

The Usage of International Research Methods in Improving Educational Effectiveness

Rajabova Munisa Aminboy qizi
Bachelor, At Gulistan State University

ABSTRACT

This article provides information about the importance and effectiveness of evaluating elementary school students in general secondary schools based on international educational standards.

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Where there is education, there is upbringing, if the education is of high quality, the youth, the backbone of the country, will grow up well-educated, strong and well-educated in all aspects. The reform of the evaluation system, which is a reflection of the quality of education, the introduction of the 5-point evaluation system in the general education and higher education system of our Republic, the testing of monitoring processes, rating and modular system are still comprehensive problems in this regard. proves once again that proposals and solutions are expected .

Evaluation is the measurement of the level of achievement of educational goals at a certain stage of the educational process based on predetermined criteria, and consists in determining and analyzing the results. After all, as stated by the President of the Republic of Uzbekistan, Sh. Mirziyoyev, it is necessary to further improve the quality and efficiency of educational institutions by studying international standards for assessing the quality of education and training, testing them in practice, and applying them [2]. The era of global changes requires rapid development in the education system, based on social processes.

The result of such reforms implemented in our republic leads to the achievement of huge economic growth indicators, and we are witnessing that this situation encourages the further increase of the need for qualified personnel and mature specialists. It should be noted that the general analysis of students' knowledge and skills determines the level of education quality in the country. For this purpose, internal and external monitoring is carried out in each educational institution during the academic year. According to its results, the sequence of the most exemplary schools, the potential of teachers and the level of mastery of students will be determined. Since this process is an important criterion for determining the progress of education, the first steps were taken to implement international programs for assessing the knowledge of general secondary school students at the initiative of the Ministry of Public Education. That is, it is planned to widely use international evaluation programs in order to bring students' knowledge to international requirements and to study their compliance. Satisfying such a demand, in turn, means increasing students' interest in reading and classes and increasing teachers' attention to comprehensive education through modern social innovations creates the need.

In particular, PISA (International Student Assessment Program), which determines the quality, level and level of education in the world, TIMSS (International monitoring of the quality of mathematics and concrete sciences at school), PIRLS (the quality of reading and understanding the text International Survey of Quality of Education), ISSS (International Survey of Quality of Civic Education), TALIS (International Comparison of Teacher Quality Survey), ICILS (International Survey of Computer and Information Literacy), which are used to measure education in developed countries is being used as a criterion for further quality improvement. More than 50 countries are participating in the PIRLS (Progress in International Reading and Literacy Study) study. The purpose of this international research is to study the readiness of primary school students in reading and receiving texts in countries with different educational systems, as well as the factors in the educational system that cause students to achieve different levels of achievement. consists of identifying and evaluating specific characteristics.

This study was organized by the International Association for the Evaluation of Educational Achievements. The schools participating in the study are randomly selected using a computer based on a special methodology from among general schools with two parallel classes. Two types of reading are assessed during the PIRLS study:

- ✓ reading aimed at acquiring the experience of literary reading;
- ✓ reading aimed at acquiring and using information.

Reading literacy was a focus area in Phase 1 of the PISA 2000 international assessment study. In the 4th stage, PISA-2009 was again considered a priority in international assessment research, which required the development of new assessment tools and concepts. For the third time, the assessment of reading literacy has been in the spotlight in the 2018 PISA Phase 7 study. At the new stage, significant changes have occurred in the use of tools.

The revision of the concept is based on the theory of modern reading literacy, and considering the conditions of reading in modern life, students receive and use a wide range of information. We live in a rapidly changing world where written materials are increasing in number and variety, and in which many people are using these materials in entirely new and complex ways. It is now recognized by the public that the development of reading literacy is synchronized with the changes in the sphere of society and culture. It is necessary for reading skills, individual development, achievements in educational activities, activity in society. Because these activities were different from modern views 20 years ago.

Of course, this may change even more after 20 years. The content of pedagogical cooperation in the organization of primary school classes was used in several types of lesson organization in general secondary schools. However, the structure of each of them is unique and different from each other. Their structure mainly depends on the purpose of the lesson. Educational goals and tasks are evident from the name of the lesson. For example: presentation of a new topic, reinforcement, repetitive generalization, mixed, control lesson types.

They complement each other step by step. That is, knowledge about a new topic is first given, and in the next lesson, students' knowledge is strengthened with practical skills and skills. Acquired knowledge and skills are repeatedly summarized in the next class. In the mixed class, students are engaged in various activities, and in the control class, the knowledge and skills acquired by the students are checked and evaluated. The structure of the type of lesson that repeatedly summarizes the content of pedagogical cooperation in the organization of elementary school classes is as follows:

1. The organizational part of the lesson
2. determining the goals and objectives of the lesson.
3. Generalization and systematization of educational materials.
4. End of lesson and homework.

Based on the conceptual ideas of the research, 4 types of reading skills are evaluated when evaluating the level of reading artistic and popular scientific texts: finding information given in a clear form;

- ✓ forming conclusions based on the read text;

- ✓ summarizing and interpreting information;
- ✓ to evaluate and analyze the structure of the text, the content of language features.

The following evaluation system is used to evaluate the works performed within the framework of PIRLS on the basis of quantity and quality indicators:

- tasks related to choosing the answer with 1 point;
- tasks and decisions related to the sequence of events with 1 point;
- open-ended, constructive tasks with written answers are evaluated from 1 to 3 points according to the level of difficulty [4]. Of course, such research is of great importance for workers in the field of public education, scientists, methodologists, teachers, parents and public representatives.

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