

International Assessment Programs: Essence and Importance

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Abstract: The article provides information about the essence and importance of international assessment programs PISA, PIRLS and other programs, as well as their importance in the field of education in Uzbekistan. At the same time, the article discusses the requirements for international assessment, the principles of the program and its implementation in the education system, as well as the important features of the international assessment programs PISA, PIRLS, the views of foreign scientists, and the results of research studies.

Keywords: PISA, PIRLS, student, school, classroom, teacher, assessment, international assessment program, international education.

Introduction: In today's globalized world, there is increasing pressure to ensure that education systems in developed and developing countries are competitive and effective. The Programme for International Student Assessment (PISA), launched by the Organization for Economic Co-operation and Development (OECD) in 2000, is designed to provide cross-nationally comparable data to measure students' readiness for real-world challenges. Unlike traditional curriculum-based assessments, PISA emphasizes the practical application of knowledge. The goals of the PISA international assessment programs are to assess the extent to which students have acquired basic knowledge and skills by the end of compulsory education, to provide insights into educational practices and outcomes globally, to provide policymakers with evidence-based guidance for reform, and more.

The Programme for International Student Assessment (PISA) was commissioned by the Organisation for Economic Co-operation and Development (OECD) in the late 1990s as a continuous, periodic international comparative study of the learning and assessment of 15-year-old students in mathematics, science and literacy. PISA is co-administered by the OECD and is conducted in partnership with member countries and large economies, and a growing number of non-member countries, known as partner economies [1].

PIRLS (Progress in International Reading and Literacy Study) is an international research program to assess

the level of reading comprehension of primary school students. More than 50 countries participate in the PIRLS study. The purpose of this international study is to identify and assess the readiness of primary school students in countries with different education systems to read and comprehend text, and the specific features of the education system that lead to different achievements of students [2]

For each round of PISA, Australia reports results at both national and state and territory levels in the three core areas tested – reading, mathematics and scientific literacy. A breakdown of our national results is also provided to show how students from different demographic groups are achieving. For each of the three core areas tested, the PISA national report shows results for students who are Indigenous or immigrant or who do not speak English. It also compares student performance by gender, the school sector they attend (government, Catholic or independent), where their school is located (metropolitan, regional or remote) and the socio-economic background of their families. All data collected in PISA is de-identified, so when Australian results are released publicly, no student or school can be identified who took PISA [3].

An analysis of organizational forms, models, technologies and procedures for assessing the quality of education in the most developed countries of the world shows that assessment is carried out through a system of measuring educational achievements and socio-economic indicators that are characteristic of

different education systems. Educational measurement systems in each country have their own characteristics, methods and technologies, which may differ depending on the characteristics of the education system of a particular country. However, most of the assessment systems operating in developed countries are based on testing technologies that allow standardizing assessment processes, ensuring the objectivity of assessment results, and using information and communication technologies in the process of assessing, processing and interpreting assessment results. In particular, in the USA, SAT (Scholastic Achievement Test) and ACT (American College Testing) tests are used to determine the level of knowledge of high school students, the results of which are taken into account when entering almost all higher educational institutions [4]

In the process, according to the results of external monitoring conducted by the Ministry of Public Education, partially using international assessment materials, students are being educated at an international level. In May 2017, the Ministry of Public Education, in collaboration with the UNICEF Office in Uzbekistan, conducted a study on the topic "Identifying Factors That Negatively Affect Success" "Assimilation by Students." In it, students' knowledge was experimentally tested. 4 classes in mathematics, reading and natural science are taught in 255 schools in the republic. Test questions were prepared for monitoring based on the content and requirements of TIMSS educational materials [5] Test materials were developed and analyzed in collaboration with UNICEF. The Ministry also cooperates with UNICEF. General secondary education in accordance with the requirements of the PISA program on improving state educational standards and curricula. Approved by the Resolution of the Cabinet of Ministers of the Republic of Uzbekistan No. 187 dated April 6, 2017. DTS, curricula and training programs (primarily mathematics, physics, biology, native language and literature) are reviewed by international experts, conclusions and recommendations are developed [6].

Today, a new system of monitoring the quality of education is being formed in our country, based on the identification and comparison of international assessment programs. It is important to study international experience in assessing the quality of education, conduct a comparative and comprehensive analysis of the existing system, and establish close cooperation, To assess the quality of education, to

implement international projects with relevant departments, research institutions, and international and foreign organizations, and to improve the National Assessment System based on the requirements of the time [7].

The PISA international assessment program conducts research using the following equipment:

1. A set of tests consisting of training tasks
2. Survey questions for students about the educational institution they are attending
3. Questionnaire questions for school principals regarding the educational institution where they work as teachers
4. Questionnaire questions and questionnaire for the manager conducting the test
5. Questionnaire questions for education officials
6. Instructions for compiling test tasks and mathematical and statistical analysis of the results obtained results [8].

Every three years, 15-year-old students are tested in three areas.

1. Natural sciences - students are expected to be interested in scientific and technological innovations related to natural sciences, to be able to use them, to be able to justify them, to be able to explain and evaluate natural phenomena, to conduct research work
2. Mathematics - the ability to apply mathematical operations in scientific reasoning and solutions to life phenomena and their explanation using mathematical concepts, theorems and axioms, and also to determine the level of development of students' ability to make rational decisions
3. Reading - the student's literacy, reading, and independent thinking are assessed; worldview, analytical skills, memory, and social engagement [9].

A stratified random sampling method was used to conduct the experimental study. According to it, 3,444 students studying in 150 schools were included in the sample. The scope of the study was to assess the literacy of 9th grade students. There were also 36 urban schools and 114 rural schools. 14 rural schools were schools located in remote areas. Of these, 36 were single-shift, 114 were multi-shift, 31 were large, and 119 were small. The study used a paper-based model.

Participants in a study conducted to assess student achievement.

Study title	Behavioral pattern	Cover			
		Class	Schools	Students	Directors
A pilot study on assessing student literacy	Paper-based				
		9	150	3444	150

The result was that, according to the results of the test on mathematical literacy, students were able to solve 78.8% of the tasks on determining the interpretation and evaluation competencies and 46% of the tasks on determining the expression competencies. When focusing on the application of the three competencies, only 43% of students were able to complete the tasks related to determining this competency. This indicates that students lack the competencies to apply the acquired mathematical knowledge in practice [10].

CONCLUSION

In conclusion, it should be said that international assessment programs are very important in improving the quality of education for school-age children. Based on the data analyzed in the article, it can be concluded that the development of a system for assessing the quality of education in Uzbekistan is important, and international assessment programs serve as a key factor in improving this system. The analysis of research shows that it is necessary to attach great importance to the formation of students' skills and competencies for the 21st century.

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