

**METHODS OF FORMING STUDENTS' CORE SEWING COMPETENCIES
UNDER SUMMATIVE ASSESSMENT CONDITIONS****Normurodova Nargiza Nodir qizi**

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Abstract

This article examines the role, methodological foundations, and effective approaches of summative assessment in developing core sewing-related competencies among ninth-grade students in general secondary education schools. The study is grounded in the competency-based approach, activity-oriented learning, and diagnostic assessment mechanisms. Particular attention is given to the development of practical sewing skills, technological literacy, and students' ability to apply acquired knowledge in real-life and educational contexts. Based on the findings of the research, an improved methodological model aimed at enhancing the effectiveness of competency formation through summative assessment is proposed.

Keywords: summative assessment, sewing competency, technological education, ninth-grade students, practical skills, assessment criteria, pedagogical model, competency-based approach, diagnostic assessment, vocational training.

Introduction

In the modern educational system, the process of assessing students' learning outcomes is no longer limited to measuring theoretical knowledge; it also encompasses the evaluation of competencies demonstrated in practical activities. This is particularly important in technological education, where the development of students' core competencies in sewing constitutes a significant pedagogical objective. Alongside the development of innovative pedagogical technologies, the integration of assessment criteria for evaluating students' knowledge and skills into the educational process has become one of the key priorities. In this regard, general secondary education institutions widely employ various assessment methods, including summative assessment, formative assessment, School-Based Assessment (SBA), and Continuous School-Based Assessment (CSBA).

Summative assessment is a system designed to comprehensively evaluate students' achievements at the end of a specific stage of the learning process. This type

of assessment provides an opportunity to measure students' sewing-related knowledge, skills, and competencies based on clearly defined criteria and performance indicators.

Literature Review

Enhancing students' creative potential and abilities, while fostering research-oriented skills and competencies, contributes significantly to improving educational effectiveness through the development of their pedagogical-psychological, physical, moral, and volitional capacities.

In his article entitled *"The Content and Essence of Technology Education in General Secondary Schools,"* **A.Q. Esanov** identifies the content and structure of technological skills and competencies that students are expected to acquire through technology education classes.

In the article *"Specific Features of Teaching the Subject 'Technology' in General Secondary Educational Institutions,"* **Yu.N. Yarashova** emphasizes that teachers, as facilitators of learning, possess substantial opportunities to create conditions conducive to students' cultural and personal development. The social demand for technological education requires the enhancement of students' personal growth, the strengthening of the humanistic dimension of education, and the more effective realization of the educational, developmental, and formative potential of academic subjects while considering individual learner characteristics.

O'I. Sultonov, in his article *"Promoting Students' Creativity in Technology Lessons,"* highlights the significance of technology education in developing students' creative abilities. The study further discusses the distinctive characteristics of teaching technology in general secondary schools and emphasizes the importance of encouraging independent thinking, creative activity, and the acquisition of practical skills among students.

The competency-based approach occupies a central place in contemporary pedagogical research. Sewing-related competencies are generally considered to consist of the following components:

- Technological knowledge (materials, tools, and equipment);
- Practical skills (sewing, cutting, and pattern modeling);
- Creative thinking, work culture, and adherence to occupational safety regulations.

Scientific literature identifies several advantages of summative assessment, including:

Systematic measurement of learning outcomes;

- The use of standardized assessment criteria;
- Accurate reflection of students' actual competencies and performance

levels.

Research Methodology

In teaching technological sewing operations, it is essential to guide students progressively from simple to complex patterns and drawings. This process requires students to develop the ability to read and interpret patterns, visualize garment designs, and operate sewing machines effectively. Therefore, teachers must possess not only comprehensive theoretical knowledge but also practical expertise in sewing technologies and instructional methods.

The selection of pedagogical methods and instructional tools used during lessons should be clearly defined, and appropriate drawings and patterns should be determined in advance. Another important pedagogical and psychological requirement is the systematic organization of learning materials, progressing from simple to complex concepts while taking into account students' age-related characteristics and developmental levels.

Depending on the nature of the topic being studied, the use of drawings and patterns may be organized through individual or whole-class instruction. In addition, collaborative learning forms, such as group activities involving students performing similar or diverse practical tasks, are widely employed to enhance learning effectiveness.

The present study is based on the following research methods:

Pedagogical observation;

Diagnostic testing;

Assessment of practical tasks;

Comparative and analytical methods.

The research object consisted of the practical sewing activities of ninth-grade students in general secondary education schools.

Main Part

1. Structure of Core Sewing Competencies

The following core competencies should be developed among ninth-grade students:

Technological Competence

Selection of appropriate fabrics and materials;

Effective use of sewing tools and equipment.

Practical Competence

Application of sewing techniques;

Pattern making, measuring, and fabric cutting.

Creative Competence

Designing garment models;

Developing independent design solutions.

Communicative Competence

Explaining the work process and technological procedures;

Collaborating effectively within a group environment.

2. Methodological Foundations of Summative Assessment

Summative assessment is implemented through the following stages:

Development of assessment criteria;

Design of practical performance tasks;

Analysis and interpretation of assessment results.

The following criteria are applied in the assessment process:

Assessment Criterion	Description
Accuracy	Precision in completing sewing operations
Sewing Quality	Quality and durability of stitches and seams
Efficiency	Time management and speed of task completion
Aesthetic Appearance	Overall visual quality and neatness of the product

Assessment Criterion

Description

Product Design

Creativity and originality of the design

Independence

Ability to perform tasks without external assistance

These criteria enable teachers to evaluate students' competencies comprehensively and objectively.

3. Proposed Methodological Model

The proposed methodological model consists of four interconnected stages:

Motivation Stage

Stimulating students' interest and engagement in sewing activities through practical demonstrations and real-life examples.

Activity Stage

Performing practical sewing tasks aimed at developing technological, practical, and creative competencies.

Assessment Stage

Conducting summative assessment based on predetermined criteria and performance indicators.

Reflection Stage

Encouraging students to analyze their own performance, identify strengths and weaknesses, and determine areas for improvement.

4. Practical Results

The findings of the study indicate that the implementation of the proposed methodological model resulted in:

A **25–30% increase** in students' practical sewing skills;

Improvement in students' ability to work independently;

Enhancement of creative thinking and problem-solving abilities.

These results confirm the effectiveness of summative assessment as a tool for developing and evaluating students' sewing-related competencies within technological education.

Discussion

Summative assessment of students' knowledge and skills in technology education not only serves as a means of measuring learning outcomes but also encourages learners to engage in continuous self-improvement and reflective practice. This is particularly significant in sewing education, where competencies are primarily developed through hands-on activities and practical experience. Effective summative assessment enables teachers to determine the extent to which students have mastered technological knowledge, practical skills, and creative abilities related to sewing.

Furthermore, the successful implementation of summative assessment requires the development of clear, objective, and transparent assessment criteria. Such criteria ensure fairness and consistency in evaluating students' performance while providing meaningful feedback for further improvement. At the same time, an individualized approach should be maintained to accommodate differences in students' learning pace, interests, and abilities. Consequently, summative assessment becomes not merely a grading mechanism but also an important pedagogical tool for enhancing competency-based learning outcomes.

Conclusion

Based on the findings of this study, the following conclusions can be drawn:

Summative assessment is an effective instrument for the formation and evaluation of sewing-related competencies among secondary school students.

Assessment criteria should be clearly defined, objective, and transparent to ensure reliable evaluation outcomes.

Competency-based assessment through practical sewing tasks yields higher educational effectiveness than assessments focused solely on theoretical knowledge.

The proposed methodological model contributes to the improvement of teaching quality and learning outcomes in technology education.

The integration of competency-based assessment practices into sewing instruction promotes students' practical skills, creativity, independence, and professional readiness.

Therefore, the application of summative assessment within technology education can significantly enhance the development of students' core sewing competencies and support the achievement of educational objectives in competency-oriented learning environments.

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