher asks the students whether they agree with what was written and offers to explain their points of view.

For example, students present their opinions like this: The first statement is not valid. Because the graph of the linear equation with two variables is a straight line and there are an infinitely many points on it. The proposition in the second statement is incorrect, in the system of linear equations with two variables every equation represents a straight line and the solution is found in the number set. In the third task the statement is incorrect. Here, the system of equations has infinite solutions, since the straight lines described by the equations coincide.

The statement given for the fourth task is incorrect. The system of equations has an infinite solution. Since the equations given in task 5 have different slope coefficients, it has one solution instead of two. In task 6, since the slope coefficients of the equations are differ-

ent, it has a unique solution but not infinitely many solutions.

In the course of the discussion, the correct answer is determined and it forms the ability of students to use knowledge.

Variant 2. Students are given the task of analyzing the solution of the tasks to find the made error in the tasks they have performed.

The teacher should take into account the typical mistakes made by most learners when composing the tasks.

For example: find the mistakes while opening the parentheses.

$$1. (3x^2 + 5xy - 4y^2) \cdot 6xy = 3x^3y + 30xy - 24xy^2$$

$$2. (3x^2 + 5xy - 4y^2) \cdot 6xy = 18xy^2 + 30xy^2 - 6x^2y$$

$$3. (3x^2 + 5xy - 4y^2) \cdot 6xy = 18x^2y + 30x^2y - 4xy$$

Some of the students show the mistakes made in the proposed tasks during the allotted time and present the correct solution, while some of them fail because cannot apply the property of the product of powers with equal bases when multiplying a polynomial by a monomial. As a result of discussion with the students, the teacher achieves the correction and understanding of mistakes. The students understand the properties and acquire the ability to apply them.

Mini-test. A mini-test, a small number of tasks is used to assess the actual knowledge, skills and habits of the students on a certain part of the studied subject (of the learning goal of the realized sub-content standards of the content). A maximum of 5 minutes of the lesson is allocated for mini tests. The students write the tasks in the note-book and record their results on the answer sheet (Veysova, 2013: 62).

For example: in order to assess students' ability to use knowledge during the teaching of the subject of "mixed numbers", they are offered 4 level of tasks to be solved in 5 minutes.

1. Choose the proper fraction.

a) $\frac{16}{13}$ b) $\frac{17}{18}$ c) $\frac{4}{4}$ d) $1\frac{1}{5}$

Answer: _____

2. Choose the mixed number.

a) $\frac{16}{13}$ b) $1\frac{17}{18}$ c) $\frac{4}{4}$ d) $\frac{1}{5}$

Answer: _____

3. a) convert the mixed number $5\frac{3}{14}$ to an improper fraction.

Answer: _____

b) Convert the fraction $\frac{61}{13}$ to a mixed number.

Answer: _____

4. Find the value of the expression $\left(\frac{13}{22} + 1\frac{9}{22}\right) - \frac{5}{22}$.

Answer: _____

The teacher collects the answer sheets and assesses the results. As a result of checking he discusses the questions that cause the most serious difficulties and makes notes in the learners notebooks. The teacher can choose multiple-choice and open-type test tasks.

1. Closed-type test tasks are given in terms of the problem and answer options, one of the answers being correct, and the remaining ones being the answers obtained as a result of mistakes made in the solution process. When solving these types of tasks, the student chooses not his own answer, but one of the proposed answers, i.e. the answer he considers to be correct.

For example: which of the following sequences forms a series?

- a) 1, 3, 5,... b) 1, 3, 9,... c) 0, 1, 1, 2, 3, 5,...

2. In open type test tasks, there is no answer, the student solves the task independently and writes the result as an answer.

For example:

1. Find the sum of the smallest three-digit number and the largest two-digit number.

Answer: _____

2. The width of the rectangle is equal to the side of the square. Calculate the area of the square if its perimeter is 24 centimeters and the length of the rectangle it twice its width.

Answer: _____

The teacher collects the answer sheets and assesses the result. As a result of the checking, the most different questions are identified, analyzed and recorded in the student's note-book. The given tasks maybe multi-choice or open type. It is chosen by the teacher according to the learning objective.

1. The multi-choice test tasks are given with the problem condition and ready-made answer options. One of the answers is compiled from the correct, the other ones are compiled from the distractors obtained as a result of errors made in each solution process. The student solves the task and chooses the answer corresponding to the answer he received among the proposed answers.

For example:

1) Calculate the value of the expression:
 $15 \cdot 16 + 41 \cdot 24 - 16 \cdot 26$.

- A) 808 B) 1640 C) 818 D) 673 E) 54

2) The piece MN with a length of 38 cm was divided into 2 equal part by the point O. Find the distance between the midpoints of the pieces obtained.

- 3) A) 19 B) 95 C) 285 D) 18 E) 27.

2. Unlike multi-choice tasks, open type test tasks do not have a ready answer, the student solves the task independently and writes the result as an answer.

For example:

1) Find the number equal to the sum of its different divisors from the numbers 6, 10, 18.

Answer

2) A rectangle was divided into a square and a rectangle. Calculate its area if perimeter of the square is 24 cm, and the length of the rectangle is twice its width.

Answer.....

The teacher uses the results of the mini-test conducted during the lesson in the next phase of the lesson, and the tests conducted at the end of the lesson, in the next lesson.

Selection test technique. The selection test technique is used to re-explain or to continue (to move to the next part) a certain part of the topic. For this, the teacher distributes the cards corresponding to the answer options of the task prepared in advance to the students. 20 seconds are given to solve the task. As soon as the time is up, the sheets are collected and the students hold up their cards with correct answer, with the letters A, B, C, D.

For example: calculate the value of the numerical expression $18 - 18 : 18$.

- a) 17 b) 18 c) 0 d) 19

The teacher discusses various answer options with the students. If necessary, a learner solves the task on the board and gets the answer. The teacher directs the students' attention to the mistakes made and their elimination. Based on the answers, received, the teacher determines the level of understanding of content (achievement of the expected learning outcomes) of the students and this allows to make a decision whether to re-explain the topic or to carry out the next action (step).

Formative test technique. In the course of the lesson, to assess the students' skill level related to the taught subject (realized learning objective) composed of 4 levels, a formative test is used.

The teacher divides the students in the class into small groups of 4–5 people by natural selection. The group members are given a notebook with tasks (1) and a sheet to the answers (2). Students first discuss the test tasks in their groups and then complete them in their sheets and make appropriate notes on the answer sheets. At this time, they are told that they have the right to write the answer they think is correct on their answer sheet if they do not agree with the answers of the group members (Hüseynova, 2018; Abbasov Ə., Cavadov İ., 2014).

For example: **Topic: Distributive property of multiplication.**

Distributive tasks are offered to the separated groups.

As an example, a variant of distribution material is given.

1. Divide into multipliers based on the distributive property of multiplication.

- a) $4 + 4 \cdot 5$ b) $6 \cdot 7 - 36$ c) $56 - 42$
d) $ab - ac + (b - c) d$

2. Calculate.

$$12 \cdot 18 - 16 + 7 \cdot 24$$

The task execution algorithm is posted on the board:

1. Take the common multiplier (if there is) outside the parentheses.
2. Test the applicability of the distributive property.
3. Consider applying the grouping (taking in to parentheses) property.
4. Check the result obtained by applying the distributive property.

The verification procedure can be carried out as follows:

The teacher shows the answers on the screen by IT (or writes them on the blackboard). Checking the tasks is organized as follows:

1. Students mutually assess the sheets on which they have solved the task.
2. Under the supervision of a consultant selected by the teacher from each group, students perform self-assessment. Each learner writes a positive sign in front of each right answer, writes a negative sign in front of the wrong answer and makes notes about the plus and or minus signs in the self-assessment journal.
3. The teacher assesses the executed works.

Formative inquiry technique. This method is a checking technique and is carried out immediately after the presentation of group learning material or any activity.

The teacher asks additional questions such as why?, for what?, how?, to make clarifications.

For example: Topic: Comparison of fractions.

After explaining a new topic, the teacher asks the students the following questions.

1. Which of the fractions with equal denominators is greater?
2. Which of the fractions with equal numerators is greater?
3. How to get a fraction equal to a fraction?
4. How to express the main character of a fraction?
5. How to compare fractions with different numerators and denominators?

After explaining the new material, the teacher asks:

1. How to bring the fraction to a new denominator?
2. Which number is called a complementary multiplier?

For example: Topic: Adjacent and reciprocal angles.

After explaining the new lesson, the teacher asks:

1. Which angles are called adjacent angles?
2. Which angles are called reciprocal angles?
3. What can we say about the sum of the angles of two adjacent angles?
4. What can we say about the sum of the angles of two reciprocal angles?

As can be seen, answering the questions indicates the level of understanding of the subject and the extent to which learning outcomes have been achieved.

Traffic light technique. In the course of the lesson, students use red, yellow and green cards corresponding to the color of the traffic light to indicate that they understand (knowledge) or misunderstand (non-knowledge) the theoretical and practical material studied, it is called the traffic light technique. The teacher prepares color cards for the group to use in the lesson and presents them to each student. The teacher explains the purpose of using colored cards:

The teacher asks the student who holds up a green card: What did you understand.

The learner answers: "I am working normally", "I can".

Students who raise a yellow card are asked the question? Something is not clear to you?

The learner answers: "I have difficulty", "I have a question but I can continue my work".

The students who raise a red card are asked: What is not clear to you?

The learner answers: "I need help, I can not continue my work".

For example, the teacher offers to execute the task and this time to raise the colored card according to the situation. When the student raises the red card, the teacher approaches him and provides the necessary help based on the example. When they raise a yellow card, the teacher gives them feedback by giving an explanation. When a green card appears, the teacher approaches them and looks at how they are working, it may be that they are doing something wrong, and then he gives them the necessary help.

Depending on the answers of the students, the teacher makes a decision either to study the subject again (repeatedly) or to strengthen it, or to continue studying the material according to the program.

There are two types of verbal inquiry which are conventionally referred to as A type and B type. This inquiry requires students to perform a variety of mental activities.

A type inquiry – the learner should know by heart the answers to the theoretical questions related to the basic course. For example: abbreviated multiplication formulas, properties of natural power, multiplication table, relationship between units of measurement.

When teacher asks who knows the multiplication table? the green color means “I know”, the red color means “I do not know”, and the yellow color means “I am not sure” (Mərdanov M.C., 2003: 52).

The teacher once again tells the students to remember the answers to the questions related to the basic course: our main task is to achieve more green signals and red signals during the lesson. This shows that our level of using the knowledge we have gained has increased. The teacher warns the students: summative assessment is coming.

B type inquiry involves the ability to solve type problems. Here the green color means “I can”, the red color “I can not”, the yellow color “I am not sure”, etc. Writing the solution to type problems on the board prompts students to give a green signal.

For example: Topic: Parts. Common fractions.

On his birthday, Mehdi divided the cake into 8 parts and distributed it to the participants. How many people attended the birthday party and what part of the cake each participant got?

Rasul: the cake was divided into 8 equal parts among the participants. The number of participants including Mehdi was 8 people.

Gunay: since there were 8 participants including Mehdi, each of them gets $\frac{1}{8}$ of the cake.

Solve the problem. On the first day the car traveled the $\frac{5}{13}$ part, the second day the $\frac{6}{13}$ part of the road. If the length of the road is 520 km, how many kilometers should the car travel on the third day?

After solving this problem on the board, the teacher writes a similar type problem on the board and calls the student who showed a green signal to the board. After each new problem, the number of green signals increases and the number of red signals decreases. After solving a certain number of type problems, if only green signals are given, then lesson is continued, otherwise, when red signals are given, explanatory solving of additional tasks and repetition of the process is considered appropriate.

Each teacher should be able to use formative assessment technique in his activity. This ensures that students receive quality education and improve their level by reporting the teacher’s level of competence. Responsibility makes it necessary for the teacher to clarify the answers to a number of questions for himself after each lesson:

1. At what level did I achieve the learning outcomes?
2. What did I do?
3. What did not need to be done?
4. What was not done?
5. What can be done differently for the next lesson?

6. What should I change in my teaching method?

Despite these notes, if the teacher does not ask himself these questions regarding the teaching of each subject, then the positive atmosphere created in the classroom during the course of the lesson, his daily lesson plan he wrote, waiting compatibility of sub-content standards to the curriculum, etc. will have no positive result. Each teacher must feel and understand that he is responsible for the students to acquire the necessary knowledge and the ability to apply the acquired knowledge during each lesson.

Mini-essay technique. During the lesson the teacher uses mini-essay to determine students ability level from the first stage to the last stage of the learning objective. Mini –essay is a question to be answered in one or two minutes. Students write answers to questions to demonstrate their ability to use their knowledge related to the training outcomes of the applicable content standards. The teacher addresses the student with questions based on the following content:

1. What did you learn in the lesson today?
2. What did you not understand in the lesson today?
3. What problem was new for you and did you understand it?
4. What was the reason you did not understand the problem?
5. What should the teacher pay more attention to?
6. Do you understand why you do not understand the lesson?
7. What do you think is the most important to focus on?

The mini – essay can be used (at least twice) during and the end of the lesson depending on the activity assessment standards of criteria for the sub-content standards, assessment and teaching strategies.

In order to use the mini –essay during the lesson, the learning objective is conditionally divided into several substages that complement each other ($T_m = TM \cdot 2T_m \cdot 2 + \dots$) (the topic is divided into several stages), and with the mini-essay conducted at each stage, the student’s activity at that stage is assessed according to the criteria. The results of the assessment are used in the next stage. With the mini-essay conducted at the end of the lesson, the teacher offers the students the following type questions in order to determine the level of achievement of the learning objective, what they do not understand, what they can not apply, and use the results to gather information about what to pay attention to in the next lesson.

1. What did you not understand in the lesson today?
2. Which task you could not solve independently?
3. What do you see as the reason for not understanding and not being able to apply it?

Most of the teachers only show mistakes when assessing the results of the work executed by the students in the terms of training outcomes.

We think the teacher should find and note the positive signs in the student's activity along with mistakes made by them. Otherwise, the teacher's focusing only on the background of saying the shortcomings will reduce the motivation of the students to study and learn.

From this point of view, we consider it appropriate for the teacher to have close communication with them in a distinctive and personalized content.

This motivates students to learn, improves the quality of their education and school achieves its goals.

Rapid test technique. Short tests and rapid test techniques are used to assess learners' knowledge of factual information, concepts, and specific skills. As a rule, each question should have the best answer (Mahmudov N.M., 2012; Hüseynova, 2018).

Rapid tests: can take the form of multi-choice test, yes or not test, matching tests and short answer questions.

For example, the following is an example of the tests used for rapid test technique related to the types of events:

An example of multiple-choice tests

1. the types of events:

- a) a probable event, an impossible event, a random event
- b) a probable event, possible event, impossible event
- c) a probable event, a possible event, a random event
- d) a possible event, an impossible event, a random event

2. The box contains a purple, yellow and blue ball

What type of event does the appearance of a blue ball belong to?

- a) probable b) impossible c) random d) possible

3. There are white, blue and red balls in the bag.

If the black ball comes out, what type of event is it?

- a) probable b) impossible c) random d) possible

4. There are 3 blue, 4 red, 5 green balls in the box.

What type of event does the green ball come out of?

- a) probable b) possible c) random d) impossible

An example of compatibility tests.

1. There are 3 blue, 4 red, 5 green balls in the bag.

Match the color of the balls with the probability that they will come out of the bag.

Color of the balls	probability of balls coming out
Blue	$\frac{1}{3}$
red	$\frac{5}{12}$
green	$\frac{1}{4}$

2. Make a compatibility.

Ilham Aliyev	the performer of the role "Babek"
Samed Vyrgun	the composer who wrote the ballet "In lightning ways"
Gara Garayev	the author of the poem "Azerbaijan"
Rasim Balayev	the head of the state who restored the territorial integrity of Azerbaijan

An example of short answer questions.

A short answer question	short answer
What season is it now?	Winter
– What season of the year do people like most?	Spring
– How much time did the Army spend to liberate the lands occupied by the Armenian invades for more 32 years?	44 days
– What country's anti-terrorist operation in the work was a unique events in military history and ended successfully?	Azerbaijan

The teacher presents the tests to the students. They circle the answers to the tests and return them to the teacher. The teacher reviews the answers, evaluates them, makes a decision.

The teacher's use of the formative assessment in each lesson is not the end of his activity, but the beginning of another new activity. Based on the assessment result, the teacher corrects the students' activities and gives the necessary recommendations. This brings the learning outcomes of students closer to the educational goals set by the teacher [5, 6].

In order to evaluate the results, the teacher must keep track on them, prepare a report based on the analysis and discuss them. For this purpose, the teacher records the notes about the ability of the students in the teacher's informative assessment notebook, in the commentary journal, in the conversation sheet [9, p. 53], etc.

The teacher collects all the information about each student, determines at what level they are close to the expected learning outcomes, and draws up a Personal Development Map based on the comparative analysis of the results of the students. This approach increases the activity of students in a healthy environment and creates a basis for improving the quality of education.

Relevance of the paper. The use of these techniques creates new techniques of cooperation between teachers and students and forms the students to use techniques effectively.

Scientific novelty of the paper. The use of the formative assessment techniques in the course of the lesson ensures the development of student's creative skills against the background of creating a motivation and educational environment for learning.

Practical importance of the paper. The use of formative assessment techniques within the framework of the cooperation of teachers and students helps students to get quality education, to improve the quality of education and the school achieves the set goals.

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