



WAYS TO ADAPT ASSESSMENT MECHANISMS OF THE FINNISH EDUCATION SYSTEM TO GENERAL SECONDARY EDUCATION IN UZBEKISTAN

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Abstract

This article analyzes the key features of the assessment mechanisms in the Finnish education system and their impact on students' personal development, critical thinking, and creativity. It also explores ways to adapt the Finnish assessment model to Uzbekistan's general secondary education system, emphasizing the integration of diagnostic, formative, and summative assessment elements and the teacher's role as a facilitator rather than an evaluator. The findings highlight the practical importance of implementing innovative assessment approaches to enhance student motivation and improve education quality in.

Keywords. Finnish education system, assessment mechanisms, formative assessment, summative assessment, education quality, general secondary education of Uzbekistan.

Introduction

FINLANDIYA TA'LIM TIZIMIDAGI BAHOLASH MEXANIZMLARINI O'ZBEKISTON UMUMIY O'RTA TA'LIMIGA MOSLASHTIRISH YO'LLARI

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Annotatsiya

Ushbu maqolada Finlandiya ta'lim tizimidagi baholash mexanizmlarining o'ziga xos jihatlari, ularning o'quvchilarning shaxsiy rivojlanishiga, tanqidiy fikrlash va ijodiy yondashuv ko'nikmalarini shakllantirishga ta'siri tahlil qilinadi. Shuningdek, O'zbekiston umumiy o'rta ta'lim tizimida baholash jarayonini takomillashtirish maqsadida fin modelini moslashtirish yo'llari, diagnostik, formatif va summativ baholash elementlarining integratsiyasi, hamda o'qituvchining baholovchi emas, balki yo'naltiruvchi sifatidagi roli yoritilgan. Tadqiqot natijalari O'zbekiston ta'lim tizimida o'quvchilarning o'quv motivatsiyasini oshirish va sifatli natijalarga erishishda innovatsion yondashuvlarni joriy etishning amaliy ahamiyatini ko'rsatadi.

Kalit so'zlar: Finlandiya ta'lim tizimi, baholash mexanizmlari, formatif baholash, summativ baholash, ta'lim sifatini oshirish, O'zbekiston umumiy o'rta ta'limi.

Аннотация

В данной статье анализируются особенности механизмов оценки в финской системе образования, их влияние на развитие личности учащихся, формирование критического мышления и творческого подхода. Рассматриваются пути адаптации финской модели оценки к системе общего среднего образования Узбекистана, интеграция диагностического, формативного и суммативного оценивания, а также роль учителя как наставника, а не контролёра. Результаты исследования показывают практическую значимость внедрения инновационных подходов для повышения учебной мотивации и качества образования в Узбекистане.

Ключевые слова. Финская система образования, механизмы оценки, формативное оценивание, суммативное оценивание, качество образования, общее среднее образование Узбекистана.

Introduction

In recent years, improving the quality of education and studying international best practices have become one of the priority areas of state policy in the Republic of Uzbekistan. The Law "On Education" and the "Development Strategy of New



Uzbekistan for 2022–2026” define the tasks of modernizing the education system, developing students’ competencies based on international standards, and improving the assessment system. From this perspective, studying the Finnish education model—recognized as one of the most effective and reliable systems in the world—and adapting its assessment mechanisms to the conditions of Uzbekistan is of significant scientific and practical relevance.

The Finnish education system is aimed at developing students’ individual abilities and fostering independent thinking, critical analysis, and creative activity. The most important aspect is that the assessment process is not viewed as a means of competition or punishment, but rather as an analytical and developmental mechanism that helps students work on themselves. The main forms of assessment—diagnostic, formative, and summative—serve not only to determine students’ knowledge levels but also to monitor their growth dynamics. Additionally, Finnish practice emphasizes the wide use of digital tools in assessment, the encouragement of student self-assessment, and strengthened cooperation between teachers and parents.

In Uzbekistan’s general secondary education system, curricula have been updated in recent years based on a competency-based approach. However, the assessment process still largely relies on traditional scores and test results, which hinders students from fully demonstrating their creative and critical thinking skills. Therefore, adapting the advanced assessment mechanisms of the Finnish education system to Uzbekistan’s context is a crucial factor for improving education quality, enhancing students’ learning motivation, and raising the country’s performance in international assessment programs such as PISA, TIMSS, and PIRLS.

This study is aimed precisely at this objective, focusing on analyzing the assessment principles of the Finnish education system, examining their effectiveness, and developing ways to adapt them to Uzbekistan’s general secondary education system.

Literature Review

In recent years, the Finnish education system has been recognized worldwide as one of the most effective, innovative, and human-centered educational models. Studies show that the success of this system is largely based on its distinctive assessment mechanisms, as assessment is understood as a process that supports



student development at every stage of learning [1]. According to the principles established by the Finnish National Board of Education, the purpose of assessment is not merely to monitor students' learning outcomes, but to enhance their self-awareness and motivation for learning [2].

At the same time, formative (developmental) assessment serves as the main mechanism in Finnish schools. Throughout this process, teachers continuously analyze students' individual achievements, provide constructive feedback, and help learners identify independent learning strategies [3]. As a result of this approach, assessment is not based on numerical or point-based systems but relies on qualitative analysis and growth.

Furthermore, in the Finnish education system, summative assessment is implemented not as a final examination but as a reflective stage summarizing students' overall achievements [4]. In Uzbekistan's general secondary education system, however, the dominant form of assessment still relies on tests and numerical scoring. Although this approach ensures accuracy in measuring outcomes, it does not enable students to fully develop their cognitive processes, independent learning skills, and creative potential [5].

Therefore, adapting formative and diagnostic assessment elements from Finnish practice to the Uzbek context holds significant scientific and practical importance. Some local researchers (A. Kholmurodova, N. Sobirova) emphasize the need to strengthen the competency-based approach in Uzbek schools and to train teachers in the use of new assessment tools [6]. Additionally, international studies conducted by UNESCO and OECD also confirm the effectiveness of the Finnish model in fostering students' self-assessment skills and sense of responsibility [7]. Thus, the literature review indicates that the assessment mechanisms of the Finnish education system are based on learner-centered, developmental, analytical, and motivational approaches. Adapting this model to Uzbekistan's education system will help humanize the learning process, encourage independent thinking, and strengthen students' interest in education.

Materials and Methods

In this study, a combination of comparative-pedagogical, analytical, and empirical methods was used to identify the scientific foundations for adapting the assessment mechanisms of the Finnish education system to Uzbekistan's general secondary



education. During the research process, the assessment standards developed by the Finnish National Agency for Education, the results of international PISA studies, and the state educational standards approved by the Ministry of Public Education of the Republic of Uzbekistan were examined. The main sources included diagnostic, formative, and summative assessment systems used in Finnish schools; students' individual development journals; portfolios; self-assessment sheets; and teachers' feedback.

Additionally, pilot trials were conducted in six general secondary schools located in the Tashkent, Samarkand, and Fergana regions of Uzbekistan, involving 30 students and 15 teachers from each region. During the experiment, students' attitudes toward self-assessment, the effectiveness of formative feedback, and the challenges teachers faced in implementing new assessment mechanisms were monitored. Surveys, interviews, and observation methods were used to collect data. Through surveys, teachers' views on the assessment process, their knowledge of formative approaches, and their actual use of such methods in practice were examined. The observation method served to identify students' classroom engagement, ability to express their opinions, and independent analytical skills. The obtained data were analyzed both qualitatively and quantitatively, using statistical indicators for comparative analysis. Constructivist methodology was used as the foundation of the research, whereby the learner is considered an active participant in the educational process, while the teacher acts as a guide and consultant in assessment. Accordingly, students not only acquired knowledge but also gained opportunities to analyze it, evaluate it, and improve their own learning activities.

Based on the data collected during the research, a customized assessment model suitable for the conditions of Uzbekistan was developed. This model was proposed as a practical mechanism aimed at increasing students' learning motivation, strengthening teacher–student collaboration, and improving the overall quality of education.

Table 1. Types of assessment in the Finnish education system and their content

Type of assessment	Main purpose	Implementation form	Teacher Role
Diagnostic assessment	To determine the student's initial level of knowledge	Interview at the beginning of the lesson, mini-test, observation	Observer, Analyst
Formative assessment	To support the student's development in the learning process	Feedback, analytical tasks, portfolios	Guider, Consultant
Summative assessment	To determine the final result achieved by the student	Written work, project, final report	Evaluator, Analyst

This table shows the assessment forms used in the Finnish education system, their purpose and the role of the teacher in the assessment process. The priority of formative assessment has a great impact on the personal development of the student.

Table 2. Comparison of assessment mechanisms in the Finnish and Uzbek education systems

Indicators	Finnish education system	Uzbekistan's education system
Assessment approach	Developmental, formative, person-centered	Control-based, summative
Teacher role	Guided, collaborative	Controlling, evaluative
Student participation	Active, self-assessment available	Passive, mainly based on test results
Assessment tools	Portfolios, reflection journals, analytical interviews	Rating system, tests, written work
Purpose	Monitoring and encouraging student growth	Determination and classification of the final result

The table compares the main principles, approaches, and objectives of assessment in the Finnish and Uzbek education systems. The results indicate that the human-centered, analytical, and developmental assessment practices used in Finland need to be adapted for Uzbekistan's educational context.

The tables presented above summarize the practical findings of the study and make it possible to compare the assessment mechanisms of the Finnish education system with those of Uzbekistan. Table 1 describes the main types of assessment used in Finland—diagnostic, formative, and summative—and explains their content, purpose, and the teacher's role in each process. As the table shows, assessment in Finland is not aimed at controlling the student but at motivating them to work on



self-improvement, developing independent thinking and reflection. For this reason, the teacher in this system acts not as an evaluator but as a guide and facilitator. This approach increases students' motivation and lays the foundation for the development of a self-assessment culture.

Table 2 presents a comparative analysis of assessment mechanisms in Finland and Uzbekistan. According to the table, the Finnish system is developmental and learner-centered, while the Uzbek system is still characterized by control-oriented and result-focused assessment practices. The difference in the teacher's role is also clear: in Finland, the teacher acts as a partner and consultant, whereas in Uzbekistan the teacher mostly functions as a controller. Moreover, in Finland, the student is an active participant who fully takes part in evaluating and analyzing their own learning outcomes, while in Uzbekistan assessment results are mainly determined through tests and rating systems.

Thus, the information derived from the tables shows that Uzbekistan's education system needs an updated assessment approach, wider implementation of formative assessment elements, teacher preparation in this direction, and development of students' self-assessment culture. This analysis serves as an important scientific basis for adapting the Finnish experience to the national education system as a practical guideline.

Research Discussion

The study results showed that the assessment mechanisms used in the Finnish education system focus not on controlling the learning process, but on developing it and shaping the learner as an active participant. In Finnish schools, assessment is not a tool for measuring students' personal achievements; instead, it serves as a means to monitor their growth, strengthen continuous dialogue between teacher and student, and support their learning trajectory. According to the findings, formative assessment in Finland ensures a trusting partnership between teacher and student and increases learning motivation.

During the pilot experiment, several positive aspects of this approach were noted by Uzbek teachers: first, formative assessment encouraged active participation of students during lessons and helped them express their ideas openly; second, students developed skills in self-assessment and critical analysis; third, the teacher's role shifted from being a controller to being a facilitator and guide.



However, the introduction of formative approaches into Uzbekistan's general secondary education system also revealed several challenges. The most significant issue is the insufficient assessment culture and methodological readiness of teachers, which slows down the process of understanding and effectively applying new mechanisms in practice.

Additionally, due to the heavy workload of school curricula, limited lesson hours, and the priority of the traditional scoring system, insufficient time is allocated for formative assessment. During the experiment, it was revealed that although 68 percent of teachers possess theoretical knowledge about formative assessment, only 34 percent apply this method regularly in practice. Meanwhile, 72 percent of students stated that they felt more comfortable and confident during lessons when formative assessment was used. These findings confirm that the Finnish experience can be effectively applied in the context of Uzbekistan, but achieving this requires systematic preparation, improving teacher qualifications, and adapting curricula.

Another important feature of the Finnish model is the extensive use of digital technologies and interactive platforms in assessment. During the experiment, it was observed that the introduction of electronic gradebooks, online testing systems, and digital portfolios in Uzbek schools expanded students' ability to monitor their own progress. This not only ensures transparency but also teaches students to evaluate their own knowledge independently.

Based on this, it was determined that modernization of the assessment system in education should be carried out in the following directions:

- first, reconsidering assessment not as a means of control but as a pedagogical process that supports student development;
- second, organizing specialized training and courses to prepare teachers in the methodology of formative assessment;
- third, integrating diagnostic, formative, and summative assessment elements into curricula;
- fourth, introducing task systems that develop students' self-assessment skills.

Overall, the study demonstrates that adapting the Finnish experience to Uzbekistan's education system makes it possible to transform assessment into a learner-centered, analytical, and motivational model. This significantly increases students' engagement, interest in learning, and potential for self-development.



Conclusion

The results of the study confirm that the assessment mechanisms of the Finnish education system can be applied as an effective and appropriate model for Uzbekistan's general secondary education. The success of the Finnish system is explained by its learner-centered approach, the priority of formative assessment, and the principle of turning the student into an active participant in their own educational process. This approach serves to develop students' self-assessment, independent thinking, critical analysis, and creative skills.

In Uzbekistan's general secondary education system, assessment is still largely based on final results, test examinations, and numerical indicators, which do not sufficiently reflect students' developmental process. Therefore, it is necessary to gradually adapt diagnostic, formative, and summative assessment elements from the Finnish model to the context of Uzbekistan. In this regard, improving teachers' methodological preparation, developing their assessment culture, and introducing digital assessment tools based on modern pedagogical technologies are of crucial importance.

The experimental results of the study showed that the use of formative assessment increases students' interest in lessons, their participation, and the level of conscious knowledge acquisition. This confirms the need to transform the assessment system from a control mechanism into a developmental mechanism. Thus, utilizing the Finnish experience in the modernization of Uzbekistan's education system should be considered an effective strategic direction for strengthening teacher–student cooperation, increasing students' motivation for self-improvement, and enhancing the quality of education.

Overall, the Finnish assessment model should be regarded as one of the key components in creating a developmental, fair, transparent, and motivating environment for students within Uzbekistan's general secondary education system. A national assessment mechanism developed on this basis will ensure the humanistic orientation of the educational process and contribute to raising educational effectiveness to a new level.

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