

IMPROVING THE PEDAGOGICAL CONDITIONS FOR IMPROVING EDUCATIONAL AND METHODOLOGICAL SUPPORT FOR PRIMARY EDUCATION IN UZBEKISTAN

Ruzmetova Novval Vahabdjanoyna
Professor DSc Associate Professor of Preschool
and Primary Department of KIUT

Abdullayeva Regina Avazbekovna
Kimyo International University in Tashkent
1st-Year Master's Student
Reginaabdullaeva1906@gmail.com
+99890 043-32-73

Abstract

This article consists of developing methodology dedicated to pedagogical mastery among educators of primary education based on axiological approach. The main goal of this dissertation is to determine and analyze the conditions of formation the mastery of primary education teachers. Boosting assessment methodic of pedagogical skill in matters of moral education.

Keywords: Pedagogical mastery, axiological approach, conditions of mastery, moral education.

Introduction

Nowadays there are more and more modernized technologies based on ethical approach are being implemented. International organizations are becoming more and more involved in holding various practical works aimed on accelerated ethical boost in human-beings' lives. In addition, upgrading teaching personnel skills on the basis of using musical, cultural and moral values. On of the most widescale ones are "Education For All" (EFA) by UNESCO, "Millenium Development Goals" (MDGs).



Methods:

Education for all is a principle protecting people of all ages, gender and nationality have a right for proper education. This inclusive approach notices the importance of equal possibilities in learning, tending to eliminate barriers connected to gender, social-economic status and geographical position. Leveraging its right to education initiative, UNESCO cultivates, oversees, and champions educational norms and guidelines pertaining to the right to education, striving to fulfill the objectives of the Education 2030 Agenda. The organization extends direction, specialized consulting, and aid to Member States in the revision or formation of their own legal and strategic structures. Furthermore, UNESCO strengthens capabilities, alliances, and understanding of pivotal challenges, notably considering the shifting educational landscape. UNESCO also aids and evaluates States in their execution of legal documents, agreements, and suggestions through regular dialogues, its online Right to Education Observatory, and Her Atlas, an interactive instrument that illustrates the global extent to which laws safeguard the educational entitlements of women and girls. As part of its monitoring efforts, UNESCO collaborates intimately with the UN system and the Office of the High Commissioner for Human Rights. Moreover, UNESCO champions and promotes the right to education through outreach campaigns, research endeavors, and investigations into specific facets of this right, including early childhood education, post-secondary education, and technology-enhanced learning. To amplify understanding of critical concerns like the educational rights of individuals displaced by climate change, the involvement of non-governmental entities in education, and the educational rights of marginalized communities, UNESCO galvanizes, cultivates, and nurtures worldwide collaborations.

“Mdg 2: achieve universal primary education” took as a point that children who are healthy and protected from disease have more opportunities to attend classes and succeed in learning. Keeping children away from infectious diseases helps them to stay in school. Vaccination has a beneficial effect on the mental development, physical condition and academic performance of children by improving IQ. Studies in the Philippines and Bangladesh confirm that regular vaccination has a positive effect on cognitive test results and increases the likelihood of school attendance. Improved testing results and increased school time increase future earning potential.

Results:

Since 2021, UNICEF's "Education for All" education programs have significantly expanded learning opportunities around the world, reaching more than 150 million children. In 2022 alone, 37.9 million out-of-school children, including 251,565 children with disabilities, had access to education. Important achievements include the delivery of 60,577 "school in a box" kits in 2024, the provision of educational materials to millions of students and the strengthening of gender-sensitive education in 45 per cent of countries supported by UNICEF. The Global Annual Performance Report 2024 for Target Area 2 of the UNICEF Strategic Plan 2022-2025 presents the outcomes of education programmes, policies and awareness campaigns. These efforts, supported by UNICEF and its partners around the world, are aimed at protecting and realizing children's right to education. The programme covers two key areas: 1) Equal and comprehensive access to learning opportunities, including in humanitarian and fragile environments; and 2) Improving the learning, skills, participation and engagement of all children and adolescents. The right to education is enshrined in articles 28 and 29 of the Convention on the Rights of the Child. UNICEF activities in Target Area 2, including humanitarian crises and instability, contribute to achieving SDG 4 as well as many other global goals, including SDG 5 on gender equality and the empowerment of women and girls, and SDG 8 on sustainable, inclusive economic growth and decent work for all. In 2024, UNICEF made significant progress in all areas of Focus 2. Main results: 26 million children and adolescents have gained access to education, including some 9 million in emergencies. More than 17.5 million children have been provided with educational materials, including 5 million in emergencies.

By 2015, the second Millennium Development Goal (MDG 2) was to achieve universal primary education. Key outcomes included increasing net enrolment in developing countries to 91% in 2015 (from 83% in 2000), halving the number of out-of-school children, and raising youth literacy rates from 83% to 91%. Main achievements and results (2000-2015):

Primary school enrolment in developing regions has increased significantly, reaching 91% in 2015, but below the target of 100%.

The number of out-of-school children worldwide has declined from 100 million in 2000 to 57 million in 2015.

The literacy rate among people aged 15-24 has increased from 83% to 91%. The gap in enrolment rates between boys and girls has narrowed markedly in many regions.

Conclusion:

Teachers who work with preschoolers have a strong connection with the application of an axiological approach to acquire pedagogical competence. The educational process is impacted by this approach in terms of moral, cultural, and moral guidelines. The importance of equal opportunities for quality education is highlighted by ongoing global projects like 'Education for All' and the Sustainable Development Goals. They emphasize the importance of developing professional and ethical qualities in teachers. A direct impact on students' success, social adaptation, and general prosperity has been demonstrated by the study of world experiences, which includes the activities of UNESCO and UNICEF. Extensive educational initiatives and value-based approaches have been shown to have a positive impact on the learning opportunities, attendance, and mental development of children, particularly those from disadvantaged backgrounds.

Teachers can respond more productively to current tasks facing the educational system and social demands if methods for evaluating their professionalism in the context of moral education are optimized. In order to improve the quality of primary education and ensure long-term educational outcomes in the future, it is crucial to incorporate axiological principles into the process of teaching and teacher training.

References

1. Millennium Development Goals. Gavi contributed to the eight Millennium Development Goals (2025)
2. Global Annual Results Report 2024: Goal Area 2: Every child, including adolescents, learns and acquires skills for the future (August 2025)
3. Preparation of the teacher for research activities as a factor in improving pedagogical skills (2004 - candidate of pedagogical sciences Kruchinin, Elena Borisovna)
4. Pedagogical conditions for the development of methods and approaches to teaching primary class students on the basis of the pisa as an international assessment program (Bayzakova Malika Abdukayumovna 2023)
5. EDUCATION FOR EVERY ABILITY A Review and Roadmap of Disability-Inclusive Education in East Asia and Pacific Region.