

Improving the National Assessment System Based on Experience of Internatioan Program Pisa

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Annotation: The article is about the legal documents adopted in preparation for the introduction of the international program in the Education Quality Assessment System in Uzbekistan. Specific features of the PISA, the competencies that are assessed, and the factors affecting the quality of education. It analyzes the measures implemented to enrich the imagination of the staff of general education institutions about the assessment. National assessment results and conclusions based on the experience of the international program are also presented.

Keywords: National assessment, PISA, improving, survey, literacy.

In the Republic of Uzbekistan, special attention is being paid to the challenges of preparing youth for independent life, improving the quality of education, raising the status of teachers in society, and taking appropriate places in prestigious international ratings. “Today, education is not only about teaching students something, but also about providing them with the necessary opportunities to move confidently in an increasingly complex and changing world”[1]. In order to improve the quality and efficiency of education, it is of urgent importance to learn the best foreign practices, introduce international standards, conduct comparative analysis of the existing system, and improve the national evaluation system that meets the modern requirements.

Despite of the fact that the state education standards are based on a competency-based approach, teaching and assessment methods, as well as textbooks and other educational materials, are mainly focused on memorizing and presenting information, which hinders the development of critical thinking, independent information search and analysis skills, and other skills. In order to find a solution to this problem, the decree of the government of Uzbekistan was adopted[2], and according to it, the tasks of ensuring the participation of public education institutions in Program for International Students Assessment (PISA)[15] and other international studies on the assessment of students' literacy were determined.

On the basis of the “Concept of Development of the Public Education System of the Republic of Uzbekistan until 2030”, the task of participation in these programs has been further strengthened, and continuous participation in PISA, TIMSS, PIRLS and other programs in the assessment of students' knowledge level is envisaged[3]. The goals of developing the national education system of Uzbekistan, increasing its attractiveness, and creating a national assessment system aimed at assessing the literacy level of students in reading, mathematics and science were put forward.

Also, the President of the Republic of Uzbekistan addressed to the Oliy Majlis (Parliament), among other important issues of state and society life, the tasks such as adequate preparation for international assessment processes, designation of basic schools, and improvement of teachers' qualifications were specially touched upon[4]. Later, these tasks were reflected in the state program[5].

If education does not meet the needs of real life, the younger generation is less likely to invest their time and energy in it. The main importance of the international programs discussed in this article is that it evaluates the ability of students to apply the knowledge they have acquired in real life situations.

The experiences of foreign countries show that through constant and continuous participation in international rating and studies, it is possible to monitor changes in the system and make necessary decisions. Most foreign countries also consider the experience, results and comparative analysis of international studies to be important in defining their educational policy and improving their national assessment system.

PISA is a program that runs by the OECD and is an international study that assesses the reading, mathematics and science literacy of 15-year-old students around the world. It assesses not only how well students remember what they learned at school, but also how well they can apply their knowledge in real life situations, creative and logical thinking skills[7]. The importance of international study on the assessment of student achievement is that it is assessing by testing not all students, but students sampled as representatives of this stratum in the assessment of student achievement.

As new projects, programs, approaches to the assessment and development of educational quality enter the national education system, it is important to raise the awareness of the participants of the system for the success of these reforms. One of the important tasks was to carry out promotional activities among the students and parents, administrative staff, pedagogues working in the secondary education system covering more than 10,000 schools[8], to inform them about the content, essence and importance of new projects. Taking into account these tasks, 348 basic schools covering 202 districts (cities) in all regions of the Republic were determined[9], and the guidelines for organizing their activities were approved (Table 1). It was determined that the basic schools are the institutions that have basic methodical base for guiding general secondary educational institutions to learn the experience of international studies, while organizing regular training sessions, seminars and roundtable discussions, and popularize advanced foreign experiences. For these purposes, schools in nearby areas were linked to the basic schools.

Table 1. Basic schools intended for international assessments [9]

Number of regions	Number of district (city, town)	Number of basic school
14	202	348

A study aimed at assessing the students' competences and applying their knowledge in practice was conducted after studying the experience of the PISA program. In this study, 150 schools were sampled on the basis of random representativeness. According to the two-stage sampling method, one class of Grade 9 was also selected from each sampled school (Table 2).

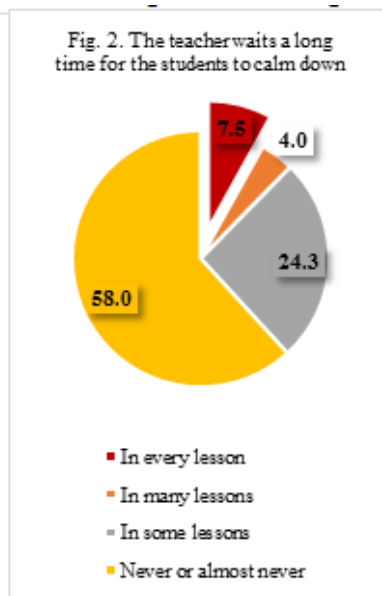
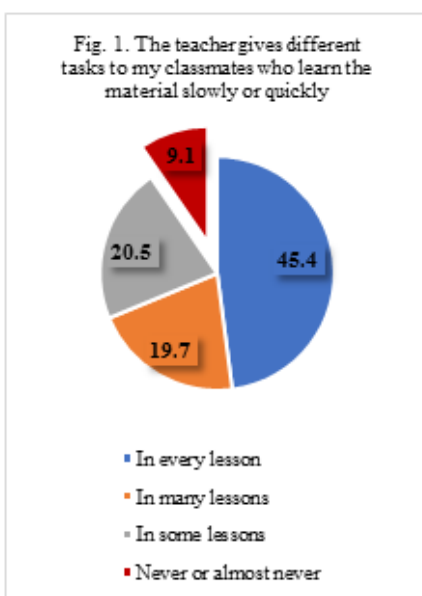
Table 2. National assessment of Student Literacy Assessment Based on PISA Requirements

Name of Assessment	Grade	District (city, town)	Number of schools	Number of students	Number of Principles
National assessment of Student Literacy Assessment Based on PISA Requirements[10]	9	119	150	3444	150

The survey included the assessing the literacy of students by three major domains of PISA, like math, science and reading. Also, the survey was fulfilled with the questionnaires which taken through the students and school principals. The content of the questionnaire was developed base of the released materials of PISA for which we acknowledge the OECD for this opportunity.

According to the results, it was revealed that students lack the skills to apply their knowledge in real life situations, to think logically, to find solutions to problems through non-standard ways, as well as to express their opinions independently in written form in response to constructed response items regarding the given assignments. The results of cognitive tests were defined in the other paper of the us[14].

The results of the student questionnaire allowed us, as researchers, to learn about the school's learning environment, the relationship between students and teachers, factors affecting student academic performance, including home conditions. Let's focus on the results of some questions asked during a questionnaire conducted among students. To the statement that "The teacher gives different tasks to my classmates who learn the material slowly or quickly," 45.4% of students answered "In every lesson," 20.5% of students answered "In some lessons," and 9.1% of students answered "Never or almost never." It follows from this that, according to 9.1 percent of students, teachers pay little attention to the fact that during the lesson tasks are given that correspond to the level of assimilation by students. This can lead to the fact that learning will be boring or stressful for low-achieving students or ineffective for well-



performing students (Fig. 1). The statement that "The teacher waits a long time for the students to calm down" was approved by 7.5% of students and confirmed that this situation is observed in every lesson. From this it can be understood that there are situations in the classroom when students do not have good discipline, make noise, show disrespect for the teacher, are not interested enough in classes. However, this condition can also be caused by the teacher's lack of experience or skills in classroom management (Fig. 2).

To the statement that "The teacher sets tasks in which students are required to apply their knowledge in new situations", 42.3% of students answered "Always", 31.1% of students "Often", 17.7% of students "Sometimes" and 3.1% of students "Never or almost never". From these data it

follows that although most teachers ask questions about the application of the acquired knowledge to students in new situations in the classroom, according to more than 3% of students, there are teachers who do not follow this (Fig. 3).

Based on the requirements of PISA, the National Study on Student Literacy Assessment and others have played an important role in the assessment of students in secondary education. In addition to measuring the quality of the educational processes implemented in the general secondary education system based on the international program, the capacity of experts in organizing studies at the national level was developed, and major steps were taken to improve the national system.

Conclusions and recommendations. The development of the education quality assessment system in the Republic of Uzbekistan is of great importance, and international assessment programs serve as one of the main factors in improving this system.

The regulatory, legal, organizational and methodical foundations for preparation for international assessment programs and its introduction in public education institutions of Uzbekistan have been created. A system of foundation schools was created to promote the value of these programs and to experiment with new ideas.

The results of the research conducted based on the requirements of international assessment programs show that great importance should be paid to the development of 21st century skills of students.

By assessing the educational achievements of students of public education institutions based on international studies and national studies, the following can be achieved:

opportunities to receive timely information on the achievements and shortcomings of the educational system, to analyze the impact of measures, and to receive necessary information for making strategic decisions regarding reforms;

to find out the level of knowledge and literacy of students, to get information about how lessons related to the development of their literacy are organized in schools;

assessing students based on interdisciplinary integration;

a new look at the quality and efficiency of education, introducing modern, competence-based approaches, applying students' knowledge in real-life situations, assessing creative and logical thinking skills;

Many regulatory and legal documents should be adopted to deepen the study of the principles of this study and to introduce them into the educational system.

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