



## **USE OF INTERNATIONAL EXPERIENCE IN ASSESSING THE LEVEL OF KNOWLEDGE OF SECONDARY SCHOOL STUDENTS**

**Voxidova Norposhshahon Khabibullaevna**

Professor of the Department of Social Pedagogy,  
Tashkent State Pedagogical University, Candidate of Pedagogical Sciences.  
97 712 23 06

**Tulyakov Ahmad Sadullayevich,**

1st stage master

<b>Article history:</b>	<b>Abstract:</b>
<b>Received:</b> August 28 <sup>th</sup> 2021 <b>Accepted:</b> September 28 <sup>th</sup> 2021 <b>Published:</b> October 30 <sup>th</sup> 2021	Today, a lot of attention is paid to education. In particular, the issues of improving the quality of education and training of qualified personnel are rising at the state level. These issues are especially important in preschool and secondary education. In this article, the author details the importance of the assessment system in secondary schools in the international context.
<b>Keywords:</b> Education, Secondary Education, Assessment System, Knowledge, Skill And Etc.	

Education, very importantly secondary education plays a major and fundamental part in any child's life. It plays a complex role in shaping the child as a person and also in shaping his or her career. It is the time when they are exposed to the outside world and start making decisions on their own. Thus, proper secondary education is extremely necessary for any and every child. Many children also sometimes quit their secondary education to pursue a job and support their families. Educational assessment or educational evaluation is the systematic process of documenting and using empirical data on the knowledge, skill, attitudes, and beliefs to refine programs and improve student learning. Assessment data can be obtained from directly examining student work to assess the achievement of learning outcomes or can be based on data from which one can make inferences about learning. Assessment is often used interchangeably with test, but not limited to tests. Assessment can focus on the individual learner, the learning community (class, workshop, or other organized group of learners), a course, an academic program, the institution, or the educational system as a whole (also known as granularity). The word 'assessment' came into use in an educational context after the Second World War.

As a continuous process, assessment establishes measurable and clear student learning outcomes for learning, providing a sufficient amount of learning opportunities to achieve these outcomes, implementing a systematic way of gathering, analyzing and interpreting evidence to determine how well student learning matches expectations, and using the collected information to inform improvement in student learning. The final purpose of assessment practices in education depends on the theoretical framework of the

practitioners and researchers, their assumptions and beliefs about the nature of human mind, the origin of knowledge, and the process of learning. Even in the present world, there are many children who are devoid of secondary education. While girls are not at all sent to attend their secondary school, the boys tend to repeat their grades and finally drop out. Such is the pathetic condition of secondary education. This might be due to various restrictions in the country or maybe in their homes. The girls might be forced to get married early while the boys might be forced to start earning for their family. But, this should not be the scenario at all. The governments of all the countries in the world should make it necessary for every child to attend secondary school and ensure that the children get proper education.

Precision this is a word which sounds somewhat unfamiliar to modern pedagogic discussion. It is a quality which in the old times was doubtless somewhat overrated, and in the reaction from this error we have perhaps come correspondingly to underrate it; even as in our modern society the excessive precision of manner of the olden time has given place to a looseness which represents quite as serious an error in the opposite direction. The old type of classical and mathematical training, wherever it was well exemplified, unquestionably gave this quality. It sacrificed other valuable things in so doing. It sometimes repressed individuality; but it did not encourage that confusion between things half known and things fully known, which is the bane of some of our modern educators and their pupils. The American preparatory school of the olden time did what the French secondary education did-it taught people the distinction between subject and predicate, between definition and real proposition,



between assumption and proof. The study of Euclid might not lead the pupils to geometrical results by such a short road as Chauvenet or Wentworth; but it taught those pupils to reason with severe regard to logic. If the object is mathematical acquirement, the modern books are better. If the object is clear thinking, the older method had inestimable advantages. Abraham Lincoln used to say that he laid the foundation of all his legal success by the study of Euclid's Elements of Geometry. I doubt whether any man could say the same thing of modern mathematical text-books. In like manner, the classics do not furnish so easy a road to literary knowledge as modern languages; but the abandonment of classical training has led the rising generation to loosen their hold on the distinction between subject and predicate, and to forget the necessity of defining terms accurately before you group them into propositions.

Marks are recorded in the attendance book of the class, which includes students' basic data. The grades are recorded in each student's report book as well, which primarily aims at providing information for parents. Since the 2018/2019 school year, an electronic report system, the so-called the KRÉTA (Public Education Registration and Study System) has been introduced in every school, to help teachers to easily record the study data and omissions of students in the electronic report system, even via a mobile application. Students and their parents can quickly and easily access their evaluations, absences, and messages, and they can also receive instant notifications on their mobile phone when an entry is added. Teachers tend to evaluate all students at least once a month in every subject and inform parents about the grades earned through an electronic reporting system. Parents certify that they have seen the school marks/assessment. In case of formative assessment, in addition to giving grades, some schools also provide percentage and a written description of student performance. The assessment tools/methods applied are described in the pedagogical program of the school. The most frequently used tools of formative assessment are short oral tests, short written tests (taking 5-20 minutes) and the checking of written homework. The most widely used tools of summative assessment are end of topic tests (after completing a larger thematic unit) and mid-term or end-term assessment. These are usually made on the basis of the marks earned during formative and summative assessments throughout the school year. In addition, not so commonly used tools of summative assessment include the written summary of the topic of several lessons, written project works / oral presentations based on individual observations, experiments and data collection. A tool more rarely used is the annual or more frequent internal examination.

Assessment results are used for preparing a National Report as well as reports at the level of the maintainer, the institution, the school site and the individual student. The Student Report presents the student's achievement on the test, the results broken down into tasks and the results compared to the national, the school and the class average. As a unique assessment ID is required to access the Student Report, such reports may only be viewed by the students, their parents and the school. The National Assessment of Basic Competences has already contributed to the improvement of diagnostic assessment in schools: the teaching staff of schools often analyse the results of their school together and a large number of teachers has received further training in this field. At the end of each term and school year, the evaluation is expressed in the form of grades in every subject worked out on the basis of the interim grades given during the year and on the basis of student's activity throughout the term/year. From the two grades, the one assigned at the end of the first term is for information but the year-end grade is a prerequisite for progressing to the next grade. Both the student and the parent have to be informed about the end-of-term and end-of-year grades. At the end of the first term, this information is provided by way of a report booklet or it's available in the electronic class register, while at the end of the year it is provided by way of the annual school report. The annual school report is a public document.

A student may progress to the next grade if she/he manages to fulfil the prescribed study requirements by the end of the school year, i.e. if - on the basis of his or her performance and marks during the year or his/her performance at the school's examination - he or she receives at least a pass (2) grade. Decision on the necessity of repeating a given grade is to be made at the end of the school year by the teaching staff. Pursuant to law, parents can also request the re-take of the school year. The grade may have to be repeated if the student was given an unsatisfactory (1) grade in any subject. Before the beginning of the next school year, however, the student may have re-take examinations, theoretically irrespective of the number of subjects in need of improvement. In practice, however, this means one, two or rarely three subjects. The remedial exam can be taken at the school or before an independent examination board. For the latter students must apply in their school, but it is the responsibility of the Educational Authority to organize the exam. Repeating a grade cannot be denied from the student until the end of the mandatory schooling age. A student must repeat the grade on a mandatory basis also when the total number of classes missed with or without justification exceeds the statutory maximum number and if the teaching staff did not permit the student to take the



grading examination. As long as the student does not pass the mandatory schooling age, grade repetition cannot entail expelling the student from the school. Indeed, if the student repeats the same grade for the second or third etc. time, the school must provide individual tutoring for the student to enable him/her to catch up. A general secondary grammar school may terminate the relationship with the student if the student fails to complete the given grade for the third time (by which time he or she has probably reached the end of the mandatory schooling age). A parent representing a minor student may initiate a procedure against the certification of conduct, diligence, and studies if the certification is not in accordance with the local curriculum applied by the school, or if the certification procedure is in conflict with the law or the student status provisions. If the parent seeks legal remedy against the certification of the studies, the student may, in accordance with the procedure prescribed by law, take an exam before an independent examination board, which shall be organized by the county office of the county seat.

The successful completion of upper secondary grammar school studies provides the student with a secondary-level qualification. However, students may proceed to higher education only if they pass the upper secondary school-leaving examination, which follows secondary-level education itself. The precondition of participating in the upper secondary school leaving exam is obtaining the final report of secondary education, that is, acquiring at least a pass grade from all subjects. Besides, this final report has to contain a statement that the student had successfully completed a 50-hour community service. From certain subjects, it is possible to take an 'early upper secondary school leaving examination'. Taking this early exam is relatively popular among students. It happens quite often that students take the early secondary school leaving exam from a given subject at the end of year 11 or even year 10. In some cases, students decide on taking this exam at the end of the year when they finish their studies from the given subject. The exam has to be taken before an exam committee in Hungarian, in the language of an ethnic minority or in a foreign language. As described in the regulations concerning upper secondary school leaving examinations, students may view their written exams before the oral part and they can attach their individual evaluation to the official assessment.

Students can switch between upper secondary grammar schools relatively freely, which often takes place after the family's moving to a different location. It may also take place for other reasons at the parent's request. A student is entitled to change programmes even without repeating the grade if this is allowed by

the differences between the content of the two programmes. This is always decided by the head of the recipient school and he/she determines the subjects, if any, in which the student has to pass an equivalency exam. When the student is suspected to be lacking some particular skill - e.g. dyslexia, dyscalculia -, various capabilities of the student may be examined by a committee designated for this purpose. The parent's approval is necessary for this examination. Frequently, the decision taken by the committee results in exemption from fulfilling the minimum requirements of certain subjects (e.g. foreign language or mathematics). Such cases are more and more common. This does not obstruct the student's progress to the next grade. By law, students are also permitted to complete more than one grade in a given school year with the permit of the school head. In such cases, however, he or she must pass a grading examination at the end of the year. This takes place in the case of particularly talented private students but it occurs very rarely.

At the end of each grade, students are provided with year-end school reports (certificates). The grades entered in the year-end school reports are based on the student's performance during the school year, his or her marks received during the course of formative and summative assessments/evaluations and, on rare occasions, on the ratings achieved at the voluntary examinations organised by the school. Accordingly, the year-end school report is not preceded by a specific examination. Students in an individual student work schedule are an exception to this rule who give an account about their knowledge at the end of the year in the form of a grading examination. These private students take the exam along with students obliged to pass a re-take examination. Students who have to pass a re-take examination from a given subject had previously received an unsatisfactory (1) grade. In addition, those students who missed more classes than the prescribed maximum limit (30 % of all classes from a given subject) also have to pass a re-take exam. The year-end school report is a public document the contents of which must be accepted until the contrary is proven. The year-end school report must be provided in Hungarian or, if teaching takes place in two languages, it must be provided in both languages. The school cannot refuse to issue a year-end school report on the basis of any excuse. The year-end school report contains the student's name, identification data, grade, the titles of the subjects, the grade in a textual and in a numerical form, the field of comments, the date, the signature of the school head and the class teacher as well as the seal of the school.

Secondary education, under the definition which I would suggest, includes all those studies which are regarded by the public as too far advanced to be a part



of that compulsory education which it strives to furnish all its citizens, and which are at the same time not sufficiently specialized in their purpose or aim to be considered part of the technical preparation of different groups of citizens for their several callings in life. It is distinguished on the one hand from primary education by being less universal. It is distinguished on the other hand from technical education in being general rather than specific in its object; in fitting the student to be a better man rather than a more expert producer. Speaking roughly, primary education aims to secure the necessary level of general intelligence; technical education aims to secure the necessary level of professional intelligence; secondary education aims at something in excess of these necessary minima.

#### **LITERATURE:**

1. O'zbekiston Respublikasining 2020-yil 19-mayda qabul qilingan "Ta'lim to'g'risida" gi Qonuni
2. Mavlonova R. Voxidova N., Rahmankulova N Pedagogika nazariyasi va tarixi.Toshkent, Fan va texnologiyalar, 2010
3. Azgaldov G.G. Hamma uchun kvalimetriya: Darslik. nafaqa / G.G. Azgaldov, A.V. Kostin, V.V. Sadov. - M .: ID InformZhanie, 2012 .-- 165 b.
4. Ivanov V.A., Selezneva A.V. Oliy o'quv yurtlarida ISO standartlarini qo'llash xususiyatlari // Bugungi kunda oliy ta'lim. - 2013 yil - 8-son. S. 39-42.
5. Kachalov V.A. ISO 9000 standartlari va universitetlarda sifat menejmenti muammolari (sifat menejerining eslatmalari). - Moskva: IzdAT, 2001 .-- 112 b.
6. Shchepakin M.B., Basyuk A.S., Yanova V.V. Sifat menejmenti: darslik. / Rostov n / A: Feniks; Krasnodar: Kuban davlat texnologiya universiteti, 2014 .-- 256 p.