

INTERNATIONAL EXPERIENCES OF IDENTIFICATION AND CLASSIFICATION OF STUDENTS' ABILITIES

Samijonova Dilnoza

NamDu PhD student

dilnoza.samijonova@icloud.com

Annotation: *This article systematically analyzes international practices in identifying and classifying students' abilities. The approaches studied include standardized tests, competency-based approaches, multi-method identification, dynamic assessment, and practical mechanisms in other countries. The article shows the advantages and limitations of each approach and provides recommendations for implementing a fair, reliable, and culturally appropriate identification system in the Uzbek education system.*

Keywords: *ability identification, classification, diagnostics, PISA, RTI, dynamic assessment, multi-method identification, cultural bias, Uzbekistan.*

INTRODUCTION

In the field of education, identifying and developing students' abilities is of central importance in ensuring their intellectual and personal development. The teacher should see each child as a unique individual and use methods aimed at identifying and developing his or her abilities. This process not only helps students improve their knowledge, but also encourages them to think independently, engage in creative work, and engage in team activities. This article analyzes the methods for identifying and developing students' abilities, their importance, and the ideas put forward in the literature on this issue.

Identifying abilities: methods and pedagogical approaches: Several methods are used to identify students' abilities. Each of them helps to fully understand the student's abilities.

According to scientists, abilities depend primarily on two main factors: the student's natural abilities and his or her experiences from the environment.

American psychologist Howard Gardner, in his Theory of Multiple Intelligences, emphasizes that people are gifted in different areas. Gardner argues that each person has his own strengths: logical, musical, linguistic, social, emotional, etc. Thus, the teacher must take these different aspects into account when determining the abilities of students.

The identification and classification of students' abilities is important in educational policy: it allows for the allocation of educational resources, the definition of individual educational directions, and the formation of a system of special education and support for gifted students. Currently, methods for determining abilities at the international level are diverse, each of which is based on a different theoretical and methodological basis. Therefore, countries choose approaches that suit their goals, socio-cultural conditions, and resources.

METHODOLOGY

International approaches and their characteristics

- Description: psychometric tests designed to measure intellectual potential (IQ) and general cognitive abilities.
- Advantages: objectivity, wide application, comparative norms.
- Limitations: cultural and language bias, measures only the cognitive side, does not sufficiently reflect creative and practical abilities.

Competency-based and outcome-based approaches

- Description: assesses students based on certain competencies (knowledge, skills, attitudes).
- Advantages: practical and vocationally relevant, students are oriented to work, not to the test.

- Description: measures how much the student responds to learning and teacher support, while taking the test instead of the student (ideas of Feuerstein, Vygotsky).

By participating in the PISA study, Uzbekistan has gained the opportunity to obtain the necessary information for analyzing and developing its education system at the international level. This will help the country improve the quality and efficiency of education, as well as determine its place in the international arena. The Program for International Assessment (PISA) is an important international study aimed at assessing the basic knowledge and skills of 15-year-old students. Through this program, the effectiveness of education systems is increased, countries identify their weaknesses and strengths, and receive reliable information for formulating education policies. Observation and analytical methods are one of the main methods for determining students' abilities. The teacher monitors the activities of students in the lessons, how they approach tasks. Based on the student's activity and behavior in the lesson, it is possible to draw conclusions about his abilities. This approach can be explained by Lev Vygotsky's Sociocultural Theory. Vygotsky, in turn, emphasizes the development of reading and writing in a socio-cultural environment, the importance of social relations and the environment for the further development of students' abilities.

Psychometric tests and testing are another effective way to determine students' abilities. These tests assess students' logical thinking, mathematical skills, and creative thinking abilities. For example, Sternberg's Intellectual Theory, developed by Robert Sternberg, includes three main intellectual components: analytical, creative, and practical intellectual abilities. According to Sternberg, each student has the ability to develop his or her abilities in these three areas.

Methods for Developing Abilities:

- The process of developing students' abilities requires, on the one hand, an educational approach adapted to the specific characteristics of the student, and, on the other hand, the use of new pedagogical methods.

- According to Piaget's theory of cognitive development, children's learning process is active and dynamic, and each student's stage of development may be different. Therefore, the teacher should use lessons, tasks, and methods that are adapted to each student.

- Group and team work - helps develop students' social skills by involving them in working with each other. John Dewey, an American educator, emphasized the importance of the active learner in education and said that students need to solve problems in groups.

This approach teaches students to express their ideas and discuss them with others, while also increasing their analytical and communication skills.

RESULTS

The methodology for assessing student knowledge is diverse and rich. Each method has its own advantages and disadvantages, and by choosing and combining them correctly, the educational process can be effectively organized. Using these methods, teachers can correctly and fairly assess students' knowledge, as well as improve the process of their assimilation.

International experience shows that there is no single “ideal” method for identifying and classifying student abilities. The most effective approaches are context-appropriate, multi-method, dynamic, and inclusive approaches. A practical way for Uzbekistan is to test the principles of multi-method and RTI through pilot projects, improve the skills of teachers, and strengthen diagnostic capacity. Reducing cultural bias and managing data in a central electronic system play an important role in this.

CONCLUSION

Identifying and developing student abilities is one of the main tasks of the educational process. This process is aimed not only at improving the

scientific abilities of students, but also at educating them as useful to society, creative thinkers, and socially responsible individuals. Based on the ideas of scientists, it is possible to fully develop students through an individual approach to developing abilities, group work, interactive and creative activities. The role of the teacher in education, cooperation with parents, and the influence of the social environment are of decisive importance in developing the abilities of the student.

REFERENCES

1. A. Abidov, Assessment of Student Knowledge. (2017).
2. A. Abdullayev. Principles of Assessment of Student Knowledge. National Encyclopedia of Uzbekistan Publishing House. (2015).
3. Sh. Shermatov, Theoretical Foundations and Practice of Assessment of Student Knowledge*. Tashkent State Pedagogical University Publishing House. (2019)
4. N. Mirzaev, Basic concepts and methods of assessing student knowledge. National Encyclopedia of Uzbekistan PUBLICATION.
5. OECD PISA (Programme for International Student Assessment)