

DOI: <https://doi.org/10.36719/2663-4619/124/151-155>

**Sakit Huseynov**  
ADA University  
<https://orcid.org/0009-0000-5667-108X>  
sakithuseynov@gmail.com

## A Comparative Analysis of Exam-Oriented Education Models: Global Practices and the Azerbaijani Context

### Abstract

Modern education is an important aspect of the development of society, and examination systems play a key role in this process. Examinations are not only a means of assessing the knowledge and skills of students, but also serve as a decisive factor in determining their future careers and life paths. There are different approaches to organizing examinations in different countries of the world, which necessitates their study and analysis. This article focuses on a comparative study of examination systems used in different countries and identifies their features, advantages, and disadvantages. The relevance of the topic is due to the lack of systematic information on the differences in examination systems between countries and their impact on students. In the context of globalization and integration of education systems, it is important to understand how different approaches to examinations can affect the quality of education and the training of future specialists. Thus, this study aims to systematize knowledge about different examination systems and their impact on students, which in turn can contribute to improving educational practices and increasing the quality of training for future professionals.

**Keywords:** examination-oriented education, assessment, student-centered, motivation, personalization

**Sakit Hüseyinov**  
ADA Universiteti  
<https://orcid.org/0009-0000-5667-108X>  
sakithuseynov@gmail.com

## İmtahan yönümlü təhsil modellərinin müqayisəli təhlili: Qlobal təcrübələr və Azərbaycan konteksti

### Xülasə

Müasir təhsil cəmiyyətin inkişafının vacib bir aspektidir və imtahan sistemləri bu prosesdə əsas rol oynayır. İmtahanlar yalnız təhsil alanların bılık və bacarıqlarını qiymətləndirmək üçün bir vasitə deyil, həm də onların gələcək karyeralarını və həyat yollarını müəyyənləşdirməkdə həlledici amil kimi xidmət edir. Dünyanın müxtəlif ölkələrində imtahanların təşkili üçün müxtəlif yanaşmalar mövcuddur ki, bu da onların öyrənilməsini və təhlilini zəruri edir. Bu məqalədə müxtəlif ölkələrdə istifadə olunan imtahan sistemlərinin müqayisəli öyrənilməsinə diqqət yetirilir və onların xüsusiyyətləri, üstünlükləri və çatışmazlıqları müəyyən edilir. Mövzunun aktuallığı ölkələr arasında imtahan sistemlərindəki fərqlər və onların tələbələrə təsiri barədə sistemli məlumatların olmamasından irəli gəlir. Qloballaşma və təhsil sistemlərinin integrasiyası kontekstində imtahanlara fərqli yanaşmaların təhsilin keyfiyyətinə və gələcək mütəxəssislərin hazırlanmasına necə təsir edə biləcəyini anlamaq vacibdir. Beləliklə, bu araştırma müxtəlif imtahan sistemləri və onların tələbələrə təsiri haqqında bilikləri sistemləşdirməyi hədəfləyir ki, bu da öz növbəsində təhsil təcrübələrinin təkmilləşdirilməsinə və gələcək mütəxəssislər üçün təlim keyfiyyətinin artırılmasına töhfə verə bilər.

**Açar sözlər:** imtahan yönümlü təhsil, qiymətləndirmə, şagird mərkəzli, motivasiya, fərdiləşmə

## Introduction

Examination-oriented education has different formats and objectives that reflect the cultural, social, and educational traditions of different countries. The main types of these systems can be divided into standardized tests, qualification exams, curriculum assessment, and personalized approaches. Each of these types has its own characteristics that affect the perception of education and the quality of teaching. Standardized tests usually have clearly defined criteria and formats. Their results usually play a key role in admission to higher education institutions. They can assess both theoretical knowledge and practical skills (Li & Chen, 2021). An important aspect is that such exams often apply a single standard to everyone, which can lead to widespread stress among students who are trying to achieve high levels of expected results.

Recently, however, personalized approaches have become increasingly relevant, taking into account the diversity of learning styles and student needs. Systems focused on individual development paths allow each student to learn at their own pace and choose the best methods (Xu, 2024). This can include both traditional tests and alternative forms of assessment, such as portfolios, projects, and oral defenses.

## Research

The distinctive features of test-based education systems include their impact on students and the learning environment. Test-based education systems can engage students' motivation and shape their attitudes toward learning by focusing on grades rather than the process of acquiring knowledge. Some countries focus on developing critical thinking and creative problem-solving skills, while others may focus on memorizing and retrieving information. Each of these systems has its own consequences for students, ranging from psychological rejection and stress to the development of self-confidence and academic interest. It is important to understand that each assessment model has its own advantages and disadvantages, which may be perceived differently depending on the cultural and educational context.

## Exam-oriented education and assessment approaches in global and Azerbaijani experience

China has one of the world's most rigorous examination-based education systems, known for its rigor and high competitiveness. This exam serves as an entry barrier for millions of students seeking admission to universities. Examination-based education in China covers a variety of subjects, including mathematics, Chinese language and literature, foreign languages, and selected science or humanities subjects (Yu, 2023). The system aims to comprehensively assess candidates' knowledge and skills but is often criticized for its narrow focus on memorizing facts and algorithms. Here, one of the main advantages of examination-based education is its objectivity. Examinations are held under strictly defined times and conditions, which helps to prevent corruption and ensure equal opportunities for all participants. This system also promotes high standards of educational preparation in schools, as students and teachers focus on passing the exam. However, the same rigorous preparation increases stress and anxiety in students and often leads to burnout. At the same time, the Chinese model raises the issue of ensuring an optimal balance between academic preparation and students' personal development. The increasing pressure on students is forcing them to devote less time to hobbies and personal interests. Critics of the system argue that this limits creativity and critical thinking in young people.

The Chinese system is also facing the challenges of globalization, with many students looking to study abroad. More and more young people are considering studying in other countries, which are competing with local universities. This puts pressure on the education system, which needs to adapt and improve in order to retain talented students.

In contrast to traditional systems, some European countries are adopting a personalized approach to the examination-oriented education system and taking into account the unique needs and capabilities of each student. For example, Sweden has introduced the practice of personalized learning planning, which allows students to tailor their curricula to their abilities and interests. This helps to create a more personalized learning environment and reduces stress before exams (Wikström, 2006).

In the Netherlands, exams often use flexible formats, such as lectures with projects and assignments, which allow students to choose the style and format in which they demonstrate their knowledge and skills. This approach not only helps to identify the strengths of each student but also makes the learning process more engaging and motivating. Portfolios of work, which clearly demonstrate a student's progress over a period of time, are also often used as an alternative form of testing (Suryani et al., 2023). In Germany, some schools have developed a personalized exam model that includes not only written but also oral tests, allowing students to choose the format in which they want to demonstrate their knowledge. This creates a comfortable environment for many students, as it allows them to minimize perceived stress and focus on their strengths (Liu, 2024).

A similar trend is observed in France, where students have access to a variety of test formats, including research-based and topic-oriented formats, which can be particularly beneficial for students with special educational needs. Many students feel more confident and perform better thanks to this approach (AQA, 2023). On the other hand, the personalized approach in Denmark uses digital technologies to tailor learning materials to each student. This significantly simplifies the exam preparation process, as students have access to resources that are most appropriate for their level of preparation. As a result, this approach not only improves the quality of learning but also actively develops independent learning skills (Jacob et al., 2023).

Finland provides a unique example of the absence of compulsory examinations after the 9th grade, challenging traditional views on the need to test students at every stage of education (Finnish National Agency for Education, 2024). This model emphasizes collaboration, critical thinking, and independent learning and allows students to develop the knowledge and skills necessary for modern life. The elimination of compulsory examinations reduces stress among students and creates a more relaxed learning environment where mistakes are considered part of the learning process. However, this system can be criticized for not paying enough attention to basic knowledge in certain subjects. On the other hand, the lack of examination structures raises questions about the ability of students to cope with a high level of academic workload in the later stages of their education. The Finnish model therefore raises an interesting debate about the need to strike a balance between the freedom to learn and the need for structured forms of knowledge assessment. The alternative approach to examinations in Finland also emphasizes the importance of assessment during the learning process. Instead of final tests, the emphasis is on continuous progress monitoring, which helps to identify weaknesses and adjust learning trajectories. Students are more willing to adopt an active learning approach when they understand that their progress depends not only on final grades but also on the effort they put into the learning process. Despite certain shortcomings, the Finnish model emphasizes the importance of reflection during the learning process and the adaptation of educational strategies to individual needs.

In Azerbaijan, the evaluation of the education system is based on centralized examination models. Here, examination-oriented education is primarily based on the documents *State Standards of General Education in the Republic of Azerbaijan* and the *Assessment Concept* (Azərbaycan Respublikasının ümumtəhsil sistemində Qiymətləndirmə Konsepsiyası, 2009). Diagnostic assessment, formative assessment, and summative assessment are mainly used to master content standards. Initial assessment (diagnostic assessment) determines the student's knowledge and helps the teacher in properly organizing the training. A properly guided student in the training process does not waste time repeating learned material, and there is no material that is not understood or unfamiliar to the student. Monitoring student progress (formative assessment) ensures the correct direction of teaching, identifies the need to use alternative methods and sources, or provides the student with additional impetus to move forward. Final (summative) assessment evaluates the progress made by students in mastering the standards. This type of assessment is carried out in the same way at the end of a topic, lesson, section, or academic year. The most important aspect of final (summative) assessment is to reveal the extent to which students have the ability to apply what they have mastered. In addition, curriculum-based assessment to determine student performance against learning standards, final exams for final assessment across general education levels, and national assessment systems at the end of a certain academic period to monitor the quality of education are implemented.

## **Lessons learned for Azerbaijani education from exam-oriented education systems of various countries**

A comparison of the examination-oriented education systems of different countries shows that the system in China prefers standardized tests, which ensure a high degree of comparability of results. However, this approach has been criticized for the stress it places on students and the potential to limit creativity and critical thinking.

For Azerbaijan, this experience also calls for the creation of a more balanced assessment model that supports the psychological well-being, creative skills, and personal development of students. In this direction, assessment should focus on the development of realistic, practical, and creative skills.

In Europe, the individual approach to examinations offers more flexibility and is often based on the assessment of skills and knowledge in the context of the individual student.

This allows the individual characteristics of students to be taken into account and their strengths to be developed. In Azerbaijan, however, the assessment process can be more developmental in nature if individualization criteria are taken into account in examination-oriented education.

The Finnish model, which does not include standardized examinations after the 9th grade, offers an alternative approach focused on the development of knowledge and skills through learning. This means freedom of choice and greater responsibility for both teachers and students. Focusing on the learning process, rather than just the results, reduces stress among students. In Azerbaijan, the use of this method can reduce psychological pressure during exams, allowing for a student-centered organization of learning.

The lessons learned from these systems show that a successful examination system must incorporate elements of all approaches. A balance must be struck between standardization and individualization while ensuring high-quality education.

It may be worth considering aspects of formative assessment that can minimize stress and support students' personal development. This approach will allow for the creation of more inclusive and adaptive examination systems that meet the needs of a wide range of students and help them reach their potential.

### **Recommendations for optimizing exam systems**

Based on the comparative analysis, a number of recommendations can be made for optimizing the current examination-oriented education system. First of all, it is important to take into account the specific characteristics of each country. Cultures, traditions, and education systems are very different, so one-size-fits-all solutions will not always be effective.

For example, in countries with high competition for admission to higher education institutions, it is worth considering methods that more accurately assess the abilities and potential of students, such as project work or oral exams. These formats can provide a more complex knowledge assessment than standard tests.

Technology can also play an important role in a modern approach to examinations. The introduction of online platforms for testing and assessment and the integration of artificial intelligence for analyzing results can expand access to examinations and increase their flexibility (Khan & Mukhtar, 2022). However, it is important to adapt such innovations to local conditions. In some countries where access to technology is limited, hybrid models combining traditional and modern approaches can be developed.

A conscious approach to student motivation is important. Increased interest in subjects and exams can be achieved by integrating practical elements into the educational process, making learning more attractive and meaningful for students (Zeidner, 2014).

It is important to create an atmosphere where exams are perceived not as pressure but as an opportunity for self-development and achievement. These recommendations can help improve the quality of educational processes.

## Conclusion

The final analysis of the research on examination systems around the world reveals general trends and lessons that can be useful for optimizing examination procedures in different countries. It is important to consider that each system has its own cultural and social contexts that influence its effectiveness. Recommendations developed through this research may include the introduction of more flexible assessment formats, an emphasis on the psycho-emotional well-being of students, and the development of skills necessary for career success. The future of examination systems is likely to involve the integration of technology and adaptive learning methods that allow for a more personalized approach to assessment. It is important that education systems continue to evolve to meet the needs of students and the demands of the modern world. Therefore, this research highlights the need for a systematic approach to exploring examination-oriented education systems that can contribute to improving the quality of education and preparing students for the challenges of the future.

## References

1. AQA. (2023). *GCSE French 8652 specification*. <https://media.aqa.org.uk/resources/french/specifications/AQA-8652-SP-2024.pdf>
2. Azərbaycan Respublikasının ümumtəhsil sistemində Qiymətləndirmə Konsepsiyası. (2009). <https://e-qanun.az/framework/16061>
3. Finnish National Agency for Education. (2024). *Education in Finland*. <https://www.oph.fi/sites/default/files/documents/7.6.23%20Education%20in%20Finland%202023.pdf>
4. Jacob, H. C., Rune, M. K., & Christian, C. K. (2023). *Denmark TIMSS 2023 Encyclopedia*. <https://timss2023.org/wp-content/uploads/2024/10/Denmark.pdf>
5. Khan, F., & Mukhtar, S. (2022). Examination anxiety in integrated modular curriculum: Perceptions of dental students. *Health Professions Educator Journal*, 5(1), 19–25. <https://doi.org/10.53708/hpej.v5i1.1265>
6. Li, T., & Chen, Y. (2021). Exam-oriented education from the perspective of institutionalism. *Contemporary Science in Education*, 16, 11–15.
7. Liu, V. (2024). *The education system in Germany explained*. <https://www.tutorchase.com/blog/the-education-system-in-germany-explained>
8. Suryani, A., Rusdinal, R., Ananda, A., & Gistituati, N. (2023). The Netherlands education system. *International Journal of Humanities Education and Social Sciences (IJHESS)*, 2. <https://doi.org/10.55227/ijhess.v2i5.458>
9. Wikström, C. (2006). Education and assessment in Sweden. *Assessment in Education: Principles, Policy & Practice*, 13, 113–128. <https://doi.org/10.1080/09695940600563470>
10. Xu, X. (2024). Research on the integration of examination-oriented education and quality education. *Journal of Education, Humanities and Social Sciences*, 45, 217–222. <https://doi.org/10.54097/hp7kra08>
11. Yu, J. (2023). Exam culture and formative assessment in China: The Gaokao reform and its sociocultural hindrance. *Journal of Education, Humanities and Social Sciences*, 23, 291–301. <https://doi.org/10.54097/ehss.v23i.12900>
12. Zeidner, M. (2014). Anxiety in education. In *International handbook of emotions in education*. Routledge, 275–298.

Received: 04.08.2025

Accepted: 13.10.2025