



TALABALARNING IJROCHILIK MAHORATINI BAHOLASHDA INNOVATSION MEZONLAR

Fazliddinov Zokir Xusniddin o'g'li

Shahrisabz davlat pedagogika instituti

San'atshunoslik kafedrası o'qituvchisi

zokirjonfazliddinov435@gmail.com

[Tel:+998977627374](tel:+998977627374)

Annotatsiya: Mazkur maqolada talabalarning ijrochilik mahoratini baholashda zamonaviy va innovatsion mezonlardan foydalanishning nazariy hamda amaliy asoslari yoritiladi. Tadqiqotning asosiy maqsadi – an'anaviy baholash tizimini takomillashtirish va ijrochilik jarayonini kompleks yondashuv asosida tahlil qilishdan iborat. Ish davomida pedagogik kuzatuv, qiyosiy tahlil va amaliy tajriba metodlaridan foydalanildi. Muallif tomonidan baholash mezonlarini individuallashtirish, refleksiya va o'z-o'zini baholash mexanizmlarini joriy etish zarurligi asoslab beriladi. Shuningdek, audio va video tahlil asosida talabalar ijrosini baholashning samarali usullari ko'rsatib o'tiladi. Tadqiqot natijalari shuni ko'rsatadiki, innovatsion yondashuvlar talabalarning ijrochilik sifatini sezilarli darajada oshiradi. Xulosa sifatida, baholash tizimini modernizatsiya qilish ta'lim sifatini yaxshilashda muhim omil ekanligi ta'kidlanadi.

Kalit so'zlar: ijrochilik mahorati, baholash mezonlari, innovatsion yondashuv, pedagogik texnologiyalar, refleksiya, self-assessment, audio tahlil, video monitoring, kompetensiya, individual yondashuv.

INNOVATIVE CRITERIA FOR ASSESSING STUDENTS' PERFORMANCE SKILLS

Abstract: This article explores the theoretical and practical foundations of using innovative criteria in assessing students' performance skills. The main



objective of the research is to improve traditional assessment systems and analyze performance processes through a comprehensive approach. Methods such as pedagogical observation, comparative analysis, and practical experimentation were applied. The study highlights the importance of individualized assessment criteria, reflection, and self-assessment mechanisms. It also demonstrates effective techniques for evaluating performance through audio and video analysis. The findings indicate that innovative approaches significantly enhance students' performance quality. In conclusion, modernization of assessment systems plays a crucial role in improving educational outcomes.

Keywords: performance skills, assessment criteria, innovative approach, pedagogical technologies, reflection, self-assessment, audio analysis, video monitoring, competence, individualized learning.

ИННОВАЦИОННЫЕ КРИТЕРИИ ОЦЕНКИ ИСПОЛНИТЕЛЬСКОГО МАСТЕРСТВА СТУДЕНТОВ

Аннотация: В данной статье рассматриваются теоретические и практические основы применения инновационных критериев оценки исполнительского мастерства студентов. Основной целью исследования является совершенствование традиционной системы оценки и комплексный анализ исполнительского процесса. В работе использованы методы педагогического наблюдения, сравнительного анализа и практического эксперимента. Обосновывается необходимость индивидуализации критериев оценки, внедрения механизмов рефлексии и самооценки. Также рассматриваются эффективные методы анализа исполнения с использованием аудио- и видеозаписей. Результаты исследования показывают, что инновационные подходы значительно повышают качество исполнительского мастерства студентов. В заключении подчеркивается важность модернизации системы оценки.



Ключевые слова: исполнительское мастерство, критерии оценки, инновационный подход, педагогические технологии, рефлексия, самооценка, аудиоанализ, видеомониторинг, компетенции, индивидуальный подход.

Today, the issue of assessment in teaching performance-based subjects in higher education is becoming increasingly relevant. Particularly in the field of music education, identifying students' performance skills, developing them, and creating a fair assessment system presents itself as a complex, multifaceted process. Traditional assessment criteria are often prone to subjectivity and do not fully account for the individual characteristics of the performer. For this reason, the need to develop an innovative assessment system based on modern pedagogical approaches is becoming evident.

Performance skill is a complex, integrative concept that encompasses technical skills, artistic expression, stage culture, emotional delivery, and interpretive ability. From this perspective, assessment criteria should also not be one-sided, but multi-component. In practice, only voice quality or technical execution is often evaluated, while the artistic dimension of the performance, the student's stage presence, and the level of understanding of the piece are not given sufficient attention. Innovative criteria serve precisely to fill this gap.

One of the important features of a modern assessment system is an individualized approach. Since each student's vocal capacity, psychological state, and creative thinking differ, assessment criteria must also be flexible. For example, one student may perform technically flawlessly, but may lack emotional expression. Another student, on the contrary, may stand out for strong emotional expression but make technical errors. The innovative approach takes these differences into account and assessment is carried out in a differentiated manner.



The system of practical exercises is also an integral part of the assessment process. To track a student's developmental dynamics, regular monitoring based on ongoing sessions is necessary. Here, not simple repetition, but a system of purposeful exercises plays an important role. For instance, work on breath control, articulation, resonance, and phrasing can be treated as separate assessment criteria. At the same time, the results of each exercise are recorded and the student's growth trajectory is analyzed.

Among pedagogical approaches, the master-apprentice tradition has not yet lost its relevance. However, it needs to be integrated with modern methods. Alongside the grade given by the teacher, the student's self-assessment is also being regarded as an important factor. The self-assessment mechanism gives the student the opportunity to recognize their own shortcomings and work independently to overcome them. This elevates the learning process from passive reception to active participation.

Audio and video analysis is increasingly becoming an integral part of modern assessment systems. Recording a student's performance and analyzing it afterwards helps them clearly see their mistakes. Often, when a student hears or watches their own performance, they begin to recognize their own weaknesses. This strengthens the process of reflection. Video analysis is particularly effective in assessing stage movement, facial expression, and overall performance culture.

At the same time, there are problems that arise in the assessment process. The most fundamental problem is subjectivity. Different teachers may assess the same performance differently. To overcome this, it is necessary to introduce a clear, standardized assessment system. The second problem is the psychological state of the students. Some students become anxious during assessment and are unable to fully demonstrate their capabilities. For this reason, the assessment process should be organized in a stress-free and supportive environment.



It is advisable that an assessment system based on innovative criteria include the following elements: accuracy of technical execution, level of artistic expression, stage culture, independent working skills, capacity for reflection, and creative approach. When these criteria are applied together, the assessment becomes more fair and effective.

In the author's view, in the future, the performance assessment system could be implemented through digital platforms. For example, through dedicated mobile applications, a student's performance could be saved and their developmental dynamics analyzed automatically. This would ease the teacher's workload and make the assessment process transparent.

In conclusion, the use of innovative criteria in assessing students' performance skills is one of the key factors in improving the quality of education. This approach serves to account for the individual characteristics of the student, develop their independent thinking, and unlock their creative potential. For this reason, improving assessment methodology in the modern education system remains one of the priority tasks.

REFERENCES

1. Presidential Decree No. PF-5847 of the Republic of Uzbekistan.
2. Presidential Resolution No. PQ-3775 of the Republic of Uzbekistan.
3. Law "On Education." – Tashkent, 2020.
4. Nurullayev B.G'. *Vocal Methodology*. – Tashkent, 2023.
5. Hamitova S.B. *Innovative Approaches in Music Education*. – 2024.
6. Xudayberganov S. *Foundations of Traditional Performance*. – Tashkent, 2020.
7. G'oyibova G. *Music Pedagogy*. – Tashkent, 2022.
8. Toshmurodov D. *Methods of Assessing Performance Art*. – 2023.
9. Gulov S. *Theory of Music Education*. – 2021.
10. Karimov U. *Fundamentals of Pedagogical Technologies*. – 2022.