

## **International Experiences in Organizing Modern Primary Education Systems**

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**Abstract:** This thesis examines the issues of improving primary education systems based on modern international experiences. The key pedagogical principles of primary education systems in Singapore, Finland, and the United Kingdom are analyzed, and recommendations for their implementation in Uzbekistan's context are developed. The study emphasizes issues such as student-centered approaches, interdisciplinary integrated curricula, updating the assessment system, teacher professional development, and fostering creative and practical activities. Additionally, a SWOT analysis of Uzbekistan's primary education system based on international experiences is conducted.

**Keywords:** Primary education, student-centered approach, interdisciplinary integration, assessment system, teacher qualifications, creative activity, international educational experience, SWOT analysis.

### **Introduction**

Currently, the modernization of the education system, especially in primary education, and the introduction of advanced foreign experiences, is one of the important directions of Uzbekistan's educational policy. Primary education is considered the foundation for the formation of a student's thinking, worldview, and individual qualities. Therefore, modern pedagogical approaches, innovative technologies, and international standards are crucial to today's education system. Historically, Uzbekistan's primary education system has been based on traditional approaches, where the teacher holds a central role in delivering ready-made knowledge, and the student primarily plays a passive role in the learning process.

In the traditional education system, lessons are taught according to strict schedules, with state education standards and curricula defining the main direction. Textbooks and teachers are the primary sources of knowledge, while the assessment system is mainly focused on determining the theoretical knowledge level of students. Moreover, in Uzbekistan's primary education system, the educational component related to values plays an important role. National values, ethics, hard work, and patriotism are especially emphasized in lessons. Over recent years, consistent reforms have been implemented in Uzbekistan to update the content of education, introduce a competence-based approach, use digital technologies, and transition to student-centered learning. However, traditional methods still dominate in practice.

M. Babanazarova, in her article “Significance of the International Study PIRLS in Education in Uzbekistan,” emphasizes that international assessment studies, such as PIRLS, play an important role in evaluating the reading literacy of primary school students and the effectiveness of the education system. She also notes that the content, methodology, and assessment system of education need to be aligned with international standards to improve literacy levels. In order to raise Uzbekistan’s primary education system to the level of modern international standards, it is essential to thoroughly study international experiences and adapt them to national conditions.

A. Abdullayev, in his article “Technologies for Developing Regulatory Educational Activities in Primary School Language and Reading Classes,” highlights that “The distinctive feature of modern primary education content is not only answering the question of what the student needs to know but also developing universal educational activities that ensure the development of personal, communicative, cognitive, and regulatory abilities.” This statement emphasizes the importance of student engagement, independent thinking, and active participation in the learning process.

### **The Role of Primary Education in Personal Development**

Primary education serves as the foundation for an individual’s intellectual, social, and cultural development. Successful education systems around the world focus on developing students' individual abilities, critical thinking, and creative skills. From this perspective, the experiences of Singapore and Finland can serve as valuable resources for improving Uzbekistan's primary education system. Today, primary education systems globally focus on developing students' independent thinking, analysis, and problem-solving abilities. Different countries have developed their educational models based on their national conditions; however, common elements across these models include a student-centered approach and interactive teaching.

The Finnish education system is recognized as one of the most advanced globally. In Finland, the student is at the center of the educational process. Lessons are organized around games, practical activities, small group projects, and problem-solving scenarios. The assessment system is designed not to punish or compare students, but rather to monitor their personal development. Teachers enjoy significant autonomy and are encouraged to teach creatively. Finland places the highest priority on student welfare and motivation. Lessons are short but practical and project-based, motivating students to work independently. Teachers are highly qualified and not only manage the lesson but also support students' interests and individual development. For adapting Finland's experience to Uzbekistan's context, the following recommendations can be made:

1. **Increase student well-being and motivation.** Create small groups and foster an interactive and comfortable learning environment.

2. **Improve teacher qualifications.** Organize professional development courses and seminars for teachers who do not have a master's degree.
3. **Integrated and practical curricula.** Combine subjects thematically, using real-life projects to deliver knowledge.
4. **Update the assessment system.** Replace grades with feedback, recommendations, and monitoring-based evaluations in primary education.
5. **Promote free learning and creative activities.** Allow students to work on projects related to their interests and engage in independent learning.

#### **Singapore's**

#### **Educational**

#### **Approach**

Singapore's primary education system is built on the concept of "Learning to Think." This system encourages students to seek knowledge independently, analyze, and apply it practically. Lessons focus on problem-solving scenarios, logical exercises, and creative tasks. Additionally, Singapore's education system places great importance on continuous teacher development. Every teacher participates in professional development programs throughout the year. To improve Uzbekistan's primary education system using Singapore's advanced experiences, the following actions can be taken:

1. **Introduce critical thinking and problem-solving skills.** Teach students to not only absorb knowledge but also ask "why?" and "how can we improve this?"
2. **Implement interactive and practical methods.** Use projects, group work, and digital tools in lessons.
3. **Focus on language and multilingualism.** Develop an integrated approach to teaching the native language alongside English and other languages.
4. **Improve teacher qualifications.** Provide regular retraining in critical thinking, project-based teaching, and the use of technology.
5. **Revisit the assessment system.** Move beyond test scores and evaluate students' creativity, problem-solving abilities, and teamwork.

**The United Kingdom's Approach** The primary education system in the UK is based on the principle of individualization. Each student has a personalized development plan. Lessons are taught interactively, in small groups, or through collaborative tasks. The teacher's role is not as an overseer but as a guide and partner. The assessment system focuses on monitoring student progress and encouraging them. To achieve effective results in primary education, it is essential to implement a student-centered approach. This method takes into account students' individual abilities, interests, and characteristics when planning lessons. Through this approach, students are encouraged to become more active in their learning, engage in independent research, and work on projects. Additionally, interdisciplinary and integrated programs should be developed. For example, integrating subjects such as mathematics, science, native language, art, and social studies into project-based lessons helps students

develop the ability to solve real-world problems. This approach also contributes to the development of students' logical thinking, problem-solving, and creative skills. Updating the assessment system is also crucial. Replacing grades with feedback, recommendations, and monitoring will allow more accurate tracking of student progress. Special attention should be given to assessing students' social and creative skills. Regular training for teachers on personalizing lessons and organizing projects will improve the quality of the educational process. Furthermore, it is important to increase creative and practical activities. Offering students projects, experiments, and research on local and global issues will help develop their independent thinking and problem-solving skills.

### **Conclusion**

In conclusion, the modernization of Uzbekistan's primary education system can benefit significantly from the experiences of Singapore, Finland, and the United Kingdom. Their main strengths—student-centered approaches, project-based education, teacher qualifications, and flexible assessment systems—offer valuable insights. However, challenges such as resource shortages and the dominance of traditional assessment methods remain. By adapting international experiences and introducing modern technologies, it is possible to significantly improve the quality of primary education in Uzbekistan.

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