



MODERN PROBLEMS IN EDUCATION AND THEIR SCIENTIFIC  
SOLUTIONS  
CRITERIA FOR EVALUATING THE EFFECTIVENESS OF  
EDUCATION.

**Sharipova Rayxona**

*Student of SamSIFL*

*Scientific supervisor: Ashurova Charos*

**Abstract:** *The concept of education effectiveness is complex and includes a range of assessment criteria. This study examines important metrics that can be used to evaluate the efficacy of education, such as teacher quality, curriculum relevance, student performance, engagement levels, and institutional support. The study intends to offer educators and policymakers a thorough framework for improving educational outcomes by examining these factors. The significance of ongoing feedback systems and the function of technology in promoting successful education are also covered in the article. In the end, this assessment framework acts as a roadmap for enhancing instructional strategies and educational opportunities in a variety of contexts.*

**Keywords:** *Educational effectiveness, student performance, engagement, curriculum relevance, teacher quality, institutional support, evaluation criteria, educational outcomes, feedback mechanisms, technology.*

We live in an age that demands more from language education than ever before. English is no longer simply a school subject — it is a professional tool, a medium for international communication, and an access point to global knowledge. For this reason, the methods used to teach it must be as dynamic and purposeful as the world in which learners will ultimately use the language.

To make sure that educational institutions achieve their objectives and offer top-notch learning opportunities, evaluating the efficacy of education is crucial. A full picture of the performance of an educational program or institution can be obtained by using a variety of criteria for evaluating educational effectiveness. The term "student performance" generally refers to the academic accomplishments of pupils as determined by grades, scores on standardized tests, and other evaluations. High student achievement is frequently seen as the main measure of how effective education is. They demonstrate both the acquired knowledge and the capacity to use it in real-world circumstances. assessments that are standardized, like the SAT and ACT. summative and formative evaluations. Portfolio evaluations. The degree of enthusiasm, drive, and involvement that students display in their educational processes is referred to as student engagement. Students who are engaged are more likely to succeed academically, stick with their studies, and cultivate a passion for learning that lasts a lifetime. surveys that gauge students' engagement and interest. studies based on observation in classrooms. An examination of dropout and attendance rates





## MODERN PROBLEMS IN EDUCATION AND THEIR SCIENTIFIC SOLUTIONS

The degree to which the curriculum is in line with students' needs, societal expectations, and the abilities needed in the workforce is known as curricular relevance. A pertinent curriculum guarantees that students get abilities that they may use outside of the classroom and prepares them for real-world issues. audits of curricula. comments from those involved with the industry, conformity to academic standards. Qualifications, experience, methods of instruction, and professional growth are all aspects of teacher quality. Good teachers are essential to students' success because they inspire and motivate them in addition to imparting knowledge. Evaluation techniques include student comments on the efficacy of instruction, professional development records, and teacher assessments based on classroom observations.

Institutional support is the infrastructure and resources that educational institutions give to promote efficient teaching and learning. Fostering a favorable learning environment requires adequate support mechanisms, such as access to technology, administrative assistance, and counseling services. Evaluation techniques include funding allocation analysis, administrative policy evaluations, and surveys evaluating the availability of resources.

### REFERENCES

1. Shavkat Mirziyoyev (2017). Decree on measures to further develop the system of foreign language learning in the Republic of Uzbekistan. Official Gazette of the Republic of Uzbekistan.
2. National Assessment of Educational Progress (2020). "The Nation's Report Card, trends in Academic Progress". NAEP (<https://www.nationsreportcard.gov/>)
3. Fredricks, J. A, Blumenfeld, P. C, Paris, A. H. (2004). School engagement: Potential of the concept, state of the evidence. "Review of Educational Research", 74(1), 59-109.
4. Beane, J. A. (1997). Curriculum integration designing the core of democratic education "Teachers College Press".
5. Darling-Hammond (2000). Teacher quality and student achievement. A review of state policy evidence. "Educational Policy Analysis Archives", 8(1).
6. Leithwood, K, Jantzi D. (2000). Transformational school leadership effects: A replication. "School Effectiveness and School Improvement", 11(4), 399-420.

