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IMPLEMENTATION OF THE REQUIREMENTS OF INTERNATIONAL ASSESSMENT PROGRAMS BASED ON B. BLUM'S TAXONOMY

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Article history:	Abstract:
Received:10th December 20Accepted:10th January 20Published:17th February 20	One of the urgent problems of didactics is to increase the efficiency and effectiveness of the educational process. The article discusses how to apply the requirements of the international assessment program in the pedagogical process based on B. Bloom's taxonomy of learning objectives, and methods for the formation of methodological and didactic support by differentiating means of control in formative and summative assessment.

Keywords: levels of the international evaluation program, formative and summative assessment, variation of criteriabased assessment tools

Based on the results of the conducted research, each country identifies its strengths and weaknesses in the field of education and discerns its status in education compared to others. Along with this, it serves further improvement and growth in the field of education [Shlyakher 2019]. Another useful aspect of PISA is that it determines the level of knowledge of students in the area chosen for investigation, and the problems and achievements in their life as well as their intellectual world through questionnaires. As a result, indicators are studied, solutions are found, and useful methods are developed.

Current Educational Standards and Curricula have focused only on providing theoretical knowledge and do not teach students to think critically, to form practical skills, in other words, they do not focus on preparing them for real life. The opinions expressed regarding the lack of teaching skills of teachers reflect the current problem is the prior issue, which requires a feasible solution in the public education system of our country.

The science of pedagogy highlights that there are didactic tasks of timely control and assessment of knowledge:

1. Based on the learner acquirement and results of the evaluation, the implementation of the state educational standards is monitored and tasks are determined.

2. The results of monitoring and evaluation services to strengthen students' knowledge. This created an opportunity for educational institutions to fulfill their educational goal.

3. Upright results in the field of education also have an impact on the education of the young

generation, which help them to develop their high spirits, self-confidence, and motivation. Therefore, monitoring and evaluation of educational results is an integral part of the educational system.

The main requirements for the teacher to monitor students' learning achievements are that, they should have skills to develop objective assessment mechanisms of students' knowledge and to create a set of didactic tools aimed at their perfect use in rating control; know the objective assessment mechanisms of students' knowledge and use them effectively in rating control; on the basis of the didactic analysis of the educational material, to determine the educational elements and the capacity of the teaching material that are required to be mastered by the students, and to develop suggestions and recommendations for improving the educational content on this basis; ability to create a set of problematic questions and assignments to stimulate the cognitive thinking of students in class, extracurricular outer-lesson activities (homework, observation, experimenting, self-study), outer-class activities (individual work with gifted students, science clubs, public events and meetings); with the help of didactic tools, the ability to analyze students' written works, oral questions and answers, the results of practical work, to make appropriate corrections to the educational process based on identified errors and limitations; to develop the strategies for improving the effectiveness of students' educational activities at the lesson based on the organization, management and evaluation of the results.

At the lesson, teachers should be able to evaluate the organization, management, and results of



educational activities of students, to form general and specific concepts, comprehension, and skills in students.

Didactic analysis of literature published in foreign countries on international assessment programs showed that the knowledge, comprehension, skills, and competencies demonstrated by students in reading, mathematical, and science literacy are monitored and evaluated at 6 levels. Subject teachers, realizing the specific features of these levels, should design assessments for students based on simple to complex tasks following the sequence of these levels in the educational process. The logical connection of these levels ensures that students' knowledge, comprehension, skills, basic and special and special competencies related to the subject are enhanced to the level of cognitive, functional, and intellectual mega-competencies. To achieve this level, the teacher should create assignments for observations in the process of monitoring and evaluating the knowledge, comprehension, skills, and basic and special and special competencies of the students, and, the level of complexity of the educational tasks and tests should be different, that is, a logical cluster, a Venn diagram incorporating several objects, experience based on educational problems.

Students should be able to interpret simple or familiar information based on analysis, interpret their reflections or feedback from data analysis, and justify their conclusions.

The fifth level of international assessment is based on the synthesis stage of B. Bloom's taxonomy of learning objectives, and students follow the knowledge, comprehension, skills, and basic and special competencies acquired on a particular subject by using the previous stages, including knowledge, understanding, application, and analysis stages. As a result of its use in a new and unexpected situation, the process of acquiring new knowledge is assumed. At this level, to create a basis for students to use creatively the acquired knowledge, comprehension, skills, basic and special and special competencies related to the subject in a new and unexpected situation, the teacher should vary the means of control, the level of complexity of educational tasks and test used in the evaluation process, should be partially exploratory, a systematic and generalizing logical cluster, integrating several objects.

Venn diagram, Mind map (intended to be used in the process of learning new content, focused on using for consolidation and control of knowledge), as well as adaptive tests with a degree of complexity based on educational problems that are partially exploratory, creative (created by using online software like My test, In spring) should be used. This level requires students the knowledge and skills to the identification of errors and inaccuracies in scientific evidence and determine the limitations of the information in the interpretation of facts, students should be able to explain abstractly unfamiliar, complex, phenomena, events, and processes of the tasks, which contain several causeand-effect relationships in their content, using naturalscientific ideas, laws, and concepts, to interpret and evaluate different methods of conducting experiments. It requires the application of complex scientific knowledge and the justification of their choice, as well as the application of theoretical knowledge in the interpretation of information and the formation of hypotheses, the evaluation of various methods of conducting research on the given task from the scientific point of view.

The sixth level of international assessment is based on the evaluation stage of B.Bloom's taxonomy of learning objectives, and students use new and unexpected knowledge, comprehension, skills, and basic and special competencies related to the subject acquired in the previous stages, including knowledge, understanding, application, analysis, synthesis, focusing on the acquisition of cognitive, functional and intellectual competences as a result of the creative application in the new unexpected situations.

In formulating or predicting hypotheses about new events, situations, and processes that are relative in terms of content at this level, students are based on the content and methods of scientific knowledge from the interrelated natural-scientific ideas, laws, and concepts in the fields of Mathematics, Computer Science, Physics, Biology, Geography, and Astronomy, interpreting facts and scientific evidence, they should be able to distinguish relevant and irrelevant information, independently apply and rely on knowledge acquired outside the school program, distinguish ideas based on scientific facts and theories from ideas basic and specialed at other sources, conduct complex experiments and research, offer an alternative computer-based modeled system are required for evaluating and modifying their choice.

To put the above points into practice, teachers should focus on solving the following problems: to control and monitor the forms of the teaching process: the knowledge, comprehension, skills, basic and special competences acquired by students in the lesson, extracurricular- outer-lesson and outer-class activities (homework, observation, experience and experimentation, independent education), control basic and subject specific competencies, as well as formation of educational tasks and tests for formative and summative assessment in accordance with B.



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Bloom's taxonomy; with the connection of the logical text (contexts), educational tasks and tests formed according to the B. Bloom's taxonomy, with the help of techniques like Cluster, Venn diagram, "System of terms", "Mind map" prepare and determine the effective ways of using extracurricular activities (individual work with gifted students, science clubs); one of the main principles of didactics is to control the acquired knowledge, comprehension, skills, basic and special competences of the students, as well as it is necessary to systematize educational tasks and tests developed for formative and summative assessment basing on the level of complexity at the reproductive (30%), productive (30%), then partially investigative (20%) and creative (20%).

Subject teachers need to determine the ways to implement the didactic aim of the stages of B. Bloom's taxonomy of educational goals by fostering the abovementioned educational tasks and tests on different levels of complexity following the requirements of international assessment programs; higher education institutions that prepare teachers on different subjects, centers for retraining and professional development of pedagogical personnel, respectively, draw their attention to train future teachers, formation, and development, upgrade their professional skills and pedagogical competences basing on international assessment programs for students, and necessary methodological knowledge to organize and manage the educational process by the stages of educational goals of the taxonomy of B. Bloom.

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