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TRAINING AND EVALUATION ALGORITHM IMPROVEMENT IN NON-RIGOROUS DATA ABUNDANCE

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Abstract: in the article, methods of solving the problems of decision-making in teaching and assessment are beaten in conditions of an abundance of information that is not strict in assessing the knowledge, skills and abilities of students in the effective assimilation of classes. In this article, it is to develop a more flexible methodology for rating assessment based on the use of fuzzy logic in attracting specialists and assessing the quality of questions.

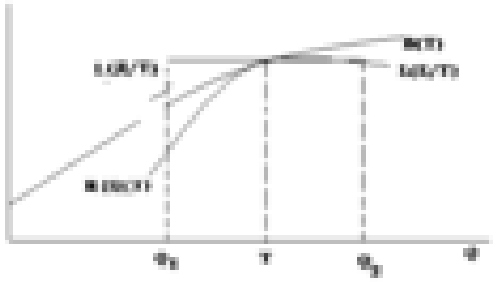
Keywords: Informatics, pedagogy, quality of Education, rigorous mathematical modeling, algorithm, teaching methods, assessment.

Main story: For the credit system, when assessing students' knowledge, the credit collection model consists of several mathematical expressions or an objective function (criterion). With this model, each possible alternative will be used for yeshim estimation and alignment.

Identifies three types of functions to determine efficiency in student development. These functions mean that question variables such as satisfactory, medium and unsatisfactory are expressed in different credit ladder.

Satisfactory and unsatisfactory are not reflected in the rating ladder at all times for mastering by a large number of students. This is a score, score and credit ladder.

The indicator of satisfactory development is shown in the following figure.



Indicator of current and intermediate control development

Q- educational process;
T - indicator of development;
B(T) - Intermediate inspection display function;
B(Q/T) - monitoring display function;
L(D/T) - indicator of development;

L(E/T) - indication of the introduction and development of alternative options.

The context between functions B(T) and B(Q/T) with student intermediate control and current control, the context between the process of mastering T and learning Q. If in Agar T - mastering and its reliable assessment, then the indication of mastering intermediate function will express a reasonable process.

The expected mastering of T on agar Q when receiving education (for example, Q_q) is a person or older (for example, Q_w), then the current controlled mastering function is determined by the indicator of the loans accumulated by students. They cannot be adapted to non-existent (difficite) or small; la tokis in no time.

$$L(Q/T) = B(T) - \varepsilon(Q/T)$$

Each student has the appropriate i variables to show mastery. We get their annual satisfactory completion rate with a coefficient B_i, the value of W_i. The semester completion rate obtained by each group i.

$$B_i = \sum_i \left[B_{tj}(T_j) - L_{ij}(Q_i / T_j) - C_{ij}(K_j)\right] \quad \forall i$$

This will reflect the indicator of development during the academic year for the B_i - each group.

$B_{ij}(Q_j / T_j) -$ current benchmark;

$L_{ij}(Q_j / T_j) -$ intermediate control indicator;

$C_{ij}(K_j) -$ indicator of mastering the semester period.

In addition, for each group i, the possibility of obtaining a loan $S_i^{\max}$ by them is excluded.

It follows from this definition that our goal is to find a rate of development T_j such as Q_j, a rate of K_j at each j-place, a satisfactory rate of annual development.

$$\sum_i W_i B_i \to \max$$

B_i in expression Q_j mastering has the following deductions

$$Q_j^{mix} \le Q_j \le Q_j^{\max}$$

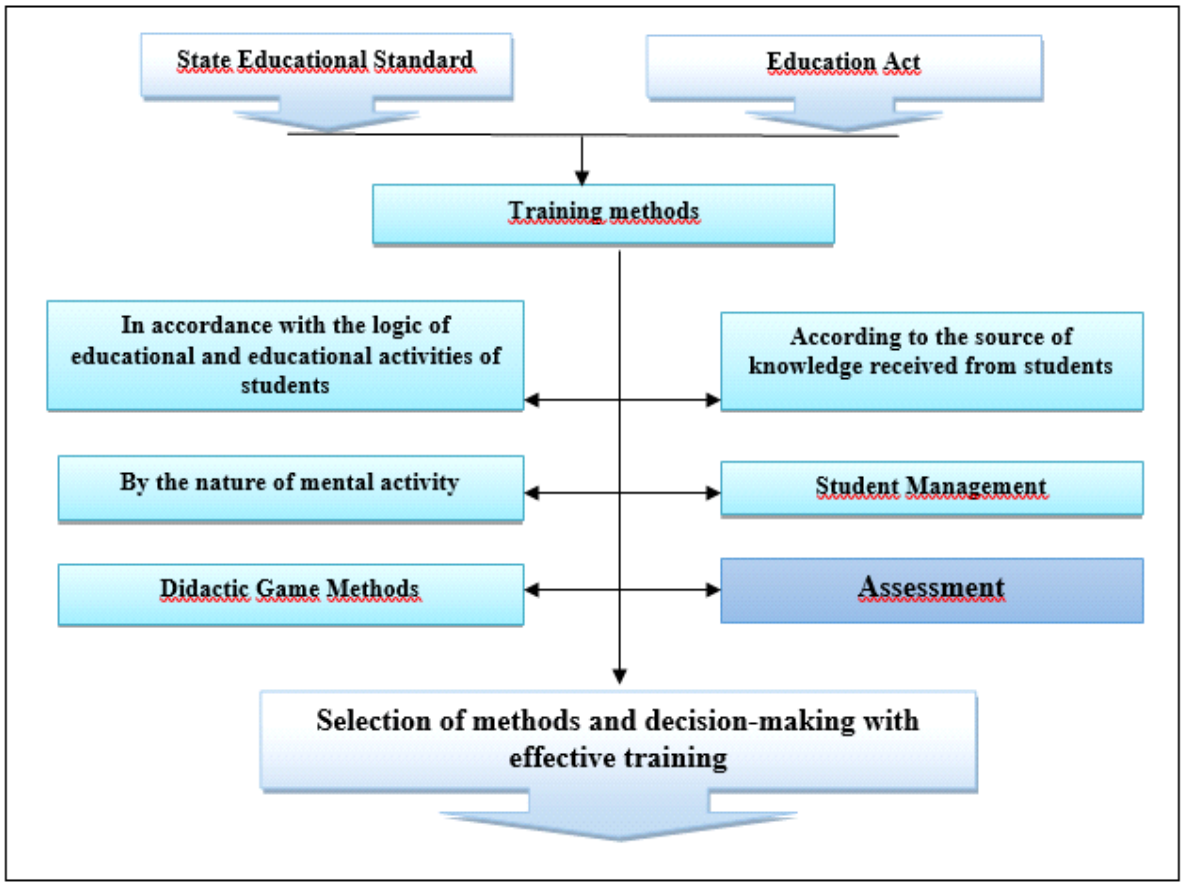
Reflects the credit accumulation of each group i.

$$\sum_j C_{ij}(k_j) \le S_i^{\max} \qquad \forall i$$

To ensure that not all groups can delay an unsatisfactory course, we must provide the following deductions

$$\hat{A}_i \ge 0\ ,\ \forall\ i$$

The organization of the educational process and decision-making are classified as having a large amount of linguistic, subjective, quantitative information for belonging to the category of humanitarian systems. One effective way to model learning and decision-making processes in such settings is to make extensive use of irregular accumulations and neural approaches.



In our education, all this activity is carried out by a teacher and is a teacher or teacher.

System of selection of effective methods of training and decision-making: In order to determine the priorities of systemic reform of higher education in the Republic of Uzbekistan, to increase to a qualitatively new level the process of training independently thinking highly qualified personnel with modern knowledge and high moral and moral qualities, to modernize higher education, to develop the social sphere and sectors of the economy on the basis of advanced educational technologies in higher educational institutions, a phased transfer to a credit-modular system.

The use of the credit system in OTM will contribute to increased employment with leading educational institutions in the top 1000 world universities. Because international integration in the field of education is primarily based on the organization of the learning process based on credit technologies.

Credit - European Credit Transfer and Accumulating System (ECTS).

A credit system is a unit of measure that indicates not the number of hours read during training, but the result. That is, the unit of measurement aimed at the result evaluating the level of competence of the specialist.

GPA (Grade Point Average) - the average value of the student's points on the program, which is calculated using the following formula:

$$GPA = \frac{K_1 \cdot U_1 + K_2 \cdot U_2 + K_3 \cdot U_3 + ... + K_n \cdot U_n}{K_1 + K_2 + K_3 + ... + K_n}$$

K — number of test units allocated for the subject;

U — score on the subject. If he has not mastered the subject, then it will be equal to 0.

Evaluation system structure: certain knowledge, unknown knowledge and existing experience are manifested as components of the problem. In this regard, we have developed a method that serves to draw the student's attention to certain factors when using the method in the process of training, as well as a management system for assessing students as an educational subject, in which the assessment is carried out to develop the individual's consciousness, expand his imagination

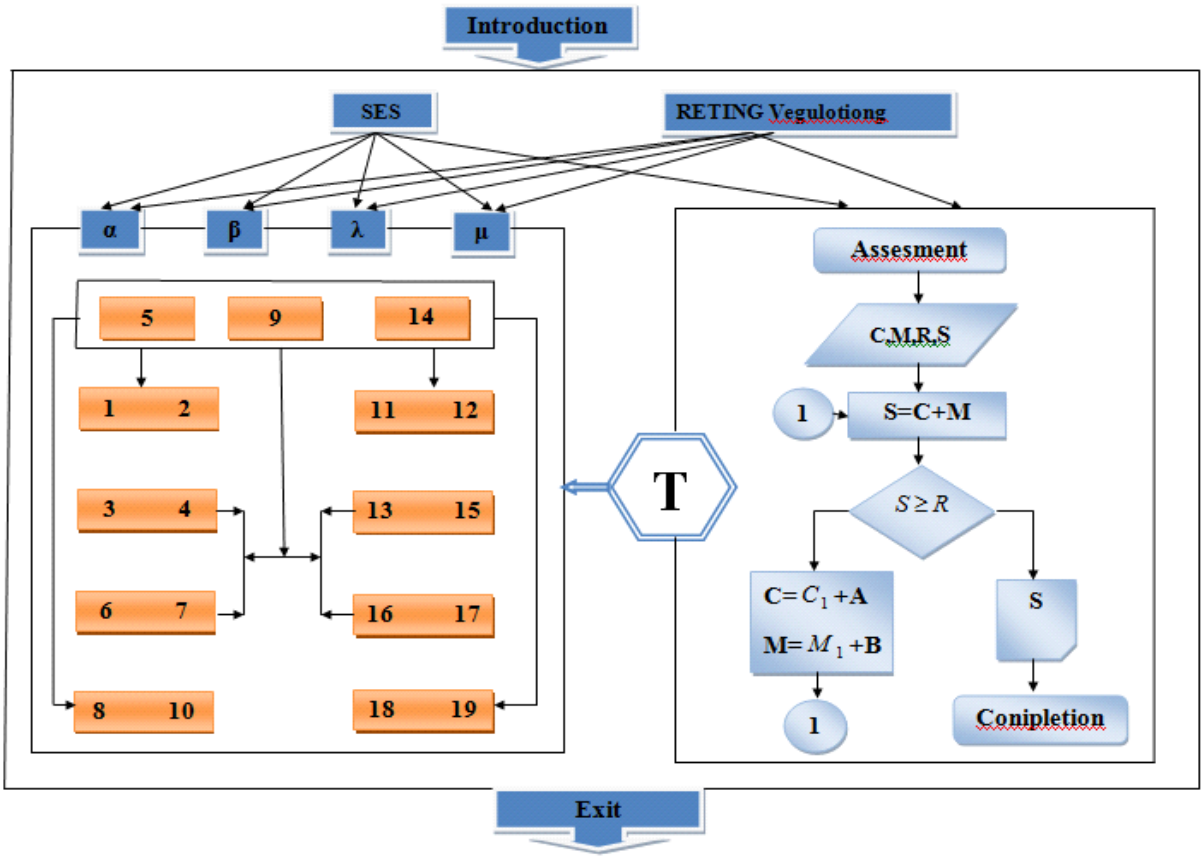


Figure 2. Assessment management system in the context of a large amount of data that is not fixed

λ - opportunities, β - students, α – objects, μ – subjects, C– points that students accumulate from current control(current control) (JN), M – points that students accumulate from intermediate control(intermediate control) (ON), S – points that students accumulate from current control (JN) and from intermediate control (ON), R - control criteria. A – an indicator of additional acquisition based on the nature of Science in current control, B – an indicator of additional acquisition based on the nature of Science for intermediate control, 1,2,3,...,19 – students and T – teacher(teacher).

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