

COMPETENCY-ORIENTED APPROACH IN THE ASSESSMENT SYSTEMS OF GERMANY AND UZBEKISTAN

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ABSTRACT

The evolution of competency-oriented evaluation in the educational systems of Uzbekistan and Germany is covered in this article. The competency-based approach emphasizes students' capacity for independent thought, problem-solving, and application of information in real-world contexts. Germany is renowned for its robust dual education system, which combines classroom instruction with job training. By implementing criteria-based evaluation, bringing national standards into line with international frameworks, and enhancing teacher preparation, Uzbekistan is now upgrading its assessment system. The two systems are contrasted in the article, along with their advantages, disadvantages, and potential future developments. Additionally, it demonstrates how competency-oriented assessment helps students achieve better learning outcomes and get ready for the demands of the modern workplace.

KEYWORDS: Competency-based education; assessment; dual system; Germany; Uzbekistan; practical skills; educational reform.

INTRODUCTION

One of the primaries focuses of contemporary educational reform is competency-oriented assessment. This method's goal is to assist students in demonstrating both their theoretical knowledge and their capacity to apply it successfully in various contexts. Traditional testing techniques have given way to more useful, criteria-based types of evaluation in several nations.

Germany has a long history of emphasizing practical skills in the classroom. One of the main characteristics of German vocational training is the dual system. Under this system, students attend vocational schools for a portion of the week and work in actual jobs for the remainder. This aids in the development of professional skills that align with industry demands. In Germany, the purpose of assessments is to evaluate pupils' performance on actual activities. For instance, project work, practical exams, and production activities that mimic real-world employment scenarios could be used to assess pupils. The results of these assessments are reviewed by vocational schools and Chambers of Commerce, which ensures high quality and fairness.

Uzbekistan is actively introducing competency-oriented assessment as part of its educational reforms. The government has updated state standards for all levels of education. These standards define the key competencies that students should develop, such as communication, critical thinking, creativity, and digital literacy.

When Germany and Uzbekistan are compared, it becomes clear that both nations want to prepare its students for professional development, independent thought, and real-life activities. Uzbekistan is at a transitional stage, whereas Germany already has a well-established system. While Uzbekistan is progressively establishing such collaboration, Germany depends on solid partnerships with industry. Uzbekistan is trying to add more applied tasks to its system, whereas Germany's assessment tools are quite useful. Both nations are aware that competency-based evaluation improves educational quality and gives learning greater significance.

CONCLUSION

In order to prepare students for the challenges of the modern world, competency-oriented evaluation is crucial. Germany serves as an example of how students can develop solid professional abilities through a system that is well-organized and practice-focused. Its dual education approach guarantees that theoretical understanding is consistently linked to practical work experience. In contrast, Uzbekistan's competency-based system is developing quickly. The nation is making progress toward a more efficient and open educational system through new standards, international cooperation, contemporary assessment techniques, and teacher preparation.

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