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SELF-ASSESSMENT AND NON-STANDARD APPROACHES IN EDUCATION

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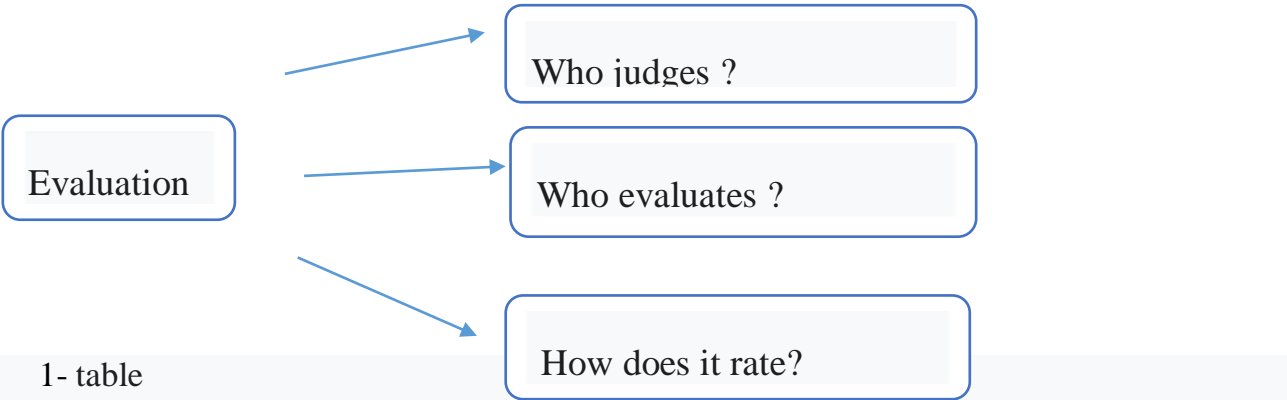| ARTICLE INFO	ANNOTATION:
ARTICLE HISTORY:	*The article analyzes assessment processes in the education system through the lens of innovative approaches. It discusses the importance of developing human capital, teachers' self-assessment, and non-traditional assessment methods. Modern assessment methodologies for quality education are presented, including ipsative and feedback assessments. Based on Benjamin Bloom's taxonomy, the article explores opportunities for enhancing the effectiveness of the educational process. The aim of the article is to implement quality changes in the education sector, to continually analyze teachers' activities, and to introduce innovative approaches. It also emphasizes that these processes are significant not only for personal development but also for the advancement of society and the country as a whole.*
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education, assessment, human capital, quality, pedagogue, self-assessment, non-standard assessment, ipsative assessment, feedback, innovative approach, Benjamin Bloom, taxonomy, educational process, efficiency, development.	

INTRODUCTION. Significant and comprehensive measures have been implemented in recent years to address issues within the higher education system, aiming for fundamental reform, systemic improvements, and alignment with global standards. Numerous laws, decrees, resolutions, and programs focused on sector development have been adopted. For example, the Concept of Development of the Higher Education System of the Republic of Uzbekistan until 2030, approved by the Presidential Decree of October 8, 2019, serves as a roadmap for new reforms in the sector. The "New Uzbekistan-2030" strategy emphasizes the reform of the education sector and the importance of quality education [1]. In this context, our esteemed President, in addresses to the Oliy Majlis, has spoken extensively about human capital, emphasizing that all our efforts are for the people and for a peaceful and prosperous life for the nation. American economist Gary Becker, the founder of human capital theory (the formation of the workforce), stated that human capital encompasses factors such as personal knowledge, skills, experience, and health, which play a crucial role in economic and social development. Human capital theory is widely applied in areas such as economic development, education, and social justice. "Education is a key component of

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human capital. A higher level of education, specialized knowledge, and skills increase human capital" [2].

Main Body.Education can be considered an unprecedented peak. However, many unproven problems remain, and their solutions are numerous. The educational process primarily consists of a subject and an object: the educator (professors, teachers) and the learner (students). The educator studies and learns to impart knowledge, while the student learns for a better future. In education, both can be considered both subject and object, as both are developing and working on self-improvement. Based on this, we consider educators and future educators as human capital. This is because we need to develop high-quality personnel, competitive personnel who meet global standards. How do we cultivate competitive personnel? We know that Uzbekistan has adopted international assessment methods, such as PIRLS, PISA, and TIMSS. These lead to testing within the country, assessing the international level of our students' knowledge. However, it is known that the results of these assessments are not positive. This is because educators are not accurately assessing students' knowledge levels. Students need to analyze their knowledge acquisition, and educators need to possess a level of knowledge that meets global standards. The famous American psychologist and educator Benjamin Bloom defined assessment as "the process of determining the quality, level, or value of something (e.g., knowledge, skill, activity)." Through assessment, individuals or groups can analyze their abilities, achievements, or problems [3]. Indeed, accurate assessment leads to quality results. Benjamin Bloom listed the goals that guide the assessment process: knowing, understanding, applying, analyzing, synthesizing, and evaluating. When an educator assesses using these goals, the result is 100% quality education. The following table shows the educator's work structure in relation to the student. (Note: The table is missing from the original text).
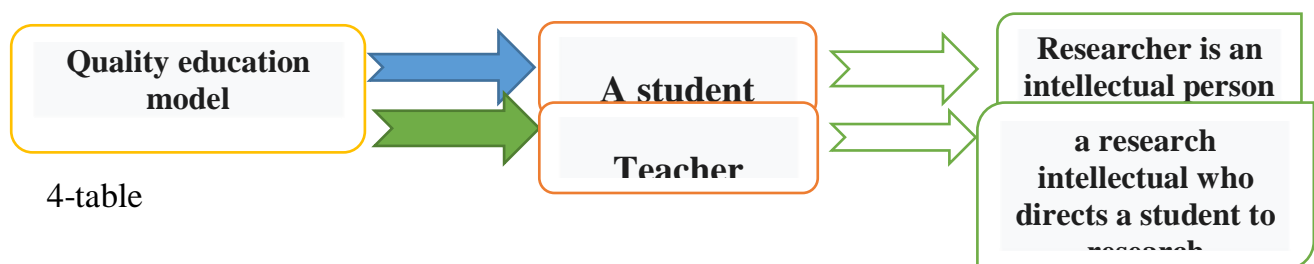

1- table

American scholar Benjamin Bloom believed that the quality and effectiveness of education depend on testing the knowledge a teacher imparts to a student, meaning that creating opportunities for self-assessment is necessary. Do our educators currently employ

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such an assessment system? According to American psychologist and leading expert in self-regulation and self-assessment, Barry J. Zimmerman, self-assessment is the ability of an individual to evaluate their own knowledge, skills, and performance. This process helps educators identify their strengths and weaknesses, ultimately improving the quality of education. Self-assessment competency is crucial for the professional development of future educators. This competency is necessary for critically analyzing one's own knowledge and skills, for self-improvement, and for effective work in the educational process [4]. At the same time, this idea should be considered a truth for those involved in education. Constant analysis, monitoring, and comparison should be seen as a spark for growth. If our growth indicators are stagnant, it means there is a lack of desire. Those who do not want change and do not correctly accept change, I consider a barrier to the quality of education. The following table provides an example of self-assessment for an educator. (Note: The table is missing from the original text).

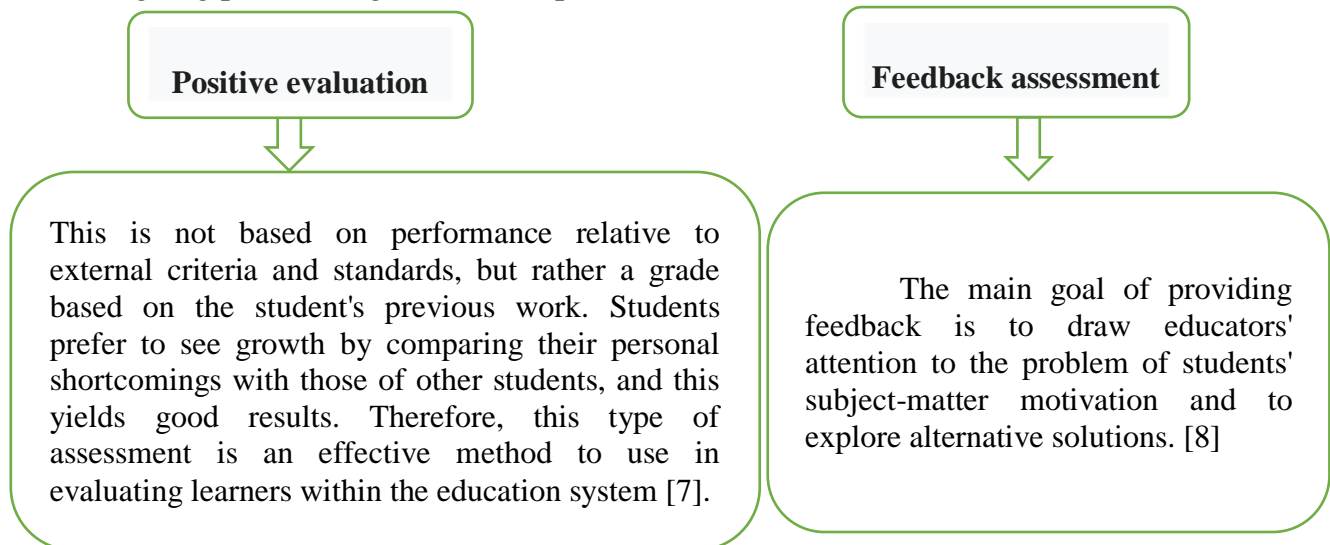|	The goal	Classification
1	**Reflective thinking**	In the process of self-evaluation, educators should have the opportunity to analyze their experiences and learn from them. It helps to develop reflexive thinking skills.
2	**Setting goals**	For self-evaluation, pedagogues need to clearly define their goals. It helps to improve one's work and focus on acquiring new knowledge .
3	**Get feedback**	It is important to get feedback from other colleagues and students during the self-evaluation process. This increases objectivity in evaluating one's own activity.

Literature Review and Methodology. One of the main problems in today's globalized world is the quality and effectiveness of education. Everyone is striving for quality and effectiveness in education. The efforts of our President are paramount. I would like to mention the President's relevant thoughts for everyone: "Without education, there is no salvation." Andreas Schleicher, the creator of the renowned PISA study and special advisor on education policy to the Secretary-General of the Organisation for Economic Co-operation and Development (OECD), had this perspective on education: "Education is the future of society. The economy of your country is linked to the future. Schools are your

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economy today and your society tomorrow. Education policy is always closely linked to economic policy. No country can achieve economic success without developing a skilled workforce and creating better conditions for highly skilled workers in the labor market" [5]. This is absolutely true. Because, as our President said, education and upbringing begin at the lowest level, namely, from preschool educational institutions. Therefore, it is clear that preschoolers receive education and upbringing from educators. In higher education, they receive knowledge from specialists, professors and teachers. They acquire knowledge from textbooks and teaching aids that are adapted to global standards and imbued with our national pride. Consider this: education is a chain. If one link is missing, there will be a deficiency in education. These are the foundations for a quality education model.

| Quality education model | → | A student Teacher | → | Researcher is an intellectual person |
| | | | | a research intellectual who directs a student to research |

4-table

Discussion and Analysis. Traditionally, three components have been considered crucial for controlling the quality of education, functioning like links in a chain: the curriculum, the teacher/educator, and assessment. These are interconnected. If the curriculum topics are not relevant to the subject matter, the teacher cannot properly allocate lesson time and cannot provide quality education. If quality education is not fully delivered by the educator, the student will not acquire complete knowledge. In this case, assessment is also compromised. Assessment is crucial for the effectiveness of quality education. There are several types of assessment. For example, reproductive (questionnaires, surveys, open or closed tests) and productive-unconventional methods of assessment. However, in today's rapidly developing era, these assessment methods fall under standard assessment. Now, to receive education in line with global standards, it is necessary to use non-standard assessment types. As the name suggests, non-standard assessment differs from traditional assessment. Prominent researchers in education and assessment, Dylan Wiliam and Paul Black, discussed non-standard assessment in their article "Assessment and Classroom Learning." Non-standard assessment is the application of creative and individual approaches to evaluating students' knowledge and skills, unlike traditional testing and assessment methods [6]. This method helps to understand students' abilities more fully and deeply in the educational process. This implies that we need to move away from traditionalism, from uniformity, from a single mold. We have reasons to do so. Non-standard assessment has advantages. Here, we rely on the leading goals in Benjamin Bloom's taxonomy. Through non-standard assessment, both the educator and the student gain the ability to self-assess. This strengthens knowledge, skills, and abilities in students. Furthermore, and this is crucial, the educator quickly and

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accurately identifies the student's strengths and weaknesses, pinpointing areas needing improvement. Two new assessment systems are also expected to be introduced, currently undergoing pilot testing. These are ipsative assessment and feedback assessment.

Positive evaluation	**Feedback assessment**
This is not based on performance relative to external criteria and standards, but rather a grade based on the student's previous work. Students prefer to see growth by comparing their personal shortcomings with those of other students, and this yields good results. Therefore, this type of assessment is an effective method to use in evaluating learners within the education system [7].	The main goal of providing feedback is to draw educators' attention to the problem of students' subject-matter motivation and to explore alternative solutions. [8]

According to scholars' analyses, ipsative assessment is quite convenient for learners because it allows for self-assessment through comparison with oneself rather than with peers. This yields good results, allowing students to identify their weaknesses, where and how they have shortcomings and achievements, their weak points, and their strengths. They analyze and evaluate themselves in this way, without external pressure influencing the assessment. Another positive aspect of ipsative assessment is that it increases self-confidence through self-evaluation, enabling independent work. The advantage of feedback is that it significantly impacts the professional development of educators. It improves the educator's ability to accurately assess situations, allows for finding appropriate approaches for students in any given situation, and enables the formation and development of new language-related knowledge. The main purpose of feedback is to allow students to identify their strengths and weaknesses through clear and constructive information, thereby enabling self-assessment. More precisely, it helps to use time effectively with a clear goal in mind, finding ways to approach the goal. This can form the basis for quality and effectiveness in education.

Conclusion: The positive results of assessment in the educational process are linked to the achievement of goals framed by Benjamin Bloom's taxonomy. The effective application of self-assessment and non-standard assessment methods strengthens the interaction between educators and students, and creates opportunities to further improve the quality of education. As a result, educators should continuously analyze their work and, through scientifically-based approaches, increase the effectiveness of the educational process. This is important not only for personal development but also for the progress of society and the

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country. Thus, quality changes in the education sector must be implemented through innovative approaches and scientific foundations.

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