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### Shortcomings of the assessment system in Uzbekistan

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#### Abstract

This article discusses the existing problems in the education system of Uzbekistan, the lack of experience of teachers, the more valid assessment of theory than practice, and the

underdevelopment of the experience of Testology. The comprehensive solution is offered to solve these problems.

**Keywords:** Testology, Charitable filling, Adaptation, Ink shed, Self-Study, Formative, Summative Assessment

#### 1. Introduction

Without any doubt, assessment plays important role in educational fields. Because it has more functions that differ from each other's.

1. To check learners' knowledge
2. To increase students' motivation
3. To provide with necessary feedback and information so that students can work on their mistakes to achieve greater results and etc.

There are various types and techniques to assess and test in educational sphere. We can divide them into 2 groups according to the time. The first one is Formative assessment; it means the learners can be evaluated during the process in the short period. For example, oral or written feedback after each performance of the student, self or peer assessment, course work after completing each course. The second kind of assessment is Summative assessment, which is used in the longer period. The most common examples are final exam tests especially after 6 month-education in Uzbekistan educational system. As in any field, we have some shortcomings in the field of pedagogy, one of which is an improperly structured assessment system or a lack of pedagogical experience in the organization of assessment. I would like to mention a situation familiar to everyone, when we hear that we are going to take some kind of test or exam, most of us start to worry that can be in our studies or in our professional activities. In fact, should the evaluation system be in such a worrying state that everyone panics? According to H.Douglas Brown in the book "Languagae Assessment" <sup>[1]</sup>, the assessment system is required to get based on testing the knowledge and skills that we really know well, that we have mastered sufficiently, and should not include very complex, very difficult questions. After all, humanity does not have a gap as big as a computer's memory, and each individual is unique. Therefore, we should organize tests or assessment tasks based on the average condition of general learners or examinees. If we know the fundamental principles and requirements of organizing the tests and simplify evaluation system, we cannot encounter such stressful conditions.

#### 2. Materials

As to conduct this research the Interview questions' list is used. It contains several questions such as "What is difference between Uzbekistan and foreign country's assessment system especially at the Universities? What kinds of methods are utilized to assess learners' knowledge? Is this system is based on more practice or theory? Is taking test the only version of checking learners' knowledge or is there another task that is typically used in place of it? What are the peculiarities of foreign country's educational system especially in higher education? Which methods and tasks do you suggest to Uzbekistan education and why? And etc.

#### 3. Methods

In order to carry out the research Interview method is used. Around 10 participants have taken part in that interview who are familiar with not only Uzbekistan assessment and foreign countries' assessment system. Our participants have already experienced studying at Universities of the USA, Germany, Japan, South Korea and Poland.

### 3. Results

According to Sam Robertson, an English language teacher who studied at Indiana University in the USA who came to Uzbekistan due to FLTA exchange program and is currently teaching English to A-level students at Tashkent State Law University. According to his point of view, the assessment here in our country has more focused on simple tests and theories. However, in the United States, they use different assessment tasks. For example, at the end of each course, students are required to write a 20-30-page end-of-course task, called Summary, Inkshed, Essay, etc. that are similar to Coursework in Uzbek educational system. Also, as a final task, students are required to create projects, presentations, videos, and this usually depends on the teaching style, such as a seminar or lecture. The most important aspect is that the assessment of students' knowledge is based more on practice than on theory, and therefore the tasks given are based on real situations rather than imaginary ones. Pedagogues working in teaching are required to have completed courses related to the theory of assessment. The exam is usually based on the purpose of the course, for example, if speaking skills have been taught throughout the year, the student will not be given a test based on the theory of speaking at the end of the year. Perhaps, to check the ability to speak, questions are asked about the practice of speaking, for example, giving a presentation on a topic. Just like Uzbek students, American students prepare for the exams with great excitement before the exam. During the exam process, students get permission only to use their own notebooks in order to remember the topics that were taught in the lessons. The second participant of the research, Nozigul Kadirkulova, a master's graduate of South Korea's Dong-A University, said that the test and evaluation system in this foreign country is more practical, and they have focused on finding a solution to some problem. They also focus more on logical thinking than facts. Here, the spirit of competition is very high, and they pay special attention to language learning. Because most of learners have interest to read and learn from international textbooks to get more knowledge about their chosen profession.

The third subject of our research, Farrukh Buriev, a student at the University of Hamburg in Germany, said that in the German higher education system, not only tests are used, but also many exams focused on thinking or oral answers. Thus, they really want to communicate with strangers in their own mother tongue since they really respect their language. So especially oral exams are common in learning German together with other foreign languages.

Azizbek Shamurodov, the fourth participant of the study, said that in the Polish education system, usually at the beginning of the year, it is mentioned which books and which topics will be covered, and what assignments will be given. They usually submit them in the form of written coursework. To law students, different types of cases given to solve the problems by giving legal solutions. It is the same in Uzbekistan. However, they have a 5-rating system instead of 100-percentage-system.

Sayfullayeva Mahbuba, our fifth research participant, graduated from Nanzan University in Japan. He reports that most assessment tasks based on practical tasks, and you must back up every point you make with evidence.

Based on the opinion of our research participants who studied in Uzbekistan and other foreign educational institutions, the assessment system abroad is much more

developed, and it is worth learning from them various experiences. For example, we can check the level of students' mastery of the given knowledge not only in the form of a, b, c, d option test or closed test, but also through various types of tasks. They are also more effective if they are more practice-based, such as preparing a presentation, making a short video, or working on a project. Also, it would be more useful if the exams were organized not to test students' memory, but to make them think critically, think independently, and find a solution to a problem that leads critical thinking. In addition, it is very important to maintain accuracy and consistency in the evaluation system, says Brown in his book "Principles and classroom practices"<sup>[2]</sup>. That is, at the end of the course aimed at developing the ability to speak a foreign language for the whole year, it would be appropriate to give tasks such as giving a presentation about a topic in the learned foreign language, rather than multiple-choice written tests about finding some phrases that can be used in real Speaking process.

### 4. Discussion

Unfortunately, the main problem in the educational system of Uzbekistan is the lack of experience of our pedagogues in creating tests. Perhaps some foreign language teachers have developed these skills to some extent. Because they encounter many foreign languages test systems in their professional activities such as IELTS, CEFR, TESOL, TEFL and others. However, this shortcoming is clearly visible among science teachers who do not specialize in language teaching, especially teachers in a number of specific fields of science and natural sciences. At this point, it is worth mentioning that the term test means the open and closed test used in our country by most pedagogues. To explain it more clearly, in an open test, 3 or 4 alternative answer options are given in alphabetical order, and it is required to choose one of them. In the closed test, only questions are asked and the examiner himself is required to write the answers. In fact, there are several types of testing, such as Matching, Summary Completion, Fill in the gaps, and Fill in the gaps in the map, matching headings to the passages, Matching headings<sup>[2]</sup> and others.

Another situation is that already after a long time in our educational system, evaluation has become a normal situation. To be more specific, the teacher usually teaches a subject or course continuously for a long period of time, and then after a long period of time, the teacher tests the students to check their level of knowledge. We can see this in the example of final exams in our higher education system. This causes a lot of problems and stress. On the one hand, teachers have to prepare questions that include the topics covered in 6 months, and on the other hand, it is certain that it will be difficult for students to repeat the knowledge and information taught for 6 months. In order not to create similar situations, sometimes it would be beneficial to use foreign experience. For example, in the US education system, there are courses that last for 2 months, and after the end of each course, students write the coursework required for the course completion. During these two months, they will be doing specific small tasks every week to clarify what they understand, they are mainly in the form of Ink shed and reflective writing. Such systems are widely used in the education system of many countries because they are considered to be more effective, and these are called Summative and Formative systems as we mentioned above.

Another important point is that the tasks related to checking the student's level of mastery are often based more on practice than on theory. In particular, instead of simply memorizing the learned knowledge, tasks given to apply this knowledge in practice. For example, if there is a lesson on writing an article, they are asked to write an article following these requirements, without testing and checking how much the student has learned what was taught, that is to say, the requirements for writing an article. In addition, unlike the Uzbek language, the author is required not to give the opinion he wants in any way he wants, but to give a reason for every opinion he expresses, or he must prove and explain why he came to this point, giving examples.

Another foreign experience is that most of the tasks are based on self-study. In this method, it is called student-centered, not teacher-centered. To gain the knowledge learners have to work independently, the teacher only provide them with e-version of textbooks and some topic related additional materials. Moreover, the teacher gives instructions to the learners. As a result, learners can find necessary information by using these provided materials and search for other sources if necessary. At the end of the course, they are supposed to submit any final task to complete the course. At this point, it should be noted that we also have weaknesses in the field of Testology. Many years ago, in the State Test System, we had to prove exactly what level of knowledge we had and pass that very level test, and unfortunately, these tests were not structured at the required level, and the fact that they used C1 and even C2 level vocabularies in the B2 level test, that is a proof of this. Perhaps this is the result of lack of experience in creating the test, and it is good that in order to avoid such a problem, the test center has now changed the National CEFR level test to a multilevel variation instead of a single level. As a result, the applicant who is taking test so as to know his level of knowledge in a foreign language will receive a certificate of the level of that language anyway that meet to the result of language proficiency test. It was actually a well-thought-out reform, because everyone can get a certificate as a result of the test.

## 5. Conclusion

Although there are such changes, as noted above, there are often shortcomings in the preparation and evaluation of tests among pedagogues. In order to prevent such situations, I think that testology should be included in the curriculum of every pedagogic field. Because every pedagogue has to prepare a test at least once in order to check the knowledge and level of his students during his pedagogical life. Therefore, they need to have enough experience and skills, and it would be a good idea to include this subject in the teaching of the students at the final years of their education, because they will be practicing the knowledge, they have learned by the time they graduate as future professionals. For this reason, it is necessary to calculate the hours required to teach Testology, if not at a very deep level, at least at the fundamental level, and distribute it appropriately to the hours of the taught subject. If testolog faces a problem related to the lack of specialists, it would be a reasonable solution to hire experts in this field from abroad. Later, the personnel who studied this subject well and graduated with excellent results can teach lessons from this subject. It is inevitable that this reform will contribute enough to the development of experienced pedagogues in the future.

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