

THE IMPORTANCE OF INTERNATIONAL EVALUATION STUDIES IN IMPROVING THE NATIONAL EDUCATION SYSTEM

Akramjon Mukhtorovich Matkarimov

Researcher at Andizhan State University,

Doctor of Philosophy in Pedagogical Sciences (PhD), Republic of Uzbekistan

ABSTRACT

The article emphasizes the importance of international evaluation studies in improving the content of the national education system, its legal and regulatory framework.

Keywords: international assessment studies, content of the national education system, quality of education, curricula, basic competencies.

INTRODUCTION

In the second half of the 19th century, the rapid development of scientific and technological processes pushed humanity to change its attitude to education. Major reforms have begun in the education system of many countries of the world. Of course, years later these reforms paid off. Countries that were once extremely poor have joined the ranks of the developed countries of the world. Many countries have reached the level of sustainable development. This showed that the quality of education determines the main indicators of the well-being of society.

RESEARCH METHODS

Today, in our republic, improving the content of national education, reforming school education, preparing students for independent life, and forming skills necessary for them to achieve success has become an urgent task. For this purpose, reforms are being carried out to improve educational programs, textbooks, teaching methodology and the system of evaluation of educational results based on modern requirements. Concepts for the development of science teaching in the preschool, general secondary, professional and higher education systems of the Republic of Uzbekistan[1], national education with the Decree No. PD-5712[2] dated April 29, 2019 "On approval of the concept for the development of the public education system of the Republic of Uzbekistan until 2030" [2] covering issues of improving its content based on modern requirements.

RESULTS AND DISCUSSIONS

International PISA, PIRLS for assessing the quality of education of the Republic of Uzbekistan. Participation in the TIMMS research since 2019 has opened a wide path to international evaluation, comparison and analysis of the current state of the national education system. In this regard, the President's decree and relevant decisions of the government were adopted, and it was determined that the general education institutions of the Republic of Uzbekistan will participate in international research. It is also decided to support the scientific-pedagogical research on the introduction of research into the national evaluation system of the methods of evaluating the success of students in education.

In the national education system of our republic, the tasks of creating a national system aimed

at evaluating the educational success of students and the level of development of basic competencies by conducting international researches in the field of education quality assessment have been defined. In particular, tasks such as creating a national database of questions in the fields of international research from reading, mathematics and natural sciences and integrating them into educational programs, updating the forms, methods and technologies of teaching these subjects, and organizing training courses to increase the awareness and training of teachers in this regard. By 2030, the task of the Republic of Uzbekistan to become one of the first 30 advanced countries in the world according to the PISA international rating of student assessment studies has been set as a priority [3]. It is indicated to update the content of the educational system qualitatively, as well as to review the activities of the centers for training and retraining of pedagogues, taking into account the acquisition of the basics of teaching competence and person-oriented approaches in the training, retraining and improvement of their qualifications [2].

The National Center for the Implementation of International Studies on the Evaluation of the Quality of Education was established under the State Inspectorate for Quality Control of Education. Organizations cooperating in the scientific-methodical, linguistic issues of the National Center of International Assessment Research: ETS (USA), Westat (USA), TIMSS PIRLS International Research Center (USA), RTI International (USA), Statistics Canada (Canada), cApStAn (Belgium), ACER (Australia) organizations, as well as with Finnish, Korean, Estonian ministries and agencies, the Institute of Educational Development Strategies (Russia) and other foreign organizations related to the field of education in order to study foreign experience. In order to thoroughly study the experiences of international studies and integrate them into the national education system, base schools were designated in 14 regions of our Republic, and the remaining schools were attached to base schools.

International assessment studies such as PISA, PIRLS, TIMSS, directions for developing basic competencies of students; educational and methodological manuals are being developed in the areas of mathematical, reading and natural-scientific literacy, creative thinking, critical thinking. These, in turn, serve to improve the content of education. It is an urgent task to study and analyze the experience of countries with developed educational system, use new approaches in teaching, develop practical skills, thinking and creative abilities of students, and theoretically and conceptually study the integration of these aspects into the content of the national education system.

Participation in international studies of the assessment of the quality of education gives the following opportunities to the national education system:

- the results obtained in the programs allow to draw conclusions about the quality of education in the country and its place taking into account international standards;
- the results are used to reform the national education system, to improve the content of education, the training of pedagogues and their professional development programs, and to create a new generation of textbooks by specialists;
- international programs have a positive effect on the quality of national programs in the field of education;
- By participating in international programs involving leading experts of various organizations in Uzbekistan, the culture of conducting monitoring programs is developed among local experts,

it leads to adaptation of education quality assessment to international standards;

- allows development of control materials for national education quality assessment at the quality level of control materials used in international programs [4].

The fact that there are many reforms in the education system makes the task of polishing the educational content more urgent. What should be taught in the educational system?, How should it be taught? and Who Teaches? the questions constitute the content. What should we teach first? we have to answer the question. The fact that this question has remained open for many years, the integration of various types of education has not been established, and the measures for the integration of educational content have not been sufficiently developed, has turned this problem into an urgent process [5]. Also, in order to ensure the appropriate participation of Uzbekistan in the human capital index, qualitatively fulfill the indicators stipulated in the National Sustainable Development Goals (SDGs) and take high places in international studies, all ministries of education and international organizations will work together to develop the teaching methodology and effectively organize digitization while ensuring consistency in the content of education should act.

CONCLUSION

In improving the content of education on the basis of evaluation studies, it is important that there is a connection between the types of education, interdisciplinarity between classes and courses. There are large-scale reforms at all levels of education, in which we need to make changes in content that ensure quality along with changes in form. It is necessary to adapt the content of national education to international requirements and to ensure appropriate participation in research.

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