



# Application and Importance of the International Assessment System in the Public Education System of the Republic of Uzbekistan

**Holova Sitora Ibodulloevna**

*Primary school teacher, Bukhara region Republic of Uzbekistan*

**Annotation:** *The article discusses the improvement of the quality of education in the public education system, as well as the use of the international assessment system and its significance.*

**Keywords:** «PISA», «TIMSS», «PIRLS», «TALIS», educational policy, education system, international assessment.

**Date of Submission:** 29-10-2022

**Date of Acceptance:** 30-11-2022

At present, the development of the education sector is one of the important issues of state policy, and in this regard, reforms are being carried out. The main goal of these reforms is to assess the level of education, prepare a mature and competitive education system, and improve the quality of education. Decree of the President of the Republic of Uzbekistan dated April 29, 2019 No. PF-5712 “On approval of the Concept for the development of the public education system of the Republic of Uzbekistan until 2030”, Resolution of the Cabinet of Ministers of the Republic of Uzbekistan dated Decree No. 997 dated December 8, 2018 “On measures on the organization of international research in the field of assessing the quality of education in the education system”.

Determination of the level and level of quality of education in the world

PISA is an international program for assessing the level of achievements of 15-year-old students in reading, mathematics and natural sciences;

PIRLS is an international research program that determines the level of reading and understanding of the text by 4th grade students.

TIMSS is an international program that determines the level of proficiency in mathematics and natural sciences of students in grades 4 and 8;

As the main criteria for improving the quality of education, international programs have been adopted to study the educational and methodological environment of general education secondary schools and the working conditions of teachers of general education secondary schools, leaders and teachers.

The objective of the //PISA// assessment study is to provide sufficient information to answer the following questions facing the ministries and departments responsible for education in participating countries:

- Are students prepared enough to play an active role as citizens in a democratic society after compulsory education?

- Are students able to analyze and justify their ideas and fantasies and communicate based on them?
- Are students receiving education at school taken into account, based on the requirements of modern work?
- Do students meet the requirements of lifelong learning?

Evaluation study// PISA// provides an opportunity to obtain the necessary information for other stages of education, as well as for the analysis of school education. In the system of continuous education, such information is of great importance. In 2000, a total of 250,000 students from 32 countries took part in this study. Politically, PISA was governed by a Board of Governors (PGB). The PISA assessment study was put into practice in 1997 at the initiative of the Organization for Economic Cooperation and Development (IHTT), has been conducted since 2000 and is carried out every three years.

More than a hundred countries of the world participate in international assessment studies such as PISA, TIMSS, PIRLS, TALIS in order to objectively assess the quality of education implemented in their country.

The Republic of Uzbekistan is participating in this international assessment study for the first time and is gradually realizing its participation in PISA and other international assessment study programs.

The participation of Uzbekistan in the international assessment study PISA is determined by the decision of the Cabinet of Ministers of the Republic of Uzbekistan on participation in the international organizations PISA and TALIS, conducted by the Organization for Economic Cooperation and Development. Based on this document, verification of the quality of education, participation of the ministries of public education, foreign affairs, justice, innovative development, finance and economics in the international organizations PISA and TALIS, conducted by the Organization for Economic Cooperation and Development of the Republic of Uzbekistan assessment of the quality of education under the State Inspectorate for Quality Control of Education.

As a result of the implementation of these international studies in Uzbekistan, it is possible to establish international relations in the field of assessing the quality of education, developing and implementing international projects, participating in the organization and holding of international scientific conferences and symposia, assessing the quality of education. Considering that in the scientific and methodological support of research in the field high results can be achieved, a special concept for the development of the education system until 2030 was developed. According to him,

- firstly, to achieve the entry of the Republic of Uzbekistan into the top 30 advanced countries of the world according to PISA (Program for International Student Assessment) by 2030;
- secondly, to qualitatively update the content of the system of continuous education, as well as to train, retrain and improve the qualifications of professional personnel;
- thirdly, the improvement of teaching methods, the gradual introduction of the principles of individualization in the educational process;
- fourthly, the introduction of modern information and communication technologies and innovative projects in the field of public education;
- fifthly, to strengthen the material and technical base of public education institutions and increase the efficiency of financing from the budget;

- sixthly, to develop modern methods and directions of out-of-school education in educating young people and ensuring their employment;
- seventh, to expand the competitive environment in the public education system through the development of public-private partnerships;
- eighthly, the implementation of five initiatives, which include comprehensive measures aimed at creating additional conditions for the education of young people;
- Ninth, in order to increase the attractiveness of work in the public education system, gradually increase the level of wages, material incentives and social protection for employees of general secondary education institutions.

Various practical works have been started on the wide introduction of this concept. In particular, Uzbekistan, along with 85 other countries, participated in the PISA assessment program for the first time and achieved its goals.

In the late 1990s, the idea of concrete scientific approaches to education led to the creation of the PISA study, the Organization for Economic Co-operation and Development's international student assessment program. The assessment in the PISA study is based on a globally agreed set of tasks in math, reading, science and a number of innovative areas. Such an assessment is carried out every 3 years among 15-year-old schoolchildren of the participating countries on the basis of random selection. PISA assesses subject knowledge as well as students' ability to creatively apply that knowledge even in unfamiliar settings. The program is also closely linked to the PIAAC program, which measures reading literacy, math literacy, and information and communication technology skills among people aged 16 to 65.

The method of assessment of the PISA International Assessment Study is an additional program to the existing assessment system in schools. The main goal of the reforms carried out in Uzbekistan is to study the achievements and experience of developed countries and implement reforms taking into account the conditions of Uzbekistan.

Assignments are at the heart of the international PISA assessment program. In the educational process, the introduction of tasks similar to these tasks is considered as a necessary condition for the formation of competencies related to basic support and subjects. Tasks are aimed at the application of knowledge, mutual integration of knowledge, decision making, assessment of one's own decision, and identification of errors. Research assignments are not limited to a specific academic subject, but rather assess core and interdisciplinary competencies.

Because the intellect, thinking, consciousness, will, social activity of modern students, their spirituality, worldview, moral and aesthetic knowledge, inner spiritual experiences, having their own point of view on global processes, making independent decisions, the ability to act and readiness for independent life put new challenges for the school system. That is why the participation of the Public Education of the Republic of Uzbekistan in international evaluation studies such as PISA, TIMSS, PIRLS, and TALIS is of great importance.

### **Bibliography:**

1. Decree of the Cabinet of Ministers of the Republic of Uzbekistan dated December 8, 2018 No. 997 "On measures to organize international research in the field of assessing the quality of education in the public education system". National database of legal documents, 10.12.2018, No. 18.09.997/2289
2. Decree of the President of the Republic of Uzbekistan dated April 29, 2019 No. PF-5712 "On approval of the Concept for the development of the public education system of the Republic of

- Uzbekistan until 2030”. National database of legal documents, 04/29/2019, No. 06/19/5712/3034.
3. Turdieva, N. S. (2021). Didactic conditions for the formation of attitudes toward education as a value among primary school pupils. *Middle European Scientific Bulletin*, 10.
  4. Saidovna T. N. The Concept of the Teacher's Pedagogical Technique //European Multidisciplinary Journal of Modern Science. – 2022. – T. 4. – C. 877-883.
  5. Saidovna T. N. Pedagogical ethics and pedagogical tact //ACADEMICIA: An International Multidisciplinary Research Journal. – 2022. – T. 12. – №. 3. – C. 305-310.
  6. Ibodovich R. M., Saidova T. N. Problems of teacher mastery in school practice and the history of pedagogical thought //European Journal of Life Safety and Stability (2660-9630). – 2021. – T. 7. – C. 112-116.
  7. Saidovna T. N. Raising the attitude of primary school students to education as a value //ACADEMICIA: An International Multidisciplinary Research Journal. – 2020. – T. 10. – №. 10. – C. 506-510.
  8. Турдиева Нигора Саидовна, & Карриева Анора Бобомуродовна. (2022). Бошлангич синф укучиларини уқитишда кластер методидан фойдаланишнинг ахамияти ва афзалликлари. <https://doi.org/10.5281/zenodo.7291795>
  9. Ashurova, Z. M. (2022). Using STEAM Technology in Preschool Education. *European journal of innovation in nonformal education*, 2(6), 6-10