

# ASSESSMENT OF THE LEVEL OF FORMATION OF MORAL QUALITIES IN PRIMARY SCHOOL STUDENTS

Aziza Maxamatjonovna Mamatova

Independent Researcher at Chirchik State Pedagogical University

## Abstract:

The article discusses the fundamentals of assessing the level of formation of moral qualities in primary school students.

**Keywords:** Primary school, student and morality, virtue and formation, indicator and level, assessment and approach.

## Introduction

### BOSHLANG'ICH SINFI O'QUVCHILARIDA AXLOQIY FAZILATNI SHAKLLANGANLIK DARAJASINI BAHOLASH

Aziza Maxamatjonovna Mamatova

Chirchiq davlat pedagogika universiteti mustaqil tadqiqotchisi

## Annotatsiya:

maqolada boshlang'ich sinfi o'quvchilarida axloqiy fazilatni shakllanganlik darajasini baholash asoslari to'g'risida fikr yuritilgan.

**Kalit so'zlar:** boshlang'ich sinfi, o'quvchi va axloq, fazilat va shakllanganlik, ko'rsatkich va daraja, baholash va yondashuv.

## Introduction

The "Uzbekistan-2030" strategy outlines the framework for achieving quality indicators in primary education by assessing the educational and upbringing levels of students. Given this strategic direction, it is essential to establish new approaches to evaluating the level of formation of moral virtues in primary school students. Moral virtues play a crucial role in shaping students' overall development and serve as a fundamental component of their upbringing.

Therefore, assessing the degree of moral formation in students requires a systematic and structured methodology.

The recent implementation of a 100-point assessment system in Uzbekistan's general secondary schools presents an opportunity to develop a comprehensive approach to evaluating students' moral virtues. While the existing system primarily focuses on assessing academic performance, incorporating moral development within this framework is necessary for a well-rounded educational evaluation. This paper aims to analyze the principles and mechanisms of assessing moral virtues in primary school students, propose a new methodological approach, and explore the implications of using a standardized assessment model to enhance moral education.

The “Uzbekistan-2030” strategy defines the scope of achieving quality indicators at this stage of education as a result of assessing the level of education and upbringing of primary school students[1]. In this regard, it is appropriate to define new approaches to the system for assessing the level of formation of moral virtues in primary school students. It is worth mentioning that moral virtues constitute one of the components of the level of upbringing of primary school students. In this regard, we draw your attention to the analysis of the issue of assessing the level of formation of moral virtues in primary school students.

1. Approach to assessing the level of formation of moral virtues in primary school students. In our country, starting from the 2023-2024 academic year, a 100-point assessment system developed in accordance with international educational programs is being piloted in 500 general secondary schools, and as a result of this pilot, this form of assessment will be introduced in all general secondary schools starting from the next academic year[2]. A study of the 100-point assessment system for assessing the level of student mastery has shown that the main emphasis in this assessment system is on determining the level of knowledge of students. Therefore, it is urgent to develop a new approach to assessing the level of formation of moral virtues of primary school students based on the rules of the 100-point assessment system.

According to our approach, it is appropriate to base this approach on the following methodology:

- 1) the level of mastery of moral qualities of primary school students
- 2) the level of compliance of primary school students with moral standards
- 3) the level of educational activity of primary school students.

Such an approach allows for a new assessment of the level of formation of moral virtues of primary school students based on a 100-point system.

2. The mechanism for assessing the level of formation of moral virtues of primary school students. It is urgent to develop a mechanism for assessing the level of formation of moral virtues of primary school students based on a 100-point system. In our opinion, it is important to rely on indicators of the foundations of moral virtues in the development of such a mechanism. In this sense, relying on the following mechanism will give the expected effect:

- 1) the level of mastery of the qualities that are the components of moral virtue (up to 55 points, 56-70 points, 71-85 points, 86-100 points);
- 2) the level of adherence to the norms that are the components of moral virtue (up to 55 points, 56-70 points, 71-85 points, 86-100 points);
- 3) the level of ability to apply the foundations of moral virtue in practice (up to 55 points, 56-70 points, 71-85 points, 86-100 points).

This mechanism for assessing the level of formation of moral virtue in primary school students based on the new 100-point system plays an important role in determining the indicators of upbringing. Because starting from the next academic year, students' knowledge, skills, and qualifications will be assessed on a 100-point system. It would be appropriate to focus on developing mechanisms for assessing educational indicators.

It should be noted that in the experience of foreign countries, an individual approach is also used to assess the level of students' mastery based on a 100-point system[3]. In this sense, it is worth mentioning that in our country, the form of mastery of knowledge has been adopted from the experience of foreign countries in this system, but their experience in assessing the level of education of students based on this system is in the process of being studied. In this regard, in our opinion, this mechanism presented in this issue attracts attention with its practical effectiveness, and it should be noted that this approach has an individual nature.

3. Analysis of the results of assessing the level of formation of moral virtues of primary school students. It is also appropriate to rely on the capabilities of the 100-point system when analyzing the results of the level of formation of moral virtues of primary school students. For this, in our opinion, it is advisable to rely on the following methodology:

- 1) comparative analysis of the set of points accumulated on the components of moral culture;

2) identification of positive and negative characteristics of the comparative analysis data;

3) drawing conclusions based on a positive or negative analysis of the data and developing appropriate methodological recommendations.

Based on the analysis of the results of assessing the level of formation of moral virtues in primary school students, recommendations are formulated to improve their moral activation, improve adherence to moral norms, and form the skills of systematic use of the acquired ones in practical activities. As a result, it will be possible to determine the level of formation of moral virtues in primary school students in terms of quarters and academic years.

It is worth mentioning that the development of theoretical and methodological developments on the 100-point assessment system being piloted in our country is relevant. In this sense, it is important to develop the moral qualities of primary school students to the expected level, to teach them these skills, and to develop individual qualities. To this end, the development of mechanisms for assessing the problem based on a 100-point system and the formulation of appropriate recommendations for analyzing its results are among the tasks of future pedagogical research.

The 100-point assessment system in use in educational institutions around the world is aimed at simultaneously assessing the performance of teachers and students. In this regard, by assessing the level of formation of moral virtues in primary school students, an equal assessment of the indicators of teachers and students in this regard is achieved. If the level of formation of moral virtues is satisfactory, this is also an assessment of the activities of teachers in the field of education. Similarly, if the assessment of the level of formation of moral virtues in students gives unsatisfactory indicators, then there is an opportunity to provide teachers and students with the next assessment tests, assignments and next options for tasks. This gives teachers and students the opportunity to independently prepare for the options presented. In this regard, it should be noted that the new 100-point system for assessing the level of formation of moral virtues in students allows for the determination of accurate and objective indicators.

It is important to rely on such new approaches when assessing the level of formation of moral virtues in primary school students and to strengthen the level of education of students based on their results. It is worth mentioning that this is

one of the most important factors in achieving quality indicators in primary education.

Thus, it is appropriate to develop theoretical and methodological foundations for assessing the level of formation of moral virtues of primary school students based on a new 100-point system. Since it is planned to introduce this new system of assessment in primary education, in general, in secondary schools, starting from the 2024-2025 academic year, it requires the development of mechanisms for implementing innovative approaches to assessing the level of education of students. The main goal is to form the moral virtues of primary school students based on the requirements of the time.

## **Conclusion**

The development of a structured assessment mechanism for evaluating the level of moral virtues in primary school students is a significant step toward improving the quality of education. The introduction of a 100-point assessment system provides an opportunity to objectively measure students' moral development alongside their academic performance. By implementing a systematic approach that considers moral mastery, adherence to ethical norms, and engagement in moral activities, educators can obtain a more comprehensive understanding of students' upbringing and ethical maturity.

Furthermore, international experiences highlight the effectiveness of individualized approaches in assessing student learning. Adapting such methodologies to assess moral virtues will ensure a balanced evaluation system that accounts for both knowledge acquisition and character formation. The development of theoretical and methodological frameworks for assessing moral education is crucial as Uzbekistan transitions to the new grading system. This approach will not only enhance students' ethical awareness but also contribute to the overall effectiveness of the educational system.

In conclusion, integrating a structured assessment mechanism for moral virtues within the 100-point grading system will enable educators to cultivate ethical values effectively in primary school students. As Uzbekistan moves toward implementing this system nationwide, it is essential to refine and optimize these assessment methods to align with contemporary educational standards and societal needs.

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