



Methodology And Regulatory Basis Of International Assessment Programs

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Abstract: International evaluation programs are necessary to evaluate various elements of health, education, economy and other fields in other countries. These evaluations provide in-depth information on the advantages and disadvantages of different systems, allowing cross-country comparisons and sharing of best practices. However, an understanding of the methodology and normative framework supporting these programs is essential to properly evaluate and apply the findings.

Key words: International assessment programs, PISA, methodology, PIRLS.

Xalqaro Baholash Dasturlari Metodologiyasi Va Meyoriy Asoslari

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Annotatsiya: Xalqaro baholash dasturlari boshqa mamlakatlarda sog'liqni saqlash, ta'lim, iqtisod va boshqa sohalarning turli elementlarini baholash uchun zarurdir. Ushbu baholashlar turli tizimlarning afzalliklari va kamchiliklari haqida chuqur ma'lumot beradi, bu esa davlatlararo taqqoslash va ilg'or tajribalarni almashish imkonini beradi. Biroq, topilmalarni to'g'ri baholash va qo'llash uchun ushbu dasturlarni qo'llab-quvvatlovchi metodologiya va me'yoriy asosni tushunish juda muhimdir.

Kalit so'zlar: Xalqaro baholash dasturlari, PISA, metodologiya, PIRLS.

Methodology.

Different approaches are used in international assessment programs, each tailored to the specific situation and assessment objectives. Standardized tests, questionnaires, and data collection methods are, however, often used to obtain information from a representative sample of participants. For example, standardized tests are used in educational assessments such as Trends in International Mathematics and Science Learning (TIMSS) and the Program for International Student Assessment (PISA) to assess student performance in important subjects. To ensure comparability, these exams are carefully designed to be culturally neutral and aligned with the curricula of participating countries. In addition, international evaluation projects often use purposive sampling techniques to ensure that the sample population is representative of the target population. To fully represent the breadth of variation within and between nations, this requires a diverse selection of participants from different locations, socio-economic and demographic groups.

Comparability is a key normative concept, emphasizing the need to ensure that assessments are consistent over time and across countries. This requires careful consideration of elements such as test content, administration techniques, and scoring processes to minimize bias and measurement error.

Regulatory framework:

The normative framework of international assessment programs refers to the principles, standards and criteria that guide the development, implementation and interpretation of assessments. These standards are necessary to ensure the validity, reliability and fairness of assessment in different contexts.

Equity is another important normative factor that emphasizes how important it is to address differences in outcomes, opportunities and access both within and between countries. By analyzing variables including socioeconomic status,



gender, ethnicity, and linguistic background, international assessment programs seek to identify and mitigate disparities

Pedagogical education cluster: problems and solutions: Based on the organization of research, the tasks of creating a national system for evaluating the quality of education are defined. In the decision No. 997 of the Cabinet of Ministers of the Republic of Uzbekistan "On measures to organize international studies in the field of education quality assessment in the public education system", the following were taken as the highest priority tasks: - based on the results of international studies winter; - Creation of a national database of questions in the direction of PISA, PIRLS, evaluation program and integration into educational programs.

The adoption of the government's decision on the organization of international studies in the field of practical work in the public education system of the Republic of Uzbekistan, evaluation of the quality of education, and the establishment of cooperation relations with such a prestigious organization as the International Association for the Evaluation of Educational Achievements (IEA) It is of great importance in the educational system.

Results

PISA is an international program for assessing the educational achievements of students in the world's countries of knowledge and the ability to apply them in practice, the main goal of which is the reading literacy, mathematics , consists in evaluating the literacy levels in natural sciences in the form of various tests. These projects are designed to assess students' creative and critical thinking, their ability to apply what they have learned in life, and encourage them to develop these skills later. This program was introduced in 1997 and is held every three years.

The PISA program affects the state policy in the field of education, and on the basis of the results of the research carried out by each country, it determines its achievements and shortcomings in the field of education and compares its position with other countries. Determines its own strategy for improvement and development of the educational system. PIRLS (Progress in International Reading and Literacy Study) is an international research program to assess the level of reading comprehension of primary school students. More than 50 countries are participating in the PIRLS 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 in identifying and evaluating specific characteristics.

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