Improving the Mechanism of Working with Low-Achieving Students on the Basis of Texts and Assignments Studied in International Assessment Programs

Rizayeva Maftunahon Abdumannob kizi

Andijan State University Pedagogical Institute
Master of Theory of Education (Primary Education)

ABSTRACT

Today, the understanding of the assessment system is further complicated by the trends that are observed in this area - this is the ever-increasing internationalization of debate, the growing importance of questions about the transnationalization of education, where the question of "using" the best practices in curriculum development and the adoption of foreign systems arises; opening up more opportunities for international student mobility, as well as employment opportunities in foreign countries for graduates (where there is a need for international recognition of qualifications).

Keywords: Student, assessment system, education, mobility, achievement, method.

International influence is observed from international organizations (such as the World Bank and UNESCO) and other donors involved in the implementation of reforms in individual countries. The issue of assessing achievements in the education system is often on the agenda of cooperation between international organizations and national partners, although the focus can be much broader than correcting PISA results. For example, in the Education 2030 agenda presented by UNESCO and partner organizations, where the Education for All movement is highlighted, civic education, the acquisition of life and professional skills, commitment to sustainable development, inclusive education, etc. are highlighted.

Main goals and uses of an assessment system: This subsection provides an overview of the main characteristics of effective assessment systems, taking into account the main objectives that these systems are designed to achieve, as well as approaches to the use of assessment results. This review is based on examples from various international practices.

Efficiency in System Management: A complete and effective assessment system is most often seen as an important element in the effective management of educational systems[1].

Accountability: The need for governments to be accountable (to the public, parliament and other stakeholders) on the achievements and performance of students and schools is the result of a strong focus on evaluation and monitoring.

School Performance and School Improvement: The role of assessment in education sector policy making and institutional development at the school level is also the result of increased attention to this aspect over the past decades. Today, discussions about school performance (resulting from accountability requirements and a top-down approach) and school improvement (resulting from educators and a bottom-up approach) are seen as two opposing factors. However, it would be more

---

[1] Quality Assurance in Education: Policies and Approaches to School Evaluation in Europe, Luxembourg EURYDICE, 2015

efficient to view these components as an integral part of a single process aimed at realizing a single goal, namely ensuring that a culture of change is built into the school system.10 This is important in order to be able to respond in a timely manner to emerging challenges, demands, opportunities in the education sector and needs, as well as to orient the educational process in accordance with the needs of students, who must be in demand in the labor market (taking into account the acquired knowledge and skills), and be able to bear responsibility in adulthood.

Benchmarking and rankings: In recent years, much attention has been paid to the results of quantitative indicators, which are used by leaders and decision makers in the field of education to make decisions, as well as to compare the achievements of their country in relation to other countries.

Determination and achievement of the goals set in certain policies: the results of the assessment are also used to determine the goals and objectives of the policies/strategies. In this case, they are a means to justify the measures taken by the persons concerned to solve certain problems or meet specific needs in a particular sector.

Resource Allocation: Access to reliable assessment data also allows you to make the right decisions about resource allocation (including allocation of finance, staff, and other supportive resources). The nature of the resource allocation process reflects the requirements for the state in terms of education sector policy: the allocation of resources can be increased for those schools that do not perform well, or vice versa can be increased for schools that perform well - in this case, the goal is to improve performance according to the results of national examinations[2].

Equality policy monitoring: Another important task of the assessment system is to monitor achievements in accordance with key socio-economic indicators (identifying regional differences in achievements across the country and understanding what causes this). Such data can shed light on differences in performance between boys and girls, for example, or students of different ethnicities or from families with different income levels, etc.

The following subsections discuss the key characteristics of the approaches that are used to achieve these objectives in an effective assessment system.

1.3 Effective Approaches to Educational Assessment: This subsection provides an overview of the activities that national education systems are taking around the world to respond in a timely manner to the needs emerging in the school assessment sector. The section briefly describes the main approaches that are used to effectively respond to emerging challenges.

It should be noted that the national "culture and traditions" of education continue to play a central role in shaping the trends in the development of national systems. In this regard, factors such as the influence of the school on the civic identity of the younger generation, the promotion of social cohesion, the policy of integration of ethnic minorities, the response to the economic needs of the country and its regions remain key, shaping the very nature of the school, the content of education and the approaches that are used in teaching. , and, accordingly, the evaluation system.

References

1. Quality Assurance in Education: Policies and Approaches to School Evaluation in Europe, Luxembourg EURYDICE, 2015
2. M. Crossley and T. Sprague, 'Learning from small states for education and international development beyond 2015', Current Issues in Comparative Education, vol. 15, no. 1, 2012, pp. 26-40
3. S. Lindblad, D. Pettersson and T. Popkevitz, "International Comparisons of School Outcomes: A Systematic Review of Research on Scaled Assessments in Education", Stockholm: Swedish Research Council, 2015.

---

[2] S. Lindblad, D. Pettersson and T. Popkevitz, "International Comparisons of School Outcomes: A Systematic Review of Research on Scaled Assessments in Education", Stockholm: Swedish Research Council, 2015.

4. 'Synergy for Better Learning: An International Perspective on Evaluation', Paris: OECD, 2013.
5. M. Tobin, P. Lietz, D. Nugroho, R. Vivekanandan and T. Niyamhu, 'Using large-scale assessment of student learning to inform education policy: insights from the Asia-Pacific region, UNESCO (Bangkok Office), 2015.
6. "International Teaching and Learning Review" (IRLT) 2013', Brussels: European Commission, 2013.
7. 'What makes school systems work? Seeing school systems through the lens of PISA (International Program for Student Assessment), Paris: UNESCO, 2004.