



A Modern System For Assessing The Quality Of Education Based On The Korean Experience

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ABSTRACT

This article analyzes formative and summative approaches to assessment in the Korean education system. In order to improve the effectiveness of the educational process, the theoretical foundations of assessment, formative and summative assessment methods, as well as the effectiveness criteria of assessment are presented. The importance of the assessment system is highlighted through pedagogical theories, and practices in the Korean education system are considered. The article discusses the role of modern assessment mechanisms in improving the quality of education.

KEYWORDS: Korean education system, assessment, formative assessment, summative assessment, pedagogical theories, assessment of education quality, effectiveness criteria, students' level of knowledge, innovative approaches, educational process.

INTRODUCTION

The Korean education system is recognized worldwide for its high-quality education and innovative approaches. The process of assessing the quality of education is of great importance in determining students' knowledge and skills, and the effectiveness of this process directly affects the overall quality of education. Modern assessment mechanisms are aimed at making the educational process more effective. This article deeply analyzes the formative and summative approaches to assessment in the Korean education system. Formative assessment helps increase the level of mastery by continuously monitoring students during the teaching process and providing them with feedback. Summative assessment, on the other hand, is aimed at assessing students' level of knowledge at the end of the learning process. The theoretical foundations of assessment are highlighted through pedagogical theories and the views of mature scholars. The importance of assessment in the educational process and its role in developing students' knowledge and skills are shown. Effectiveness criteria are developed, and the factors and strategies necessary to improve the effectiveness of the assessment process are considered. The article discusses the compliance of assessment mechanisms in the Korean education system with modern requirements and their role in improving the quality of education. These approaches are important not only for determining students' level of knowledge, but also for developing them.

Main Part

Assessment is an integral part of the learning process, and it serves to assess students' knowledge and skills, analyze teachers' pedagogical activity, and improve the effectiveness of

the education system. The theoretical foundations of assessment have been developed by various scholars. Robert Stake defines assessment as “collecting information to determine the quality of the educational process” [1]. He distinguishes two main directions of assessment: formative and summative assessment. Formative assessment is aimed at monitoring students’ development during the learning process, while summative assessment evaluates the results achieved by students at the end of the educational process.

Formative assessment is carried out during the learning process, and its purpose is to develop students’ knowledge and skills. This approach allows teachers to improve their lessons and take students’ needs into account. There are several methods of formative assessment:

Self-assessment: Students independently assess their own knowledge and skills.

Group discussions: Students have the opportunity to exchange ideas with one another and solve problems together.

Tests given during the lesson: Teachers determine students’ level of knowledge through short tests during the lesson.

Formative assessment gives students the opportunity to continuously improve their knowledge and develops their self-assessment skills. This approach also gives teachers the opportunity to organize their lessons more effectively.

Summative assessment is carried out at the end of the educational process and evaluates the results achieved by students. This approach is aimed at determining students’ general level of knowledge. The main methods of summative assessment are:

Examinations: Various examinations are conducted to check students’ knowledge.

Projects: Students demonstrate their ability to apply their knowledge in practice by preparing a project on a specific topic.

Assessment tests: Students’ level of knowledge is determined through specially prepared tests. Summative assessment is of great importance in determining the final results of the educational process. This approach helps improve the effectiveness of the education system and ensure students’ future success. In highlighting the effectiveness criteria of assessment, it is necessary to consider several important aspects. These criteria play a key role in improving the quality of the educational process and developing students’ knowledge and skills. Below, detailed information is provided about the effectiveness criteria of assessment and their importance.

1. Clarity

The assessment process must be clear and understandable. Assessment criteria must be open and clear for students and teachers. This helps students know what to expect and which indicators they should pay attention to [2]. Clarity reduces uncertainties in the assessment process and helps students assess their own knowledge.

2. Fairness

The assessment process must be fair. Students’ individual needs and opportunities should be taken into account. Taking into account each student’s personal approach ensures that assessment results are fair and objective [3]. Fairness increases students’ motivation and has a positive impact on the educational process.

3. Effectiveness

The assessment process must improve the effectiveness of the educational process. It must provide useful information for teachers [4]. Effective assessment helps teachers identify

students' strengths and weaknesses, and also allows them to develop the strategies necessary to improve lessons.

4. Usability

Assessment results must be applied in practice. Teachers must use these results to improve lessons [5]. Usability helps integrate the results of the assessment process into the educational process, which improves the quality of education.

5. Variability

The assessment system must be continuously improved. Assessment methods should be updated in accordance with new requirements and needs in the educational process [6]. Variability ensures that the education system meets modern requirements and supports the application of new approaches in preparing students.

A modern system for assessing the quality of education is of great importance in improving the effectiveness of the educational process, taking into account students' individual needs, and improving teachers' pedagogical activity. The system, based on clear and fair assessment criteria, applies new approaches in determining students' knowledge and skills. The assessment process provides the information necessary to improve the quality of education and helps motivate students. Modern assessment methods, such as formative and summative assessment, serve to increase students' activity and develop their self-assessment skills. This leads to an improvement in the quality of the educational process. As emphasized by the Ministry of Public Education of the Republic of Uzbekistan, "the system for assessing the quality of education is of great importance in determining students' level of knowledge, and this process serves to improve teachers' pedagogical activity" [7]. According to the well-known pedagogue M. A. Mukhitdinov, "modern methods of assessment in the educational process help students understand knowledge more deeply" [8] (Mukhitdinov, 2020). Such approaches play an important role in improving the quality of the educational process. As a result, the system for assessing the quality of education plays an important role not only in preparing students, but also in improving the overall quality of education. The education system must be constantly renewed and improved in accordance with modern requirements and the needs of society. This creates the opportunity to ensure sustainable development and introduce innovations in the field of education.

Pedagogical theory defines the basic principles of the educational process and is of great importance in forming the assessment system. Among these theories are:

Behaviorism: According to this approach, the educational process is aimed at shaping students' behavior. Assessment is carried out by observing students' behavior.

Constructivism: According to the constructivist approach, students construct their own knowledge independently. Assessment is aimed at identifying students' independent thinking and problem-solving skills.

Social constructivism: This approach is aimed at forming knowledge through students' mutual cooperation and group work. Assessment is carried out through group discussions and mutual exchange of opinions.

In the Republic of Korea, the system for assessing the quality of education includes formative and summative approaches that meet modern requirements. In educational institutions, teachers continuously carry out formative assessment, through which they monitor students' level of knowledge. The summative assessment system is also widely used, which determines

the final results of the educational process. In Korea, various interactive methods, such as organizing group work, project-based learning, and self-assessment methods, are widely used as formative assessment methods. These approaches help increase students' activity and develop their creative thinking skills. Summative assessment is carried out through examinations and tests. Since examinations are of great importance in Korea, they determine students' future educational path. At the same time, summative assessment is also carried out through projects, which gives students the opportunity to apply their knowledge in practice.

Discussion and Results. The assessment mechanisms in the Korean education system ensure the harmony of formative and summative approaches. While formative assessment is aimed at continuously developing students, summative assessment determines the results they have achieved. The combination of these two approaches increases the effectiveness of the educational process. Effectiveness criteria developed on the basis of pedagogical theories are of great importance in the process of assessing the quality of education. With the help of these criteria, it is possible to improve the education system and prepare students more successfully. Modern mechanisms of assessment in the Korean education system have been developed on the basis of formative and summative approaches, and their harmony increases the effectiveness of the educational process. Effectiveness criteria developed on the basis of pedagogical theories are important in assessing the quality of education. In the future, it is necessary to further improve assessment mechanisms in the Korean education system and introduce innovative approaches.

Conclusion

A modern system for assessing the quality of education is of great importance in improving the effectiveness of the educational process, taking into account students' individual needs, and improving teachers' pedagogical activity. This system, based on clear and fair assessment criteria, applies new approaches in determining students' knowledge and skills. The assessment process provides the information necessary to improve the quality of education and helps motivate students. Modern assessment methods, such as formative and summative assessment, serve to increase students' activity and develop their self-assessment skills. This leads to an improvement in the quality of the educational process. As a result, the system for assessing the quality of education plays an important role not only in preparing students, but also in improving the overall quality of education. The education system must be constantly renewed and improved in accordance with modern requirements and the needs of society. This creates the opportunity to ensure sustainable development and introduce innovations in the field of education.

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