



## **An important factor in improving the quality of education**

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In order to popularize the experiences of preparing for international studies, seminars will be organized at the national level in cooperation with the State Inspectorate of Education Quality Control under the Cabinet of Ministers, the Ministry of Public Education, the National Center for the Implementation of International Studies on the Evaluation of the Quality of Education planned. The first of these seminars was organized on March 16 of this year in Tashkent region. At the seminar, the State Inspectorate for Quality Control of Education, the Ministry of Public Education, the staff of the National Center for the Implementation of International Research on the Evaluation of the Quality of Education, as well as district (city) public education department heads, inspector-methodologists of the Tashkent region, principals of elementary schools participated. This is reported by the press service of the State Inspection of Quality of Education.

This seminar, organized under the theme "Successful participation in international assessment programs - an important factor in improving the quality of education", focused on the issues of popularization of experiences in preparing for international studies. Also, it was noted that "PISA tests" are allegedly being sold on the Internet by various non-specialists for the use of teachers working in secondary schools today, and that these are fake.



Dear teachers, do not be fooled by these fake PISA research tests! Sample tests used in previous years to participate in PISA, PIRLS, TIMSS and TALIS international studies. It was mentioned that it will be presented by the National Center for the Implementation of International Research.

At this point, it is appropriate to mention the content of international studies so that pedagogues working in general education schools can fully understand:

PIRLS - assessment of the level of reading and understanding of the text of primary 4th graders;

TIMSS - assessment of the level of literacy of 4th and 8th grade students in mathematics and natural sciences;

PISA - assessment of the literacy level of 15-year-old students in reading, mathematics and natural sciences;

TALIS is an assessment of the effectiveness of teaching and learning processes in schools by conducting a survey of principals and teachers of general secondary schools.

The PISA international study covers students from 15 years and 3 months to 16 years and 2 months. Conducting the research once every three years allows countries to determine the main goals of their educational systems in the future.

The program focuses on the following issues:

- Are schools able to adequately prepare young students for the transition to adult life?;
- What types of training programs are more effective than others;
- How schools help to improve the conditions of socially disadvantaged students, etc.

Rather than examining the superiority of specific school curricula, PISA looks at students' ability to apply knowledge and skills in key subjects, to analyze, interpret and solve problems effectively, to think and communicate. . The proper participation of our students in international studies in our country depends on your thorough preparation in all aspects.

In order to properly participate in PISA - international studies, it is necessary to form the skills of our students to apply the knowledge they have received at



school in life, for this, it is necessary to carry out the following actions by the responsible ministries and agencies.

- creation of a national assessment system that allows for objective monitoring of the quality of education;
- formation of the material and technical base affecting the quality of education;
- conducting international scientific research;
- creation of additional methodological manuals and literature based on international studies;
- creation of a national database of questions in the directions of international studies and integration into educational programs;
- organizing training courses to update the forms, methods and technologies of teaching in relevant subjects based on international research and to increase the awareness and training of teachers in this regard.
- adaptation of educational programs in higher educational institutions training pedagogic personnel to the requirements of international research.

For information, the Organization for Economic Co-operation and Development, the World Bank, the International READ Program, the Australian Council for Educational Research and the Institute of Educational Development Strategies of the Russian Academy of Education, in relation to participation in the international study PISA, Education Quality cooperation with the national assessment center.

UNICEF, together with the national movement "Rise", held a strategic dialogue on "Developing human capital: education for the future".

Ministries of public education, pre-school education, higher and secondary special education, the State Inspection of Education Quality Control under the Cabinet of Ministers of the Republic of Uzbekistan, the Ministry of Employment and Labor Relations, other state bodies, scientific circles, The UN and international organizations discussed the current problems and opportunities of improving the quality of education in Uzbekistan. Decision-makers, pedagogues, entrepreneurs and young people themselves took part in the dialogue.



In April 2019, the President of Uzbekistan approved the concept of development of the public education system until 2030. In addition to improving and expanding the educational infrastructure and improving teaching methods, the concept aims to make Uzbekistan one of the 30 leading countries in the world by 2030 according to the PISA rating.

"In schools where children from low-income families receive education, students' achievement level is low, and it is necessary to support these schools," said Sasha Graumann, head of UNICEF's office in Uzbekistan. "In order for all children to have equal opportunities for quality education, it is necessary to provide such schools with the necessary educational materials and highly qualified teachers," he said.

During the dialogue, special attention was paid to the processes in the classrooms of schools. It is important to develop skills such as reading, writing and numeracy, as well as communication and critical thinking skills, from pre-school onwards, because without them young people will have to enter further education and work which will require higher level thinking. they can't. As a result, they are deprived of the opportunity to overcome the competition in the labor market.

The quality of teaching depends on the level of pedagogues

Every year, at the end of August, the State Testing Center publishes the analysis of the results of the tests conducted for admission to higher education institutions for the next academic year. The performance of the applicants in the tests is grouped according to the accumulated points, and the number of those who showed a result below 56 points and their weight in relation to all applicants are shown. In recent years, this figure has been about half of all applicants. This leads to comments that 50 percent of school graduates have only half of the required knowledge, that is, quality education is not provided in our schools. Of course, not all those participating in the entrance exams are school graduates, but a significant part is made up of those who graduated from the school in the current or previous year.



The low performance of applicants in the process of admission to higher education institutions is not the only situation that shows that there are some problems in education in our schools. In 2019, more than half of the teachers involved in the learning process in the Syrdarya region showed unsatisfactory results in the subject they teach. Worse, the students of these teachers also scored very low in the relevant subjects.

The analyzes conducted by the National Research Institute for Professional Development and Training of Teachers named after Abdulla Avloni in the last two years show that 90.6% of biology teachers and 97.6% of physics teachers have very shallow knowledge of their subject. showed.

Knowledge that one does not have can not be given to someone

The main problems in our schools are the low professional skills of teachers, the quality of education is not up to the required level, graduates are not admitted to higher education institutions due to insufficient knowledge, and the lack of competitiveness of teachers trained from students of low-quality applicants. shows that the issue is related to the experience and skills of the teacher. Because the quality of education in a school cannot be higher than the level of its teachers.

There are many other factors that influence the quality of education. One of them is the large number of students in classes. On the surface, teaching a small number of students seems easier than teaching a large number of students. However, this does not mean that fewer children will receive a higher quality of education.

In developed countries that started educational reform in the early 2000s, reducing the number of students in classes was considered one of the ways to ensure the quality of education. Further analysis showed that such an approach did not produce the expected results. Almost all of the European Union and a number of countries in the Asian region have followed this path and significantly increased the cost of education. However, only a few of them have achieved a significant improvement in the quality of education, while in most of them the quality of teaching has remained unchanged or even decreased.



Studies conducted in several US states and cities, as well as in Singapore and South Korea, have shown that if two average-ability seven- to eight-year-old students are given very different (high and low) teachers if combined, after three years their level of education differs from each other by more than 50 percent. So, in classes taught by highly qualified teachers, students develop three times faster.

Andreas Schlyacher, adviser on education policy of the Secretary General of the Organization for Economic Co-operation and Development, who was in our country in June of this year, asked "What is important to ensure the quality of education: to reduce the number of students in classes or to increase the quality of teachers" ?" the question was asked. In response, the expert said: "If you have to choose between reducing classes or improving the qualifications of teachers, the level of pedagogues is more important. In this regard, we can study the experience of countries that have achieved high results, for example, China. Indeed, there are very large classes in this country. But, on the other hand, in this country, special attention is paid to regularly improving the qualifications of pedagogues.

Therefore, improving the professional skills of teachers is more effective than other approaches in improving the quality of education. In other words, it depends on highly qualified pedagogues to provide quality education in school, region and finally in the country.

**Effective teaching requires continuous learning**

In the modern world, increasing the intellectual potential of teachers is the main mechanism that ensures the development of society. Michael Barber, one of the world's leading experts in the field of education policy, states in an article that one of the structural elements that characterize an effective school system is a team of highly qualified teachers and the continuous improvement of their pedagogical qualities and skills.

Indeed, in today's rapidly changing times, the economy, science and education are developing at an unprecedented pace. There is a need to fully update the available scientific information, including information on school subjects, every



year. In order to be successful in such conditions, the teacher needs to study every day. The state and society will create appropriate conditions for the teacher to fulfill this requirement.

In European countries with developed education such as Finland, Germany, France, Estonia, as well as in Asian countries such as China, South Korea, Singapore, Malaysia, pedagogues are required to undergo annual training to ensure that school teachers are trained in accordance with the requirements of the times. This process has different forms and duration, in which the participation of teachers is mandatory. If the duration of advanced training courses is set at least 5 days in European countries, it should not be less than 108 hours in South Korea and 100 hours in Singapore.

In our country, according to the rules in force until 2021, teachers had to attend professional development courses based on a 144-hour program every 5 years. However, a refresher course every five years cannot update the necessary knowledge in a way that matches the modern pace. The reason is that the knowledge acquired in the courses quickly becomes outdated, which causes teachers to lag behind the progress, to be unaware of the innovations related to the subject they teach, methods and educational technologies.

This procedure, which completely failed to meet today's requirements, was transformed into a system of continuous professional development based on the principle of "Learning throughout life". A procedure has been established for public education workers, including pedagogues, to improve their qualifications for at least 36 hours a year and collect certain credit points. This rule applies to one of the 6 forms of professional development of pedagogic personnel (in-service education; in-service education; distance education; dual education; independent education; alternative forms of professional development). implies that he can choose at his own discretion.

Today, sufficient conditions have been created for the organization of continuous professional development of public education workers, including pedagogues. In addition to the annual mandatory professional development courses, a specific day of each week is designated as a methodology day for



school teachers to continuously improve their professional skills. On this day, the teacher does not have class hours, he only participates in activities to improve his professional skills or receives independent education.

The mission of the school is to prepare students for life

In the "Regulation on general secondary education" approved by the decision of the Cabinet of Ministers of the Republic of Uzbekistan on March 15, 2017, it is stated that "General secondary education provides students with the necessary amount of knowledge, independent thinking, "develops organizational skills and practical experience skills, helps to initially guide to the profession and choose the next stage of education."

One of the tasks of general secondary education school is defined as professional diagnosis and orientation of students to professions, as well as preparation of boys and girls for professions that do not require high qualifications.

Therefore, the goal of the school is to prepare the student for independent thinking, choosing the next type of education, and occupations that do not require high qualifications.

How is the educational institution fulfilling its mission?

Interviews were conducted with teachers and students in more than 1,000 schools in order to study the opinion of school graduates on the choice of profession in our country. During the conversation with the graduates, they were interested in which direction to continue their studies and which profession to choose, and analyzed their opinions on knowing and choosing professions.

The conclusion was the same based on both approaches - both the visit and the survey. The analysis of the results showed that although there are more than a hundred professions in our country, graduates have an idea about only about 20 professions.

According to the research, 20.9 percent of the graduates chose the profession of pedagogy and psychology, which makes up 81 thousand 500 graduates. The lowest rate was recorded in creative industries, i.e. 1.4 percent. Among the





professions, it was found that the highest rate is in social service fields (hairdressing, tailoring, cosmetology, etc.), and the lowest result is in farming, agriculture, handicrafts and craftsmanship.

67% of 11th graders who graduated in the 2021/2022 school year asked "What are your plans after graduating from 11th grade?" The results of the answer to the question show that he has already chosen his profession (field). But many of these graduates, who are considered to have a clear vision of their future, do not know enough about the professions. He does not even know many professions, that is, he was not interested in which profession is in high demand in the labor market and how much income can be earned from which profession. 6% of the graduates said that they consider it too early to plan the future and that they are planning to start a family.

Currently, there are a lot of professions in one or another sector of the economy. In most of them, the income is much higher than that of a specialist with a higher education. So why do graduates only know about a few professions and the higher education institution they need to study to get them? A maximum of 20 percent of them can enter higher education institutions, what will the rest do? What would he do if he didn't have a job?

In order not to have difficulty in answering these questions, it is necessary to provide the students with the necessary information about the choice of profession in today's school, considering the life of tomorrow. As much as possible, the school should prepare young people to think independently and to choose the next type of education and to acquire professions that do not require high qualifications. Only then will we have peace of mind about the future of our sons and daughters, that they will start an independent life.