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## **THE IMPACT OF THE INTERNATIONAL PISA ASSESSMENT PROGRAM ON THE NATIONAL EDUCATION SYSTEM**

**Abstract.** The article examines the essence of international studies aimed at evaluating the quality of education, conducted by the Organization for Economic Co-operation and Development (OECD). It provides a detailed analysis of the main goals and objectives of the PISA program, as well as the age and academic groups of students included in the assessment. Special attention is given to the influence of PISA results on national educational policy, their role in improving the school education system, and the practical significance of the program for the modernization of the educational process.

**Key words:** PISA international educational assessment program, students' functional literacy, general secondary schools, educational policy, competencies.

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## **ВЛИЯНИЕ МЕЖДУНАРОДНОЙ ОЦЕНОЧНОЙ ПРОГРАММЫ PISA НА НАЦИОНАЛЬНУЮ СИСТЕМУ ОБРАЗОВАНИЯ**

**Резюме.** В статье анализируется сущность международных исследований по оценке качества образования, проводимых Организацией экономического сотрудничества и развития (ОЭСР). Представлено подробное освещение целей и задач программы PISA, а также возрастных и

учебных групп учащихся, охватываемых данным исследованием. Особое внимание уделено влиянию результатов PISA на национальную образовательную политику, их роли в совершенствовании системы школьного образования и практической значимости программы для модернизации образовательного процесса.

**Ключевые слова:** международная программа оценки образовательных достижений PISA, функциональная грамотность учащихся, общеобразовательные школы, образовательная политика, компетенции.

Global changes and the rapidly developing information and communication technologies have made the quality of education one of the key factors of national progress. Therefore, improving the system for assessing education quality at all levels, aligning it with international standards, and ensuring an objective evaluation of students' knowledge and skills has become an urgent priority. Participation in international comparative programs such as PISA, TIMSS, and PIRLS provides significant strategic opportunities for the development of the national education system. These programs allow not only the assessment of students' competencies but also a deep analysis of education policy, educational standards, curricula, and the effectiveness of pedagogical methods.

International assessment programs are based on many years of scientific and methodological research. They evaluate not only students' theoretical knowledge but also their ability to apply knowledge in real-life situations, solve problems, think creatively and logically, analyze information, and draw conclusions. From this perspective, Uzbekistan's participation in these programs helps to objectively identify the strengths and weaknesses of the education system and determine clear directions for future reforms.

**Uzbekistan's Steps Toward Participation in International Education Quality Assessment Programs.** The Presidential Decree adopted on April 29, 2019, defined the strategic directions for developing the national education system until 2030. One of the key goals outlined in the decree was for Uzbekistan to enter

the top 30 countries in the PISA international ranking. Achieving this objective requires fundamental reforms in various areas, including the content of education, pedagogical methodologies, assessment systems, teacher training, the quality of learning materials, and the organization of the educational process.

One of the most important issues emphasized in the Concept is the modernization of textbooks, pedagogical methods, and curricula in accordance with contemporary requirements. This includes developing students' critical and creative thinking, fostering their ability to independently search for and analyze information, and strengthening their communication and problem-solving competencies. Accordingly, the national education standards are also being revised on the basis of a competency-based approach.

**Challenges in the National Education System and Directions for Their Improvement.** The Concept identifies several problems within the education sector openly and objectively, including:

- outdated content of textbooks on pedagogy and teaching methodology;
- the existence of a monopolistic system in the development of textbooks;
- the dominance of memorization-based teaching methods in the learning process;
- insufficient use of strategies that develop critical thinking;
- low level of teacher preparedness in modern pedagogical methodologies;
- the need to optimize curriculum volume and the number of academic subjects.

The presence of these issues increases the likelihood of low results in international programs such as PISA. Therefore, the Concept outlines specific tasks to address these challenges, including strengthening interdisciplinary integration, optimizing curricula, individualizing the learning process, ensuring continuous professional development of teachers, and creating innovative teaching programs and resources.

### **Preparatory Measures for Participation in International Programs**

More than 200 tasks aligned with PISA and PIRLS requirements were translated and reviewed through international linguistic expertise — marking one

of the first significant steps for the country. In addition, the following resources were developed and distributed to all schools:

- 20 video lessons and instructional videos,
- 7 methodological guides,
- methodological packages for PISA, PIRLS, and TIMSS.

These efforts have contributed to building a reliable methodological foundation for teachers.

### **The Strategic Importance of Participating in PISA**

Uzbekistan's participation in the PISA program is expected to provide the following major opportunities:

- obtaining an objective and nationally relevant assessment of the quality of education;
- planning educational reforms based on evidence;
- creating a scientific foundation for the modernization of curricula;
- introducing innovative methodologies that foster critical and creative thinking;
- training teachers in accordance with international standards;
- increasing the competitiveness of the national education system.

### **The Need to Update Curricula and Textbooks**

Since the methodology of PISA focuses on assessing students' competencies in applying knowledge to real-life situations, it is necessary to introduce the following changes into the national curriculum:

- increasing the number of tasks based on real-life problems;
- strengthening interdisciplinary integration and project-based activities;
- expanding exercises aimed at developing reading literacy and working with texts;
- widely implementing STEM/STEAM approaches;
- making practice-oriented tasks an integral part of every subject curriculum.

**Conclusion.** Participation in international assessment programs is of strategic importance for Uzbekistan—not only as an opportunity to achieve higher rankings, but also as a key factor in building an education system aligned with the

demands of a modern innovative economy. Integrating the PISA model into the national education system, updating curricula, improving teacher qualifications, enhancing methodological resources, and raising students' literacy levels all contribute to improving the quality of the country's human capital.

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