

Use of Advanced Foreign Experiences in Improving the Quality and Efficiency of Primary Education

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Abstract: The article discusses the important aspects of achieving the quality and efficiency of education in the conditions of the new Uzbekistan. In the modern educational process, the activity of primary education teachers and students of primary education and its success is considered as the most important result, and the educational process should be organized effectively in order to achieve the intended goal. , and this requires pedagogical competence, summarizing the quality of education in society and the pedagogue's great skill and intellectual intelligence. In this sense, this article presents suggestions and recommendations regarding the use of advanced foreign experiences in improving the quality and efficiency of primary education.

Key words and phrases: quality, efficiency, digital environment, technology, educational system, professional competence.

INTRODUCTION

In today's environment, where education is valued as the most unique capital in the world, “at all stages of education, by introducing mechanisms for improving the effectiveness of evaluation of educational results and improving methods, it is an urgent task to create the opportunity for all people to receive quality education throughout their lives”. Based on best practices, improvement of primary education system development models, development of didactic parameters of teaching quality and efficiency monitoring, improvement of pedagogical mechanisms for creating new generation textbooks, technology of designing prognostic models based on analysis of primary education progress development is of particular importance.

In our country, “in the system of general secondary education, by creating opportunities for quality education in accordance with advanced international experience and modern requirements of society, using modern pedagogical technologies in the educational process, developing competition in the market of educational services, it is necessary to bring secondary education to a new level” is considered as an issue. Also, conducting research on providing quality education to students from the primary education system of general secondary schools is becoming one of the main directions of the field of pedagogy.

As the 21st century is the age of science and technology and information technology, today's accelerating scientific achievements are manifested as the result of yesterday's plans. Due to the fact that in the conditions of globalization that is happening all over the world today, our country requires an all-round modernized systematic approach in order to achieve sustainable development, to further increase the effectiveness of the ongoing reforms, to create conditions for the comprehensive and rapid development of the state and society, to modernize our country and implementation of priorities for liberalization of all spheres of life has become one of the important directions of state policy.

LITERATURE ANALYSIS AND METHODOLOGY

Decrees and decisions aimed at improving the quality and efficiency of the educational process through the modernization of continuous education will help us find solutions to these urgent issues. In

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order to solve these urgent issues, there are a number of tasks before the leaders of the field, Methodists. These are:

- introduction of modern advanced forms of teaching, new pedagogical and information technologies, effective forms and methods of spiritual and educational education into the educational process;
- improving the teacher's professional skills in ensuring the content of teaching, the educational process, the quality organization of lessons;
- learning and promoting best practices related to methodical manuals created on the basis of advanced pedagogical and information and communication technologies, their effective use of multimedia applications and monitoring their mastery by each student in the course of the lesson ;
- to ensure that primary education science and method associations regularly take into account the efficiency of teachers' use of advanced pedagogical and information and communication technologies in the process of determining bonuses and incentives;
- to achieve teachers' professional competence, child psychology, modern educational pedagogy and best practices in this field, the concept of person-oriented education and the basics of competence approach;
- to ensure that the content of the new generation textbooks is consistent with the state educational standard and curriculum based on the competency approach;
- to achieve that textbooks become an informative model of the educational process, educational materials encourage students to communicate;

“Young teachers” aimed at increasing the quality and efficiency of primary education on the basis of general secondary schools by attaching professors and teachers of departments of higher education institutions and regional centers of retraining and professional development of pedagogical personnel school, “Mahorat school” and “Methodist school” work improvement.

Since the second half of the 20th century, the "Quality Revolution" has occurred throughout the world. The world's leading manufacturing enterprises began to focus on product quality rather than quantity and quality. Quality began to appear as the main factor ensuring competitiveness.

As a general concept, quality is a set of characteristics and private signs of products, materials, work, labor, services, etc. based on meeting the needs and requirements of people, with their full compliance with the requirements and their tasks. is evaluated. Such compatibility is mainly determined by standards, contracts, agreements, and consumer requirements.

Attention to quality and the stages of its development can be logically divided into the following periods:

1. 60s of the 20th century - the main factor in market competitiveness is product quality.
2. The 70s of the 20th century - the stage of transition from product quality to the quality of production technology.
3. The 80s of the 20th century - the period of transition to the stage of the quality management system.
4. Since the 90s of the 20th century, the quality of education, the quality of intellectual resources, and the quality of human life began to appear as the main factor.

The quality of education is considered a social category and determines the state and result of the educational process in society, as well as the formation and development of a person's professional, domestic and civil competence, in accordance with the demands and needs of society. The quality of education is evaluated through a set of indicators describing various aspects of the educational activity of the educational institution. These indicators include educational content, teaching forms and



methods, material and technical base, personnel composition, etc., which ensure the development of the competence of learners.

The quality of education is a set of knowledge acquired in specific conditions, which is necessary to improve the quality of human life and achieve a specific goal.

The quality of knowledge is determined by the fundamentality, high quality of the knowledge obtained after completing the educational process, and how useful it is in the work process.

The term "quality of education" takes on different meanings depending on the following factors:

- interests of educational participants;
- interrelationship of concepts such as input data, educational processes, output data, goals and tasks;
- characteristics or description of the assessed area;
- the period of historical development of education.

Also, the term quality of education has the following different levels of definition:

- quality - as the highest indicator;
- quality - in the form of fully achieved activity;
- quality - in the form of improved and improved activity.

The definitions of "quality of education" presented above have their advantages and disadvantages depending on the historical period of educational reforms.

DISCUSSION AND RESULTS

Constantly improving the quality of education and its formation is an urgent issue of socio-economic importance. Therefore, from the first years of independence in our country, special attention is paid to the issues of education and upbringing, its organization and legal regulation.

According to Academician A. Novikov, "Educational quality is understood as a system of indicators representing the level of educational results corresponding to normative requirements, social and personal needs." So, according to the scientist, the components of the quality of education consist of normative requirements, social and personal needs. To evaluate it, it is necessary to define a system of indicators representing the level of these components.

According to A.M. Kats, "The quality of education is a sum of educational elements that represent the level of satisfaction of the specified requirements of the individual, society and the state".

V.N. Malkova expresses the view that "the quality of education is a system of relations that represents the student's adaptation to existing social conditions".

Summarizing the above thoughts and views, it is an important aspect to ensure the harmony of the interests of the individual, society and the state as education. In the opinions expressed about the quality of education and the factors affecting it, what indicators are considered the main indicators for evaluating the quality of education, the criteria for evaluating their impact, and what principles should be followed when approaching the evaluation of the quality of education it can be seen that there is no clear conclusion about the need for justification.

The main attention in the educational process is occupied by the teacher. Therefore, the organization of the quality of education begins with the proper formation of the teaching staff.

In the concept of the development of the system of public education of the Republic of Uzbekistan until 2030, a priority way such as "...implementation of five initiatives that include comprehensive measures aimed at creating additional conditions for the education of young people" directions are set. The activities of teachers, including class leaders, are of particular importance in effectively solving such a task. Class leaders are the main person who implements pedagogical activities such as the development of students' knowledge.



A teacher not only imparts knowledge to students, he also plays an important role in shaping the personality, outlook and spirituality of future personnel. Therefore, the quality of a teacher is a complex concept, which can mainly include:

- level of competence - to have high knowledge and experience in the specific field of science and practice;
- the ability and enthusiasm to engage in teaching activities;
- observability - to quickly learn the abilities and special characteristics of students;
- the ability to communicate with the external and internal environment;
- recognition and position in his field;
- activity in the scientific-pedagogical field;
- existence of scientific and creative school.

The “New Uzbekistan Strategy” of Uzbekistan for 2022-2026 sets the task of “establishing a new economy based on science and innovation” in the country. Development of primary education and quality of education are also important in the implementation of these tasks.

The following features are observed in the primary education methodology of our country today:

1. giving priority to the teaching of academic subjects based on traditional teaching methods;
2. following the traditional explanation, assignment and evaluation system of the lesson;
3. teachers are often limited to textbooks;
4. lack of popularization of advanced work experiences of active teachers, etc.

It is no secret that such a stagnant method of primary education affects the quality of education in many cases. Therefore, observations and studies show that there is a need to update and develop the primary education methodology in our country. The main reasons for this need are:

- a) graduates of primary education are preparing for general secondary, Presidential, creative and specialized stages of education;
- b) the need to introduce the most modern forms of information and communication technologies into the educational process of primary education;
- c) selecting talented students from primary education graduates and directing them to the next special stage of education;
- d) education of primary education subjects divided into concrete, humanitarian and natural sciences categories.

All this requires a fundamental change, renewal and improvement of the current primary education methodology.

At the same time, it is impossible to abandon the experiences gained in the methodology of primary education. For example, in this regard, it is worth noting the existence of the following experiences:

- in our country, there is a unique set of individual methodical experiences in primary education;
- it is worth emphasizing the experience of in-depth explanation of topics using traditional teaching tools;
- many elementary school teachers are trying to innovate.

Such experiences should serve as a foundation for updating the primary education methodology.

In the current state of the methodology of primary education, the direction of scientific research also occupies an important place. It should be noted that the pedagogic scientists of our country are conducting research in the following directions:



- strengthening the primary education methodology with technologies based on information and communication tools;
- analysis of theoretical and methodological issues of primary education methodology;
- study the sources of primary education methodology;
- research of foreign experiences on the methodology of primary education.

All this shows that the modern primary education methodology has its own characteristics. Also, in the conditions of the new Uzbekistan, it is urgent to improve the methodology of primary education. In this regard, it is appropriate to carry out scientific research in the following directions:

- 1) problems of introducing computer, online and remote forms of information and communication technologies into primary education;
- 2) problems of integration of primary education subjects;
- 3) technologicalization of the didactic process of primary education and problems of achieving quality efficiency in teaching;
- 4) scientific, theoretical and methodological factors of updating the primary education methodology;
- 5) experiences of international educational programs to improve primary education methodology.

CONCLUSION

Conducting scientific, theoretical and methodological researches in these areas allows to develop the current state of primary education methodology.

New directions for the development of primary education are designed to achieve quality results in terms of content, style and effectiveness. It should be noted that the results of each direction are to be reviewed at the end of the year.

In the process of higher pedagogical education, it is important to provide new theoretical knowledge and professional skills on the methodology of primary education in the training of future primary school teachers.

It should be noted that it is urgent to introduce the scientific researches on the primary education methodology and the methodology developed in them into the education and training process. In this regard, it is recommended to make deep use of the possibilities of teaching specialized subjects in the process of higher pedagogical education.

Thus, in the process of higher pedagogical education, it is urgent to study and teach the basics of primary education methodology and conduct research on its theoretical issues. It is important to direct the work started in this regard into practice. It is especially effective to attract talented students to research on the problems of primary education methodology.

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