

## QUALITY PROBLEMS OF MODERN PRIMARY EDUCATION

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### ABSTRACT

The article deals with the quality problems of modern primary education. The modernization of the primary school is a key link in the reform of education, since it is it that sets the vector of the creative self-development of the individual for the entire further life path. This realization led to the development of the New Education Standard and the concept of "Primary Education". These documents imply the development of humanistic principles. The state of the child's soul should be the main indicator of the success of the primary education system.

**Keywords:** Modern primary education, modernization, individual, concept of "Primary Education", primary education system.

### INTRODUCTION, LITERATURE REVIEW AND DISCUSSION

The quality of primary education is determined today not by the level of knowledge acquired, but by competence in various spheres of life, sustainable motivation for lifelong learning, professional and personal growth.

Human capital in the modern world is becoming the basic resource of any country, a factor that ensures its stability and progress. Each state, when determining its education policy, is guided by how it will affect the country's competitiveness in the global space and expects that the changes will lead to the achievement of such a quality of education that will correspond to the level of development of the human community in the future.

Let's name three main factors that determine this level.

Development of the openness of the world community (expansion of the human environment, as well as forms and types of interpersonal and intergroup communication, numerous various intersections of individual environments in the expanding social space).

Development of the humanistic principles of the global civil society (expanding the rights and freedoms of any representative of humanity while increasing the measure of responsibility in the implementation of life).

The formation of a new cultural type of personality, the characteristics of which are activity, independence and intense socialization (while maintaining personal uniqueness), implying a person's willingness to learn and relearn throughout his life, revealing personal qualities for the benefit of the community and his own good.

These factors have a direct impact on the field of education and the modern understanding of the quality of education. Today the social order of the school has changed. We move away from the traditional characteristics of quality, which was determined by the level of acquired knowledge, and focus on other results: competence in various spheres of life, sustainable motivation for lifelong learning, for professional and personal growth. The mission of the

primary school is also changing. From an institution that stores and transfers knowledge, it turns into an institution carrying humanistic principles, teaches the art of living in society, and motivates self-education.

Landmarks of the world community. In the educational space, there are two main approaches to determining quality from the standpoint of the result.

The first identifies and evaluates the academic achievement of students. It is close to the traditional mark. With this approach, the indicator of the quality of education is the degree of achievement of a certain level in the academic field, and testing is the leading technology. The disadvantages of this approach are obvious, and focusing solely on it when assessing quality is unproductive.

The second approach is associated with new guidelines and goals for the development of education. Within its framework, there is a search for technologies that would make it possible to assess the creative, emotional, social development of students, changes in the sphere of needs, attitudes towards the world, and behavior. This is a less formal approach. Naturally, it is more difficult to unify and requires more significant costs.

The new approach, which is just emerging in educational environments, is not related to the result, but to the content of education, to the extent to which it ensures the development of key and basic competencies.

Today, a number of large-scale monitoring studies in the field of education quality have already taken shape in the world. These include:

TIMSS (Third International Mathematics and Science Study), an international study of the quality of mathematics and science education, organized by the International Association for the Evaluation of Academic Achievements in order to compare the assessment of mathematical and natural science literacy of schoolchildren.

International program for assessing the knowledge and skills of students PISA (Program for International Student Assessment). This study was conducted in 2003. It was broader than the previous one, since a comparative assessment was given not only to the mathematical and natural science literacy of children, but also to their ability to understand texts of various types.

Scientists have come to the conclusion that to a large extent the goal - to prepare the graduate, for example, for the free use of mathematics in everyday life - is not achieved due to the lack of due attention to the practical component of the educational content. The consequence of this is the lack of practice-oriented knowledge and skills. Of course, schoolchildren are provided with a certain store of knowledge, but the learning system should develop in them the ability to go beyond the educational situations in which knowledge is formed.

The monitoring showed that the world is guided not by narrow-subject knowledge and skills, but by metasubject skills and competencies and give preference to the development of universal competencies that can ensure success in a wide variety of situations and conditions (not only educational, but also personal, self-educational, life) ... Particular attention is paid to assessing how students master various learning strategies and assessing interdisciplinary competence, which implies the ability to apply knowledge gained in one subject area in solving problems from another, use the knowledge gained in various subjects to solve a practical problem, and

many others (cooperate, communicate with adults and peers, people of different nationalities and cultures, actively participate in the life of society, independently organize their activities, be ready to solve various problems and use new technologies). The foundations of such competencies are laid precisely in elementary school, and the quality and effectiveness of subsequent education depend on the extent to which they were formed at this stage. At the same time, one should not forget that the full-fledged formation of competencies of this type requires the active activity of the student himself, and throughout the entire period of study. After all, to learn how to communicate, you need to participate in it, master languages, various methods of conversation, acquire your own experience of explaining, telling, criticizing, defending a particular position, etc.

By the 21st century, the modern elementary school found itself in rather difficult and contradictory conditions, in which it was not ready to work. Today, although it tries to overcome the difference from the advanced educational systems of other countries, it is in a state of eclecticism.

Description of the results that students have demonstrated and demonstrate in learning, including knowledge, skills, personal position and participation in public life, as well as results related to national educational objectives.

Characteristics of the pedagogical process, where the interests of the child are in the first place, and such learning conditions are created that ensure the effectiveness of education for everyone.

Description of the content (adequate curricula and programs corresponding to the range of competencies given by the society).

Characteristics of educational systems and environments (their environmental friendliness, safety), providing the necessary resources and conditions for each child.

The most important subjective factor affecting the entire education system is considered to be the teaching staff. The availability, quality and efficiency of education for each student directly depend on the efforts and professionalism of each specific teacher.

Orientation to a new quality of education makes new demands on the content of the teacher's professional activity. These include:

- creating conditions both for expanding the child's life experience and gaining experience of learning from life, and for the manifestation of his activity, creativity and responsibility;
- formation of motivation for continuing education;
- reliance on the child's independence in learning;
- initiative, creativity and corporate culture of the teacher.

In modern conditions, the central and main function of the teacher is to promote the education of the student. It is carried out by using an open educational environment, which is a collection of resources of different levels and types. The teacher organizes the educational environment for a specific student or for a whole group and creates conditions for the choice of resources.

The assistance function is realized in other ways as well. These include the selection of educational content, which is done in a new way (using material independently found by students), and interdisciplinary integration of knowledge, and reliance on the hidden experience

of students, extracted from cultural resources. Another way is to use modern educational technologies (information and communication, project, research, reflective learning). It contributes to the development of competencies: informational, social, personal. Thanks to this, training will acquire a practice-oriented nature, ensuring the development of the ability to solve both subject, practical, and over-subject, situational tasks.

New technologies expand the range of professional roles of a teacher, who becomes a coordinator, organizer, assistant, consultant, and involves working in a team with a psychologist, social educator, teacher of additional education, methodologist, other specialists, as well as with scientists. They change the nature of the interaction not only between the teacher and the student, but also between the teacher and all other subjects of the educational process in its broad sense.

The method of recording and assessing student achievement is also a manifestation of the above function. Thus, a formalized assessment system can be supplemented with an authentic assessment that records the progress of a student in the educational process. In modern conditions, methods of recording achievements based on self-assessment (achievement diary, skill profile, portfolio, etc.) are becoming especially relevant.

The successful implementation of the function of promoting the education of a student requires:

- strengthening the subject position of the teacher;
- its high mobility and flexibility;
- development of managerial skills;
- increasing responsibility for the quality and results of education;
- professional and personal growth, continuous self-education and self-development.

The modernization of the primary school is a key link in the reform of education, since it is it that sets the vector of the creative self-development of the individual for the entire further life path. This realization led to the development of the New Education Standard and the concept of "Primary Education". These documents imply the development of humanistic principles. The state of the child's soul should be the main indicator of the success of the primary education system.

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