



Methodology Based On The Rules Of International Educational Programs In Assessing The Knowledge And Skills Of Primary Class Students

Onakhon Jabborova

Associate Professor of Chirchik State Pedagogical University
Doctor of Philosophy in Pedagogical Sciences (PhD)

Dinorakhon Sapparbayeva

A student of the 3rd stage of primary education
Chirchik State Pedagogical University

Abstract: The article analyzes the factors of the methodology based on the voids of international educational programs in assessing the knowledge and skills of primary school students and presents the author's approaches.

Key words: Primary education, learner and teacher, knowledge and skills, learning and assessment, international education, curriculum and regulation, approach and competence.

Boshlang'ich Sinf O'Quvchilarinshg Bilim Va Ko'Nikmalarini Baholashda Xalqaro Ta'lim Dasturlari Qoidalariga Asoslanish Metodikasi

Jabborova Onaxon Mannopovna

Chirchiq davlat pedagogika universiteti dotsenti
Pedagogika fandlari bo'yicha falsafa doktori,

Sapparbayeva Dinoraxon Turg'unboy qizi

boshlang'ich ta'lim yo'nalishi 3-bosqich talabasi

Annotatsiya: maqolada boshlang'ich sinf o'quvchilarining bilim va ko'nikmalarini baholashda xalqaro ta'lim dasturlari voidalariga asoslanish metodikasi omillariga taxlil qilingan va musllifning yondashuvlari atqdim etilgan.



Tayanch tushunchalar: boshlang'ich ta'lim, o'quvchi va o'qituvchi, bilim va ko'nikma, o'rganish va baholash, xalqaro ta'lim, dastur va qoida, yondashuv va malaka.

In the process of the new development of Uzbekistan, the process of introducing the rules of international educational programs in primary education and updating the system of evaluating the knowledge and skills of students is taking place [1]. It should be noted that the main focus is on the development of new criteria for evaluating the knowledge and skills of elementary school students based on the rules expressed in international educational programs. In this regard, here we draw your attention to the analysis of the methodology based on the rules of international educational programs in assessing the knowledge and skills of primary school students.

The need to assess the knowledge and skills of primary school students. It is an important issue to organize the knowledge of primary school students in the academic subjects of the exact, natural and humanitarian sciences and to form skills based on them. Therefore, it is one of the important issues to assess the knowledge and skills of primary school students, which determines the effectiveness of primary education. In this regard, the need to assess the knowledge and skills of primary school students is determined by the following:

- 1) the need to enrich students' knowledge of academic subjects;
- 2) development of students' natural ability in concrete, natural and humanitarian sciences;
- 3) formation of students' practical skills in academic subjects;
- 4) impartial study and assessment of the level of knowledge and skills of students in academic subjects.

These requirements require the assessment of the knowledge and skills of primary school students quarterly and at the end of the school year. In this regard, the importance of the assessment of knowledge and skills is determined by the formation of interest in learning in primary school students and preparing them to use the acquired skills [2]. For this, it is appropriate to rely on pedagogical diagnostic experiences.

Basic rules of international education programs. Today, starting from the 2023-2024 academic year, general secondary schools, including primary education, are undergoing a process of improving the curriculum and programs of academic subjects based on the rules of international educational programs. Therefore, it is urgent to develop a methodology for evaluating the knowledge and skills of



primary school students based on the rules of international educational programs. At this point, it should be mentioned that the main rules of the international educational programs TIMSS, PISA, PIRLS and STEAM are as follows[3]:

- 1) assessment of students' knowledge of natural sciences and mathematics;
- 2) assessment of students' reading comprehension skills;
- 3) assessment of students' independent and creative ability;
- 4) assessment of students' skills in technology, mathematics and art.

These assessment rules are used in the educational system of the countries of the world today. It should be noted that the rules of these international educational programs are being put into practice in our country starting from the 2021-2022 academic year. In this sense, it is urgent to develop a methodology for evaluating the knowledge and skills of primary school students based on these rules.

It should be noted that on the basis of these international educational programs, it is possible to assess the knowledge and skills of primary school students and to develop their skills in line with their peers in the world. In this respect, international educational programs have common features, and they include the national needs of the nations of the world as much as possible. Therefore, in our country, attention is being paid to the issue of priority acceptance in the teaching of natural sciences based on the rules of these programs [3]. At the same time, the evaluation of students' mastery of humanities subjects taught in primary education requires the basis of international educational programs that match national needs. The analysis of the mentioned international educational programs shows that the content of these programs is in line with our national needs and national values. Therefore, based on their rules, it is appropriate to assess the knowledge and skills of students in humanities in primary education. It should be noted that the updated state education standards and state education requirements are also adopting approaches to this issue.

Methodological mechanisms for evaluating the knowledge and skills of primary school students based on international educational programs. This issue requires a special approach. Therefore, our national primary education experience is based on the following mechanisms in evaluating the knowledge and skills of primary school students based on the recommendations expressed in the researches of pedagogic scientists and based on individual experience,



based on the rules of international education standards. It should be noted that it is appropriate to:

- 1) determining and evaluating the ability of elementary school students in concrete, natural and humanitarian sciences;
- 2) assessment of the level of knowledge of primary school students;
- 3) assessment of education level of primary school students;
- 4) assessment of practical activity skills of elementary school students.

These mechanisms allow an impartial and fair assessment of the knowledge and skills of primary school students.

Based on the evaluation mechanisms of international educational programs based on these rules, it is appropriate to base on the following:

- a) creating different variant recall tests;
- b) receiving creative, written and independent essays or reports;
- c) taking oral exams;
- g) based on various trainings based on the initiative of students.

This approach makes it possible to assess the knowledge and skills of primary school students based on the rules of international educational programs.

It should be noted that there are different approaches to assessing the knowledge and skills of primary school students based on international educational programs. Therefore, summarizing such approaches, it is necessary to implement the following measures. It should be noted:

- 1) in the process of higher pedagogical education, to equip future primary school teachers with the methodology of assessing students' knowledge and skills based on the rules of international educational programs;
- 2) formation of the qualifications of primary school teachers in international activities to evaluate the knowledge and skills of primary school students based on the rules of international programs through the centers for training teachers in new methods;
- 3) to create scientific and methodological developments on the basis of the rules of international educational programs for the assessment of the knowledge and skills of primary school students;
- 4) Regularly provide students and primary school teachers with information on the activities and conclusions of the Agency for Assessment of Knowledge and Skills.



With the implementation of these activities, opportunities will be created to assess the knowledge and skills of primary school students based on international educational programs.

Thus, the development of a methodology for evaluating the knowledge and skills of primary school students based on the rules of international educational programs is considered one of the important pedagogical tasks. Therefore, it is appropriate to involve our experienced pedagogical scientists in this issue.

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