

International Cooperation In The Development Of Primary Education In The Ferghana Valley

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Abstract: The article analyzes the cooperation with foreign countries in the field of education since the early days of independence through the use of scientific literatures. As a result of this relationship, it was also possible to establish promising programs with a number of foreign countries, and as a result of these contacts the educational institutions were able to study in developed countries. According to the order of the Ministry of Public Education of the Republic of Uzbekistan August 20, 2008 "About the organization of trips of professors and teachers abroad" within the "Education Sector Development Program", 18 teachers from Ferghana region were on a business trip in Germany. The study identifies and implements monitoring of students' quality of knowledge in 5 areas: reading literacy, mathematical literacy, financial literacy, computer literacy, and scientific literacy. Assessment is carried out once every 3 years and is supervised by the Australian Council of Pedagogical Research (ACER), the Netherlands National Institute for Pedagogical Measurements (CITO), the US Institute for Educational Testing (ETS), and the National Institute for Educational Research (NIER). In 2009, 74 countries participated in this study, and in 2012, students from 65 countries were assessed for the first time, with interactive tasks (interactive problems) as a new type of control tasks, and students were asked to explore a new object - a virtual machine. To achieve this goal, MP3 players and air conditioning are provided as virtual machines.

Index terms: Ferghana valley, primary education, education system, cooperation, Uzbekistan, upbringing, international conference.

1. INTRODUCTION

From the first days of independence the cooperation with foreign countries in the field of education was established. As a result, we have gained the opportunity to exchange experience and develop promising programs with a number of foreign countries. As a result of these connections, educational institutions were able to study in developed countries. In particular, during the 1992-1993 academic year, about 650 talented students of secondary schools and lyceums in the country studied abroad. In addition, in the 1994-1995 academic year, 541 teachers and public education personnel and a number of scholars were sent to study in foreign countries, to take part in international seminars and symposiums. In 1991-1997, high school students participated in the International Science Olympiads in Physics, Chemistry, Mathematics and Ecology and won 33 gold, silver and bronze medals in Poland, Argentina, Turkey and the Netherlands[1], [19]. During the years of independence, the world-wide experience in the system of secondary education has been widely analyzed and studied in order to improve the education system. Therefore, the Ministry of Higher and Secondary Special Education of the Republic of Uzbekistan, the Ministry of Public Education and other institutions directly involved in education are foreign countries, including the German Konrad Adenauer Foundation and the Goethe Institute, the British Foundation, the US Peace Corps, , Canada, Italy, Turkey, Egypt, Spain, Denmark, embassies of the Czech Republic, Greece, Belgium and several other countries and international organizations - UN, UNESCO, UNICEF have established close partnerships with the representations of Ar. Also, as a

result of the sovereignty of the republic, the partnership of secondary schools with international cultural organizations around the world has expanded. In particular, 13 secondary schools in the country are included in the UNESCO United Schools Program. In addition, various conferences have been organized in the country to promote international educational relations. In 1993, an international conference was held in Uzbekistan on the concept of "National school concept and technology of development"[2], [22].

2. METHODS

One of the internationally recognized systems for assessing reading achievement in many countries around the world is the PIRLS (Progress in International Reading Literacy Study), which evaluates the level of reading and comprehension of primary school students around the world; It was also possible to compare and identify differences in the characteristics of national education systems. This study was conducted once in 5 years and has been conducted 4 times in 2001, 2006, 2011 and 2016. The study was conducted by the International Association for Educational Achievement Assessment (International Education Association). The task of organizing the study was assigned to Boston College Chestnut Hill, Massachusetts, USA, and its primary task was to assess reading and writing comprehension skills of fourth graders. The schools participating in the study are randomly selected using a computer based on specific techniques from two parallel classes of schools.

3. RESULTS AND DISCUSSIONS

An important step has been made by the Ministry of Public Education of the Republic of Uzbekistan and the State Inspection for Education Quality Control in order to implement international programs on assessing the knowledge of secondary school students. In particular, another international study on the quality of education is the PISA (The Program for International Student Assessment) International Student Assessment Program, which aims to assess the literacy and skills of students in a number of countries. It is mainly an international program that assesses literacy and competence of students and is

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organized by the International Organization for Economic Cooperation and Development. At the same time, the quality of students' knowledge is monitored in reading, mathematics and natural sciences and is evaluated on a 1,000-point scale. The study was first established in 1997 and was first established in 2000. The PISA price increase of 50 points is expected to provide an annual GDP growth of 1%. The study identifies and implements monitoring of students' quality of knowledge in 5 areas: reading literacy, mathematical literacy, financial literacy, computer literacy, and scientific literacy. Assessment is carried out once every 3 years and is supervised by the Australian Council of Pedagogical Research (ACER), the Netherlands National Institute for Pedagogical Measurements (CITO), the US Institute for Educational Testing (ETS), and the National Institute for Educational Research (NIER). In 2009, 74 countries participated in this study, and in 2012, students from 65 countries were assessed for the first time, with interactive tasks (interactive problems) as a new type of control tasks, and students were asked to explore a new object - a virtual machine. To achieve this goal, MP3 players and air conditioning are provided as virtual machines [3], [20]. In accordance with the agreement between the Republic of Uzbekistan and the Asian Development Bank in 2007, the project of the School Initiative Fund under the UZB 1961 project "Educational Sector Development" takes into account the poor condition of the material and technical base of 85 secondary schools in Andijan region. were awarded grants and furniture and training laboratory equipment [4], [18]. According to the joint order of the Ministry of Public Education and Ministry of Higher and Secondary Special Education of the Republic of Uzbekistan dated August 20, 2008 № 229/256 on organization of trips abroad for professors, teachers and specialists. The second group of pedagogical workers (teachers of geography, the basics of economic knowledge) of Germany It was sent. On this issue on the basis of a fax letter from the Ministry of Public Education 02 / 1-141 of March 23, 2009, O.Soliyeva from 46th school in Buston (Buz) district and U.Salaydinova from school №26 in Andizhan district. - School teacher T.Sotvoldiev and M.Abdulhodzhaeva from the 55th school in Buston (Boz) district, during their two-week study there, shared experiences and returned [5], [45]. According to the order of the Ministry of Public Education of the Republic of Uzbekistan № 229 of August 20, 2008 "On the organization of trips of professors and teachers abroad" within the "Education Sector Development Program", 18 teachers from Fergana region were on a study tour in Germany. In 2010, in cooperation with the Asian Development Bank, preparations were made for the introduction of distance learning in educational and resource centers of distance learning in accordance with the UZB 1961 project "Development of the Education Sector" [6], [45]. In October 2012, distance learning courses were organized for primary school students, enrolled 67 students, 58 of them successfully completed the courses and 9 were dismissed for various reasons. Different projects have been implemented on the basis of agreements with international organizations in the Department of International Cooperation and Attracting Investment of the Ferghana Regional Public Education Department with several international organizations. In 2011, Japanese volunteer

Ryu Hirai from the 31st school in Kuva district of the Japan International Agency JICA in Uzbekistan shared his knowledge and skills in the physical education and Japanese language classes for elementary school students. During her career, her interest in students, especially girls, not only in physical education, but also in Japanese culture and education. Throughout his short career, he has also contributed to the regular running of various kinds of football competitions among schoolchildren, classrooms and neighboring schools. On April 6, 2013, in honor of Health Day, Kuva district organized and organized a football tournament among six schoolchildren. In addition, the Japanese Embassy provided various school supplies on a grant basis to schools # 9 in Ferghana and schools # 41 and 52 in Fergana district [7], [76]. At the same time, the KOICA agency of the Embassy of the Republic of Korea started its educational activities in schools # 2 and 40 in Ferghana. In these schools, Korean volunteers and experts conducted Korean language and music clubs. The school students are fluent in Korean and have the opportunity to study and study in the Republic of Korea with additional agency grants. In addition, the German Central Headquarters for Schools abroad established partnerships with ZFA school # 6 in Margilan. The school team, especially German language teachers and students, participated in various competitions and won. Every year there is an opportunity for teachers to improve their skills in Germany. Students receive grants for undergraduate and graduate specialties. German schools have also been traditionally taught in schools by German volunteers. In order to develop the education system, the country has traditionally organized and organized international conferences. For example, President of the Asian Development Bank Haruhiko Kuroda (who has been acting president of ADB since April 28, 2013), has been assessing the ongoing systemic and long-term reforms and modernization of education and education in Uzbekistan from February 16-17, 2012. "Raising a highly educated and intellectually advanced generation is the most important prerequisite for sustainable development and modernization of the country" at the Symposiums Palace AGI international conference emphasized the following: "The education of our Strategy 2020", called for a long-term strategy is one of the five main areas. ADB is working closely with Uzbekistan on the development of education. Eight projects have been approved to fund schools, teacher training, textbooks and educational programs across the country. Education is a great criterion for equal opportunities. It serves as an important factor in the growth of public consciousness, increased competitiveness and increased success"[8], [57]. The conference will bring together representatives from eight reputable international organizations and financial institutions, including the United Nations, Asian Development Bank, the World Bank, Islamic Development Bank, 270 countries from 48 countries, including the UK, Germany, Italy, China, USA, South Korea, Japan, and Russia. Participants, leaders of the education system, scientists and specialists studied the experience of Uzbekistan in creating a national model for the development of continuous education and upbringing the young generation. All participants got acquainted with the work carried out in the country within the framework of the National Program for Personnel Training and the National

Program for Development of School Education and highly appreciated the processes of modernization and modernization of the system of continuous education. In each city (district) of Ferghana region, 19 foreign language schools have been established. For the purpose of execution of the order of the Cabinet of Ministers of the Republic of Uzbekistan from March 24, 2014 of No. 102 "The governors of each city and district were also appointed as principal of these base schools. The Department of Foreign Languages in cooperation with the Methodology Center, Kokand State Pedagogical Institute, Regional Teacher Training Institute. In 2014, serious attention was paid to the work on further reforming and improving the educational sphere. Annual expenditures on education in the Republic are 10-12% of GDP. This is almost 2 times higher than the corresponding UNESCO recommendation on the amount of investment in education, which is 6-7%, to ensure sustainable development in the country. UNESCO's 2017 report "Education Accountability: Fulfillment of Commitments" reveals that there are 264 million school-age children worldwide. and children and adolescents did not attend school. And this is not the case in Uzbekistan. In other words, there are more than 9,600 schools in the country, and boys and girls between the ages of 7 and 16 are covered by 100% school education [9]. The volume of foreign technical assistance to the development of education is increasing. Over the past short period, assistance in this area has reached \$ 500 million. dollars. Asian Development Bank (ADB): US \$ 110 million from the South Korean government US \$ 33 million, the World Bank's \$ 33 million, the OPEC Fund, the Saudi Fund, the Islamic Development Bank, \$ 42 million, and the German government's nearly \$ 20 million through KfV and \$ 100 million from other donors. It is advisable to provide more than \$ 10 million [10], [189], [192]. This, in turn, proves that the educational process is under the direct supervision and constant attention of the state. In a nutshell, the state is thinking of the future and is gradually implementing these reforms in the educational process. On the occasion of independence, a number of teachers and educators working in Ferghana Valley have been able to study abroad. At the same time, they were able to share their experiences directly with the primary education system abroad. One of them is N.Bozorboeva, who taught German in primary school at the 25th secondary school in Marhamat district of Andijan region until 2014. In January 2014, she successfully completed all tasks through the Internet and received a master's degree in a competition organized by the German Academic Exchange Service (DAAD) of the Federal Republic of Germany. The young teacher graduated with a Masters Degree from the Faculty of Professional Education and Personnel Development at the Dresden Technical University, and received a C1 certificate from April 1, 2014, at a six-month language course at the University of Leipzig with 22 fellow students from around the world. He is currently teaching German at the 35th elementary school in Dresden, Saxony, Germany. When we analyze the specifics of primary education in Germany, there is a great deal of attention in education in Saxony, where there are 1497 secondary schools. There are 29 399 teachers educating 360,559 students in them. Of the educational facilities, 829 are primary, 347 are secondary and higher, 160 are specialized boarding schools

(gymnasiums), and 155 are specialized schools [11], [30]. Classes 1 and 4 in primary schools in Saxony are taught in accordance with world standards, with the emphasis on early reading, fluency, fluency, writing and counting. It is important to increase the individual capacity of students, to transfer knowledge and skills, and that education, like most developed countries, is an effective and continuous process in Saxony. The system is also implemented through the principles of teaching, scientific, visual, understandable, and experiential. Primary school teachers are responsible for bringing up the child with such qualities as a deeper understanding of the outside world, creative thinking, fluent expression, and hard work. For example, when students are given a hygiene lesson in their classroom, they will be given a tour of the Dresden Hygiene Museum that day. Theoretical knowledge taught to children in the lesson is explained in practical terms. Especially in the course of natural science, the ideas of preserving nature and love for the country are deeply embedded in the minds of students. In 2014, 122 students of music and art schools in the country won international contests in France, Italy, Latvia, South Korea and Poland. In particular, on July 21-26, 2014 in Tejon, South Korea, the representatives of Uzbekistan won the second place in team and individual competitions at the international mathematics tournament. In the international competition, a student of the 7th grade of the specialized boarding school No. 2 of Buvayda district of Ferghana region J.Imomov also won a silver medal in the individual competition [12]. Another international evaluation study is TIMSS (Trends in Mathematics and Science Study), an international monitoring of the quality of teaching mathematics and science in school and is organized by the International Association for Educational Achievement Assessment (IEA). This study will help to compare the level and quality of Math and Science knowledge of 4th and 8th grade students in different countries, and identify differences in national education systems. In addition, it provides for the study of the content of education in schools, the learning process, the capacity of the institution, the potential of teachers, and the factors related to students' families. This information will serve as a basis for the development of the chosen discipline. The survey is held every four years with the participation of many research centers and organizations around the world, including the US Educational Testing Services (ETS - Educational Testing Services), the Statistical Center of Canada (IEA) Secretariat. is transmitted. It is also desirable to establish and set up advisory committees comprising specialists from different countries. General secondary education students will be able to bring their knowledge in line with international requirements, and gradually integrate them into internationally used programs such as PISA (The Program for International Student Assessment), TIMSS (Trends in Mathematics and Science Study) and with UNICEF in Uzbekistan. joint research on "Identifying the factors that adversely affect students' successful learning" and in accordance with the Order of the Minister of Public Education No. 118 of May 7, 2018 Mumia secondary schools, 4-grade students in math, reading and research achievements in the fields of biology curriculum nationwide Ferghana region, 28 schools were selected from the experimental test has been established [13], [54]. The Resolution of the Cabinet of Ministers of the Republic of

Uzbekistan dated December 8, 2018 "On Measures to Organize International Research in the Assessment of the Quality of Education in the Public Education System" [14] implementation of tasks on all-round support of research and innovation activities, above all, creative ideas and creativity of young generation. At the same time, the State Inspection on Education Quality Control under the Cabinet of Ministers of the Republic of Uzbekistan, the Ministry of Public Education, the Ministry of Foreign Affairs and the Ministry of Finance have the following international evaluation programs, namely PIRLS (TIMSS for reading and reading comprehension level) (To determine and evaluate the level of Math and Natural Science students in grades 4 and 8), (PISA) education (administrators and teachers for secondary education teaching and learning environment and the working conditions of teachers) to learn of the tasks assigned. It is noteworthy that by the decision of the State Inspectorate for Educational Quality under the Cabinet of Ministers of the Republic of Uzbekistan a National Center for International Research on Assessment of Quality of Education was established within the competence of the Republic of Uzbekistan as a representative of the Republic of Uzbekistan. Developing innovative methods for the development of literacy in mathematics and natural sciences implementation and implementation of international research in the field of education quality assessment. As part of the PISA 2021 research program, Republic officials participated in a workshop for new national project managers at the US Vestat Research Corporation on January 14-16, 2019. The seminar was organized by the Secretariat of the Organization for Economic Cooperation and Development (OECD), independent linguistic quality control agency sApStAn (Belgium), ETS Educational Testing Service (USA), Australian Educational Research Council (ACER) and more than 61 representatives from more than 20 countries took part. According to the Decree of the President of the Republic of Uzbekistan of April 29, 2019 "On approval of the Concept of development of the national education system of the Republic of Uzbekistan till 2030" by the Republic of 2030, PISA to become one of the leading countries, to organize international research in the field of education quality assessment in the public education system. to create a national system for assessing the quality of education in PISA secondary schools aimed at science literacy, and to create STEAM (Presidential Schools) specializing in science, technology, engineering, art and mathematics throughout 2019-2021 throughout the country. In 2021, Uzbekistan is expected to participate in three areas: reading literacy, mathematical literacy and natural and scientific literacy. In addition, it is planned to achieve the following indicators through implementation of the tasks set in the Concept of development of the system of public education of the Republic of Uzbekistan till 2030:

- Introduction of new state-of-the-art educational standards and new state standards, with an emphasis on developing competences and skills of STEAM science and critical thinking, independent search and analysis of information;
- ensuring the constant participation of the Republic of Uzbekistan in international education programs and studies (PISA, TIMSS, PIRLS, etc.) in the evaluation

of students' knowledge in the international education system.

4. CONCLUSION

Taking into account, on October 10, 2019, US Ambassador Extraordinary and Plenipotentiary to Uzbekistan Daniel Rosenblum" [16] visited a secondary school 236 in Tashkent, stressing that partnerships between countries in the field of public education can only achieve high results in the education system. In particular, he expressed confidence that a number of gains will be made in the near future by investing in primary education: "First of all, we believe that investing in education is the most important thing any country can do. This is a form of government investment in their children in the future. These projects, implemented by the Ministry of Public Education, help assess the level of reading and mathematics of elementary school students across Uzbekistan, thus enabling them to improve their curriculum and make the right investment in teaching these subjects. Reading and mathematics are fundamental to children's success".

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