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IMPROVING THE GENERAL SECONDARY EDUCATION SYSTEM AND USING FOREIGN EXPERIENCES IN ASSESSING STUDENTS' KNOWLEDGE (IN THE EXAMPLE OF FINNISH EDUCATION)

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Annotation. The article is devoted to studying the possibilities of effectively using foreign experiences, in particular the Finnish education system, in improving the general secondary education system and assessing student knowledge. The Finnish education system is known as one of the systems that provide the highest quality and stable results in the world, in which an individual approach, increasing student motivation, simplifying the assessment system, and continuously improving the qualifications of teachers are used as the main principles. The study analyzes the ways of adapting the Finnish experience to the Uzbek general secondary education system, the possibilities of improving the assessment process and developing students' independent thinking skills. The article also highlights strategies for improving the quality of education through the effective use of foreign experience and their practical significance.

Keywords: general secondary education, education system, Finnish experience, assessment of student knowledge, foreign experience, improving the quality of education, pedagogical approach, assessment system.

The general secondary education system is the foundation for the future of the country. The high quality of education depends on the full development of students' knowledge and skills, training them in independent thinking and a creative approach. Therefore, continuous improvement of the education system and optimization of the assessment process are urgent issues for all countries. In recent years, the Finnish education system has been recognized as one of the most effective systems in the world. It uses an individual approach to students, simplification of assessment, improvement of teachers' qualifications and stimulation of motivation as the main principles. In this regard, it is important to study foreign experiences, in particular, the Finnish educational experience, and identify opportunities for adapting it to the Uzbek education system.

The purpose of the article is to analyze ways to improve general secondary education and optimize the process of assessing students' knowledge based on the Finnish education system. The study considers the practical and scientific aspects of using foreign experiences, and also provides recommendations for modernizing the assessment system in the Uzbek education system.

The Finnish education system is known as one of the systems that provide the highest quality and stable results in the world. The education system is characterized by the following main principles:

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Individual approach - education tailored to the abilities and needs of each student. For example, students are given tasks of different levels and are encouraged to work independently.

Emphasis on motivation and self-development – instead of putting pressure on students through grades, they are encouraged to develop their knowledge and challenge themselves.[1]

Simplicity of the assessment system – instead of complex and multi-level systems, assessment is carried out by focusing on student self-assessment, projects and practical work. For example, assessment is used in the form of student portfolios for each subject.

Professional development of teachers – Finnish teachers are highly qualified and are ready to constantly innovate in the educational process. They focus on updating their knowledge, improving methodologies and implementing new technologies in the educational process.[2]

The assessment process in the Finnish system is aimed at developing students' independent thinking, analytical and creative approach skills. Basic principles of assessment:

Formative assessment - a continuous analysis of the student's knowledge and skills during the learning process. For example, student progress is monitored through questions and answers, small tests and practical assignments during the lesson.

Portfolio assessment - the result is assessed by aggregating the student's various works, projects and creative works. This system allows students to see and assess their own growth.

Collaborative assessment - the teacher and student jointly organize the assessment process, which ensures transparency and increases motivation.[3]

For example, in Finland, in a 7th grade mathematics lesson, students complete projects in small groups, and then each group presents its results. Both the teacher and students participate in the assessment process, and the results are used not only to give a final score, but also to improve the learning process.

The introduction of the Finnish experience in the Uzbek education system can be carried out in several directions:

Individual approach scaling up – assigning tasks adapted to the abilities and needs of students, providing additional resources.

Introducing formative assessment – assessing not only the final exams, but also the activities of students during the lesson. For example, taking into account project work, practical assignments, laboratory work.

Improving the skills of teachers – introducing teachers to new methodologies, technologies and assessment systems. This helps to improve the quality of education.

A stimulating assessment system – using grades not as a source of stress, but as a tool to stimulate the growth and development of students.[4]

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Example: A portfolio assessment system is being introduced in 9th grade computer science classes in schools in Uzbekistan. The student presents a weekly project work, the teacher and classmates give their assessments. The final result is calculated as a combination of these assessments.

Advantages of implementing international experience

Increased quality of education and stability of students' knowledge level.

Development of independent thinking and creative skills.

Increased methodological competence of teachers and the possibility of implementing innovations.

Transparency of the assessment system and increased student motivation.[5]

In conclusion, the Finnish educational experience serves as an effective mechanism for improving the general secondary education system and assessing student knowledge. The results of the study show that an individual approach, formative assessment, a portfolio system, and teacher training significantly increase the quality of education. By implementing these experiences in the Uzbek education system, students' independent thinking, creative approach, and practical skills can be developed. At the same time, transforming the assessment system into a motivating and transparent mechanism and ensuring continuous professional development of teachers are important in stabilizing the quality of education. The general conclusion is that studying foreign experiences and adapting them to national conditions is one of the main directions of improving education and can be successfully implemented in the Uzbek education system.

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