

THEORETICAL FOUNDATIONS FOR IMPROVING THE METHODICAL APPROACHES TO TRAINING FUTURE PRIMARY SCHOOL TEACHERS ON THE BASIS OF THE INTERNATIONAL ASSESSMENT PROGRAM

Baizakova Malika Abdukayumovna

Teacher of the Department of Pedagogy of the Gulistan State Pedagogical Institute

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***Abstract.** The article describes the theoretical foundations for improving the methodological training of future primary school teachers on the basis of the International Assessment Program, the views of scientists who have conducted scientific research in this sphere and international assessment programs that future primary school teachers should know, the tasks of developing methodological training of future primary school teachers, the mechanism for providing the educational process with the essential educational information for the development of international researches.*

***Keywords:** future primary school teachers, student, teacher, International Assessment Program, PISA, PIRLS, TIMSS, TALIS, methods of training, mathematical and natural-scientific literacy, International Studies, task, mechanism, Knowledge Development, formation of thinking.*

In higher educational institutions of the world, scientific research is being conducted to ensure the quality of methodological training of primary school teachers based on the PISA International Assessment Program, modeling, designing the educational process, improving the methodological training of teachers based on the Pisa International Assessment Program, international assessment programs (PISA, TIMSS, PIRLS) for assessing student literacy. In this regard, scientific research on the training and professional training of future primary school teachers in mathematics and natural sciences on the basis of international qualification requirements, improving the quality of education to an international level, carrying out diagnostics of the level of development of skills for solving international research (PISA, TIMSS, PIRLS) problems, establishing modular training, activating social communication, determining the professionalism of primary school teachers is of particular importance.

Within the framework of the concept[1] of the development of the public education system until 2030, in terms of the development of methodological training of future primary school teachers, special attention is paid to the development of critical thinking, skills and competencies of independent information retrieval, analysis of students by primary school teachers. It provides for the introduction of general education programs and new state educational standards that meet the requirements of the modern innovative economy, permanent participation in international programs PISA, PIRLS and others to assess the quality of education in assessing the level of knowledge of students. On this basis, the International Student Literacy Assessment Program (PISA), the international program for assessing the level of reading comprehension by primary school students (PIRLS), the program for assessing the level of assimilation by students of mathematics and natural sciences (PISA), the international program for studying the environment of teaching and training of managerial and pedagogical personnel in general education institutions

of secondary vocational education, and also their working conditions. started participating in evaluation programs (TALIS).

At this stage, we will focus on international assessment programs that future primary school teachers should know about.

“PIRLS” is in English “Progress in international reading and literacy study” and it is an international research program, designed to assess the level of reading comprehension of students. This program is implemented by the IEA every five years and, unlike Pisa, evaluates the skills of students of the 4th grade of primary education in acquiring artistic experience, obtaining information and using it. This international program is of great importance for the development of a child as an independent person, assessing at the international level the reading comprehension skills of students studying in primary school. The PIRLS program focuses on 4th grade students, so usually during this period of development, students have developed a reading skill that will now be used to study other subjects [2].

“PISA is an abbreviation from English, meaning “Program for international student assessment” – an international student assessment program. This program is conducted by the OECD and is an international study assessing the level of reading, mathematical and natural science literacy of 15-year-olds worldwide. Research is traditionally conducted every 3 years, with priority given to one direction in each period, and one innovative direction is introduced”[3]. The study, scheduled for 2022, will also assess students' competencies in creative thinking as an innovative field. It evaluates not so much how much the students remembered the knowledge they received at school, but their ability to apply the knowledge they gained in real life situations, creative and logical thinking skills.

TALIS (Teaching and Learning International Survey) is an international complex of studies on teaching and learning level (corpus) teachers of the school system conducted under the auspices of the OECD (Organization for Economic Cooperation and Development)-The Organization for Economic Cooperation and Development, which studies the school educational environment, professional conditions and teachers as professional/qualified teachers. large-scale and authoritative international comparative studies[5].

In her research, N.Sh.Ruzikulova paid special attention to the development of students' competence in working with information on the basis of harmonization with international programs for assessing the quality of education (the international program for assessing the level of mastery of mathematics PISA (Trends in International Mathematics and Science Study)) [6].

In their scientific work, such scientists as Vardat Youssef, Belbase Shashidhar, tairab Hassan, argue that the teacher's ability to perceive will be strong when preparing students for international studies[7]. The teacher plays a crucial role in the educational process. A teacher is a person in mathematics who sees the strengths and weaknesses of each student and can clearly identify them. For example, a teacher's perception can influence how students answer math questions, how students react when different problem-solving strategies are presented, how students respond to difficult tasks, especially with more capable students, and how the teacher adapts his lessons, how to stimulate student interest and meet their needs, all of this helps students evaluate the value of studying mathematics.

In this place, A.K. Markova recognizes the methodical training of teachers as “a mental state that allows you to work independently and responsibly, consisting of the results of human labor, the abilities and abilities of a person to perform certain work tasks ” [4]. Only with creative

study it will be possible to effectively and usefully apply mathematical data. The profession of a teacher requires a creative approach and indicates that she has a huge potential in shaping her creativity.

In the methodical preparation of future primary school teachers for the international PISA assessment program, an important factor is also the development of mathematical thinking of future teachers, given that the PISA assessment program primarily concerns mathematics and natural sciences.

Consequently, in the process of working on the methodological training of primary school teachers, the activity of primary school teachers under international assessment programs manifests itself as a component of the implementation of a number of directions. In particular, an important place is occupied by the task of mastering primary education subjects through practical training, systematic and consistent training, training based on samples and special exercises, performing practical tasks working on themselves, such as preventing various errors and correcting them. Taking into account the age and psychological characteristics of students, assistance in mastering the subjects of the entire curriculum, independent thinking, free expression of one's opinion, the ability to listen to the opinions of others, to reason, to highlight the most important of them, to put forward one's own opinion, to teach it to argue, generalize and draw conclusions, to foster interest in using the teacher's language material, creating the need for practical use in it, developing progressive teaching methods and exercise systems recognized as a factor in improving the effectiveness of training, it is considered as a requirement of modernity.

As already noted above, he is entrusted with a number of tasks for the development of methodological training of future primary school teachers. (Figure 1.1)

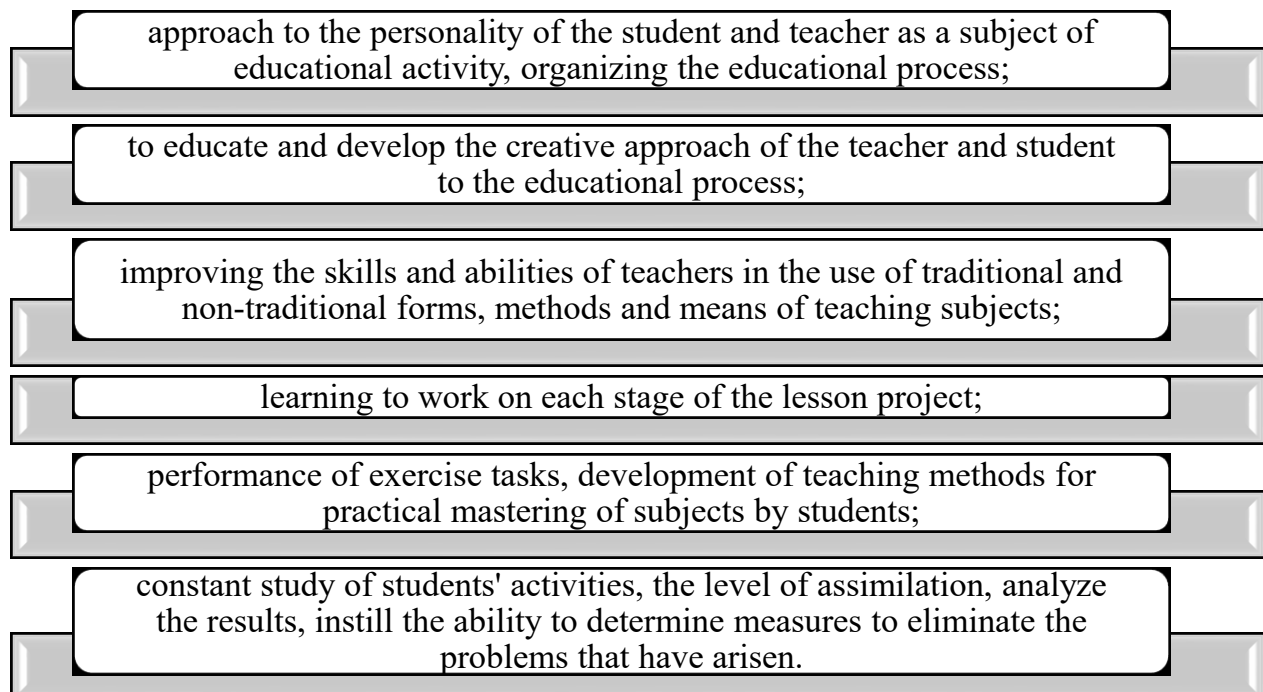


Figure 1.1: Tasks for the development of methodological training of future primary school teachers.

Based on the above considerations, we should focus on the following tasks in the process of teaching subjects:

Tasks of future primary school teachers in the process of teaching subjects.

- * science-should encourage the reader to think individually;
- * be able to teach to understand someone else's opinion;
- * focus on the ability to express your thoughts competently both orally and in writing;
- * be able to be competent from the point of view of philosophy and history of education and comment on the concepts of knowledge, skills, and skills fixed in the framework of pedagogical science.

The formulation of these tasks by primary school teachers directly contributes to the further training of students with competent and high-quality personnel.

Another significance of the PISA international assessment program in the development of methodological training of future primary school teachers is the development of competence to work with information related to international studies on the preparation of students in the framework of international assessment studies. In order to ensure the process of developing the competence of future primary school teachers to work with information related to international research, information about international programs related to subject areas, as a factor in the formation of a fundamental information reserve and regular replenishment of knowledge with innovations in related fields of knowledge, based on the requirements of the period, it is important to provide the educational process with the educational information necessary for international studies: formed by appearance. (Figure 1.3).

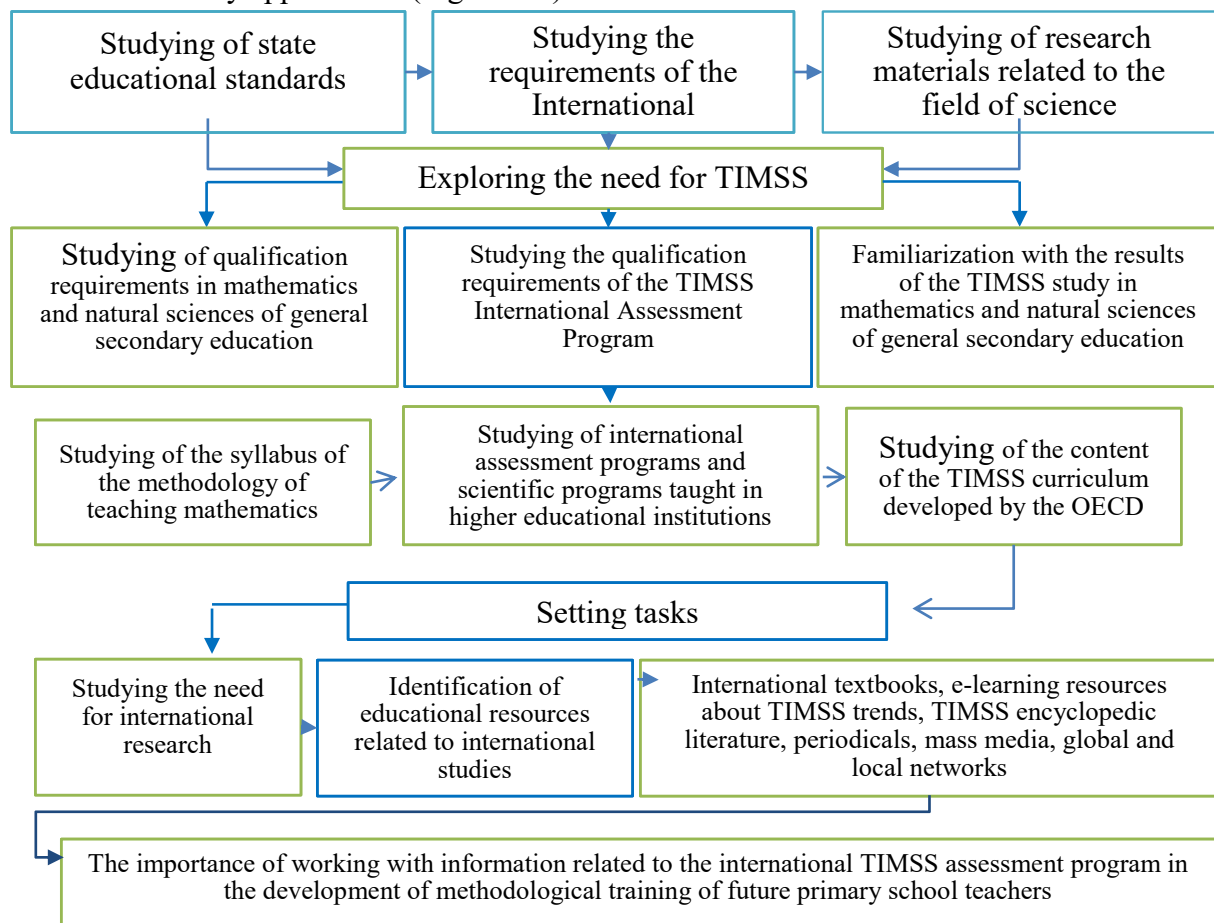


Figure 1.3. The mechanism of providing the educational process with the educational information necessary for international studies

It is important that the PISA study is consistent with the curriculum and learners' learning. PISA experience in numbers and operations, as well as PIRLS literacy (a relatively uncomplicated version of the PIRLS IEA Reading Comprehension Assessment) shows that students with lower levels of assimilation are more inspired by relatively uncomplicated tasks and can better demonstrate what they know and can do, which leads to fewer missed test tasks, especially for questions with constructive answers. the indicator will be high.

The consolidation of students' knowledge through international assessment programs, the formation of their thinking, a modern approach to teacher education, the identification of teaching methods that teachers give students in integrated assessment systems is one of the most important tasks of the development of methodological training of future primary school teachers.

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