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Dildora Toshova
Secondary school 56
Uzbek literature teacher, Gijduvan, Bukhara region

Durdona Tosheva
Secondary school 12
Primary school teacher, Zarafshan, Navoiy region

Dilora Hamidova
Secondary school 22
Primary school teacher, Gijduvan, Bukhara region

Shaxzoda Toshova
Secondary school 56
Uzbek literature teacher, Gijduvan, Bukhara region

IMPROVING EARLY LEARNING: DIVERSITY AND TRANSITIONS OF SCHOOLS, TEACHERS AND CLASSES

Abstract: *In this paper work it is studied content of the primary education system and program which include integrated and result-oriented school teaching methodology. Methods and means of teaching integrated learning in primary school, integration and innovation in teaching subjects. Main objectives of the paper is find out root cause of the integration study, interdisciplinary communication in the teaching process, integrated lessons in the primary education, integrated planning, the development of children's development, individual development of children and classes. Purpose of the current paper are defined teaching pedagogical strategy and find out the most relevant of teaching methods for primary education in case of diversity obtain prominent results among schools, teachers and classes. Outcomes of the article are integration ways of science cycles, as well as the plan of the primary educational plan, raising visibility of schools and students among others and the implement modern psychological, pedagogical and innovative target-oriented methods and hints, analysis of the experimental performance of the homework distributed.*

Key words: *primary education, school, class, diversity, innovation, cooperation.*

Language: *English*

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Classifiers: *education.*

ABSTRACT

Today's knowledge-driven world is built on a strong foundation of education. If you are part of the knowledge economy, you can succeed. If not, the personal costs can be painfully high.

(Statement from UNESCO, UNICEF, UNDP, UNFPA and World Bank the EFA convening agencies, on the occasion of the High-Level Group 2008 (16-17 December) Investing in Education for All Lasts A Lifetime)

INTRODUCTION

Provincial Directorate of Public Education on "Improving the quality and effectiveness of teaching and upbringing through the modernization of primary education" teachers of primary education teachers in Uzbekistan. On the theme "Improve the quality and

effectiveness of the educational process through modernization of primary education" by the Ministry of Public Education jointly with the Ministry of Higher and Secondary Special Education organized a forum for the first time in order to improve the quality and efficiency of primary education, including foreign language learning, introduction of modern pedagogical and information-communication technologies, improvement of teachers' creativity and professional skills, promotion of advanced work experience.

Primary education of harmoniously developed generation is one of today's actual issues. This issue is also widely recognized in the work of President Islam Karimov "High Spirituality - Invincible Power": "Another important factor that directly affects the development of spirituality is that it is closely linked to the innovative student oriented educational system. Of course, education is the most important factor that shapes and enriches the consciousness and the level of consciousness. Therefore, it is impossible to develop the spirit without changing the educational system and on that basis."

This article describes the essence of the learning, essence of integration, its scientific and social aspects, the content and orientation of integrated learning. In the education system, the integration of the course as a subject of the main part of the current problem. Based on the study of a complex subject of primary education as an elementary education curriculum is highlighted.

LITERATURE REVIEW

The literature provides diverse approaches to the modelling of educational effectiveness. As a first example—from the domain of the economics of education— we mention the education-production function. The aim of this model is to estimate the relationship between the inputs in schools (specific, often material or financial facilities, teacher salaries, pupil/teacher ratio, et cetera) and 'educational outcomes (for example: pupils 'academic achievement), taking into account diverse background factors such as the pupil's-economic environment (Monk, 1992). Instructional effectiveness models offer an alternative point of view. Such models are concentrated on the micro level only, i.e.: on the class level. Typical characteristics encountered in those models with the aim of explaining pupils' achievement are: the 'amount of subject matter covered', the 'quality of the instruction' and psychological variables such as the motivation and the intelligence of the pupils. A typical example is the model by Carroll (1963) (see Figure 1). Several authors (amongst others: Scheerens & Bosker, 1997; Creemers, 1994) identify it as the first instructional effectiveness model.

As mentioned before, from the nineties onwards a number of authors (amongst others: Creemers, 1994; Scheerens, 1990; Stringfield & Slavin, 1992) have made an effort to unify the findings of school effectiveness research, instructional effectiveness research and input-output studies. The ensuing models can be described as integrated multilevel1educational effectiveness models—see, for example, the representation of Creemers'(1994) model in Figure the fact that pupils are grouped in classes and that classes belong to schools 2. Thirdly, the variables involved are embedded in a complex causal structure. These models have a number of common characteristics. First, they distinguish between the input, the process and the output. Secondly, they take into account the hierarchical, multilevel structure of the educational system, i.e.: they allow for improving early learning at primary school.

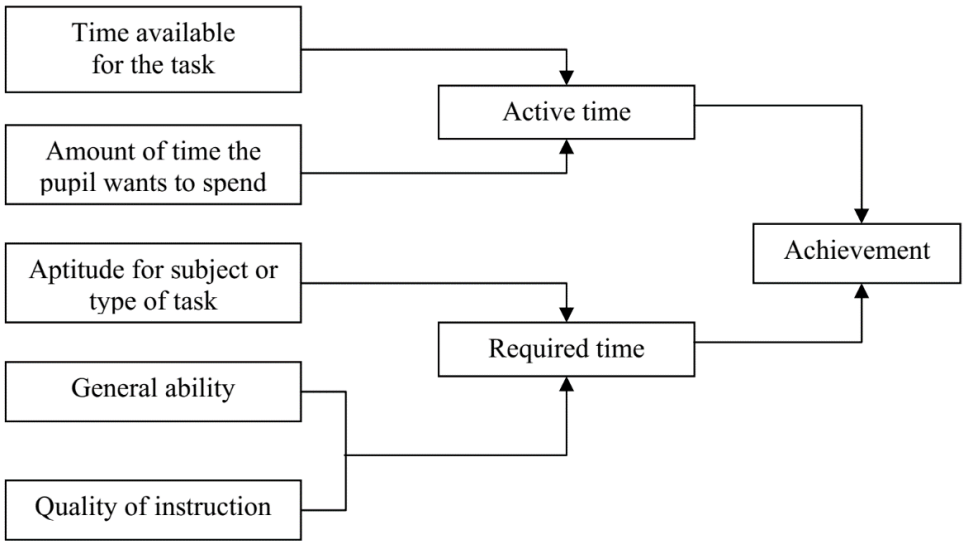

Figure 1. Carroll's model of school learning (1963) [1]

RESULTS

For the first time in partnership with the Education School of Vilnius, the Forum was attended by representatives of the Ministry of Public Education of the Republic of Uzbekistan, broad introduction of communication technologies, improvement of teachers' creativity and professional skills, promoting successful work experience. Another point is globalization of education system in a single effective teaching system by UNESCO and UNDP programs. Following studies are mainly targeted transition of the pupils, schools and classroom management system totally innovatively.

Requirements to knowledge, skills and qualifications of students in science

Within the framework of the curriculum for integrating education in the elementary school, the Bachelor's Degree:

1. The essence of integrative approach to education and upbringing; the features of primary education; must know that the pedagogical process is progressive;

2.Application of integration methods in primary education; Differentiation and planning of the general and specific aspects of the subjects taught in the primary classes; students should have the skills to develop the types of thinking that are related to the integration process based on integration.

3.Integration of teaching in primary education; elementary school characteristics, elementary education concept, education science, basic subjects: mother tongue, elementary education pedagogy and methods of educational work, basics of natural sciences, labor techniques; the age characteristics of learners and the principles of integrated learning; language, elementary education pedagogy and methodology of educational work, technology of modeling and integration of natural sciences; technological features of teaching, textbooks and teaching manuals; Principles of integrating basic subjects with such subjects as fine arts, music, labor and physical education; technical means of teaching and educational work; have the skills of independent learning and independent work organization.

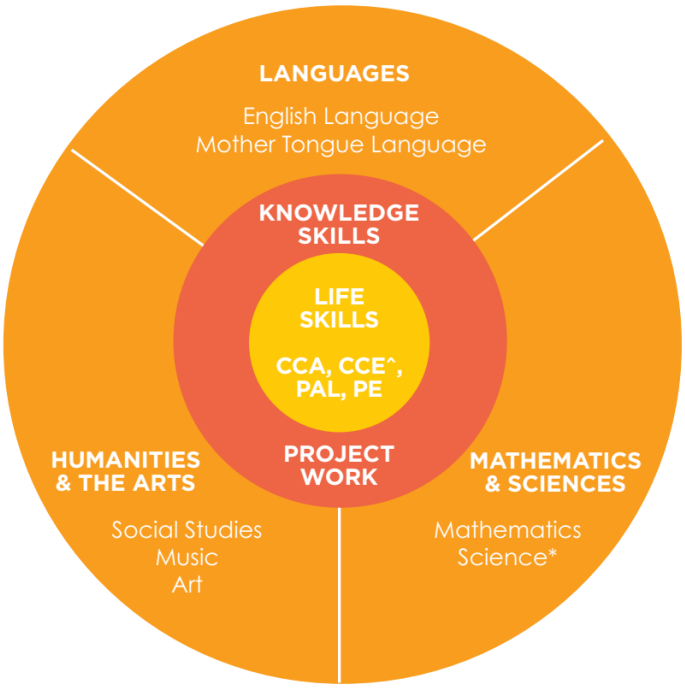

Figure 2. Curriculum for Well-Rounded Learning

Source: PRIMARY SCHOOL EDUCATION Preparing Your Child For Tomorrow, Ministry of Education Singapore, page 4.

Standard Subjects:

English Language, Mother Tongue Language, Mathematics, Science.

Foundation Subjects:

Foundation English Language, Foundation Mother Tongue Language, Foundation Mathematics, Foundation Science

Optional Subject:

Higher Mother Tongue Language LEGEND

CCA Co-curricular Activities

CCE Character and Citizenship Education

PAL Program for Active Learning

PE Physical Education

Finding solutions to every problematic issue and attracting masters to the use of virtual library funds will help you to gain a deeper knowledge. Using controls such as test, writing, and colloquium in controlling and evaluating pupil's knowledge increases the interest in learning. It affects the effectiveness of integrated lessons factors.

Obtain best results in various subjects logical and interconnected teaching methodology of integration instruction, lessons of reading (reading and writing); In the first integrated classroom lesson, the entire process is organized as follows:

a) a textbook as a reading tool to improve reading skills learned in reading;

b) text as speech, speech development;

c) The book world as a choice of dialogue.

The initial integrated courses include subjects such as native language, reading, natural sciences, reading and music, natural sciences, mathematics, geography English language in Uzbekistan.

Basic interdisciplinary integration in the elementary education didactic system. Equivalence of instructor's activities and teaching activities (learning and memorizing activities). Main objective of the activity: goals, incentives, content, tools, outcomes, control. Control of quality of the joint - mutual assessment and mutual control taking into account the synthesis of various objects at classes.

Integrated approach to primary education and methods.

Integrated approaches and methods include: intriguing conversations, interviews with the generalization plan, excursion; creative work; Visual methods of teaching: independent work; oral presentation in reading classes; pantomime scenes; to read the landscape paintings in classes, to write dictates with the content of natural sciences in the native language; solving mathematical problems on the basis of regional studies.

A study of the effects of schools (or teachers or classes)—in order to assess the impact of the allocation of a pupil to a school (or teacher or class)—calls for a number of decisions:

1. It is necessary to choose explicitly the criterion on which comparisons between the schools (or teachers or classes) will be based.

2. Given a criterion, different effect measures can be distinguished: 'raw' versus net' effects, and within the latter category: so-called 'type A' and 'type B' effects.

In this case some assessment indicators have been studies for further development.

What is INES?

The Indicators of Education Systems (INES) program is an authoritative source for accurate and relevant information on education around the world. It provides data on the performance of the education systems in the OECD's 34-member countries and a set of partner countries, including non-member G20 nations. INES enables education systems to assess themselves in light of other countries' educational performance by providing a rich and internationally comparable set of indicators on:

• The output of educational institutions and the impact of learning on economic and social outcomes.

• The financial and human resources invested in education.

• Access to education, participation and progression.

• The learning environment and organization of schools.

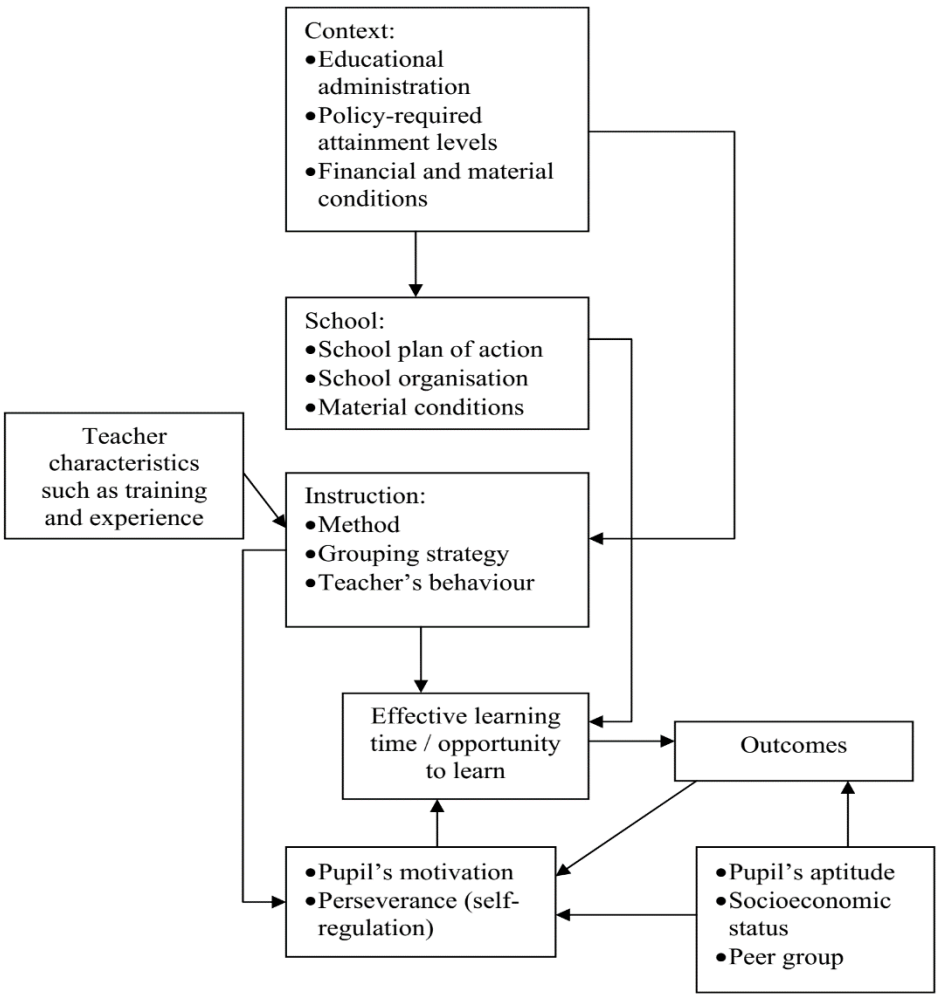

Figure 3. Creemers' model of school learning (1994) [3]

DISCUSSION

Integration system - is a diversity of teaching, which is full of world outlook, ability to independently analyze the existing knowledge and to educate a young person with a knowledge of unconventional approach to solving various problems. Learning integration is the first step to learning how to read the universe in a single context and to imagine that all its elements are interconnected Figure 2. Integration is a traditional learning tool; to fill in the unknown ones before the crossing of the existing knowledge, to establish a link between them; Increase student awareness by updating existing narrow specialization in teaching.

What issues does INES address?

INES offers detailed, comprehensive data on:

• The entire national education system of participating countries, regardless of who owns or sponsors the institutions concerned, or how education is delivered.

• All levels of education, including early childhood education, primary and secondary education, tertiary education, and adult education and training.

• Different types of students, including students from different age groups and social backgrounds.

• Different kinds of education, including public education, government-dependent and independent private

education, vocational education and training, special education programmers, and other specialized programmers. [4]

In modern development international law pushes forward some principles about inform a rights-based approach in education. According to this primary education should be as follows:

• **Universality and inalienability:** Human rights are universal and inalienable, the entitlement of all people everywhere in the world.

• **Indivisibility:** Human rights are indivisible. Whether civil, cultural, economic, political or social,

they are all inherent to the dignity of every person. Consequently, they all have equal status as rights and cannot be ranked in a hierarchy.

• **Interdependence and interrelatedness:** The realization of one right often depends, wholly or in part, on the realization of others. For example, realization of the right to health may depend on realization of the right to information.

• **Equality and non-discrimination:** All individuals are equal as human beings, and by virtue of the inherent dignity of each person, are entitled to their rights without discrimination of any kind

• **Participation and inclusion:** Every person and all peoples are entitled to active, free and meaningful participation in, contribution to and enjoyment of civil, economic, social, cultural and political development, through which human rights and fundamental freedoms can be enjoyed.

• **Empowerment:** Empowerment is the process by which people's capabilities

to demand and use their human rights grow.

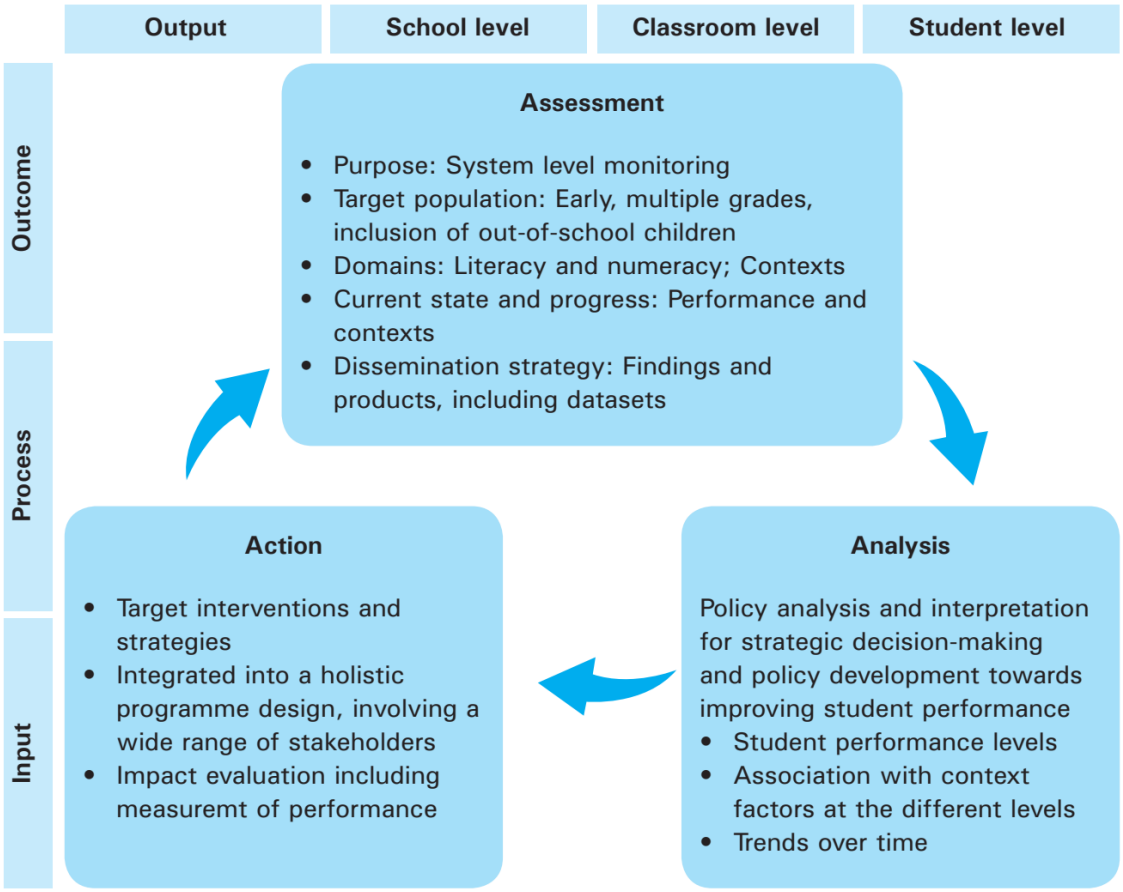

Figure 4. Evidence-based monitoring and intervention cycle [5]

Source: Tim Friedman, Ursula Schwantner, Jeaniene Spink, Naoko Tabata and Charlotte Waters Australian Council for Educational Research (ACER), Improving Quality Education and Children's Learning Outcomes and Effective Practices in the Eastern and Southern Africa Region Report for UNICEF ESARO, 2016, Page 1.

But fulfillment of the current policy and reforms there some problems in the system. Capacities of government and public authorities to fulfil obligations. Assessment of the capacities of government and public authorities to meet their obligations with regard to educational rights is key. Obstacles to complying with responsibilities may derive from:

• Lack of resources – financial (tax base or budget priorities) or human (skills

and institutional capacity).

• Lack of communication and information system

• Lack of responsibility at schools – refusing to accept obligations and demonstrating

• Lack of coordination between levels and sectors.

• Lack of knowledge [6]

Teachers need skills that enable them to help students achieve full potential, which are primarily those enabling them to European Commission.

• Define the needs of each individual student and respond to them by using a wide range of teaching strategies;

• Support the development of young people into becoming independent life-long learners;

• Help young people obtain competencies listed in the European Reference Framework of Key Competences

• Work in multicultural environments and understand the value of diversity and respect it;

• Cooperate closely with colleagues, parents and the broader community [7]

If we would like to raise visibility and ranking of the primary education at school, we must solve current problem related with professional management system

Classroom management system

Instrumental competences:

• Organization and planning skills

• Problem solving within the motivational sphere3

• Decision-making linked to classroom management

Interpersonal competences:

• Critical and self-critical abilities

• Group work & collaborative learning skills

Systemic competences:

• Application of knowledge to practice

• Adaptation to new situations

• Project design and management

Specific competences:

By the end of the course, students will be able to:

- Demonstrate a general understanding of the different aspects related to classroom management and class dynamics at a Secondary School level.

- Adapt their teaching style to their teaching context in Secondary Education.

- Plan and organize a classroom to enhance learning and organize students, their individual needs.

- Identify key issues to consider when organizing a course and establishing classroom rules in a secondary classroom.

- Design instructions and procedures that address different student needs and learning styles.

- Analyze their own teaching practice and identify areas for change and improvement.

- Anticipate difficulties and deal with problems in a proactive way.

- Identify factors that influence student motivation, learning, and pro-social behavior at a Secondary School level. [8]

Strategy	Action Steps
Emphasise communication	■ Communicate regularly and frequently with students, colleagues and parents. (e.g. Emails, newsletters, parent communication forms, suggestion boxes, input forms from parents)
Be there to show you care	■ Take an interest in what interests your students; ■ Attend student activities
Build Trust	■ Maintain confidentiality when students report dangerous activities or student infractions
Block Teaching in the junior departments	■ Organise classes so that students are taught most periods but fewer teachers. This allows for students and teachers to experience a closer bond
Mentoring Programmes	■ Implement a Check In Check Out Programme ■ Assign a staff members to mentor students who are at risk of academic or behavioural problems ■ Partner with community agencies to establish mentoring programmes
Use a firm but fair discipline system	■ Implement Positive Behaviour Supports
Communicate high academic standards	■ Couple high academic expectations with teacher support

Figure 5. There are several ways to build connectedness to school [9]

Source: An introduction to Effective School Principles for secondary schools, Produced in collaboration with the Ministries of Education in the Eastern Caribbean Region. For further information please contact the Ministry of Education in your country (UNICEF) Offce for the Eastern Caribbean Area, Page 25.

Good school some of the aspects that were taken into account include;

• Alignment of organizational structure to school mission and goals.

• Integration and effectiveness of management processes (resource allocation, budgeting, planning, performance evaluation etc.).

• Effective and valuable school facilities and utilities.

• Effective and valuable human resource processes.

• Knowledge sharing.

• Inclusive working and learning environment.

•Initiatives geared towards employee development (training and mentorship programs).

• Performance review and evaluation. [10]

For the best evaluation process pupils should for further development of the following approaches:

- I like what I read about in school;
- My teacher gives me interesting things to read;
- I know what my teachers expect me to do;
- I think of things not related to the lesson (reverse coded);
- My teacher is easy to understand;
- I am interested in what my teacher says; and
- My teacher gives my interesting things to do. [11]

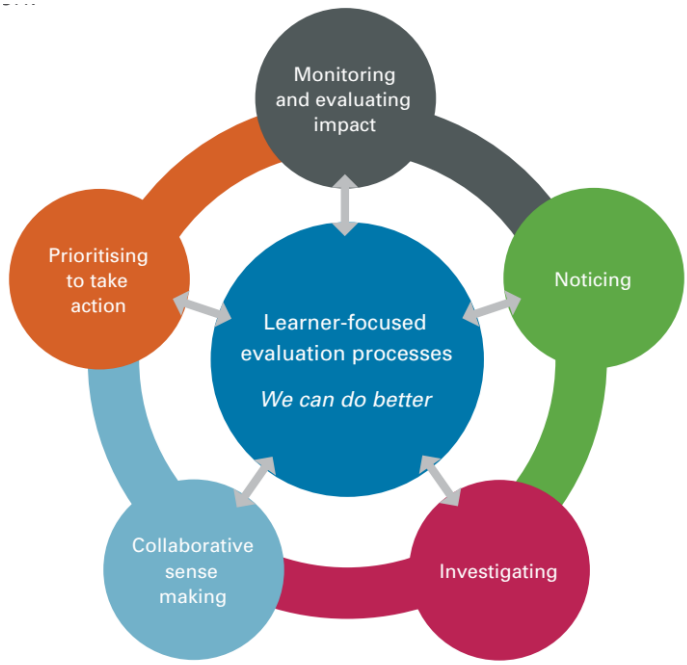

Figure 6. Effective School Evaluation: How to do and use evaluation for improvement and Internal Evaluation: Good Practice provide support for, and examples of, effective internal evaluation. [12]

Source: School Evaluation Indicators Effective Practice for Improvement and Learner Success, July 2016, page 32.

The primary school curriculum is designed to give your child a strong foundation that includes:

- Nurturing sound values;
- Loving Uzbekistan;
- Developing literacy and numeracy.

The curriculum offered by the Ministry focuses on three main aspects of education – subject disciplines, knowledge skills and character development.

• Subject disciplines comprise subject areas such as languages, humanities and the arts, and mathematics and sciences, designed to give your child a good grounding in

different Felds of study.

• Knowledge skills focus on developing your child's thinking and communication skills. Knowledge skills are taught through a variety of subjects and often through a project work approach. This enables your child to tap into his knowledge skills, and clearly demonstrate what he has acquired, either individually or collaboratively in teams.

• Character development is facilitated through daily interactions, as well as the different learning experiences planned by the school. These experiences focus on instilling sound values and building character in your child. Your child will have many opportunities to develop values and skills for life and civic responsibility through Character and Citizenship Education, and Co-curricular Activities.

	DOMAINS	STANDARDS
TEACHING AND LEARNING	Learner outcomes	Pupils: enjoy their learning, are motivated to learn, and expect to achieve as learners have the necessary knowledge and skills to understand themselves and their relationships demonstrate the knowledge, skills and understanding required by the primary curriculum achieve the stated learning objectives for the term and year
	Learner experiences	Pupils: engage purposefully in meaningful learning activities grow as learners through respectful interactions and experiences that are challenging and supportive reflect on their progress as learners and develop a sense of ownership of and responsibility for their learning experience opportunities to develop the skills and attitudes necessary for lifelong learning
	Teachers' individual practice	The teacher: has the requisite subject knowledge, pedagogical knowledge and classroom management skills selects and uses planning, preparation and assessment practices that progress pupils' learning selects and uses teaching approaches appropriate to the learning objectives and to pupils' learning needs responds to individual learning needs and differentiates teaching and learning activities as necessary
	Teachers' collective / collaborative practice	Teachers: value and engage in professional development and professional collaboration work together to devise learning opportunities for pupils across and beyond the curriculum collectively develop and implement consistent and dependable formative and summative assessment practices contribute to building whole-staff capacity by sharing their expertise
LEADERSHIP AND MANAGEMENT	Leading learning and teaching	School leaders: promote a culture of improvement, collaboration, innovation and creativity in learning, teaching and assessment foster a commitment to inclusion, equality of opportunity and the holistic development of each pupil manage the planning and implementation of the curriculum foster teacher professional development that enriches teachers' and pupils' learning
	Managing the organisation	School leaders: establish an orderly, secure and healthy learning environment, and maintain it through effective communication manage the school's human, physical and financial resources so as to create and maintain a learning organisation manage challenging and complex situations in a manner that demonstrates equality, fairness and justice develop and implement a system to promote professional responsibility and accountability
	Leading school development	School leaders: communicate the guiding vision for the school and lead its realisation lead the school's engagement in a continuous process of self-evaluation build and maintain relationships with parents, with other schools, and with the wider community manage, lead and mediate change to respond to the evolving needs of the school and to changes in education
	Developing leadership capacity	School leaders: critique their practice as leaders and develop their understanding of effective and sustainable leadership empower staff to take on and carry out leadership roles promote and facilitate the development of pupil voice, pupil participation, and pupil leadership build professional networks with other school leaders

Figure 7: Quality Framework for Primary Schools – Overview [13]

Source: Looking at our School 2016, A Quality Framework for Primary Schools A Quality Framework for Primary Schools, page 12.

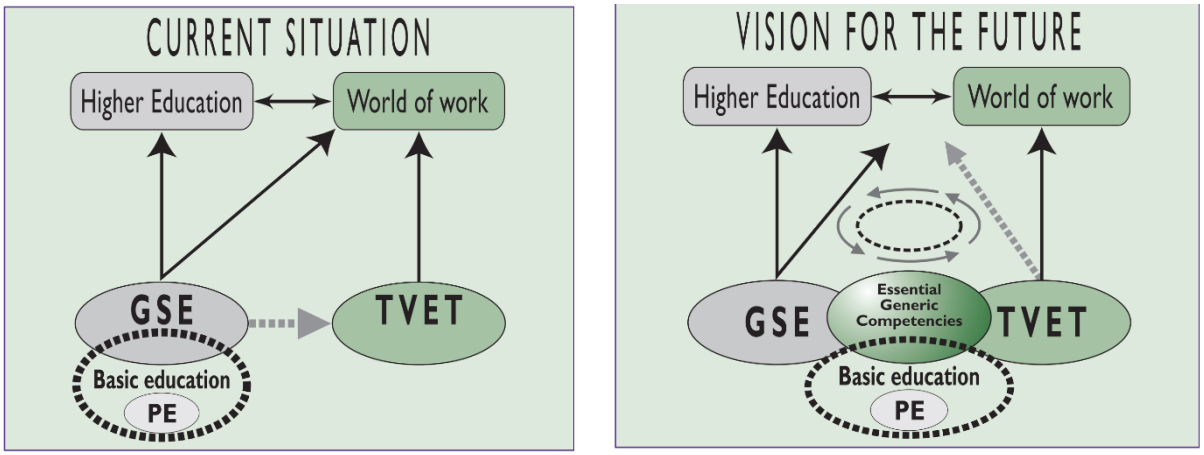

Figure 8. GSE and TVET articulation: Current situation and vision for the future

KEY: GSE = General Secondary Education **TVET** = Technical & Vocational Education & Training **PE =** Primary Education.

According to this model, channeling (streaming or tracking) students into general and vocational streams will be deferred for as long as possible to ensure that all learners benefit from a shared foundational period to acquire a sound core of essential generic competencies and practical skills. Moreover, creativity, analytical skills, lateral thinking, problem solving, the ability to learn independently as well as to work in a team will be stimulated and encouraged at this stage. Greater emphasis will be placed on knowing how to use the tools for seeking and processing rapidly growing bodies of knowledge, rather than merely acquiring knowledge for its own sake. The deferral of channeling may have positive effects also in helping overcome social inequity. [14]

Conclusion

At the 9th session of the Oliy Majlis of the Republic of Uzbekistan "Education and the National Program for Training Personnel is a key element in raising the younger generation prospects and directions. The cardinal improvement of education in the National Program for Training Personnel the main trends in "Continuous education is a creative, socially active, the formation of a wealthy rich person and the preparation of highly qualified competitive staff "It creates the necessary conditions for us." The program also includes: "Teaching creation of advanced educational technologies, modern educational-methodical complexes and teaching didactic "process as one of the main objectives of general secondary education defined. Indeed, innovative technology is the productivity of the learning process independent thought processes, increased enthusiasm and knowledge, and knowledge develop skills in practice. Today, the diversity of innovative technologies into the primary educational process from the elementary school the process of accelerated development of the educational process in Uzbekistan.

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