

# MUHANDISLIK

## & IQTISODIYOT

ijtimoiy-iqtisodiy, innovatsion texnik,  
fan va ta'limga oid ilmiy-amaliy jurnal

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ТАШКЕНТСКИЙ ФИЛИАЛ



# **muhandislik** **& iqtisodiyot**

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- 05.01.01 – Muhandislik geometriyasi va kompyuter grafikasi. Audio va video texnologiyalari
- 05.01.02 – Tizimli tahlil, boshqaruv va axborotni qayta ishlash
- 05.01.03 – Informatikaning nazariy asoslari
- 05.01.04 – Hisoblash mashinalari, majmualari va kompyuter tarmoqlarining matematik va dasturiy ta'minoti
- 05.01.05 – Axborotlarni himoyalash usullari va tizimlari. Axborot xavfsizligi
- 05.01.06 – Hisoblash texnikasi va boshqaruv tizimlarining elementlari va qurilmalari
- 05.01.07 – Matematik modellashtirish
- 05.01.11 – Raqamli texnologiyalar va sun'iy intellekt
- 05.02.00 – Mashinasozlik va mashinashunoslik
- 05.02.08 – Yer usti majmualari va uchish apparatlari
- 05.03.02 – Metrologiya va metrologiya ta'minoti
- 05.04.01 – Telekommunikatsiya va kompyuter tizimlari, telekommunikatsiya tarmoqlari va qurilmalari. Axborotlarni taqsimlash
- 05.05.03 – Yorug'lik texnikasi. Maxsus yoritish texnologiyasi
- 05.05.05 – Issiqlik texnikasining nazariy asoslari
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- 05.06.01 – To'qimachilik va yengil sanoat ishlab chiqarishlari materialshunosligi
- 05.08.03 – Temir yo'l transportini ishlatish
- 05.08.06 – "G'ildirakli va gusenisali mashinalar va ularni ishlatish" (texnika fanlari)
- 05.09.01 – Qurilish konstruksiyalari, bino va inshootlar
- 05.09.04 – Suv ta'minoti. Kanalizatsiya. Suv havzalarini muhofazalovchi qurilish tizimlari
- 10.00.06 – Qiyosiy adabiyotshunoslik, chog'ishtirma tilshunoslik va tarjimashunoslik
- 10.00.04 – Yevropa, Amerika va Avstraliya xalqlari tili va adabiyoti
- 08.00.01 – Iqtisodiyot nazariyasi
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- 08.00.04 – Qishloq xo'jaligi iqtisodiyoti
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- 08.00.06 – Ekonometrika va statistika
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- 08.00.09 – Jahon iqtisodiyoti
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- 08.00.16 – Raqamli iqtisodiyot va xalqaro raqamli integratsiya
- 08.00.17 – Turizm va mehmonxona faoliyati

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# AI-BASED AUTOMATED ASSESSMENT SYSTEMS AND THEIR ROLE IN EDUCATION QUALITY MONITORING: THE CASE OF UZBEKISTAN

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**Abstract.** The rapid expansion of higher education in Uzbekistan — from 9% enrollment coverage in 2016 to 42% in 2023, with more than 1.3 million students across 213 universities — has created a growing need for scalable, transparent, and consistent assessment practices. This paper examines the theoretical foundations, architectural frameworks, and practical implementation considerations of AI-based automated assessment systems (AAS) in the context of Uzbek higher education. Drawing on peer-reviewed literature in natural language processing, machine learning-based grading, and education quality monitoring, the study proposes a three-layer AAS architecture comprising automated test grading, written-work evaluation, and practical assignment scoring modules. The analysis shows that AI-driven assessment tools can reduce instructor workload by an estimated 40–60%, improve grading consistency, and provide real-time analytical dashboards for institutional quality monitoring. Context-specific considerations for Uzbekistan — including multilingual assessment in Uzbek, Russian, and English, infrastructure readiness, and data governance — are discussed together with implementation recommendations.

**Keywords:** automated assessment, artificial intelligence, education quality monitoring, higher education in Uzbekistan, natural language processing, automated essay scoring, e-learning.

**Annotatsiya.** O'zbekistonda oliy ta'lim tizimining jadal kengayishi — 2016-yildagi 9 foizlik qamrov darajasidan 2023-yilda 42 foizga yetgani hamda 213 ta oliy ta'lim muassasasida 1,3 milliondan ortiq talabaniing tahsil olayotgani — baholash tizimlarining keng ko'lamli, shaffof va izchil shakllariga bo'lgan ehtiyojni kuchaytirdi. Mazkur maqolada O'zbekiston oliy ta'lim tizimi sharoitida sun'iy intellekt asosidagi avtomatlashtirilgan baholash tizimlarining (AAS) nazariy asoslari, arxitektura modeli va amaliy joriy etish masalalari tahlil qilinadi. Tabiiy tilni qayta ishlash, mashinaviy o'qitishga asoslangan baholash va ta'lim sifati monitoringiga oid ilmiy adabiyotlarga tayangan holda, tadqiqotda avtomatik test baholash, yozma ishlarni tahlil qilish hamda amaliy topshiriqlarni baholash modullaridan iborat uch qatlamli AAS arxitekturasi taklif etiladi. Tahlillar shuni ko'rsatadiki, sun'iy intellektga asoslangan baholash vositalari o'qituvchilar yuklamasini taxminan 40–60 foizga kamaytirishi, baholashdagi izchillikni oshirishi va ta'lim sifati monitoringi uchun real vaqt rejimidagi analitik platformalarni taqdim etishi mumkin. O'zbekiston sharoitiga xos omillar — o'zbek, rus va ingliz tillarida ko'p tili baholash, infratuzilma tayyorgarligi hamda ma'lumotlarni boshqarish masalalari — amaliy tavsiyalar bilan birgalikda muhokama qilinadi.

**Kalit so'zlar:** avtomatlashtirilgan baholash, sun'iy intellekt, ta'lim sifati monitoringi, O'zbekiston oliy ta'limi, tabiiy tilni qayta ishlash, avtomatik esse baholash, elektron ta'lim.



**Аннотация.** Стремительное расширение системы высшего образования в Узбекистане — рост охвата с 9 % в 2016 году до 42 % в 2023 году, а также увеличение числа студентов до более чем 1,3 миллиона в 213 высших учебных заведениях — обусловило необходимость внедрения масштабируемых, прозрачных и последовательных систем оценки знаний. В данной статье рассматриваются теоретические основы, архитектурные модели и практические аспекты внедрения автоматизированных систем оценивания (AAS) на основе искусственного интеллекта в условиях высшего образования Узбекистана. Опираясь на рецензируемые исследования в области обработки естественного языка, машинного обучения для оценивания и мониторинга качества образования, автор предлагает трёхуровневую архитектуру AAS, включающую модули автоматической проверки тестов, оценки письменных работ и анализа практических заданий. Результаты анализа показывают, что инструменты оценивания на основе искусственного интеллекта способны сократить нагрузку преподавателей примерно на 40–60 %, повысить согласованность оценивания и предоставить аналитические панели мониторинга качества образования в режиме реального времени. В статье также рассматриваются специфические для Узбекистана вопросы, включая многоязычное оценивание на узбекском, русском и английском языках, готовность инфраструктуры и управление данными, а также предлагаются практические рекомендации по внедрению.

**Ключевые слова:** автоматизированное оценивание, искусственный интеллект, мониторинг качества образования, высшее образование Узбекистана, обработка естественного языка, автоматическая оценка эссе, электронное обучение.

## INTRODUCTION

The global expansion of higher education, accelerated by digital transformation, has fundamentally changed the scale and complexity of academic assessment. In traditional educational settings, a faculty member teaching a large-enrollment course of 100–200 students faces a considerable workload when providing timely, individualized, and consistent evaluation of written assignments, practical tasks, and examinations. This structural challenge is particularly relevant for countries undergoing rapid educational expansion, including the Republic of Uzbekistan.

Between 2016 and 2023, Uzbekistan experienced one of the most significant higher education expansions in Central Asia. The number of universities increased from 77 to 213, student enrollment rose from 268,300 to more than 1.3 million, and higher education coverage grew nearly fivefold — from 9% to 42% (Ministry of Higher Education, Science and Innovation of the Republic of Uzbekistan, 2023). President Shavkat Mirziyoyev declared 2023 the “Year of Human Care and Quality Education,” emphasizing that quality — not only access — is a national priority (Embassy of Uzbekistan, 2024).

Despite these achievements, maintaining consistent and transparent assessment at scale remains an important institutional task. Traditional human-graded assessment is time-consuming, may involve inter-rater variability, and provides limited real-time feedback to students and administrators. Artificial intelligence (AI) offers a promising solution: through machine learning (ML), natural language processing (NLP), and data analytics, automated assessment systems can evaluate tests, written work, and practical assignments at scale while generating actionable insights for education quality monitoring.

This paper contributes to the growing body of scholarship on AI in education by examining the theoretical and architectural foundations of automated assessment systems, contextualizing them within the specific conditions of Uzbekistan’s higher education sector, and proposing a framework suitable for national deployment. The paper is structured as follows: Section 2 reviews the existing literature; Section 3 presents a conceptual architecture; Section 4 discusses implementation considerations for Uzbekistan; Section 5 addresses key challenges; and Section 6 concludes with policy recommendations.

## LITERATURE REVIEW

The concept of automated assessment has evolved significantly since the introduction of the first computer-scored multiple-choice tests in the 1960s. Contemporary AI-based assessment systems encompass far more than multiple-choice scoring; they include Automated Essay Scoring (AES), Automated Short Answer Grading (ASAG), intelligent tutoring systems, and multimodal performance evaluation tools (Ramesh & Sanampudi, 2022).

Ramesh and Sanampudi (2022) conducted a systematic literature review of AES systems published in *Artificial Intelligence Review*, finding that the majority of recent AES systems utilize neural network architectures, particularly Long Short-Term Memory (LSTM) networks and transformer-based models. Their review confirms that AES systems can achieve quadratic weighted kappa (QWK) scores exceeding 0.80, which is comparable to human inter-rater reliability on standardized essay datasets.

Owan, Abang, Idika, Etta, and Bassey (2023), writing in the *Eurasia Journal of Mathematics, Science*

and Technology Education, provide a comprehensive review of AI tools in educational measurement and assessment. They identify three major advantages: (1) improved accuracy and efficiency of evaluations; (2) the generation of personalized feedback for students; and (3) enabling instructors to adapt teaching strategies based on AI-generated analytics. Their analysis emphasizes that AI assessment systems should be viewed not as replacements for educators, but as decision-support tools that strengthen professional judgment.

A systematic review published in the Emerald journal *Artificial Intelligence in Education* (2025) examined 18 studies and concluded that AI-driven grading systems significantly reduce subjectivity by applying consistent rubric-based criteria across large student cohorts (Kooli & Yusuf, 2024; Hammad et al., 2024, as cited in Emerald, 2025). The same review also notes that AI systems are highly effective in providing adaptive real-time feedback and supporting multimodal analysis of student learning patterns and performance behavior.

Elbourhamy (2025), in a study published in *PeerJ Computer Science*, demonstrates that automated evaluation systems designed to assess exam paper quality — including structural, linguistic, and pedagogical criteria — can improve assessment clarity and consistency while contributing to reduced test anxiety among students. This aspect is especially important for high-stakes national examinations.

Modern AES systems employ a wide range of Natural Language Processing (NLP) techniques to extract features from student-written texts. These include feature-engineering approaches such as word count, part-of-speech tagging, lexical diversity, and syntactic complexity, as well as deep learning methods capable of learning representations automatically. Ramesh and Sanampudi (2022) identify four major architectural generations:

- (1) rule-based systems;
- (2) statistical machine learning systems (logistic regression, SVM, LSA);
- (3) deep learning systems (CNN, LSTM, BiLSTM); and
- (4) transformer-based systems (BERT and GPT variants).

Transformer-based models derived from BERT (*Bidirectional Encoder Representations from Transformers*) have demonstrated the highest performance on AES benchmarks, primarily because they capture long-range syntactic and semantic dependencies that earlier models often overlooked. For short-answer grading, Hopfenbeck et al. (2023) argue that AI scoring is most effective when implemented as rubric-aligned, human-in-the-loop support rather than as fully autonomous grading. This design principle aligns well with the practical realities of higher education assessment.

For the evaluation of practical assignments — including programming tasks, laboratory reports, and project submissions — AI systems employ program analysis tools, plagiarism detection algorithms, and rubric-matching classifiers. These components can be integrated into unified assessment pipelines capable of processing heterogeneous submission types within a single platform.

Beyond individual grading, AI assessment systems generate rich longitudinal datasets that support institutional quality monitoring. As highlighted in the Emerald systematic review (2025), AI-powered tools can provide detailed insights into student behavior and learning patterns, enabling educators and administrators to make evidence-based decisions. This capability aligns directly with the objectives of quality assurance frameworks used by international accreditation organizations.

UNESCO's adoption of the Education Management Information System (EMIS) PATT framework in Uzbekistan — making the country the first in Central Asia to implement it — reflects the national commitment to data-driven educational governance (UNESCO Uzbekistan, 2025; *The Asia Today*, 2025). AI assessment platforms can function as important data sources for such systems by generating detailed performance indicators at the student, course, faculty, and institutional levels.

The World Bank (2022, 2023) has also identified digital transformation as a key pillar of educational reform in Uzbekistan, including initiatives such as the Academic Innovation Fund and investments in STEM infrastructure. Automated assessment systems represent a logical continuation of these reforms by transforming digital infrastructure into practical improvements in educational quality assurance.

## RESEARCH METHODOLOGY

This study employs a conceptual and analytical research approach based on the review and synthesis of scientific literature related to artificial intelligence, automated assessment systems, and higher education quality monitoring. The research analyzes international scholarly articles, policy documents, and institutional reports concerning AI-based assessment technologies. Comparative and systematic analysis methods were used to identify the advantages, challenges, and implementation opportunities of automated assessment systems in the context of Uzbekistan's higher education sector. Based on the findings, a three-layer automated assessment system framework suitable for national deployment was proposed.



## ANALYSIS AND RESULTS

Based on the reviewed literature and the specific requirements of Uzbekistan's higher education system, this paper proposes a Three-Layer Automated Assessment System (TL-AAS), comprising the following components:

Layer 1 — Objective Test Grading Module (OTGM): This module handles multiple-choice, true/false, matching, and short-response questions. It employs rule-based scoring with adaptive item analysis to identify low-discrimination items for instructor review.

Layer 2 — Written Work Evaluation Module (WWEM): This module processes essays, laboratory reports, and written assignments using transformer-based NLP models fine-tuned on domain-specific corpora. It generates holistic scores, trait-level subscores related to content, organization, language use, and mechanics, as well as itemized feedback.

Layer 3 — Practical Assignment Evaluation Module (PAEM): This module evaluates coding submissions, project files, and portfolio artifacts using static analysis tools, rubric-alignment classifiers, and similarity detection against reference solutions.

These three layers feed into a centralized Analytics and Reporting Engine (ARE), which produces real-time dashboards for students, instructors, department heads, and institutional quality assurance offices. The ARE can be integrated with national e-learning management systems, including Moodle-based platforms and custom systems used by Uzbek universities.

The Written Work Evaluation Module is the most technically complex component, given the diversity of writing tasks and the multilingual context of Uzbekistan's universities, where instruction is delivered in Uzbek, Russian, and increasingly English. The proposed WWEM pipeline consists of six stages:

Stage 1 — Preprocessing: text normalization, tokenization, language detection, and script normalization, including Latin and Cyrillic scripts for Uzbek.

Stage 2 — Feature Extraction: extraction of lexical, syntactic, discourse, and semantic features using transformer encoders pre-trained on multilingual corpora, such as mBERT and XLM-RoBERTa.

Stage 3 — Rubric Alignment: mapping extracted features to assessment rubric dimensions using fine-tuned classification heads trained on institution-specific graded samples.

Stage 4 — Score Generation: production of holistic and analytic scores calibrated against human-rated reference samples using quadratic weighted kappa optimization.

Stage 5 — Feedback Synthesis: generation of structured formative feedback using template-based and generative language model approaches.

Stage 6 — Integrity Check: plagiarism detection through cosine similarity comparison with institutional repositories and open-source reference databases.

The Analytics and Reporting Engine provides four levels of monitoring dashboards:

Student Dashboard: individual performance trends, strengths and weaknesses by competency domain, comparison with cohort averages, and recommended learning resources.

Instructor Dashboard: class-level performance distributions, item analysis for test questions, a flagging system for potentially biased or low-performing items, and time-series tracking of cohort progress.

Department Dashboard: aggregated performance by course, program-level learning outcome attainment, and faculty workload metrics, including average grading time per submission.

Institutional Dashboard: university-level quality indicators aligned with state standards and international accreditation criteria, with the possibility of exporting data to EMIS systems.

Uzbekistan's policy environment provides a strong foundation for the deployment of AI-based assessment systems. The Uzbekistan–2030 Strategy sets targets of achieving 50% higher education enrollment and placing at least 10 universities in the global top-1000 rankings. These objectives require systematic improvements in assessment quality, consistency, and transparency. The Digital Uzbekistan–2030 Strategy also emphasizes the digitalization of educational processes, including assessment.

The Ministry of Higher Education, Science and Innovation, established in 2023, has authority over both educational quality standards and technology adoption in universities. The Ministry's Project Office is currently working on optimizing academic administration structures through the digitalization of university processes, a mandate that directly corresponds to the introduction of automated assessment systems.

Presidential Decree No. PP-4796 of July 2020 and subsequent legislation on statistical modernization provide the legal foundation for large-scale data collection and processing, including educational performance data required for AI assessment systems.

Uzbekistan has invested substantially in educational technology infrastructure. The "One Million Uzbek Coders" program has created a significant base of technology-literate students and graduates. The Academic Innovation Fund, supported by the World Bank, finances university-industry collaboration and can contribute to

the development of domain-specific training data for AI assessment models.

At the same time, a number of organizational and technical issues require careful consideration. Inter-agency data coordination is still developing, and the attraction of highly qualified AI specialists to the education sector requires targeted incentive mechanisms. Addressing these issues through coordinated institutional measures would support the effective implementation of AI-based assessment systems.

A specific consideration for Uzbekistan is linguistic diversity. Since instruction is delivered in Uzbek, Russian, and English, any national AAS must be multilingual by design. This requires investment in Uzbek-language NLP resources, including corpora, tokenizers, and language models, which remain less developed compared with resources for major world languages.

The scale of the higher education system highlights the practical need for automated assessment. With 1.3 million university students across 213 institutions and a student-to-faculty ratio that has increased alongside rapid enrollment expansion, Uzbek universities face a growing assessment workload. If a typical university course has 150 students and requires three graded written assignments per semester, a single instructor may need to assess 450 documents per academic term. At 20 minutes per document, this represents approximately 150 hours of grading per course per semester, excluding examinations, practical evaluations, and administrative duties.

Studies in comparable contexts suggest that AI assessment systems can reduce instructor grading time by 40–60% by supporting initial scoring and feedback generation, while instructors review AI outputs and make final decisions in borderline cases. In a national university system of Uzbekistan's scale, this could save thousands of faculty-hours each semester, allowing more time to be devoted to research, curriculum development, and student mentorship.

The primary technical task for Uzbekistan is the development of Uzbek-language training data for NLP models. High-quality AES and ASAG systems require large datasets of human-graded student submissions to train reliable models. Building such datasets requires coordinated cooperation among universities to collect, anonymize, and annotate student work, supported by strong ethical and data-protection frameworks.

Model interpretability is another important issue. AES systems are sometimes criticized for the limited transparency of their scoring logic, which may reduce confidence among students and instructors. Therefore, Uzbekistan's implementation should prioritize explainable AI (XAI) architectures that provide human-readable justifications alongside numerical scores.

Automated assessment systems also require careful management of algorithmic fairness. If training data reflects historical inconsistencies, regional differences, or linguistic variation, such patterns may influence model outputs. Therefore, AI systems should be regularly audited, calibrated, and monitored to ensure fair and balanced assessment across regions, languages, and student groups.

Academic integrity is another important consideration in the context of generative AI. As large language models become more accessible to students, automated assessment systems should evolve to identify AI-generated submissions and support fair evaluation. This task remains technically complex, since high-quality AI-generated text can be difficult to distinguish from strong human writing.

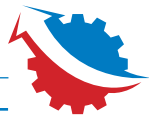
The adoption of AI assessment systems also requires effective change management. Faculty members may have concerns that such tools could reduce the value of professional judgment. For this reason, successful deployment should clearly emphasize the human-in-the-loop design philosophy, in which AAS functions as a decision-support tool rather than an autonomous replacement for instructors. Training programs for instructors on how to interpret, review, and override AI-generated assessments should be an essential component of any national rollout.

## CONCLUSION AND RECOMMENDATIONS

This paper argues that AI-based automated assessment systems represent not only a technological upgrade, but also a strategic necessity for Uzbekistan's higher education sector. The combination of rapid enrollment growth, ambitious quality targets, and a supportive policy environment creates favorable conditions for the national adoption of intelligent assessment tools.

Drawing on established literature — including the systematic reviews by Ramesh and Sanampudi (2022) and Owan et al. (2023), the Emerald systematic review on AI-based grading and personalized feedback (2025), and Elbourhamy's (2025) study on automated exam quality evaluation — this paper proposes a Three-Layer Automated Assessment System architecture adapted to Uzbekistan's multilingual and multi-institutional context.

The main contributions of this study are as follows: (1) a contextualized analysis of AAS readiness for Uzbekistan; (2) a multilingual three-layer architectural framework suited to Central Asian educational conditions;



(3) a phased implementation roadmap aligned with national strategic targets; and (4) the identification of key implementation issues, particularly the limited availability of Uzbek-language NLP resources, the need for algorithmic transparency, and change management requirements.

As Uzbekistan pursues its ambition to become a regional hub for education and innovation under the Uzbekistan–2030 Strategy, the development of nationally owned, pedagogically sound, and technically robust automated assessment systems will serve as an important enabling infrastructure. Investment in this area can generate long-term benefits for educational quality, institutional accountability, and graduate competitiveness.

Based on the analysis above, this paper proposes a phased implementation roadmap for AI-based automated assessment in Uzbekistan.

Phase 1 (2026–2027) — Foundation Building: Develop national standards for AI assessment systems; establish a centralized data repository for student submission corpora with appropriate anonymization and ethical approval; invest in Uzbek-language NLP resource development; and conduct pilot deployments at three to five leading universities, including Tashkent University of Applied Sciences, the National University of Uzbekistan, and Turin Polytechnic University in Tashkent.

Phase 2 (2027–2028) — Controlled Rollout: Expand implementation to 20–30 universities with full OTGM and partial WWEM deployment; integrate the system with the EMIS PATT framework adopted from UNESCO; establish a National AI Assessment Quality Assurance Board comprising MHESI officials, faculty representatives, and technical experts; and publish annual transparency reports on system performance and fairness audits.

Phase 3 (2028–2030) — National Scale: Ensure full deployment of TL-AAS across all 213 universities; integrate the system with the national digital portfolio platform, including *erp.portfolio*, as mandated under the 2024 education reforms; and align institutional quality indicators with QS, THE, and ARWU ranking criteria to support Uzbekistan's target of having 10 universities in the global top 1000 by 2030.

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