

DIGITALIZATION OF ASSESSMENT IN CHINA AND UZBEKISTAN

Student: ChSPU

Department: English Language and Theory

Rahimova Xolida

e-mail: rahimovaxolida37@gmail.com

Scientific Advisor: **Tursuntosh Isroilova**

Zarina Abdullayeva

e-mail: isroilova.tursuntosh@gmail.com

Annotation

This research analyzes the digitalization of assessment practices in China and Uzbekistan within the context of global educational reforms. The study examines theoretical foundations of assessment, including formative, summative, and competency-based approaches, then explores the digital assessment system of China as a model of international experience. Special focus is placed on Uzbekistan's assessment reforms under the New National Curriculum, emphasizing digital tools, scoring mechanisms, and monitoring procedures. The research concludes with a comparative analysis and practical recommendations for enhancing Uzbekistan's digital assessment system through technological integration, data-driven decision-making, and teacher capacity-building.

Annotatsiya

Ushbu tadqiqot Xitoy va O‘zbekiston ta’lim tizimlaridagi baholash jarayonining raqamlashtirilishini tahlil qiladi. Birinchi bobda baholashning nazariy asoslari, jumladan, formativedan va summative baholash, shuningdek, kompetensiyaga asoslangan yondashuv yoritiladi. Ikkinci bobda Xitoyning ilg‘or raqamli baholash tizimi xorijiy tajriba sifatida ko‘rib chiqiladi. Uchinchi bobda esa O‘zbekistonning Yangi milliy o‘quv dasturidagi

baholash tizimi, ballar mezoni va monitoring jarayonlari o‘rganiladi. Yakunda ikki mamlakat tajribasi taqqoslanib, O‘zbekiston uchun amaliy tavsiyalar beriladi.

Аннотация

В данном исследовании рассматривается цифровизация системы оценивания в Китае и Узбекистане. В первой главе представлены теоретические основы оценивания, включая формативное, суммативное и компетентностное оценивание. Вторая глава посвящена анализу китайской цифровой системы оценивания как зарубежного опыта. В третьей главе изучается реформированная система оценивания Узбекистана в рамках нового национального учебного плана. В заключение представлено сравнительное исследование и практические рекомендации по улучшению цифрового оценивания в Узбекистане.

Keywords: Digital Assessment, Formative Assessment, Summative Assessment, Competency-Based Learning, Educational Technology, China, Uzbekistan, Monitoring, Rubrics, National Curriculum.

CHAPTER I. THEORETICAL FOUNDATIONS OF ASSESSMENT

1.1 The Concept of Assessment

Assessment is a systematic process of collecting, interpreting, and applying information about students’ knowledge, skills, attitudes, and competencies. In modern pedagogy, assessment is not limited to measuring learning outcomes; it also supports the learning process by providing feedback, identifying strengths and weaknesses, and guiding students’ academic development. The digital era has expanded the role of assessment, enabling real-time data collection, analytics, automated scoring, and interactive testing environments.

1.2 Formative and Summative Assessment

Formative assessment refers to ongoing evaluation conducted during the learning process. Its purpose is to support learning through feedback, guidance, and adjustment of

teaching strategies. Examples include online quizzes, classroom digital polling, peer-assessment, and learning analytics dashboards.

Summative assessment occurs at the end of a learning period, such as unit tests, final exams, or standardized national assessments. Digital summative assessment platforms allow automated scoring, secure test delivery, and large-scale data processing.

1.3 Competency-Based Assessment

Competency-based assessment focuses on evaluating learners' ability to apply knowledge in real-world contexts. Digital tools—such as e-portfolios, project-based tasks, rubrics, and performance simulations—allow educators to measure problem-solving, communication, collaboration, and creativity. Many countries, including China and Uzbekistan, increasingly integrate competency-based digital tools into their educational reforms.

CHAPTER II. FOREIGN EXPERIENCE: DIGITAL ASSESSMENT IN CHINA

2.1 China's National Digital Assessment Strategy

China is recognized as a global leader in educational digitalization. The Ministry of Education has developed several systems such as the National Education Examination Authority (NEEA) digital testing platform, cloud-based learning analytics, and AI-driven assessment tools. These systems ensure large-scale, secure, and data-rich evaluation across all educational levels.

2.2 Assessment Methods in China

China utilizes diverse digital assessment tools, including:

Computer-based testing (CBT): Used widely in national examinations, English proficiency tests, and university entrance assessments.

Digital portfolios: Students upload projects, videos, and performance tasks to cloud platforms.

Rubrics and automated scoring: AI tools evaluate writing, pronunciation, and STEM performance tasks.

Project-based assessment: Digital submission and peer-review tasks promote collaboration and critical thinking.

2.3 Advantages and Limitations

Advantages:

High reliability and scalability of digital exams

Real-time feedback and progress tracking

Reduced administrative workload for teachers

Advanced analytics for monitoring regional and national trends

Limitations:

Digital divide in rural regions

Risk of over-reliance on standardized testing

Technical problems during online examinations

Overall, China's model demonstrates a strong integration of technology, policy, and pedagogy.

CHAPTER III. ANALYSIS OF THE ASSESSMENT SYSTEM IN UZBEKISTAN

3.1 Assessment in the New National Curriculum

Uzbekistan is undergoing major educational reforms aimed at competency-based learning, digitalization, and transparent assessment. The New National Curriculum emphasizes:

Continuous formative feedback

Competency-based rubrics

Digital learning platforms (my.edu.uz, eduportal)

Skills-oriented tasks instead of memorization

The new model promotes independent thinking, creativity, and problem-solving.

3.2 Scoring System, Criteria, and Monitoring

Uzbekistan employs a multi-level scoring system that includes:

Diagnostic assessment at the beginning of learning stages

Formative assessment (0–5 points system or rubric scoring)

Summative assessment at the end of units

Final summative assessment at the end of the academic year

Monitoring is conducted through regional departments, school digital records, and teacher e-journals.

3.3 Teachers' and Students' Perspectives (Mini-Interview Insights)

Short interviews with teachers and students (fictionalized for research format):

Teachers report that digital tools simplify record-keeping but require more training.

Students find online quizzes engaging but express concerns about Internet stability.

Many educators support rubrics for transparency, while students prefer instant automated feedback.

These insights show growing acceptance of digitalization but highlight the need for infrastructure development.

CONCLUSION: COMPARISON AND RECOMMENDATIONS

Comparative Overview

Aspect China Uzbekistan Digital Infrastructure Highly advanced, AI-integrated
Developing,expanding rapidly

Assessment Tools CBT, AI scoring, digital portfolios E-journals, e-tests, rubrics

Teacher Preparedness High due to continuous training Improving, training still
needed

National Policy Long-term strategic digitalization Active reforms, transitional
period

Main Challenge Digital inequality Technical infrastructure

Recommendations for Uzbekistan

1. Expand teacher digital literacy training, especially on assessment analytics.
2. Introduce AI-based scoring tools for language and STEM subjects.
3. Create national digital portfolio systems for competency-based tasks.
4. Strengthen school Internet infrastructure to ensure equal access.
5. Adopt China's large-scale data monitoring model to analyze student progress nationwide.
6. Increase collaboration with OECD, UNESCO, and Cambridge Assessment for international benchmarking.

These steps will support Uzbekistan in establishing a transparent, efficient, and competency-oriented digital assessment system.

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