



## II XALQARO ILMIY-AMALIY KONFERENSIYA TEZISLARI VA MA'RUZALAR TO'PLAMI

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TAJRIBASI, MUAMMOLARI VA RIVOJLANISH  
PERSPEKTIVASI”**



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## DEVELOPMENT OF STANDARDS FOR SITUATIONAL TASKS AND QUALIFICATION TESTS IN MEDICAL UNIVERSITIES

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Focusing purely on personal experience, teachers of medical universities do not always have the opportunity and time to develop modern assessment tools, including standards for situational tasks and qualification tests, that allow adequately assessing students' competencies. Until now, there are cases of using assessment materials that do not motivate students to develop in learning. Therefore, along with the authority of a scientist and clinician, teachers of medical universities need pedagogical awareness in the field of assessing students' knowledge when solving situational problems and qualification tests.

When discussing the development of situational tasks and qualification tests, it is necessary to define in terms such as “standard” and “quality control standards for education”. A standard is a set of documents created by consensus and approved by a recognized body. The standard establishes rules, guidelines and characteristics of various activities or their results, which are aimed at achieving the optimal degree of streamlining in a certain area.

The standard for quality control of education is the requirements established at the university for the means of assessing students, which must be followed in the course of their development and use in the process of current, intermediate and final state certification of graduates. The development and implementation of education quality control standards in medical universities is determined by their purpose and is associated with the following tasks: achieving the highest degree of streamlining the control and evaluation of students; increasing the reliability and efficiency of assessment tools, ensuring the objectivity and transparency of the assessment of student knowledge, skills and abilities; establishing partnerships between teachers and students. It is known that three types of certifications are used to assess the quality of training of students of medical universities: current, intermediate and final. Their goals and objectives are clearly defined.

It should be noted that the presence of a well-established system for assessing students' knowledge is a sign of the university's maturity. European standards and recommendations for internal quality assurance in universities include student assessment as one of the important components of this system. The university independently develops a system of standards for quality control of education and

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requires an answer to the question of what types of certifications are provided for assessing students of medical universities. Standards need to be reviewed periodically. Quality management luminary Kaoru Ishikawa argued that if a standard is not revised within six months, it means that no one takes it seriously. You can argue with the term, but not with the idea itself. The approximate structure of the standard includes the following sections:

- 1) Area of use;
- 2) Regulatory references;
- 3) Terms, definitions, abbreviations;
- 4) General provisions;
- 5) Requirements for the purpose of control, its content, form, materials used, organization of the object-spatial environment;
- 6) Requirements for the teacher;
- 7) Requirements for the student;
- 8) Evaluation criteria.