INTERNATIONAL EXPERIENCE IN EVALUATING LEARNING RESULTS IN THE GENERAL EDUCATION SYSTEM

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Assessment and evaluation are increasingly used by education actors such as governments, education policy makers, school leaders and teachers as tools for better understanding how well students are learning, for providing information to parents and society at large about educational performance and for improving school, school leadership and teaching practices. Furthermore, results from assessment and evaluation practices are becoming critical to establishing how well school systems are performing and for providing feedback, all with the goal of helping all students to do better.Reforms in education have been going on for a long time. They have become so accustomed to them that they no longer accept them as reforms. Their central point can be considered as the rejection of the principle that the population is the object of education and upbringing. From now on, the population will become an equal subject in the market of educational services. Thus, a number of interrelated concepts began to be applied in the field of education: budgeting, public administration, education services, satisfaction and availability of services, the market of educational services, and others. "Service" on this list is just the most common. , as well as a basic concept that squeezes the state out of the coaching position and reflects the nature of its service.

Anyone familiar with the concept will naturally want to know more about PISA system research. We first came across this phrase in the Resolution of the Cabinet of Ministers of the Republic of Uzbekistan dated December 8, 2018 "On measures to organize international research in the field of assessing the quality of education in the public education system." In this document, it was decided to establish a National Center for International Research on Education Quality Assessment under the State Inspectorate for Quality Control in Education under the Cabinet of Ministers. conducting research aimed at the development and implementation of innovative methods for the development of literacy in mathematics and science; to establish international relations in the field of education quality assessment, development and implementation of international projects, participation in the organization and holding of international scientific conferences and symposiums; ensuring the successful participation of general secondary education institutions in international research; The results of the international evaluation programs of the Republic of Uzbekistan will be compared with the results of other countries.In turn, in the future, our country will participate in the following international research to assess the quality of education:

-   PIRLS (Progress in International Reading and Literacy Study) - assessment of the level of reading and comprehension of the text by primary school students;
-   TIMSS (Trends in International Mathematics and Science Study) - assessment of literacy in 4th and 8th grades in mathematics and science;
-   PISA (The Program for International Student Assessment) - assessment of literacy in reading, mathematics and science in 15-year-old students;
-   TALIS (The Teaching and Learning International Survey) - an assessment of the effectiveness of teaching and learning in schools through a survey of principals and teachers of general secondary schools.From this point of view, what are the main problems facing the education system of our country?

The first is the lack of knowledge of students. According to the results of monitoring conducted in 1,035 schools of the country this year, the average mastery of students was only 70%, and the quality indicator was only 44.8%. Mathematics found that the figure was even lower

The second is the lack of problems and examples in our textbooks that are similar to PISA assignments. PISA assignments, on the other hand, are usually described in lengthy texts, with no instructions on which branch of mathematics to go to to choose a real situation and problem-solving method. PISA assignments (text, pictures, diagrams and tables, real connection graphs) are offered in a variety of forms. They need to be translated into mathematical language and, once the solution is found, evaluated and interpreted in relation to the real situation. In our math textbooks, standard problems are given and they are solved using standard methods.

It is clear that in the PISA program, logical thinking comes to the fore. For example, the reader should understand that the word "circle" is not used in the text, but it is the object in question. So, first of all, there is the task of enriching mathematics textbooks with issues that encourage students to think logically. We also have more than 130 nationalities and ethnic groups, and the fact that education is provided in seven languages can create additional difficulties for translation.

At the same time, there are also distinctions between internal or school-based assessment and standardised (external) assessment. Internal assessment is designed and marked by the students' own teachers, often in collaboration with the students themselves, and implemented as part of regular classroom instruction, within lessons or at the end of a teaching unit, year level or educational cycle. Standardised assessment is designed and marked outside individual schools to ensure that the questions, conditions for administering, scoring procedures and interpretations are consistent and comparable among students

Positive effects of using student results from large-scale assessments to inform teaching may include greater differentiation of instruction, greater collaboration among colleagues, an increased sense of efficacy and improved identification of students' learning needs.At the same time, these benefits depend on a number of factors, including providing the results in a timely manner for teachers to be able use them with their students and offering the support necessary for them to understand what the results say about student learning needs and what strategies teachers can adopt to help their students. Centralised assessments are indeed used for several purposes, including monitoring, which limits the depth of the diagnosis that can be made on individual student learning.

International research has also been conducted on the following international evaluation programs:

Progress in International Reading and Literacy Study (PIRLS) - to assess the level of reading and comprehension of text by primary school students;

Trends in International Mathematics and Science Study (TIMSS) - to assess the level of mastery of 4th and 8th grade students in mathematics and science;

The Program for International Student Assessment (PISA) - to assess the literacy of 15-year-old students in reading, mathematics and science;

More and more theoretical and practical research on approaches to SMS is being conducted in educational institutions. At the same time, the issue of practical use of SMT for the quality of educational services at the university is not sufficiently studied. In assessing the quality of educational services, the process of determining criteria and quality indicators is in the first place, and the second is to determine the mechanism or methodology of assessment.Currently, there is a growing interest in the quality of higher education, both from the state and from the educational institutions themselves. Education is considered a public property as one of the most important areas of human activity. The main "product" of universities is graduates. The process of providing educational services is one of the main processes of university SMS. The main area of activity is the provision of educational services, in which universities are engaged in research and services, ie innovative processes necessary for the manufacturing sector. Therefore, more stringent requirements are set for the quality of training of graduates of technical universities. The quality of educational services (OU) at a technical university should be assessed against a number of agreed criteria that determine the quality of services provided. Assessing the quality of an educational institution is an organizational process.There is a growing interest in a systematic approach to ensuring the quality of education in universities through the use of popular models such as TQM, 5S, TPM, 20 keys, cost-effective manufacturing, various quality awards. To maximize the advantages of official quality models based on the ISO 9001 standard, less formal quality models should be used as they combine to achieve a synergistic result.

The quality of educational services is affected by a combination of external and internal factors. Internal factors directly affect the factors that form the university: the organization of the educational process as a combination of teaching and learning processes, the quality of the basic curriculum, the teaching staff, teaching and research work of teachers quality, work of university support services, infrastructure, work environment that carries out the process of providing educational services, methodological work, library fund, scientific and innovative processes. All of these factors are in the field of university management and, of course, the university leadership is able to influence and improve each one individually.Based on this model, an algorithm for the introduction of a system for evaluating the quality of educational services in preschool education was developed in the form of a "road map".

Thus, the system of quality assessment of educational services in preschool education, introduced using this algorithm, allows:

1). regulation of the system of quality control of educational services in preschool education institutions;
2). increase the effectiveness of quality management of educational services in preschool education;
3). Ensuring the quality of educational services in accordance with consumer demand.

External factors include: the economic situation in the region and the country, the requirements of customers and other stakeholders (e.g., employers), the terms of contracts with partners, the requirements of state education

standards, the requirements of education regulators, and so on. other areas, as well as organizations in the field of labor protection, fire safety, SES and others.

To manage quality, you need to influence the factors that affect that quality. The controllable internal factors listed above are structured according to the groups of criteria for evaluating the basic curriculum as follows: learning outcomes, learning outcomes, learning process, teaching staff, logistics minutes, work environment and infrastructure, learning process planning outcomes. In general, the quality of training of technical university graduates can be defined as the degree to which the set of features and results of the educational process meets the requirements provided by consumers, as well as employers, society. government and other stakeholders. Influences the interests of different stakeholders in the development of a basic education program.

In conclusion,Any quality of service, including education, can become an object of management if it can be expressed through measurable indicators of quality. This is the only way to control them, as well as predict, plan, improve. When offering educational services to consumers, the developer, who is a graduate student of the university, must clearly understand what quality indicators can be shown in the first place in order to attract the consumer to the educational service. In general, the assessment of the quality of educational services in VTUZ should be initiated by departments as units that provide quality education management at the basic level. One of the ways to attract consumers to the educational services of the department is to present the basic educational program as a key document that ensures the quality and competitiveness of the training of future graduates of the university. When choosing quality indicators (criteria), it should be taken into account that these indicators depend on the quality indicators of the educational service provided.

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