THE ROLE OF THE INTERNATIONAL RESEARCH PROGRAM IN ASSESSING AND IMPROVING THE QUALITY OF PRIMARY EDUCATION: PROBLEMS AND SOLUTIONS

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Annotation

Today, given the focus on improving the quality of education, improving the quality and effectiveness of education in primary school students, the implemention of improvements through the international assessment program is becoming one of the most pressing issues. This article presentsideas and feedback on the role of international research programs in assessing and improving the quality of primary the quality of primary education:problem solving and solutions.

Keywords: International evaluation, PISA, PIRLS, TIMSS, modeling, mathematical literacy, democratic development, interactive feedback.

Introduction

In today's rapidly developing country, the annual growth of investment in human capital, the development of information and communication technologies is the most important value and decisive force in achieving the goals of democratic development, modernization and renewal. parenting is becoming an important factor. [4]

Uzbekistan's participation in the international evaluation program, which has a worthy place in the world community and is recognized, will not only make a worthy contribution to improving the effectiveness of education, but also serve as one of the leaders in the world rankings. Taking into account the participation of Uzbekistan in the international assessment program, it is advisable to start preparing for the program in primary school students.

The international evaluation program includes many programs such as PISA, PIRLS TIMSS, TALIS. Includes PISA, PIRLS, and TIMSS programs in the teaching of elementary school students, and the use of these programs leads to the growth and development of this program along with the development of students 'intellectual potential. [1]

We can say without fear that achieving the intended goal will begin to accelerate somewhat if new systematic approaches to teaching international assessment programs in the primary grades are devised and directed towards the planned goal. As an example, the program "Modeling", which is newly added to education in our country, is preferred by international assessment programs for primary school students with this method in the following ways:

- Creates an atmosphere of relationship between the teacher and students and the pursuit of goals;
- Allows to imagine the specifics of the object (subject) under study during interactive reflections;
- Students develop the ability to build a model. [5]

In the framework of this program, we have focused on important aspects of international evaluation. In particular, in this study, the method of modeling is a methodology that allows lessons to be conducted in an updated form, taking into account the specifics of the educational process, methodological technologies, which can be widely used in teaching aids. The modeling method is useful in solving methodological problems that arise in the international assessment program introduced in primary education. These problems will be in the process of achieving the updated goal for primary education, the introduction of a new model of the education system (system-practical approach), the systematic solution of emerging problems of education. [3]

The international assessment program used in primary education includes several disciplines. They covered areas such as reading in PISA (text comprehension), math and science literacy, reading literacy in PIRLS, and math and natural literacy in TIMSS. We are now thinking not only about all of this, but also about the application of mathematical literacy in PISA and TIMSS programs through modeling and its convenience, problems and solutions.

Today, the focus on education in our country is huge, and at the same time there are some shortcomings. We are carrying out various reforms in education in order to meet world standards, becoming members of international assessment programs. Although we say that we will improve education through reforms, we can say that there is a shortage of qualified staff in schools, a lack of pedagogical skills in the emerging cadres, a large number of students in the classroom and many other problems.

Elementary school students are the owners of a small hard heart. No mistakes should be made in teaching them, special attention should be paid to each of

them. As I mentioned above, if an international assessment program is introduced for primary school students, then using a method that is simple and easy to explain to students will be a partial solution to the problem. can take.

We will now look at the application of mathematical literacy in PISA and TIMSS through modeling.

Various forms of modeling have been successfully used in the modern education system. In primary school textbooks, the process of transitioning from complex to simple is expanded in the process of transitioning textbooks in the international assessment program. Any complexity consists of a certain amount of simplicity in content. Modeling, on the other hand, creates an environment for learning each complexity in a simplified way. In solving math problems in the elementary grades, students learn to make each mathematical expression look simplified and to look at the model for each simplified form. The solution of mathematical problems by the method of modeling consists mainly of two stages: preparation and basic stages.

Let's see with you an issue of how the issues in the international assessment program can be explained to elementary school students through modeling.

Issue: The housewife raised chickens and rabbits. They have a total of 35 heads and 94 feet. How many rabbits and how many chickens does the housewife have?

To stimulate interest in solving a problem, students can be asked to find the answer, that is, to solve the problem by choice.

Number		
Hens	Rabbits	Feet
30	5	80
25	10	90
23	12	94

The most important thing in this method of solution is to choose the most sensible way to approb (test) the numbers.

This problem can also be solved in a reasonable way.

-"How many animals does the housewife have?"

- If they were all chickens, would the legs be more than 94 or less?

If all are chickens, we denote the number of legs by (a).

(94-a) - The legs would be so few compared to the real thing.

a - if all the animals were chickens, the legs would be the same.

If it were all chickens, how many legs would the animals have? (2 * 35 = 70 (0))

How many feet are there really? (90-70 = 24 (0))

How many legs does a rabbit have compared to a chicken? (4-2 = 2 (0))

How many of the 24 legs have two legs?

Knowing this, we find the number of rabbits, because when we replaced the rabbits with chickens, we separated the imaginary two legs from each rabbit. That is the difference (94-70 = 24). To determine the number of rabbits, we need to know how many times (imaginary) we separated the legs from the two, i.e. 24: 2 = 12 (rabbit).

Consideration: if all were chickens, the number of legs (94-a) would be less per foot. The only difference could have been that chickens were taken instead of rabbits. Each chicken leg is 2 less than that of a rabbit (4-2 = 2). So, to know the number of rabbits (94-a), it is necessary to know how many legs there are in two legs.

Solution plan:

1. If it were all chickens, how many legs would there be (i.e. we find a)?

2. How many feet were there in fact? that is, (94-a) we find out how many feet there are in two legs.

How many legs does a chicken have compared to a rabbit? (4-2 = 2)

How many rabbits were there? that is, (94-a) we find out how many feet there are in two legs.

How many chickens were there?

Solution:

1) 2 * 35 = 70 (feet) - the legs of animals would be the same if they were all chickens;

2) 94-70 = 24 (feet) - in fact there are so many legs because the housewife also had rabbits;

3) 4-2 = 2 (legs) - how many more rabbit legs than chicken;

4) 24: 2 = 12 (rabbit) - number of rabbits.

5) 35-12 = 23 (chicken) - number of chickens.

Answer: There are 12 rabbits and 23 chickens.

It can be assumed that the housewife has only rabbits. Work on the case is done in a similar way.

If we try to explain the above issues in the same simple way as the issues raised in the international assessment of primary school students, it can at least partially ease the students and reduce the problems.

In short, the introduction of an international assessment program in primary education develops students' logical thinking, develops independent thinking skills, and seeks solutions not only in mathematical literacy, but in all areas of the program. contributes to the development of students' potential by cultivating such qualities as purposefulness, perseverance, resourcefulness, which create the necessary conditions, such as perseverance in the face of difficulties.

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