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INTERNATIONAL EXPERIENCES IN ASSESSING STUDENTS' KINETIC ABILITY

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Abstract

This article analyzes international experiences in assessing students' kinesthetic (movement-based) abilities. Methods of measuring physical development and movement competence, tests and assessment criteria in the education systems of different countries are compared. Also, the psychomotor approach, taking into account individual differences and the effectiveness of using digital technologies in determining kinesthetic abilities are considered.

Keywords

kinesthetic abilities, physical development, international experience, education system, assessment criteria, movement competence, sports pedagogy, student activity

Today, ensuring the comprehensive development of students in the educational process is one of the important priorities. In the harmonious development of a person's physical, intellectual and social potential, kinesthetic abilities - that is, the skills of perception, coordination and control of movement activity - are of particular importance. This ability determines the student's success not only in sports, but also in study, work and creative activities.

In recent years, the issue of assessing kinesthetic abilities has been receiving increasing attention in world education systems. International experience shows that regular monitoring of students' physical and psychomotor development is an important factor in shaping their healthy lifestyle, increasing motivation, and ensuring an individual approach. Therefore, modern testing systems, digital platforms, and scientifically based criteria have been developed in many countries to identify and assess kinesthetic abilities.

Kinesthetic abilities are a person's ability to perceive, control, and coordinate their own body movements. This ability includes accuracy, speed, balance, and coordination of movements. The development of kinesthetic abilities in the educational process has a positive effect on the general physical culture of students, the level of concentration, thinking, and creativity. Therefore, in modern education, it is important to assess kinesthetic abilities as an integral part of the educational process. In world educational practice, there are various approaches to assessing the kinesthetic abilities of students. The following are the experiences of some countries:

Finland's experience: in this country, physical education programs are organized on the basis of continuous monitoring of students' motor development. Each student passes special

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movement tests throughout the year. The results are recorded in the student's personal development map, and the pedagogical approach is adjusted on this basis.

US experience: In American schools, the physical fitness of students is assessed using the "FitnessGram" system. This system analyzes indicators such as endurance, flexibility, strength and coordination. The results are compared with standards for the student's age and gender.

Japan's experience: in Japanese schools, kinesthetic assessment, along with physical exercises, also takes into account psychological state, motivation and social activity. This approach is aimed at the comprehensive development of the student.

UK experience: here, a comprehensive approach based on the concept of "Physical Literacy" is used to assess kinesthetic abilities. It measures not only test results, but also the student's movement culture, attitude to sports and active participation.

Along with traditional physical tests (jumping, running, balance exercises), digital technologies are also used in the assessment process. For example, motion sensors, mobile applications, and video analysis programs can accurately measure the quality of a student's movement. An analysis of international experience shows that it is necessary to improve the mechanisms for assessing kinesthetic abilities in the Uzbek education system. Existing physical education lessons are mainly result-oriented and do not sufficiently reflect the dynamics of the student's individual development. Therefore, it is advisable to work in the following areas:

1. Introducing digital technologies into the assessment process;

2. Creating an individual physical development card for each student;

3. Developing new testing systems based on international criteria;

4. Training teachers in modern assessment methods and improving their skills.

The psychomotor approach plays an important role in assessing kinesthetic abilities. This approach allows analyzing students' motor activity not only physically, but also psychologically. Psychomotor assessment determines:

• the student’s ability to plan and execute a movement;

• the speed of remembering and repeating the movement;

• coordination and attention stability;

• the effect of emotional state on the effectiveness of movement.

As many researchers (Whitehead, 2019; Corbin, 2020) have noted, in order to correctly assess the kinesthetic ability of students, it is also necessary to measure psychological factors in

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the movement process. For example, stress, competitive environment, or level of motivation during the task have a significant impact on the result.

In recent years, digital technologies have been widely used in kinesthetic assessment systems. In international practice, the following technical tools have yielded effective results:

• Motion sensor - measures the direction, speed, and balance of the student's movement.

• Mobile applications and artificial intelligence-based programs - automatically process test results and place the results in an individual profile.

• Virtual reality (VR)-based exercises - test the student in an interactive environment, strengthen coordination.

• Video analysis programs - analyze the accuracy, rhythm of movement and technical errors.

Such technologies allow for an accurate and quick assessment of students' kinesthetic indicators, and also help the teacher determine individual development directions. Assessment of students' kinesthetic abilities is an important component of the educational process, which serves to determine not only physical development, but also the general psychomotor potential of the individual. Analysis of international experience shows that in advanced countries, the process of assessing kinesthetic abilities is organized on the basis of an integrative approach. In this, along with indicators of physical fitness, the student's motivation, active participation and dynamics of individual development are also taken into account.

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