

## **ENHANCING THE QUALITY AND EFFECTIVENESS OF PRIMARY EDUCATION IN HIGHER EDUCATIONAL INSTITUTIONS**

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***Kamolova Nodirabegim Lutfullo qizi***

*2nd-year student*

*Nizami National Pedagogical University of Uzbekistan*

*Phone: +998505538656*

**Annotatsiya:** Mazkur maqolada ta'lim sifatini oshirish, oliy ta'lim muassasalarida Boshlang'ich ta'lim sifati va samaradorligini rivojlantirishning nazariy va pedagogik asoslari haqida fikr yuritiladi. Oliy ta'lim muassasalaridagi mavjud holat, muammo va ularning yechimlari to'g'risida mulohaza qilingan.

**Kalit so'zlar:** oliy ta'lim, boshlang'ich ta'lim, ta'lim sifati, zamonaviy texnologiyalar, raqamli ta'lim muhiti, innovatsiya.

**Аннотация:** В данной статье рассматриваются теоретико-педагогические основы повышения качества образования, развития качества и эффективности начального образования в высших учебных заведениях. Рассмотрена текущая ситуация в высших учебных заведениях, проблемы и пути их решения.

**Ключевые слова:** высшее образование, начальное образование, качество образования, современные технологии, цифровая образовательная среда, инновации.

**Abstract:** This article discusses the theoretical and pedagogical foundations of improving the quality of education, developing the quality and efficiency of primary education in higher education institutions. The current situation, problems and solutions in higher education institutions are discussed.

**Keywords:** higher education, primary education, quality of education, modern technologies, digital educational environment, innovation.

In recent years, Uzbekistan has been actively developing science and technology in higher education, creating modern models to improve education quality based on global experience. At the same time, the development of education quality modeling processes and their consolidation within a normative-legal framework have been identified as priority tasks. This contributes to enhancing education quality in the country by increasing the effectiveness of the educational process through the application of modern technologies.

Research is being conducted worldwide on improving the theoretical and methodological aspects of primary education, creating a model for the use of innovative methods in developing students' foundational and subject-specific competencies, clarifying the didactic and psychological potential and methods of

learning situations aimed at fostering cognitive activity in young students, and studying the interrelation of teaching and development processes from a didactic perspective.

An analysis of these scientific studies indicates that developing a pedagogical process model focused on organizing learning situations that enhance cognitive activity in primary school students, improving didactic situations in special cognitive-oriented didactic processes, and defining criteria for assessing the development of cognitive activity in primary school students are currently of particular relevance.




Today, special attention is given to expanding opportunities for developing students' cognitive activity in the "Primary Education Concept" and educational programs, as well as teaching-methodological complexes for primary education in our country. In this regard, the Strategy for the Further Development of the Republic of Uzbekistan outlines directions such as fundamentally improving the quality of general secondary education, supporting and realizing the creative and intellectual potential of the younger generation. This, in turn, makes it advisable to conduct research on categorizing learning situations aimed at developing cognitive activity, improving technologies for organizing such learning situations in primary school students, and examining this process as an analytical and didactic system.

The "Primary Education Concept" prioritizes the education of a well-rounded, socially integrated, and morally developed individual. Achieving this goal requires first fostering students' cognitive activity, which develops through an active approach to the environment, nature, and social life. This relationship emerges as a result of assimilating the socio-historical experience of the Uzbek people. The development of cognitive activity in primary school students occurs through a comprehensive influence on their motivational-needs, emotional-volitional, and cognitive domains. The main objective of developing students' cognitive interests is to cultivate independence and critical thinking skills.

The issue of improving and assessing the quality of education in higher education institutions is a globally pressing problem. The education concept set by international organizations and many countries for 2030 highlights "Improving the process and tools for assessing education quality and implementing mechanisms that allow for identifying achieved results" as one of the most crucial tasks. This approach aims to introduce mechanisms that guarantee education quality and ensure the continuous development of the training system in educational institutions.

One of the key requirements for organizing modern education is achieving high results in a short period without excessive mental and physical exertion. Delivering theoretical knowledge to students in a short time, developing their skills and competencies in a specific field, monitoring their activities, and assessing their acquired knowledge and skills require high pedagogical mastery and an innovative approach to the educational process. Pedagogical technology, by its nature, has a

subjective characteristic, meaning that every educator must creatively organize the teaching and training process based on their professional capabilities and expertise. Regardless of the form, method, or tools used, pedagogical technologies:

-  Enhancing the effectiveness of the educational process;
  -  Establishing mutual collaboration between teachers and students;
  -  Ensuring that students acquire in-depth knowledge of academic subjects;
- Developing students' independent, free, and creative thinking skills. Working with

groups should not be limited to the thinking stage but can be implemented from the very beginning. To ensure effective group work, the following requirements must be met:

1. Grouping is carried out by the teacher.
2. Each group is assigned a leader.
3. Efforts should be made to ensure that students in each group have an equal level of knowledge.
4. Groups should be dynamic and subject to change.
5. During the working process, attention should be given to each group's activities and ideas.

Primary education is a crucial component of societal development. The quality training of future educators in higher education institutions plays a significant role in improving the effectiveness of primary education. Today, the integration of modern technologies into the education system, the application of innovative methods, and the enhancement of pedagogical activities contribute to improving the quality of primary education. The key factors in increasing the effectiveness of primary education include the following: Pedagog kadrlar tayyorgarligini kuchaytirish

Improving the efficiency of the educational process, establishing mutual cooperation between teachers and students, ensuring that students acquire in-depth knowledge of academic subjects, and developing students' independent, free, and creative thinking skills are essential aspects of modern education.

Group work should not be limited to the thinking stage but can be implemented from the very beginning. To ensure effective group work, the following requirements must be met: grouping is carried out by the teacher, each group is assigned a leader, efforts should be made to ensure that students in each group have an equal level of knowledge, groups should be dynamic and subject to change, and during the working process, attention should be given to each group's activities and ideas.

Primary education is a crucial component of societal development. The quality training of future educators in higher education institutions plays a significant role in improving the effectiveness of primary education. Today, the integration of modern technologies into the education system, the application of innovative methods, and the

enhancement of pedagogical activities contribute to improving the quality of primary education.

The key factors in increasing the effectiveness of primary education include innovative teaching methods, the use of modern educational technologies, the development of students' cognitive skills, and the continuous improvement of pedagogical approaches.

In summary, improving the effectiveness of primary education requires enhancing the quality of pedagogical training, effectively utilizing innovative technologies, and implementing an integrated approach. Additionally, refining the assessment system and strengthening collaboration with parents are also key factors. The improvement of the training process for primary education specialists in higher education institutions directly contributes to the overall enhancement of education quality.

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