

***FEATURES OF THE ORGANIZATION AND CONDUCT OF
INTERNATIONAL ASSESSMENT PROGRAMS***

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INTERNATIONAL ASSESSMENT PROGRAMS**

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Abstract. This article analyzes the features of the organization and implementation of international assessment programs and innovative teaching methods that affect the improvement of education in research conducted by international assessment programs, the advantages of the education system of developed countries, as well as factors that lead to the decline of education. The task of educating a creative, independent thinker is primarily carried out in the national education system. This, in turn, requires a fundamental reform of the education system based on international standards. An excellent and competitive education system to international standards determines the future intellectual opportunities and development of our country. In the education of our republic, researches are being conducted on the issues of improving the educational system based on innovative technologies, strengthening its national ground, raising the training of socially active, competitive personnel to the level of world standards. Quality changes and high efficiency in the field of education depend on their compatibility with global educational requirements, the success of general secondary education students by participating in international assessment programs, first of all, on the extent to which their acquired competences are put into practice. PISA, PIRLS, EGMA, EGRA, TALIS, TIMSS programs that assess the quality of education are projects aimed at determining the level of knowledge of students in general education subjects.

Key words: international assessment programs, education managers, reading and comprehension levels, non-standard situations, national education system, institutionalization.

INTRODUCTION

General secondary schools have a great role in educating a person who is competitive in the market economy, adaptable to social life, and able to apply the knowledge gained in the process of globalization in reality.

Requirements such as increasing the level of reading and understanding of students in continuous education, applying their knowledge in non-standard situations, and being able to express their independent opinion are the content of the reforms implemented in the national education system and the criteria of international programs evaluating the quality of education.

The task of educating a creative, independent thinker is primarily carried out in the national education system. This, in turn, requires a fundamental reform of the education system based on international standards. An excellent and competitive education system to international standards determines the future intellectual opportunities and development of our country.

In the education of our republic, researches are being conducted on the issues of improving the educational system based on innovative technologies, strengthening its national ground, raising the training of socially active, competitive personnel to the level of world standards. Quality changes and high efficiency in the field of education depend on their compatibility with global educational requirements, the success of general secondary education students by participating in international assessment programs, first of all, on the extent to which their acquired competences are put into practice. PISA, PIRLS, EGMA, EGRA, TALIS, TIMSS programs that assess the quality of education are projects aimed at determining the level of knowledge of students in general education subjects.

Analytical and critical information provided by international assessment programs, which determine how successful and effective the national education system is, serve to develop political and management decisions that will guide the organization of future education.

It is important to conduct research such as determining, analyzing, and evaluating students' level of knowledge, reading, understanding, and ability to apply at various stages of educational activity.

Evaluation includes the process of understanding, analyzing data, identifying problems, diagnosing, comparing the obtained results, making conclusions, and making quick and correct decisions in non-standard situations.

Analysis of effective teaching method, comparison of educational resources, reform of educational programs, and determination of an educational system based on positive results aimed at educating a non-standard person capable of social life require international evaluation programs to conduct research in real and political commitment.

MAIN PART

This chapter analyzes the specific characteristics of international evaluation programs, the object of research, goals and tasks, the history of their emergence, information on organization and implementation, pedagogical and psychological requirements and conditions, tasks presented to test students.

In the research conducted by international evaluation programs, innovative methods of teaching that affect the improvement of education, the advantages of the educational system of developed countries, the factors that lead to the decline of education are identified, discussed, and explained to the participating parties.

International evaluation programs - from selected respondents of the participating countries in certain directions, for example:

reading and comprehension;

to be able to apply the acquired knowledge;

make quick and correct decisions in non-standard situations;

compare opinions;

tasks such as proof of conclusions are given.

Assessment programs provide tasks and information on the achievements of students at a certain stage of education and the level of the educational system of the participating countries (high, middle, low) [1].

Respondents selected from participating countries in research conducted by international evaluation programs are also grouped based on the purpose of the research:

school administration;

teachers;

students;

parents;

pedagogical team;

partner organizations.

Information such as the age, gender, profession, social status (employee, temporarily unemployed, intellectual) of respondents participating in international evaluation programs also show important features and qualities in the implementation of the research goal.

International assessment programs evaluate the education system of different countries, identify the advantages and disadvantages of the teaching method.

Research conducted by international evaluation programs can play a decisive role in determining the effectiveness or failure of all investments directed at the attention given to education by the states, the policies implemented in education.

The rating of the educational efficiency of the participating countries by the evaluation programs is determined based on the results of the questionnaire obtained from the selected respondents. One of the unique aspects of evaluating the quality of education and determining the effectiveness of education in the ongoing research is that at the end of the research, information is presented in a general form about the advantages and effectiveness of the educational system, and not about the performance of individual students, or the analysis of personal achievements and shortcomings in the educational process [6].

The main purpose of recording the results of the countries participating in the international assessment is not to discuss the indicators of the respondents, but to identify and compare the successes in the education system and teaching methods of the countries with high ratings.

Evaluation works in general secondary education schools check the level of knowledge of students, identify individual characteristics, control, and motivate criteria. In the national education system, continuous, summative, assessment activities are important aspects of school education and they help to improve learning.

Associations responsible for the organization and conduct of international evaluation research work, in the process of signing cooperation agreements with the states that want to participate in the research of national educational quality evaluation programs, initially explain the purpose of the evaluation and the research issues to be solved as a result of the evaluation process.

strictly adhere to quality, equity, and outcome trends in the analysis and assessment of world education. In research conducted by international evaluation programs, evaluation tools and processes are designed, the technical direction and scope of the evaluation are defined in advance. For example, focusing on curriculum content or life skills when preparing assignment texts; identify sources and materials for comparison and comparison; registration of respondents from participating countries and analysis of age indicators.

Here we want to touch on the term evaluation. Evaluation is a process of measuring the level of achievement of educational goals at a certain stage of the educational process based on predetermined criteria, determining and analyzing the results.

As a result of the assessment, the levels of students' knowledge, understanding, memorization, comprehension, practical application, analysis and critical assessment of their knowledge are determined. The assessment process can increase or decrease students' interest in learning. The assessment process is based on national or international requirements [2].

RESULTS AND DISCUSSION

International evaluation programs (IEPs) determine the duration of the evaluation program based on the purpose, scope of work, conceptual plans and reforms to be implemented in the future. In order to assess the impact of rapid changes in the timing of the implementation of XBD, it is carried out at intervals of two years or three years, five years as the evaluation for a certain period is required. For the assessment of systematic and periodic changes, three-four-year intervals are usually taken as a basis [4, 5].

As a result of their analysis, education managers responsible for organizing and conducting international assessment programs develop recommendations and suggestions on the main design elements of international assessment:

- which curriculum, subject (e.g. math) or construct (e.g. calculus) should be assessed?
- who should be the respondents in the evaluation of the quality of education?
- which grade(s) and quarter(s) of education should be evaluated?
- should the entire school population be assessed for the selected school(s) or a probability sample of selected schools and students?
- how often should the quality of education be determined and evaluated: every year or every 3-4 years?
- Do countries participating in international evaluation programs wait for the results of the conducted research? After the announcement of the results, will it examine the achievements and shortcomings of the national education system? Does it carry out cooperation with leading countries?
- in what order will the evaluation results be announced?

The advantages of each country's educational system and teaching method, the availability of single sources of information on educational achievements and shortcomings, as well as the availability of approaches such as the analysis of the national education system, adaptation to world standards, are the reasons for the

acceleration of propaganda work on the organization and conduct of international evaluation studies in recent years.

Each country's decision to participate or not to participate in educational quality assessment research provides national sovereignty.

Countries wishing to participate in the international evaluation program should clarify the following issues:

- is the regional or international assessment system suitable for this country?
- before starting the process, ensure that the national education managers and experts have the necessary pedagogical and technical skills (test development, sampling and analysis) to implement it;
- determination of the financial and technical internal possibility of the participating country to participate in the research and the level of preparation of the respondents;
- if it is required to invest in the development of national capacity or attract foreign aid, are there enough resources for this?
- determining payment conditions for participation in the international evaluation based on internal possibilities and signing the contract;
- comparing the costs of the evaluation, depending on the range and detail of the evaluation tools, the number of respondents participating in the evaluation (whether it covers a minority or majority of schools and students or based on a sample), and determining the scope of the planned follow-up activities.

CONCLUSION

It is necessary to use the evaluation results effectively, to apply the obtained analytical data in the process of improving the quality of students' education. In order to fully benefit from the costs of participating in international assessment studies, it is important that participating countries conduct regular assessment exercises in their national education systems, adhering to principles of fidelity in accordance with international standards. This requires institutionalizing the assessment process, integrating assessment data into Education Management

Information Systems, and aligning national assessments with other elements of the education system, such as community-based assessment initiatives.

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