

USING BEST PRACTICES TO IMPROVE THE EFFECTIVENESS
OF PRIMARY EDUCATION

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Abstract: *This article examines the multifaceted nature of improving primary education effectiveness, focusing on evidence-based strategies across curriculum, instruction, teacher development, school climate, and assessment. It synthesizes research findings and best practices to propose a holistic approach that enhances student learning outcomes and fosters a supportive learning environment.*

Keywords: *Primary education, effective teaching, curriculum design, instructional strategies, teacher development, school climate, assessment, student achievement, learning outcomes.*

Primary education lays the foundation for lifelong learning and success. However, variations in educational effectiveness exist globally, highlighting the need for continuous improvement. This article argues that enhancing primary education effectiveness requires a comprehensive strategy that addresses multiple interconnected factors, moving beyond isolated interventions to a holistic and evidence-based approach.

Pedagogical technology is a systematic method of creating, using and defining technical and personal resources and their relationship, which sets the task of increasing the effectiveness of educational forms of the entire process of teaching and knowledge acquisition. Opening a wide path to modern knowledge, effective use of pedagogical technologies in the development of education is one of the most important requirements of today. The difference between new pedagogical technology lessons and traditional lessons is that it creates an atmosphere of freedom for the student and allows him to express his thoughts vividly. The use of innovative technologies and directions in the primary education system is considered relevant today, and in this regard, a number of research technologies of our scientists, computerization and information provision of the educational process under computer networks are taking shape. As a result, the process of educational activity also needed innovation. Solving innovative pedagogical issues consists in studying the characteristics of innovative processes in the field of education. When choosing an innovation in the pedagogical system, an integrated pedagogical school, pedagogical theory, teacher, pedagogical technology of students, a certain form, method, tools, management goals and results are important. The state of organization of the educational process in primary education is serious, and educational activities are carried out step by step. Because during this period, the potential of the student to accept educational concepts is at a high level, and it is necessary to constantly monitor them. In order to make them more interested in the lessons, it is advisable to use innovative technologies. The use of various pedagogical technologies and innovative methods in the

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educational process of general education schools is one of the factors that increase the effectiveness of classes.

The 21st century is the age of high computer technologies. The modern child lives in the world of electronic culture. In the information culture, the role of the teacher is also changing, he should become a coordinator of the flow of information. Therefore, it is necessary for the teacher to master modern methods and new educational technologies in order to communicate with the child in the same language.

Currently, information has become a strategic resource for the development of society, and knowledge has become a relative and unreliable entity. It is clear that modern education is a continuous process today, when information quickly becomes outdated and requires constant updating.

One of the main tasks facing the primary school teacher is to expand the worldview, to deepen the knowledge about the world around us, to activate the mental activity of children, and to develop speech.

Curriculum Design and Implementation:

Standards-based curriculum: A well-defined, coherent curriculum aligned with clear learning standards ensures that all students are exposed to essential knowledge and skills. This includes clearly articulated learning objectives, sequenced content, and appropriate pacing.

Competency-based education: Shifting the focus from rote learning to developing key competencies such as critical thinking, problem-solving, creativity, and collaboration empowers students with transferable skills for future success.

Inquiry-based learning: Encouraging student-led investigations and exploration fosters deeper understanding and intrinsic motivation. This approach moves beyond passive reception of information to active knowledge construction.

Differentiated instruction: Recognizing the diverse learning styles and needs of students, differentiated instruction provides tailored support to meet individual learning needs, ensuring that all students can access and succeed in the curriculum.

There are effective instructional strategies:

1. **Active learning techniques.** Engaging students through hands-on activities, group work, projects, and discussions enhances their participation and understanding. Passive learning methods should be minimized.

2. **Technology integration.** Utilizing technology effectively to enhance learning, not just as a replacement for traditional methods. This includes using educational software, online resources, and interactive simulations.

3. **Formative assessment.** Regularly assessing student understanding throughout the learning process allows teachers to adjust instruction and provide timely feedback, improving learning outcomes.

4. **Collaborative learning.** Promoting peer interaction and teamwork develops communication, cooperation, and problem-solving skills, creating a supportive learning community.

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Pre-service and in-service training should focus on evidence-based teaching practices, classroom management, differentiated instruction, and assessment strategies. Pairing experienced teachers with newer ones provides ongoing support and guidance, accelerating professional growth. Creating opportunities for teachers to collaborate, share best practices, and engage in reflective practice fosters a culture of continuous improvement. Equipping school leaders with the skills to effectively support teachers, create a positive school climate, and manage resources effectively.

In the science of pedagogy, the experience of developing teaching technologies based on information and communication tools has been created since the 90s of the last century. It should be noted that the main focus is on updating the teaching content, using convenient tools and improving the learning methodology. There are several types of digital technologies that should be used in primary education. In this regard, it is worth mentioning the following types of digital technologies:

- 1) computer program-based teaching digital technology;
- 2) electronic-module technology;
- 3) distance education technology;
- 4) independent education technology;
- 5) individual approach technology;
- 6) Internet education technology;
- 7) technology of national portals;
- 8) personal technology of skilled pedagogues.

It is appropriate to use these types of digital technologies based on the school environment and capabilities. For example, today general secondary schools are equipped with modern computer equipment. Therefore, it is important to use the digital technology of computer-based teaching in primary education with its fun, speed and efficiency. This approach allows for in-depth teaching of primary education subjects. One of the unique possibilities of digital technologies is the availability of updating educational materials. Therefore, in recent times, the main attention is paid to the use of digital technologies in all types of education.

Starting from the 2023-2024 academic year, Informatics has been taught in primary classes. This educational subject plays an important role in the formation of students' computer literacy, data processing skills, and the culture of using technical tools. Therefore, in the process of teaching this subject, it would be appropriate to organize additional training for elementary school teachers on the skills of using digital technologies.

The use of digital technologies in the process of primary education has important practical significance. The main ones of such importance are:

- 1) interest primary school students in learning;
- 2) preparation of educational materials for primary school students on the basis of various tools;
- 3) presentation of new methodical recommendations for the teacher's book of elementary school teachers;

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- 4) updating the teaching process in primary education;
- 5) introducing the experiences of foreign countries into the teaching process;
- 6) popularizing the individual experiences of skilled primary school teachers;
- 7) improving the quality of primary education based on digital technologies.

The use of ICT in various lessons in primary school allows students to develop the ability to adapt to the information flows of the surrounding world, to master practical methods of working with information, and to form skills that allow information exchange using modern technical means. Lessons using computer technology are more interesting and thought-provoking. Almost any multimedia product is used. Many encyclopedias for the lesson, there is no need to prepare audio materials, they are all pre-made and available on a small CD or flash card.

Teaching using ICT is especially relevant in primary school. Visual-imaginative thinking of 1st-4th graders is developed, therefore, in the process of perceiving new information, including not only seeing, but also hearing, feelings and imagination, as high as possible. It is very important to build their education using quality illustrative materials.

The organization of the educational process in the primary school should, first of all, contribute to the activation of the cognitive sphere of the students, to the successful learning of the educational material, and to the mental development of the child. Therefore, ICT should perform a certain educational function, help the child to understand the flow of information, perceive it, remember it, and in no way harm his health. ICT should be considered as an auxiliary element, not the main element of the educational process. Taking into account the psychological characteristics of young students, the time of using ICT should be controlled. When planning a lesson in elementary grades, the teacher should carefully consider the purpose, place and method of using ICT.

In primary school, it is impossible to conduct a lesson without visual aids, problems often arise. Where can I find the material I need and how can I best present it? In this case, the computer came to the rescue as a solution.

The most effective means of involving the child in the creative process in the classroom are:

12. game activity;
13. creating positive emotional situations;
14. work in pairs;
15. problem-based education.

In recent years, the role of personal computers and information technologies in society has changed radically. Knowledge of information technology is put on a par with such qualities as the ability to read and write in the modern world. A person who skillfully and effectively mastered technologies and information has a unique, new way of thinking, a fundamentally different approach to the assessment of the problem that has arisen, and to the organization of his/her activities.

Conclusion

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In conclusion, improving the effectiveness of primary education is a complex undertaking that requires a multi-faceted approach. Using assessment data to inform instructional decisions, rather than solely for grading purposes. This allows teachers to adjust their teaching based on student needs. Regularly analyzing student performance data to identify areas of strength and weakness, informing targeted interventions.

By implementing best practices across curriculum, instruction, teacher development, school climate, and assessment, and by embracing data-driven decision making, educational systems can create more engaging and effective learning environments. This holistic approach ensures that all students have the opportunity to reach their full potential and develop the skills necessary to thrive in the 21st century. Continuous evaluation and refinement of these practices are essential for ongoing improvement.

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