

USE OF INTERNATIONAL EXPERIENCES IN IMPROVING THE EDUCATION QUALITY ASSESSMENT SYSTEM

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Abstract: This article focuses on the changes taking place in the field of education. The importance of international assessment programs in improving the quality of our education is explained in detail.

Key words: assessment system, experience, education, PISA, PIRLS, TIMSS, TALIS, monitoring

INTRODUCTION

It is important to study the experience of countries with high international rankings by participating in international studies on the assessment of the quality of education, PISA, PIRLS, TIMSS and TALIS programs in Uzbekistan, where the field of education is being renewed. It has been some time since Uzbekistan participated in international research, and it is natural to ask the question "what has been done during the past period". In particular, despite the quarantine conditions due to the pandemic in the republic, online seminars were organized for all primary schools, in which presentations were made by experts of the National Center on the topics of assessment and development of literacy and creative thinking skills in reading, mathematics and natural sciences. Preparations for the process of assessing students' literacy, which is expected to be organized in 2021, have begun. The National Center for the Implementation of International Researches on the Evaluation of the Quality of Education, the Avloni Institute for the Advancement and Retraining of Leaders and Specialists, and the Tashkent State Pedagogical University will participate in this planned large-scale event as interested organizations. For information, Tashkent State Pedagogical University participated as a base higher education institution in the process of establishing the activity of the literacy assessment program of students in our country. According to the PISA program, in order to determine the literacy of students, special tests were conducted among the 9th grade students of our country's schools in the subjects of mother tongue and mathematics. According to the results of the test, the place of the youth of our country is determined in the international rating of student literacy.

REFERENCES AND METHODOLOGY

As a result of the reforms carried out in our country in recent years, huge economic growth indicators are being achieved, increasing the demand for qualified personnel and mature specialists in all fields. This in itself requires increasing the interest of our students in lessons and increasing the attention of teachers to all-round education. The fact that the above requirements are very important for the educational system means that, as in most foreign countries, it is necessary to attract the best practices aimed at improving the quality of education by evaluating and monitoring the development of the

educational and scientific fields. In the "Concept of Development of the National Education System until 2030", approved by the decree of the President of the Republic of Uzbekistan on April 29, 2019, there are a number of priorities, such as raising the quality of the continuous education system to a new level, bringing our country to the top of the world education rankings. tasks are defined. As in most foreign countries, it is very important to attract the best practices aimed at improving the quality of education by evaluating and monitoring the development of education and science. Most of the research carried out by the IEA (International Association for the Evaluation of Educational Achievement) involves the assessment of academic performance of students in one or more subjects or on the basis of interdisciplinary integration, which provides a global and national overview of educational processes. helps in deep analysis. In studying the achievements of students, the literacy of not all students, but students selected as representatives of this stratum, is evaluated by conducting objective tests.

Also, school principals, teachers, students, and even parents were surveyed about factors affecting the quality of school education, including school resources, student attitudes toward education, teaching methods, and the extent to which students learn at home. valuable information is collected about the support. In order to enrich the imagination of teachers and students about PISA and PIRLS studies, to increase the level of preparation for international studies, to develop creative and logical thinking skills of students, a number of works were carried out in cooperation with the Education Inspectorate, the National Center under it, and experts in the public education system. However, the problems of preparing students for international assessment programs have not been fully resolved. First of all, all pedagogues, teachers of general education institutions should have complete information about international assessment programs. It would be appropriate if the type and number of manuals created in this regard were increased and delivered to educational institutions. It is also important for students to have detailed information about international evaluation programs and to understand the importance of these programs. For this, I think that textbooks should include information about international assessment programs (PISA, PIRLS, TIMSS) and tasks prepared for these programs. New information in the textbook makes it possible for the student to be competitive with his peers on a global scale. In order for students to participate in the international PISA, PIRLS, TIMSS and other programs, it is desirable to organize special clubs in schools, and these clubs must be conducted by experienced pedagogues.

If students take exams at regular intervals (for example, once a month) and this is monitored continuously, conditions would be created for us to achieve high results in international assessment programs. In addition, tasks given in international assessment programs, such as PISA, are developed by international experts with extensive experience, and the development of a similar task requires systematic and specialized knowledge. Assignments that do not follow PISA requirements may confuse students instead of helping them. Therefore, we need to focus on the level of preparation of students. It should be noted that in order for students to occupy leading positions in the world, we need to constantly search, acquire high knowledge and skills, and instill this knowledge into the minds of young people. Undoubtedly, in the conditions of globalization, if we make joint efforts in accordance with the requirements of the rapidly developing era, if we study foreign experiences, it will be possible to achieve

the intended goal. In this regard, the Russian Federation has also developed a unique experience. A webinar was organized in order to create a national evaluation system based on the experience of Russia and improve the qualifications of specialists on the scientific and methodological bases of the system of evaluating the quality of education at the level of the country and region. In it, opinions were heard regarding the study of the international experience of the assessment of the quality of education, the conducting of regional monitoring studies and the use of its results to improve the quality of education. Well, let's study the experience of Russia, the peculiarities of the assessment of the quality of education at the national and regional level, and the achievements of independent assessment of the results achieved in educational institutions. According to PIRLS, the growth points in the achievement of elementary school students in Russia are observed in the strong emphasis on differentiating education in each grade. In this regard, special attention should be paid to ensuring that the majority of first graders have the skills necessary for a successful start of education.

CONCLUSION

In short, based on the priority tasks of the educational system, they implemented such tasks as ensuring the use of different texts in the educational process, developing different strategies for reading different texts, forming reading comprehension and using different forms of assessment. In the work on reading literacy of elementary school students in Russia, PIRLS classes emphasize reading with explanations rather than controlling reading speed, reading literacy is understood as an integrative component of functional literacy. Uniqueness is being produced in teaching mathematical, linguistic, historical, natural-scientific and reference reading. Various models of reading literacy assessment have been created as a result of the metasubject. In addition, according to international studies conducted every three years by the prestigious Organization for Economic Cooperation and Development, Finnish schoolchildren demonstrate the highest level of knowledge in the world. They are also the most read children in the world. In addition, Finnish schoolchildren ranked second in the world in science and fifth in mathematics. However, these results are not the only ones that please the pedagogical community. Surprisingly, Finnish schoolchildren do not spend as much time in class, despite their high scores worldwide.

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