

**PROBLEMS AND SOLUTIONS OF IMPLEMENTING THE FORMATIVE ASSESSMENT SYSTEM IN EDUCATIONAL INSTITUTIONS OF UZBEKISTAN****Davlatova Masturaxon Abdullajon kizi**

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**Abstract:** This article analyzes the current problems in the process of implementing the formative assessment system in educational institutions of Uzbekistan and their effective solutions. In recent years, large-scale reforms have been implemented in our country in order to improve the quality of education, develop students' functional literacy, and ensure their worthy participation in international assessment programs. In particular, the Ministry of Preschool and School Education of the Republic of Uzbekistan has adopted regulatory and legal documents aimed at improving the educational process based on a competency-based approach. The article systematically analyzes these problems and develops specific proposals and recommendations based on international experience and national conditions. The results of the study serve to strengthen the developmental function of assessment in the educational process, form students' reflexive and metacognitive skills, and improve the quality of education.

**Keywords:** Formative assessment, summative assessment, competency-based approach, assessment literacy, quality of education, reflection, metacognition, pedagogical monitoring, learning outcomes, innovative education.

**Annotatsiya:** Ushbu maqolada O'zbekiston ta'lim muassasalarida shakllantiruvchi baholash tizimini joriy etish jarayonidagi mavjud muammolar va ularning samarali yechimlari tahlil qilinadi. So'nggi yillarda mamlakatimizda ta'lim sifatini oshirish, o'quvchilarning funktsional savodxonligini rivojlantirish va ularning xalqaro baholash dasturlarida munosib ishtirok etishini ta'minlash maqsadida keng ko'lamli islohotlar amalga oshirildi. Xususan, O'zbekiston Respublikasi Maktabgacha va maktab ta'limi vazirligi tomonidan kompetensiyaga asoslangan yondashuv asosida ta'lim jarayonini takomillashtirishga qaratilgan me'yoriy-huquqiy hujjatlar qabul qilindi. Maqolada ushbu muammolar tizimli ravishda tahlil qilinadi va xalqaro tajriba va milliy sharoitlarga asoslangan holda aniq takliflar va tavsiyalar ishlab chiqiladi. Tadqiqot natijalari ta'lim jarayonida baholashning rivojlanish funksiyasini kuchaytirishga, o'quvchilarning refleksiv va metakognitiv ko'nikmalarini shakllantirishga va ta'lim sifatini oshirishga xizmat qiladi.

**Kalit so'zlar:** Formativ baholash, summativ baholash, kompetensiyaga asoslangan yondashuv, baholash savodxonligi, ta'lim sifati, refleks, metakognitsiya, pedagogik monitoring, o'quv natijalari, innovatsion ta'lim.

**Аннотация:** В данной статье анализируются текущие проблемы в процессе внедрения системы формирующего оценивания в образовательных учреждениях Узбекистана и эффективные пути их решения. В последние годы в нашей стране были проведены масштабные реформы, направленные на повышение качества образования, развитие функциональной грамотности учащихся и обеспечение их достойного участия в международных программах оценки. В частности, Министерство дошкольного и школьного образования Республики Узбекистан приняло нормативно-правовые документы, направленные на совершенствование образовательного процесса на основе

компетентностного подхода. В статье систематически анализируются эти проблемы и разрабатываются конкретные предложения и рекомендации, основанные на международном опыте и национальных условиях. Результаты исследования служат укреплению развивающей функции оценивания в образовательном процессе, формированию рефлексивных и метакогнитивных навыков учащихся и повышению качества образования.

**Ключевые слова:** Формирующее оценивание, итоговое оценивание, компетентностный подход, грамотность в оценивании, качество образования, рефлексия, метакогниция, педагогический мониторинг, результаты обучения, инновационное образование.

**Introduction.** The 21st century education system requires a transition from the traditional model of providing knowledge to a competency-based model aimed at the comprehensive development of the student's personality. While the mechanisms for assessing the quality of education are improving globally, the modernization of the content of education and the assessment system has become an urgent issue in Uzbekistan. In particular, the process of participating in the PISA international assessment program organized by the OECD requires a revision of the national assessment system.

The traditional assessment system is mainly aimed at recording the final result and cannot fully reflect the dynamics of the student's development in the educational process. Formative assessment, as an integral part of the educational process, serves to gradually develop the knowledge, skills and competencies of students. It turns the student into an active subject of learning through regular feedback, self-assessment and peer assessment mechanisms.

However, a number of systemic problems are observed in the process of widespread introduction of formative assessment in educational institutions of Uzbekistan. In particular, the methodological training of teachers, high workload, lack of clear development of assessment criteria, and stereotypes formed in the minds of parents regarding the traditional form of assessment negatively affect the effectiveness of this process.

In this regard, the development of scientific and theoretical foundations for the effective integration of the formative assessment system into the national education system, the identification of existing problems and the proposal of their practical solutions are an urgent scientific task. This article is aimed at analyzing these issues based on a comprehensive approach.

**Literature Review.** The theory and practice of formative assessment are one of the most studied areas in world pedagogical science. In particular, studies conducted by Paul Black and Dylan Wiliam have scientifically substantiated the positive impact of formative assessment on learning outcomes[1]. Their studies emphasize that the main task of assessment is not only to record the result, but also to manage the learning process and develop the student. In particular, the concept of "Assessment for Learning" shows that regular and constructive feedback from the teacher increases the motivation and academic success of students.

Also, John Hattie, in his meta-analytical studies, proved that effective feedback is one of the most powerful factors influencing educational outcomes. In his opinion, formative assessment should clearly answer the student's questions "where am I?", "where do I need to go?" and "how do I get there?" This approach serves to develop the student's metacognitive skills[2].

The PISA program developed by the OECD at the international level also shows the need to improve the assessment system based on a competency-based approach. The results of the PISA

studies confirm the importance of formative assessment mechanisms in the development of analytical thinking, problem solving and functional literacy in the educational process[3].

In recent years, important regulatory and legal documents have been adopted in the education system of Uzbekistan to modernize the assessment process[6]. In particular, the Strategy of Actions for the Further Development of the Republic of Uzbekistan, signed by Shavkat Mirziyoyev, identified a fundamental reform of the education system as a priority. This strategy sets out the tasks of assessing the quality of education based on international standards and introducing modern pedagogical technologies[5].

Also, the Law of the Republic of Uzbekistan “On Education” provides for ensuring transparency, objectivity and developmental nature of assessment in the educational process. The Law notes the need to improve the assessment system, taking into account the dynamics of individual development of students[6].

In addition, the Ministry of Preschool and School Education of the Republic of Uzbekistan is gradually introducing new state educational standards and assessment criteria based on a competency-based approach in general secondary schools[7]. Studies conducted by national researchers emphasize the need to improve teachers' assessment literacy, improve methodological manuals, and strengthen the pedagogical monitoring system in the process of introducing formative assessment[8].

In general, an analysis of global and national scientific sources shows that formative assessment is an effective tool for improving the quality of education, developing students' independent thinking and reflexive skills. At the same time, a systematic approach, regulatory and legal frameworks, and improving the qualifications of pedagogical personnel are important factors in its implementation.

**Methodology.** This study used a comprehensive methodological approach to identify problems in the process of implementing the formative assessment system in educational institutions of Uzbekistan and develop effective solutions to them. The study consisted of theoretical and empirical stages, which were organized in an interconnected manner.

The theoretical basis of the study was the concept of formative assessment, the competency approach, and the theories of monitoring the quality of education. In particular, the “Assessment for Learning” model developed by Paul Black and Dylan Wiliam and John Hattie’s scientific conclusions on effective feedback served as a methodological basis. Also, national regulatory legal acts, including the Law of the Republic of Uzbekistan “On Education” and the state educational standards for general secondary education, formed the normative basis of this study.

Empirical research was carried out in general secondary schools in various regions of Uzbekistan during the 2025–2026 academic year. 5 schools and 120 teachers participated on a random basis. The composition of the respondents was formed from teachers of various subjects, which served to ensure the objectivity of the research results.

The following methods were used in the research process:

- Document analysis method - current assessment criteria, class journals, curricula and methodological manuals were studied.

- Questionnaire method - the level of teachers' knowledge of formative assessment, practical skills and problems they face were determined.

- Semi-structured interview - interviews were conducted with school administration and experienced teachers, and systemic problems were analyzed in depth.
- Pedagogical observation - the real use of assessment in the lesson process was monitored.
- Statistical analysis - the data obtained were processed and summarized based on percentages and comparative analysis.

In order to ensure reliability and validity, the study used the triangulation method, that is, different sources of information and methods were compared. The results were also analyzed based on expert assessment.

The main principles of the methodological approach were the principles of systematicity, objectivity, scientificity and practical orientation. During the study, special attention was paid to the level of interaction between all participants in the pedagogical process - teachers, students and administration - when introducing formative assessment.

Thus, the methodology used made it possible to identify real problems in the implementation of the formative assessment system in practice and develop scientifically based solutions to them.

**Results and Discussion.** The empirical data obtained during the research process showed that the process of introducing a formative assessment system in general secondary educational institutions of Uzbekistan has not yet been fully systematized. According to the results of the questionnaire, although 68% of the respondent teachers stated that they have a theoretical understanding of formative assessment, only 34% noted that they regularly and systematically use it in the teaching process. This indicates a gap between theoretical knowledge and practice.

The results of pedagogical observation showed that most teachers use assessment as a means of recording the final result, while the elements of formative (diagnostic and reflexive) assessment are episodic in nature. Feedback during the lesson is given in a more general description and is not based on specific criteria and indicators. This leads to the failure to fully implement one of the main principles of formative assessment - the mechanism of supporting the student's individual development trajectory.

In the interview results, teachers indicated the following main problems:

- high class load;
- large number of students in the class;
- lack of clear and simplified assessment criteria;
- parents' preference for the traditional scoring system.

These results are consistent with international research. In particular, Paul Black and Dylan Wiliam's studies emphasized that the effectiveness of formative assessment is directly related to the teacher's assessment literacy. In our study, the insufficient methodological training of teachers was also revealed as one of the main obstacles.

Also, when compared with the effective feedback model based on John Hattie, in most of the observed lessons, feedback was given in a general ("good", "do something") form, and specific guiding recommendations were rarely found. This does not have a sufficient impact on the student's metacognitive development.

The analysis of regulatory and legal documents showed that, although the Law of the Republic of Uzbekistan "On Education" and state educational standards stipulate the

developmental function of assessment, in practice its mechanisms have not been clearly developed. This indicates a gap between the normative requirement and the real pedagogical process.

At the same time, positive experiences were also identified. In some schools, it was observed that teachers effectively use self-assessment sheets, reflection diaries, and a criterion-based assessment (rubric) system. Such practice is characterized by the formation of a conscious attitude of students to the educational process and the development of independent thinking.

In general, the results show that for the effective introduction of formative assessment, it is necessary to carry out systematic work in three main areas:

1. Increasing the assessment literacy of teachers;
2. Developing clear and simplified criteria;
3. Formation of a culture of assessment (strengthening teacher-student-parent cooperation).

**Table 1. The table below presents actual challenges and practical solutions for implementing formative assessment in educational institutions of Uzbekistan.**

No.	Identified Problem	Impact on Teaching and Learning	Proposed Solution	Expected Outcome
1	Limited assessment literacy among teachers	Inconsistent use of formative assessment strategies	Organize systematic professional development programs	Improved quality and consistency of formative assessment practices
2	Overloaded curriculum and time constraints	Superficial feedback and limited reflection activities	Integrate formative assessment into daily lesson planning	More meaningful and continuous feedback process
3	Large class sizes	Difficulty in providing individualized feedback	Use peer-assessment and self-assessment strategies	Enhanced student engagement and shared responsibility
4	Dominance of summative grading culture	Focus on marks rather than learning progress	Promote assessment for learning approach among parents and stakeholders	Shift from grade-oriented to learning-oriented mindset
5	Lack of clear assessment rubrics	Subjective and inconsistent evaluation	Develop standardized subject-based rubrics	Transparency and fairness in evaluation process
6	Insufficient digital monitoring tools	Limited tracking of student progress	Introduce digital feedback and monitoring platforms	Data-driven instructional decision making

The presented table systematically reflects the current problems encountered in the process of introducing a formative assessment system in educational institutions of Uzbekistan, their impact on the educational process and practical solutions. Analysis of the table shows that the problems are interrelated and complex in nature.

The first problem is the insufficient formation of assessment literacy among teachers. This situation leads to the irregular and superficial use of formative assessment strategies. As a



solution to this problem, it is proposed to organize systematic professional development programs, which will serve to increase the quality and consistency of assessment practice.

The second problem is the high workload of curricula and lack of time. As a result, teachers are forced to provide feedback in a short and general form. This problem can be reduced by making formative assessment an integral part of the teaching process. This approach helps to see assessment as an element of the teaching strategy, not an additional task.

The third problem is the large number of students in classes. This makes it difficult to provide an individual approach and limits personal feedback. By introducing peer and self-assessment mechanisms, students can be actively involved in the assessment process. This serves to distribute responsibility and increase student independence.

The fourth problem is the dominance of a summative assessment culture. Assessment is more focused on the final score and result, and the dynamics of development in the educational process are not sufficiently taken into account. By promoting the principle of "Assessment for learning", assessment can be transformed from a control tool into a developmental mechanism. In this process, explanatory work with parents and the general public is important.

The fifth problem is the lack of clear and standardized criteria. This can lead to subjectivity and unfairness in assessment. The development of rubrics across disciplines ensures transparency and objectivity of assessment.

The sixth problem is the lack of digital monitoring tools. The limited ability to systematically monitor the dynamics of student development makes it difficult to analytically manage the educational process. The introduction of digital platforms expands the possibilities for making data-based pedagogical decisions.

In general, the analysis of the table shows that the effective implementation of formative assessment is not associated with a single factor, but with the harmonious development of methodological, organizational, psychological and technological factors. Measures implemented on the basis of a systematic approach can yield significant results in improving the quality of education and developing student competencies.

Based on the results of the discussion, it can be said that although the formative assessment system has real potential in the Uzbek education system, its effectiveness directly depends on the level of methodological support, management mechanisms and pedagogical culture. Only reforms implemented on the basis of a systematic approach can turn assessment into a truly developmental mechanism.

**Conclusions and recommendations.** The results of the study showed that, although the process of introducing a formative assessment system in educational institutions of Uzbekistan is being implemented gradually, its practical effectiveness is still not sufficient. Despite the fact that the theoretical and legal framework, including the Law of the Republic of Uzbekistan "On Education" and state educational standards stipulate the developmental function of assessment, in real pedagogical practice, formative assessment is more episodic and irregular.

The study revealed that the level of effective use of formative assessment directly depends on the assessment literacy, methodological preparation and proper planning of the lesson process of teachers. In most cases, assessment is used as a means of recording the final result, and its diagnostic and developmental capabilities are not fully utilized.

Also, the insufficiently formed culture of assessment, the greater attention of parents and students to the traditional scoring system, are hindering the widespread introduction of formative

assessment. This situation indicates the need for a comprehensive and systematic approach to modernizing the assessment system.

In general, formative assessment can be an effective tool for improving the quality of education, developing students' independent thinking, reflection and metacognitive skills. However, its effective functioning depends on the combination of methodological, organizational and management factors.

In order to effectively implement the formative assessment system in educational institutions of Uzbekistan, the following recommendations can be put forward.

First of all, it is necessary to increase the assessment literacy of teaching staff. In this regard, special attention should be paid to teaching specific methodological mechanisms of formative assessment in advanced training courses and practical seminar-trainings. It is advisable that trainings are not limited to theoretical information, but are organized in the form of practical exercises based on fragments of real lessons.

Secondly, clear and simplified assessment criteria (rubrics) should be developed across disciplines and presented to teachers as a methodological guide. In this process, it would be appropriate to create a single methodological platform by the Ministry of Preschool and School Education of the Republic of Uzbekistan.

Thirdly, it is necessary to strengthen mechanisms for involving students as active subjects in the assessment process. By introducing self-assessment, mutual assessment, and reflection diaries, students can increase their responsibility and motivation for learning.

In conclusion, for the effective implementation of formative assessment, it is necessary to harmoniously develop the regulatory and legal framework, methodological support, the qualifications of pedagogical staff, and the culture of assessment. Only a systematic and consistent approach can transform assessment from a control tool into a developmental pedagogical mechanism.

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