

INITIAL PROBLEMS IDENTIFIED IN PRIMARY EDUCATION

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DOI: **10.5958/2249-7137.2021.02420.4**

ABSTRACT

The article provides a comparative analysis of the trends in the development of primary education in foreign countries, as well as subjects studied in primary education abroad, the duration of study. Actual problems of primary education in Uzbekistan, including the lack of a material and technical base, a shortage of teachers with higher education, the solution of some problems related to the content of education, as well as scientific hypotheses and recommendations for solving these problems.

KEYWORDS: *Primary Education, Higher Education, Foreign Experience, Material Technologies, Pedagogical Activity.*

INTRODUCTION

Trends in primary education in the world

The fundamental development of economically developed countries begins with education reform. Most developed countries create their own opportunities for new knowledge and skills to improve the quality of education and increase the diversity of education systems, and they conduct research to bring about conceptual changes in education [1].

Over the past 10 years, **Finland's** state education policy and development with fundamental and applied sciences have laid the foundation for the economy.

Today, some European countries are using Finland's positive experience in developing a strategy for modernizing primary education.

Equality and flexibility in the development of the pedagogical complex in primary education in Finland allow the idea of school to be realized. In Finnish schools, teachers are involved in educational work with parents. For the organization and operation of school education in Finland: implementation of the concept of a single state education; continuous allocation of the state budget to ensure the sustainable development of the school system; increase the political culture and confidence in education among citizens; identified as the most important part of the national program to maintain the high social status of school teachers [2].

In Finland, liberal educational activities have been set up for students from primary to secondary education. This helps them to form independent thinking and grow physically healthy without training loads.

A lot of work has been done in the **Russian Federation** to reform primary education. Particular attention was paid to the reading literacy of students. This included the subject of “**Literary Reading**,” which set other goals. At the same time, a mandatory minimum of the content of Russian language and literary reading was developed, the volume of students' speech activities was expanded.

Other trends in the improvement of primary education were also identified: the organization of teaching in the structure of educational activities, increasing the focus on learning outcomes, creating conditions for research activities of young school students.

In Russia a decade ago, primary education was authoritarian, instructive, and it did not create the conditions for the development of the personality of successful schoolchildren [3].

At the same time, the main strategic directions of educational programs, its features are not disclosed, the opportunities of teachers are described very superficially. Many primary education programs are structured with declarative rules. To address these issues, primary education programs have been developed based on the following conditions:

- a) the needs, abilities and general level of development of students;
- b) the requirements of parents for the education of primary school students;
- c) staffing and teaching capacity;
- d) the appropriateness of the textbooks to the program.

Primary education was the development of reading, writing, and arithmetic skills for hundreds of years.

Admittedly, the idea of developing education, which has not been implemented in state documents, has not been widely accepted. “Development of education in the Russian Federation in 2013-2020”, The “Strategy for the Development of Education in the Russian Federation until 2025” clearly outlined the goals for the development of the content of primary education.

Accordingly, the development of the student's personality, the formation of his creative abilities, interest in learning, aspiration and ability to learn, and the formation of the foundations of students' identity and worldview; the formation of the foundations of learning ability and the ability to organize their activities [4].

- b) the requirements of parents for the education of primary school students;
- c) staffing and teaching capacity;
- d) the appropriateness of the textbooks to the program.

Different types of activities have been given a worthy place in the curricula of academic disciplines. Only in some disciplines (surrounding world, fine arts, technology) forms of education based on individual activity (excursions, practical work, modeling) were noted.

Explain the exercises in the authoring programs, draw conclusions, make your decision, think based on the text, ask questions about the text, and so on.

Another aspect of the **Japanese** primary education strategy is the formation of the child as an integral part of the child. “Kokoro” can be translated as heart, soul, mind, mentality, humanism. All Japanese are convinced that the most important thing in primary education, the objective

basis is to enrich kokoro children to a lesser extent with knowledge and skills. The content of the concept of “Kokoro” includes the following issues: respect for people and animals, compassion and generosity to people, the ability to seek truth, the ability to feel beautiful and glorious, self-control, conservation of nature, contribution to the development of society. These principles cover the content of all primary education programs [5].

Children are taught from childhood that the world is built for competition and purpose. The academic year is designed for **240 days**. In primary school, they study for six years (grades 1-6). Most of the primary schools are already paid. The better and more prestigious the school, the more expensive the study and the harder the exams.

Education for the school’s students will begin in April. The academic year consists of 3 periods, between which there are holidays. They study from Monday to Saturday. All classes begin at 8 a.m. and run until 3 p.m. After classes, the club begins its activities.

In **South Korea**, school education is done in three stages. It is divided into primary school, middle and high school.

At the primary level, students must master the following compulsory subjects: Mother tongue (Korean), Foreign language (mainly English), social sciences, mathematics, music lessons, fine arts, physical education.

The modern school in South Korea involves uniting students of both sexes into one class. Until recently, girls studied separately from boys.

In **South Korea**, children come to primary school from the age of six until March 1 of the school year. However, **5-year-olds** are also eligible to enroll, which requires the permission of the person in charge of the school. The academic year begins on **March 2** on the occasion of a national holiday in the **Republic of Korea**. In fact, **7 to 13 year olds** go to primary school. The study period is 6 years compulsory and free [6].

It is therefore possible to observe the density of the classes. **Up to 50** children study in each class. The initial lesson is 40 minutes. Entrance exams to the school are mandatory and tuition is paid. There are 9 subjects taught in the primary school. Special attention is paid to the study of the Korean language, arithmetic and social sciences. **Until the 1980s**, English was taught in secondary schools, and now it is taught from the 3rd grade of primary school.

It is very difficult to learn English because Korean and English grammar are so different. That is why parents send their children to private educational institutions for additional education. In 1996, the South Korean government changed the name to **Gukmin Hakk**. The term means maktcivic school.

In addition to state-run primary schools, there are a number of private schools in Korea.

The curricula of these schools are somewhat similar to the curricula of public schools, but the teaching is done at a high level. For example, the involvement of many teachers in a small number of students, the introduction of additional subjects, generally have high standards of education. This is why many parents seek to send their children to a private school. But the high cost of tuition in such schools makes parents wonder. In South Korea, the numbering of classes starts from 1 at each stage of **education, rather than the usual bottom-up** [7].

For example, **primary school is numbered 1 to 6, secondary school (3 years) is numbered 1 to 3: 1st grade of primary school (2,3,4,5,6 grades), 1st grade of secondary school (i.e., Uzbek) 7th grade in schools), 2nd grade of high school (i.e. 2nd year student of Uzbek academic lyceum and vocational college).**

In France, the general education system includes public schools, private schools, and intermediate schools. Among the subjects taught, French language and literature, reading and writing are of special importance. It is these disciplines that receive the most attention in primary education. 30% of class time is allocated for these subjects [8].

The average weekly hours are 26 hours, with a course duration of 60 minutes. The academic year is divided into 5 quarters. Reading in the primary classes of French schools is divided into morning and afternoon parts. In the morning, students study in their native language, and in the afternoon, they study mathematics and other subjects.

In primary education, mathematics, mother tongue and literature are basic sciences, while history, geography, labor and physical education are developmental sciences. In France, children between the ages of 6 and 11 are admitted to primary schools. Primary school is free and compulsory. His job is to teach reading, writing, and arithmetic. **Classes last from 9 a.m. to 12 p.m., and from 2 p.m. to 4 p.m., 5 p.m. School meals are paid, but at very low prices.**

Students complete elementary school at age 11 and move on to high school. Secondary education is provided in colleges and lyceums.

Comparative analysis of the experience of foreign countries

No.	Finland	Estonia	Japan	South Korea	France	U.S.A.	Germany
Eating	Meals are free	Free meals are provided at the school	Meals are paid	Meals are paid but at very discounted prices	Meals are paid but at very discounted prices	Meals are paid can be brought from home.	Meals are paid but at very discounted prices.
students in	15 and 25 each	10-20 people	30 to 40 each	40 and 50 each	35 and 40 each	13 to 16	It ranges from 30 to 34
Dressing style	There is no school uniform	School uniform available	Requires wearing a school uniform (seifuku)	School uniform available	School uniform available	There is no school uniform	School uniform available
admission to primary	Actual learning from 6 years to 7 years	From 7 years old	From 6 years old	6 to 12 years old	6 to 11 years old	5 to 13 years old	From 6 years old

Examination and assessment system	Students up to 3rd grade will not be assessed.	<i>Assessment is based on the PISA program.</i>	Students do not take the exam until 4th grade	There is an evaluation system. They also take a school entrance exam.	Students up to 3rd grade will not be assessed.	Before the start of the school year, all children take an IQ test. There is no rating system.	<i>Assessment begins after 3rd grade. In Germany, a 6-point grading system has been adopted. Accordingly, 1 - excellent, 2 - good, 3 - satisfactory, 4 - enough, 5 - not enough, 6 - Unsatisfactory.</i>
Teaching methods	Each student is given an individual approach, different assignments depending on the level of the students during the lesson. Grades are shown only to the student himself, as well no obligation to sit at the desk.	Students who do not master well will be given two weeks of additional classes during the summer holidays. If a student still fails to master enough, he or she will be dropped out of class.	Teaching in the country depends on the quality of lessons, not the quantity. Teaching methods are controlled by the government.	Electronic textbooks and robots are used in the teaching process.	More attention is paid to the independent learning of students. It also includes entrepreneurship, business training, and vocational training in a market environment.	The teaching methodology consists of excursions, art projects and playful exercises. The form of lessons is both interactive and game-based.	

It is known that today the number of students in schools exceeds the norm established by law.

It is not clear a specific age when enrolling a student in primary grades. In the 2020-2021 academic year, 23.8% of children enrolled in the primary grades of general secondary schools in the public education system are children over 6 years old, **76.2% are children over 7 years old.**¹

The uncertainty of a particular age in admission to primary school is determined by the lack of clear scientific analysis by relevant educators and psychologists and the lack of criteria for admission and how well a child is prepared for school. It should be noted that in most cases, **at the request of parents, children are admitted to school from the age of 6.**

One of the main problems is the inadequacy of the assessment system in monitoring the quality of education and students' knowledge.

Observations and a survey of primary education **educators and psychologists (3208)** indicated that an assessment system was not required for primary school students because it could have a severe impact on a child's psyche.

There is no assessment system in primary education in foreign countries (**Finland, Estonia, Japan, South Korea, France, Germany, USA**), where the education system in the world has a high rate.

It is clear that the psychology and teaching methods of determining the level of knowledge of primary school students have not been sufficiently **fundamentally** studied and no concrete measures have been developed in this regard. This requires regional approaches to directly improve the content of **curricula and programs** and their development.

Ҳозирги кунда ўқув режа ва дастурларни ишлаб чиқиш ХТВ ваколатига given. This leads to the **centralized development** of training documents. In the fourth direction of the action strategy, namely, the vertical management system and decentralization processes in the executive branch are aimed at modernization, but most of the powers remain in the **hands of HTV**. Due to the nature of schools, their independence in curriculum development is limited.²

Another problem is that teachers do not work on themselves and do not use new pedagogical methods in the teaching process, teaching in the traditional way, as well as the fact that the **teacher's teaching methods** are tied only to the curriculum.

Based on the results of the survey (3208), **according to the opinions and comments of teachers, the methodology of teaching them is required only to conduct approved programs. They also stated that it was not possible to deviate from the programs and textbooks.**

Because educators are not given **independence** in the current legislation on program development.

In addition, there are no special programs for teachers to develop their teaching methods, and the existing programs do not meet the requirements of international assessment. There are no **clear mechanisms for creating a competitive environment for the development of teaching**

¹Data from the Department for Coordination of General Secondary Education of the Ministry of Public Education

²<https://review.uz/post/decentralizaciya-obrazovaniya>

methods for teachers. At the same time, most schools in the country are not connected to the Internet.

The monitoring of the school principal on the development of teaching methods for teachers is not properly established. The main functional responsibilities of the school principal **remained related to organizational work.**

It should be noted that one of the factors influencing the above is the involvement of teachers in additional work by local authorities, which is not related to their work. This prevents them from developing professionally and working on themselves.

Another problem in primary education is that there is no mechanism for working individually with each student.

The number of schools in the country (as of September 1, 2020) is 10008, capacity (student places) is 5061562, **the number of students is 6236751**, the coefficient is 1.2.

For example: **Tashkent city 312 schools 312652 capacity (student place) 449044 number of students 1.4** coefficient results show that there are 46 students in one class. It is not possible to work individually with the student.

Also, educators do not have sufficient skills to work individually with the student.

To this end, effective **mechanisms of individual work** with the student have not been developed and fundamental research has not been conducted. The lack of a free food system in schools, according to social media and public opinion, is also a problem.

Foreign countries with the highest rates of education in the world have free meals in **Finland, Estonia, Japan, South Korea, France, Germany, the United States**. Because, according to many foreign experts, the correctness of the nutrition system as a factor influencing the education of students and the healthy lifestyle of the younger generation.³

The republican budget does not provide for free meals for primary school students. In addition, the regional, district, city deputies do not pay attention to the allocation of funds for schools for free meals in the local budget.

It should be noted that the **Department of Healthy Eating and Coordination** of Medical Services of the Ministry of Public Education has not taken appropriate measures.

The inefficiency of break time and vacation time for primary education is also one of the current problems today.

According to the requirements set out in Chapter 4 of the Resolution of the Cabinet of Ministers No. 140 of March 15, 2017, breaks and vacation times are not properly designed for primary classes. Because **very little time is devoted to the mental and physical formation of children in the primary class. In addition, internal and external factors in determining vacation and break periods have not been studied.**

According to a comparative analysis of foreign countries (**Finland, Estonia, Japan, South Korea, France, Germany, USA**), which have the highest rates of education in the world, breaks and holidays are carried out independently by educational institutions. In doing so, they take into

³<https://www.kp.ru/putevoditel/obrazovanie/besplatnoe-pitanie-v-shkole/>

account changes in nature and climate, changes in the seasons, and other factors that affect students' mastery in determining breaks and vacation times.

No research work has been carried out in our country and no clear mechanism has been developed for the establishment of breaks and vacations with the study of foreign experience in practice.

According to the Regulation on General Secondary Education, approved by the Resolution of the Cabinet of Ministers No. 140 of March 15, 2017, the determination of break times and vacation times is delegated to HTV. This leads to complex processes in the application of processes in a **centralized manner**.

No clear procedures have been developed for schools to **independently determine** break times and vacation times themselves.

Teachers' salaries are high in proportion to their workload and disproportionate to their workload, and this is also one of the main problems.

The average monthly salary of school teachers (as of September 1, 2021) is 1,954,033 soums for secondary special education, 2,090,399 soums for specialists, 2,340,317 soums for 2nd category, 2,607,826 soums for 1st category, and 2,881,828 soums for higher category. It can be seen that the mechanisms of increase of salaries at the base rate are defined only in categories.

However, according to the **current legislation**, the number of students is not taken into account at all in determining the salaries.

In particular, in some classes, regardless of the number of students, the basic rates are set for teachers by category. At the same time, the number of students is not taken into account at all when setting the base rates per month, which in turn has a **direct negative impact** on the quality of work.

The ranking of the highest paid teachers in the world has been announced, but Uzbekistan is not ranked in the world in this regard.

At present, as a result of teachers' self-study and assessment of the level of knowledge of the students they teach, no clear **mechanisms have been developed** for stratification of salaries based on criteria based on the volume of work.

In addition, according to **Article 24 of the Law "On local government"**, the main powers of the regional, district, city Council of People's Deputies include the approval of long-term development programs, district, city master plan and rules of its construction. However, the regional, district and city people's deputies do not allocate additional funds to encourage teachers in the local budget.

This situation also shows the indifference of regional, district and city people's deputies to the development of education in the region, as well as the lack of responsibility, which leads to a decline in the quality of education as a result of neglect of education.

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