



ASSESSMENT METHODS IN ITALIAN AND UZBEK SCHOOLS: TRADITIONAL VS MODERN APPROACHES

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ANNOTATION: *This study explores and compares assessment methods used in the education systems of Italy and Uzbekistan, focusing on the contrast between traditional and modern approaches. The research examines how historical practices such as oral examinations, standardized testing, and teacher-centered evaluation in both countries have evolved in response to educational reforms and global trends. In Italy, assessment methods increasingly emphasize formative evaluation, continuous feedback, and competency-based learning aligned with European educational standards. In Uzbekistan, while traditional summative assessments and centralized examinations remain significant, recent reforms aim to introduce more student-centered and diversified evaluation techniques.*

Keywords: *Assessment methods, Italy, Uzbekistan, traditional assessment, modern assessment, formative assessment, summative assessment, competency-based education, educational reform, student evaluation.*

МЕТОДЫ ОЦЕНКИ В ИТАЛЬЯНСКИХ И УЗБЕКСКИХ ШКОЛАХ: ТРАДИЦИОННЫЕ И СОВРЕМЕННЫЕ ПОДХОДЫ

АННОТАЦИЯ: *В данном исследовании рассматриваются и сравниваются методы оценки, используемые в системах образования Италии и Узбекистана, с акцентом на контраст между традиционными и современными подходами. Исследование изучает, как исторические практики, такие как устные экзамены, стандартизированное тестирование и оценка, ориентированная на учителя, в обеих странах развивались в ответ на образовательные реформы и глобальные тенденции. В Италии методы оценки все больше акцентируют внимание на формирующей оценке, непрерывной*



обратной связи и компетентностном обучении, соответствующем европейским образовательным стандартам. В Узбекистане, хотя традиционные итоговые оценки и централизованные экзамены остаются важными, недавние реформы направлены на внедрение более ориентированных на ученика и разнообразных методов оценки.

Ключевые слова: Методы оценки, Италия, Узбекистан, традиционная оценка, современная оценка, формирующая оценка, итоговая оценка, компетентностное образование, образовательная реформа, оценка учащихся.

INTRODUCTION

Assessment is a fundamental component of the educational process, shaping not only how student learning is measured but also how it is guided and improved. Over time, educational systems around the world have shifted from traditional, exam-oriented evaluation methods toward more modern, student-centered approaches that emphasize continuous learning and skill development. In this context, a comparative analysis of assessment methods in Italy and Uzbekistan provides valuable insights into how different countries balance long-established traditions with emerging educational innovations.

Traditionally, both Italy and Uzbekistan have relied heavily on summative assessment practices, including written tests, oral examinations, and final grading systems that determine students' academic progression. In Italy, oral examinations have historically played a central role, reflecting a strong emphasis on verbal expression and theoretical knowledge. Similarly, Uzbekistan has maintained a structured and standardized approach to assessment, often centered on final exams and centralized evaluation systems. While these methods ensure consistency and accountability, they may also limit opportunities for creativity, critical thinking, and individualized learning.

In recent years, however, both countries have begun to adopt more modern assessment approaches. Italy, influenced by broader European educational frameworks, has increasingly integrated formative assessment, competency-based evaluation, and continuous feedback into its system. This shift encourages active



student participation and supports the development of practical skills alongside academic knowledge. Uzbekistan has also initiated reforms aimed at modernizing its education system, introducing new assessment strategies that promote student engagement and reduce overreliance on high-stakes examinations.[1]

This paper aims to examine and compare traditional and modern assessment methods in the educational systems of Italy and Uzbekistan. By analyzing their key characteristics, advantages, and challenges, the study seeks to highlight how assessment practices influence teaching and learning processes and to identify potential pathways for improving educational outcomes in both countries.

DISCUSSION AND RESULTS:

The comparative analysis of assessment methods in Italy and Uzbekistan reveals a complex interaction between long-standing traditions and emerging modern practices. Both countries have historically relied on teacher-centered and summative forms of assessment, but the pace and depth of reform toward student-centered evaluation differ significantly. These differences influence not only how students are assessed but also how they learn, engage with content, and develop essential skills.[2]

In Italy, traditional assessment methods such as oral examinations continue to play a significant role, particularly in secondary education. These assessments emphasize students' ability to articulate knowledge, demonstrate understanding, and engage in academic dialogue. While this method supports the development of communication skills and deep subject knowledge, it can also introduce subjectivity in grading and place pressure on students who may not perform well in oral settings. Nevertheless, Italy has gradually incorporated written tests, project work, and portfolio assessments to balance traditional practices with more diverse evaluation tools.

Uzbekistan, on the other hand, has maintained a more standardized and exam-oriented assessment system. High-stakes testing, particularly at the end of academic stages, remains a dominant feature. These assessments are designed to ensure fairness, transparency, and comparability across the country. However, such an approach often prioritizes memorization and factual recall over higher-order thinking



skills. As a result, students may focus more on exam preparation than on developing analytical and creative abilities.

A key finding of this study is the growing influence of formative assessment in both countries, although it is more advanced in Italy. Italian schools increasingly use continuous assessment strategies, including classroom participation, group projects, and regular feedback. These methods allow teachers to monitor student progress over time and adjust instruction accordingly. In contrast, Uzbekistan is in the early stages of integrating formative assessment into its system. While pilot programs and reforms encourage ongoing evaluation, implementation remains inconsistent due to limited teacher training and institutional support.[3]

Another important aspect is the role of teachers in the assessment process. In Italy, educators generally have greater autonomy in designing and applying assessment methods. This flexibility enables them to tailor evaluation to the needs of individual students and classroom contexts. However, it may also lead to variations in assessment standards. In Uzbekistan, assessment practices are more centralized, with clear guidelines and standardized procedures. While this ensures consistency, it can restrict teachers' ability to innovate and respond to diverse learning needs.

Student motivation and learning outcomes are also significantly affected by the type of assessment used. In Italy, the shift toward modern approaches has been associated with increased student engagement, as learners are encouraged to participate actively and take responsibility for their learning. Continuous feedback helps students identify their strengths and areas for improvement. In Uzbekistan, the dominance of high-stakes exams can create a high-pressure environment, where success is often measured by test performance. This may limit intrinsic motivation and discourage exploratory learning.[4]

Technological integration is emerging as a transformative factor in assessment practices. Italy has made notable progress in incorporating digital tools, such as online testing platforms and e-portfolios, which enhance flexibility and accessibility. These tools also support personalized learning and real-time feedback. Uzbekistan has begun adopting similar technologies, particularly in urban areas, as



part of broader educational reforms. However, disparities in infrastructure and digital literacy present challenges to widespread implementation.[5]

The results also indicate that cultural and institutional contexts play a crucial role in shaping assessment methods. Italy's alignment with European education standards has facilitated the adoption of competency-based and learner-centered approaches. Meanwhile, Uzbekistan's reforms reflect a careful balance between preserving established practices and introducing innovation. The transition toward modern assessment is gradual, requiring systemic changes in curriculum design, teacher training, and policy frameworks.

In summary, the findings demonstrate that both Italy and Uzbekistan are navigating the shift from traditional to modern assessment approaches, albeit at different speeds and with different challenges. Italy shows a more integrated use of formative and competency-based assessment, while Uzbekistan continues to rely on standardized examinations but is making steady progress toward diversification. The coexistence of traditional and modern methods in both systems highlights the importance of a balanced approach that combines reliability with flexibility.[6]

Ultimately, the study underscores that effective assessment should not only measure learning outcomes but also support the learning process itself. By continuing to refine their assessment frameworks, both countries have the potential to enhance educational quality, promote critical thinking, and better prepare students for the demands of the modern world.

In conclusion, the comparative analysis of assessment methods in Italy and Uzbekistan highlights the ongoing transition from traditional, exam-centered evaluation toward more modern, student-oriented approaches. Both countries demonstrate the lasting influence of historical assessment practices, such as oral examinations in Italy and standardized testing in Uzbekistan, which continue to shape educational experiences and outcomes.

The findings show that Italy has made more substantial progress in integrating formative and competency-based assessment methods, promoting continuous feedback, student engagement, and the development of critical thinking



skills. In contrast, Uzbekistan still relies heavily on summative and high-stakes examinations, although recent reforms indicate a clear commitment to modernizing its assessment system and incorporating more diverse and flexible evaluation strategies.[7]

CONCLUSION

This study emphasizes that neither traditional nor modern approaches alone are sufficient to meet the complex demands of contemporary education. Traditional methods offer structure, comparability, and accountability, while modern approaches foster creativity, independence, and deeper learning. Therefore, a balanced integration of both is essential for achieving effective and meaningful assessment.

Furthermore, the research underscores the importance of teacher training, institutional support, and technological development in successfully implementing modern assessment practices. Without these elements, reforms may remain theoretical rather than practical. Both countries can benefit from continued investment in these areas to ensure sustainable improvement.

Ultimately, the experience of Italy and Uzbekistan demonstrates that assessment systems must evolve alongside educational goals and societal needs. By combining the strengths of traditional and modern approaches, both nations can enhance the quality of education, support diverse learners, and better prepare students for future academic and professional challenges.

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