



Improving Educational Mastery Opportunities in Primary School

Nurqulova Gavhar Ergashevna
Master, Termez State University

Abstract: *This article discusses the requirements for an elementary school teacher. Today, the teacher has a responsibility to bring up a harmoniously developed generation, to define the tasks aimed at improving the content of education, to keep pace with the times, to introduce modern educational technologies to students. they are required to arouse interest in science, to form feelings of respect.*

Key words: *discuss, tasks, aim, harmonious, improve, modern, form*

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Education is not the filling of a pail, but the lighting of a fire,” goes the quote oft-attributed to Irish poet William Butler Yeats. But how best to light that fire?

All Schools Should Be Community Schools.

Community schools engage partners to collaboratively support the needs of students and their families. Using smart phones as an analogy, the way that community schools operate should depend on the apps needed, whether it’s health care support or expanded learning opportunities. It’s not about the partners; it’s about the schools’ needs.

Early Education Should Be High Quality.

Preschool children need more than babysitting; they need to be actively engaged in learning experiences. Children learn through play—how to problem-solve and socialize. Then, when they reach a formalized curriculum, they already know what it means to be a learner. Early education programs can be home- or center-based, depending on preferences.

Put the Focus on Literacy Instruction.

Schools need to train teachers in utilizing well-researched reading strategies to support children in earlier grades— how to decode words, increase comprehension and build vocabulary. As children later read to learn in upper-level grades, high-quality literacy instruction should be embedded in science, math and other courses.

Learning Should Be Applied.

As early as middle school, students should be shown practical applications for math, science and other curricula. It’s a motivator when students can apply their learning to something they can see, feel and touch. As example, students would use their math skills to solve problems in daily living, such as building a household budget or figuring out how many people can fit in a room.

Learning Should Be Interdisciplinary.

Teachers in different classes, such as calculus and physics or humanities and social studies, should share ideas and learning goals to enhance instruction. Students will learn to think critically and make connections, and they will learn to apply knowledge in different ways to solve problems.

While it might seem that there has been an increase in the number of young people impacted by anxiety, depression, learning issues, and more, the reality is that there's more of a willingness for young people and their parents to be transparent about the issues and seek accommodations, explains Mickey Revenaugh, director of the New School Models for Pearson Global Schools and co-founder of Connections Academy and Harrow School Online. "It used to be that parents and students would conceal issues in order to accommodate the system, but now we see they are expecting the system to accommodate them," she says. "There's a healthy transparency around embracing what young people are going through and admitting that those needs are front and center." Virtual learning can help districts meet the diverse needs of students with a flexible school environment that is personalized to them — from what time of day they work best to how they choose to work. For example, kids with anxiety can choose to turn their camera off when they meet with the teacher one-on-one, notes Morgan Champion, school counseling department lead for Pearson Online & Blended Learning. This expanded comfort level can yield big benefits. "Many of the teachers who had three months of online experience this spring noticed that kids who might have been shy or struggled in the classroom thrived when the pressure of talking in public was removed," says Asha Choksi, head of Global Research & Insights at Pearson. Revenaugh also mentions kids who are dealing with gender identification issues, where a traditional school can make them feel anxious about issues as fundamental as which bathroom to use. "In virtual school, they're in a place where they can thrive academically and socially — they can find 'their peeps,' so to speak, through a club like the Gay Straight Alliance." And yet, she adds, it's not designed to be a place where kids hide. "We hear them say we gave them the tools they needed and the opportunities "While these issues have always been part of the fabric of what we do, our schools are perfectly positioned for today's heightened interest in working and studying anywhere," Revenaugh says. In an online school, kids and teachers can make appointments to keep in touch at a time that works for both. "While school is still a top priority, it's not a problem if students are out of pocket for a couple of days as long as teachers know their whereabouts and the work is getting done," says Champion. For example, she cites a family who's doing "road schooling," where education becomes a complement to their travel adventures. Another asset of a distributed student body is the ability to learn from those located all over the country and world. "It's been fascinating to get updates from different states during the pandemic," says Cindy Carbajal, manager of teaching operations for Online & Blended Learning at Pearson. It also can widen kids' interaction with people who are different from them. While most school districts attract a similar demographic, a virtual school allows them to work with students they potentially would never otherwise meet from different geographic locations, which is particularly vital in today's world. While today's teachers strive to offer customization, there's still an overarching need to teach to the middle, given the volume of material that needs to be covered, combined with growing class sizes. And this construct means kids can get left behind. "I often say that the poster child for virtual school is a gifted fifth-grade boy with ADHD; in a regular classroom, he's bored to tears because it's not moving along quickly enough for him, but he also needs to get up and run around after every lesson,"

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