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IMPROVING INTEGRITY OF CLASSES, TEACHERS AND SCHOOLS: EMPIRICAL ANALYSES ON EDUCATION MARKET INDICATORS

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ABSTRACT--- *In this paper work it is studied content of the education system and program which include integrated and result-oriented school teaching methodology. Methods and means of teaching integrated learning in primary school, integration and innovation in teaching subjects. Main objectives of the paper are finding out root cause of the integration study, interdisciplinary communication in the teaching process, integrated lessons in the primary education, integrated planning, the development of children's development, individual development of children and classes. Purpose of the current paper are defined teaching pedagogical strategy and find out the most relevant of teaching methods for primary education in case of diversity obtain prominent results among schools, teachers and classes in mathematical analyses. Outcomes of the article are integration ways of science cycles, as well as the plan of the primary educational plan, raising visibility of schools and students among others and the implement modern psychological, pedagogical and innovative target-oriented methods and hints, analysis of the experimental performance of the homework distributed.*

Keywords--- *education, school, class, diversity, innovation, efficiency.*

I. HIGHLIGHTS

Today's knowledge-driven world is built on a strong foundation of education. If you are part of the knowledge economy, you can succeed. If not, the personal costs can be painfully high.

(*Statement from UNESCO,* UNICEF, *UNDP, UNFPA and World Bank the EFA convening agencies, on the occasion of the High-Level Group 2008 (16-17 December) Investing in Education for All Lasts A Lifetime)*

II. INTRODUCTION

In the last three decennia, many governments around the globe have introduced market mechanisms in education [1]. Provincial Directorate of Public Education on "Improving the quality and effectiveness of teaching and upbringing through the modernization of primary education" teachers of primary education teachers in Uzbekistan.

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On the theme "Improve the quality and effectiveness of the educational process through modernization of primary education" by the Ministry of Public Education jointly with the Ministry of Higher and Secondary Special Education organized a forum for the first time in order to improve the quality and efficiency of primary education, including foreign language learning, introduction of modern pedagogical and information-communication technologies, improvement of teachers' creativity and professional skills, promotion of advanced work experience.

This article describes the essence of the learning, essence of integration, its scientific and social aspects, the content and orientation of integrated learning. In the education system, the integration of the course as a subject of the main part of the current problem. Based on the study of a complex subject of primary education as an elementary education curriculum is highlighted.

III. LITERATURE REVIEW

The literature provides diverse approaches to the modelling of educational effectiveness. As a first example—from the domain of the economics of education— we mention the education-production function. The aim of this model is to estimate the relationship between the inputs in schools (specific, often material or financial facilities, teacher salaries, pupil/teacher ratio, et cetera) and ‘educational outcomes (for example: pupils ‘academic achievement), taking into account diverse background factors such as the pupil’s-economic environment.

Positive effectiveness

Magnet schools

The state of Connecticut stimulates the creation of magnet schools by funding arrangements. The state not only pays for student transportation but also pays school districts for pupils who live within their boundaries and attend a magnet school. The magnet school itself is also funded proportionally to the number of pupils attending it, so that the state is paying twice for students attending magnet schools [2].

Charter schools

The presence of charter schools were found to be positively related to the performance of students in public schools in those districts [3]. These positive results were particularly noticeable among students coming from low-income families. It should be noted that it is not quite clear what causes these increased performance rates.

Voucher programs

Apart from magnet and charter school initiatives, positive effects on student achievement were also reported for voucher programs. This voucher program has been carefully evaluated over the years. An overly brief and all too general conclusion following one strand of evaluations is that it has had positive effects on student achievement. However, these effects are very modest is size, they were found in later rather than earlier phases of the program, and they apply more to reading than to mathematics [4],[5].

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Open enrolment

An example of positive effects of market mechanisms on student achievement outside the United States was found in the Netherlands, which has a long history of parental choice. Competition among primary schools was found to have a positive but small effect on student achievement [6]. In line with the findings mentioned above, positive effects were larger for reading than for mathematics.

Catch up effects

Competition

reasonably consistent evidence of a link between competition (choice) and education quality Increased competition and higher educational quality are positively related. However, the effects of competition on educational outcomes appear to be substantively modest. Between one-third and two thirds of the estimates lack statistical significance [7].

In Great Britain, an estimation of the effect of school competition within the public sector concludes that there is a small positive association between competition and performance, which partly depends on the measurements used [8].

Charter schools

Charter

School students were found to perform better than their imaginary twins in five states, while there were no differences in four states, and six states found lower performance rates for charter school students. A picture of differential effects is also painted in a study for the Great Lakes states, of which some were included and others not, in the study covering seventeen states [9]. Differential effects were also found in a study focusing on charter schools solely in Chicago [10].

Voucher programs

In Chile, an evaluation covering fifteen years following the introduction of a large voucher program concludes that students in public schools in Santiago perform better, while students in the rest of the country – where three-quarters of the population lives – perform slightly worse [11].

No effect

When further elaborating the issue of small effects of market mechanisms, studies which find no statistically significant effects at all must be mentioned as well. For example, in Texas no differences in the performance of students in charter and regular public school were found [12].

Several researchers conclude that the voucher program in Chile has had no effect on student achievement [13]. Also, in Denmark, competition among schools resulting from the introduction of vouchers was not found to be related to student performance [14].

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Equality: segregation between schools

To be sure, segregation between schools is a result of many factors, including zoning and the selection policies of schools; regional and urban planning; and choice of residence and also school choice [15],[16],[17]. Drawing zones around schools may in itself not be "class-neutral". For example, some studies find that attendance at the nearest school results in smaller degrees of segregation when compared to attendance according to zones.

Efficiency

The costs of choice regimes depend, of course, heavily on specific characteristics of the program. In Connecticut, for example, enrolment in magnet schools and transportation costs are funded by the state. School districts do not lose state funding when a student within their boundaries attends a magnet school. In a sense, the state is therefore paying twice for magnet school students [18].

School competition has also been found to cause efficiency loss. In Denmark, districts facing competition from independent schools were found to increase their expenditure and invest more in their public schools [19].
As with quality and equality, differential effects also seem to occur in the case of educational efficiency. A study set in the state of New York suggests that efficiency gains or losses may be linked to the domain of spending and depend on whether schools face competition from private or public schools [20].

Innovation

Pedagogical and curricular innovation seems to have stronger links with government intervention. Complicating the ability to give a clear answer is the fact that many policies attempting to introduce market mechanisms in education do so simultaneously with increased accountability. It cannot be ruled out entirely, therefore, that the promise of innovation through market mechanisms is thwarted by accompanying accountability systems which may undermine rather than encourage innovation [21].

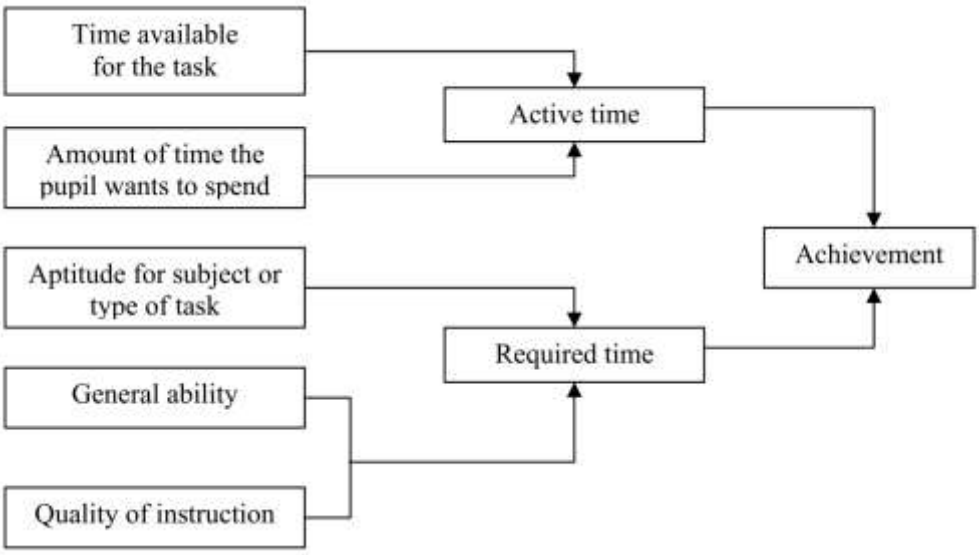

Figure 1: Carroll's model of school learning (1963) [22]

IV. RESULTS

For the first time in partnership with the Education School of Vilnius, the Forum was attended by representatives of the Ministry of Public Education of the Republic of Uzbekistan, broad introduction of communication technologies, improvement of teachers' creativity and professional skills, promoting successful work experience. Another point is globalization of education system in a single effective teaching system by UNESCO and UNDP programs. Following studies are mainly targeted transition of the pupils, schools and classroom management system totally innovatively.

Requirements to knowledge, skills and qualifications of students in science

Within the framework of the curriculum for integrating education in the elementary school, the Bachelor's Degree:

- The essence of integrative approach to education and upbringing; the features of primary education; must know that the pedagogical process is progressive;
- 2.Application of integration methods in primary education; Differentiation and planning of the general and specific aspects of the subjects taught in the primary classes; students should have the skills to develop the types of thinking that are related to the integration process based on integration.
- 3.Integration of teaching in primary education; elementary school characteristics, elementary education concept, education science, basic subjects: mother tongue, elementary education pedagogy and methods of educational work, basics of natural sciences, labor techniques; the age characteristics of learners.

Figure 2: Curriculum for Well-Rounded Learning

Source: primary school education Preparing Your Child For Tomorrow, Ministry of Education Singapore, page 4.

Standard Subjects:

English Language, Mother Tongue Language, Mathematics, Science.

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Foundation Subjects:

Foundation English Language, Foundation Mother Tongue Language, Foundation Mathematics, Foundation Science

Optional Subject:

Higher Mother Tongue Language LEGEND CCA Co-curricular ActivitiesCCE Character and Citizenship EducationPAL Program for Active Learning

Finding solutions to every problematic issue and attracting masters to the use of virtual library funds will help you to gain a deeper knowledge. Using controls such as test, writing, and colloquium in controlling and evaluating pupil's knowledge increases the interest in learning. It affects the effectiveness of integrated lessons factors.

Obtain best results in various subjects logical and interconnected teaching methodology of integration instruction, lessons of reading (reading and writing); In the first integrated classroom lesson, the entire process is organized as follows:

- a textbook as a reading tool to improve reading skills learned in reading;
- text as speech, speech development;
- The book world as a choice of dialogue.

The initial integrated courses include subjects such as native language, reading, natural sciences, reading and music, natural sciences, mathematics, geography English language in Uzbekistan.

Basic interdisciplinary integration in the elementary education didactic system. Equivalence of instructor's activities and teaching activities (learning and memorizing activities). Main objective of the activity: goals, incentives, content, tools, outcomes, control. Control of quality of the joint - mutual assessment and mutual control taking into account the synthesis of various objects at classes.

Integrated approach to primary education and methods.

Integrated approaches and methods include: intriguing conversations, interviews with the generalization plan, excursion; creative work; Visual methods of teaching: independent work; oral presentation in reading classes; pantomime scenes; to read the landscape paintings in classes, to write dictates with the content of natural sciences in the native language; solving mathematical problems on the basis of regional studies.

A study of the effects of schools (or teachers or classes)—in order to assess the impact of the allocation of a pupil to a school alls for a number of decisions:

- It is necessary to choose explicitly the criterion on which comparisons between the schools (or teachers or classes) will be based.
- Given a criterion, different effect measures can be distinguished: 'raw' versus net' effects, and within the latter category: so-called 'type A' and 'type B' effects.

What is INES?

The Indicators of Education Systems (INES) program is an authoritative source for accurate and relevant information on education around the world. It provides data on the performance of the education systems in the OECD's 34-member countries and a set of partner countries, including non-member G20 nations. INES enables education systems to assess themselves in light of other countries' educational performance by providing a rich and internationally comparable set of indicators on:

- The output of educational institutions and the impact of learning on economic and social outcomes.
- The financial and human resources invested in education.
- Access to education, participation and progression.
- The learning environment and organization of schools.

V. ADULT LITERACY OR ILLITERACY RATE

Calculation method: Divide the number of literates aged 15 years and over by the corresponding age group population and multiply the result by 100. Alternatively, apply the same method using the number of illiterates to derive the illiteracy rate; or by subtracting literacy rate from 100%.

$$LIT^{t}_{15+} = \frac{L^{t}_{15+}}{P^{t}_{15+}} * 100 \quad \text{or} \quad ILL^{t}_{15+} = \frac{I^{t}_{15+}}{P^{t}_{15+}} * 100 \qquad (1)$$

Where:

LIT^{t}_{15+} Adult Literacy Rate (15+) in year t

ILL^{t}_{15+} Adult Illiteracy Rate (15+) in year t

L^{t}_{15+} Adult Literate Population (15+) in year t

I^{t}_{15+} Adult Illiterate Population (15+) in year t

P^{t}_{15+} Adult Population (15+) in year t

$$LIT^{t}_{15+} + ILL^{t}_{15+} = 100\%$$

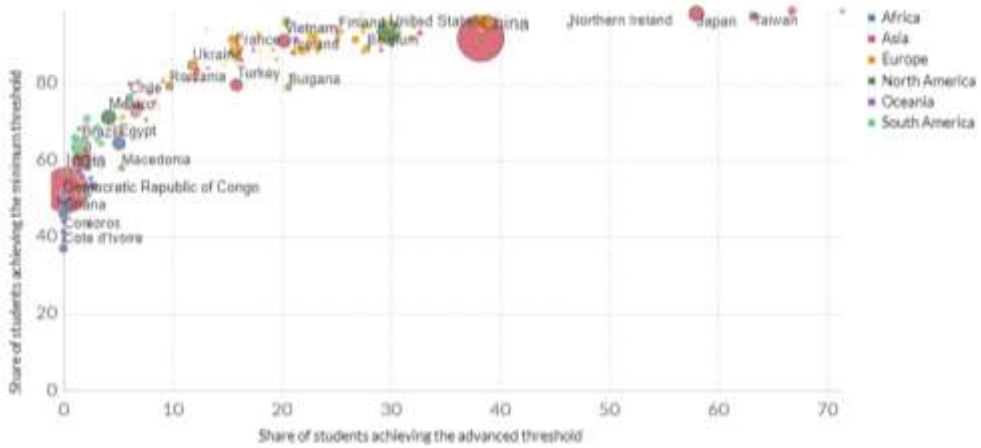

Figure 3: Adult literacy of major world countries, 2018

VI. TRANSITION RATE

Calculation method: Divide the number of new entrants in the first grade of the specified higher cycle or level of education by the number of pupils who were enrolled in the final grade of the preceding cycle or level of education in the previous school year, and multiply by 100.

$$TR^{t}_{h,h+1} = \frac{E^{t+1}_{h+1,1} - R^{t+1}_{h+1,1}}{E^{t}_{h,n}} * 100$$

Where:

$TR^{t}_{h,h+1}$ Transition rate (from cycle or level of education **h** to **h+1** in school year **t**)

$E^{t+1}_{h+1,1}$ Number of pupils enrolled in the **first** grade at level of education **h+1** in school year **t+1**

$R^{t+1}_{h+1,1}$ Number of pupils repeating the **first** grade at level of education **h+1** in school year **t+1**

$E^{t}_{h,n}$ Number of pupils enrolled in **final** grade **n** at level of education **h** in school year **t** (2)

Public expenditure on education as % of gross national income

Calculation method: Divide total public expenditure on education in a given financial year by the GNI.

$$\%XGNI_t = \frac{PXE_t}{GNI_t} * 100$$

Where :

$\%XGNI_t$ Percentage public expenditure on education in financial year **t**

PXE_t Total Public expenditure on Education in financial year **t**

GNI_t Gross National Income in financial year **t** (3)

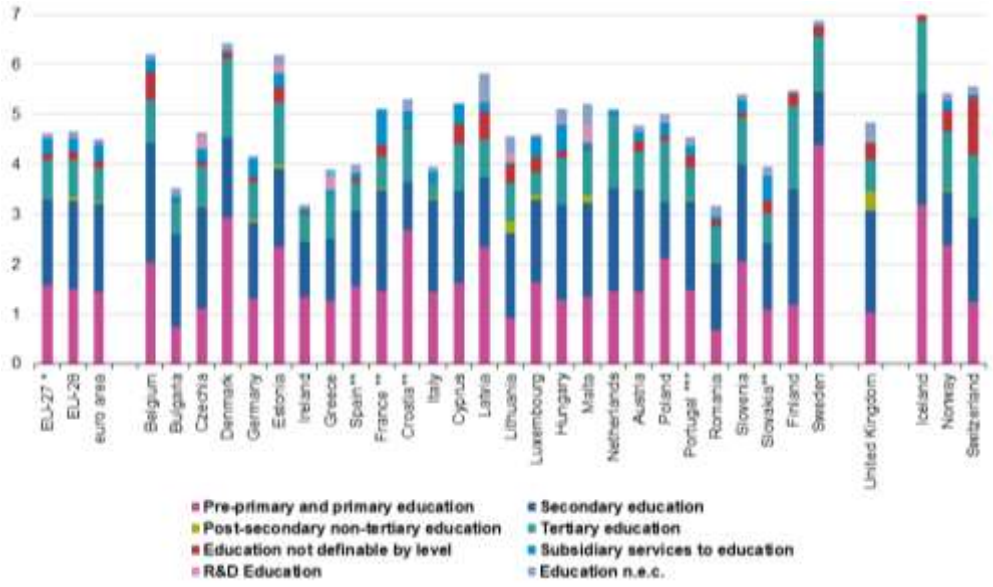

Figure 4: Expenditure on education in major countries [23]

Percentage distribution of public current expenditure on education by level Calculation method: Divide public current expenditure devoted to each level of education by the total public current expenditure on education, and multiply the result by 100.

$$\%PCXE_h^t = \frac{PCXE_h^t}{\sum_{h=1}^{n} PCXE_h^t} * 100$$

Where :

$\%PCXE_h^t$ Percentage public current expenditures on level of education **h** in financial year **t**

$PCXE_h^t$ Total public current expenditures on level of education **h** in financial year **t**

(4)

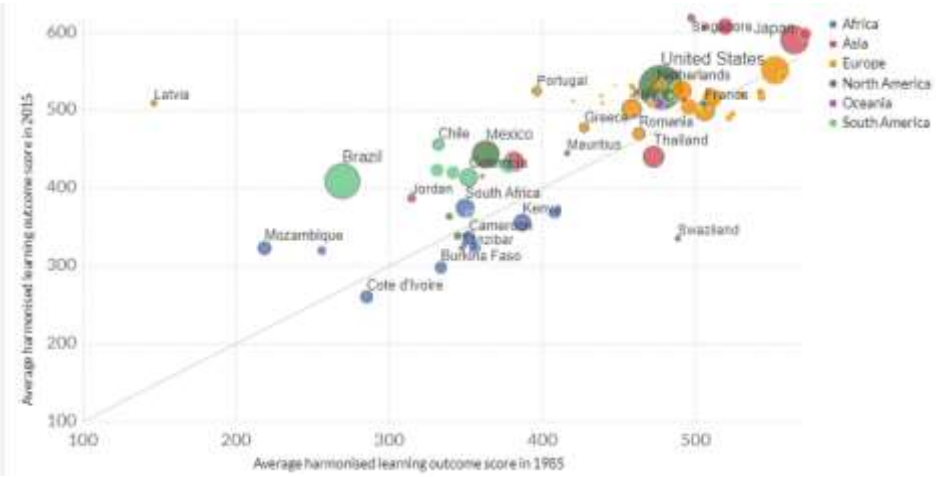

Figure 5: Expenditure share of the regions of the world

VII. YOUTH LITERACY RATE

$$LIT_{15-24}^t = \frac{L_{15-24}^t}{P_{15-24}^t} * 100$$

Where,

LIT_{15-24}^t Literacy Rate of persons aged 15-24 years old in year **t**

L_{15-24}^t Literate Population aged 15-24 years old in year **t**

P_{15-24}^t Population aged 15-24 years old in year **t**

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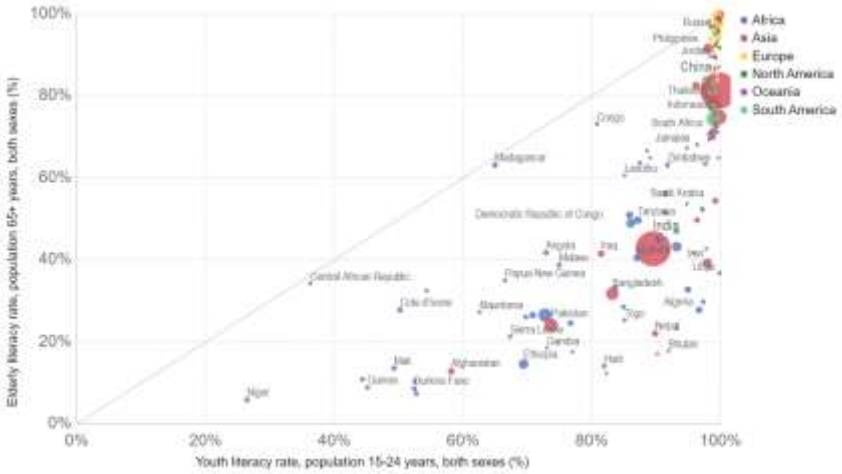

Figure 6: Youth literacy of world regions, 2019 [24**]**

VIII. DISCUSSION

Integration system - is a diversity of teaching, which is full of world outlook, ability to independently analyze the existing knowledge and to educate a young person with a knowledge of unconventional approach to solving various problems. Learning integration is the first step to learning how to read the universe in a single context and to imagine that all its elements are interconnected Figure 2. Integration is a traditional learning tool; to fill in the unknown ones before the crossing of the existing knowledge, to establish a link between them; Increase student awareness by updating existing narrow specialization in teaching.

What issues does INES **address?**

INES offers detailed, comprehensive data on:

- The entire national education system of participating countries, regardless of who owns or sponsors the institutions concerned, or how education is delivered.
- All levels of education, including early childhood education, primary and secondary education, tertiary education, and adult education and training.
- Different types of students, including students from different age groups and social backgrounds.
- Different kinds of education, including public education, government-dependent and independent private education, vocational education and training, special education programmers, and other specialized programmers [25].

In modern development international law pushes forward some principles about inform a rights-based approach in education. According to this primary education should be as follows:

- **Universality and** inalienability**:** Human rights are universal and inalienable, the entitlement of all people everywhere in the world.
- **Indivisibility:** Human rights are indivisible. Whether civil, cultural, economic, political or social, they are all inherent to the dignity of every person. Consequently, they all have equal status as rights and cannot be ranked in a hierarchy.

- Interdependence **and interrelatedness:** The realization of one right often depends, wholly or in part, on the realization of others. For example, realization of the right to health may depend on realization of the right to information.
- **Equality and non-discrimination:** All individuals are equal as human beings, and by virtue of the inherent dignity of each person, are entitled to their rights without discrimination of any kind
- Participation **and inclusion:** Every person and all peoples are entitled to active, free and meaningful participation in, contribution to and enjoyment of civil, economic, social, cultural and political development, through which human rights and fundamental freedoms can be enjoyed.
- Empowerment**:** Empowerment is the process by which people's capabilities to demand and use their human rights grow.

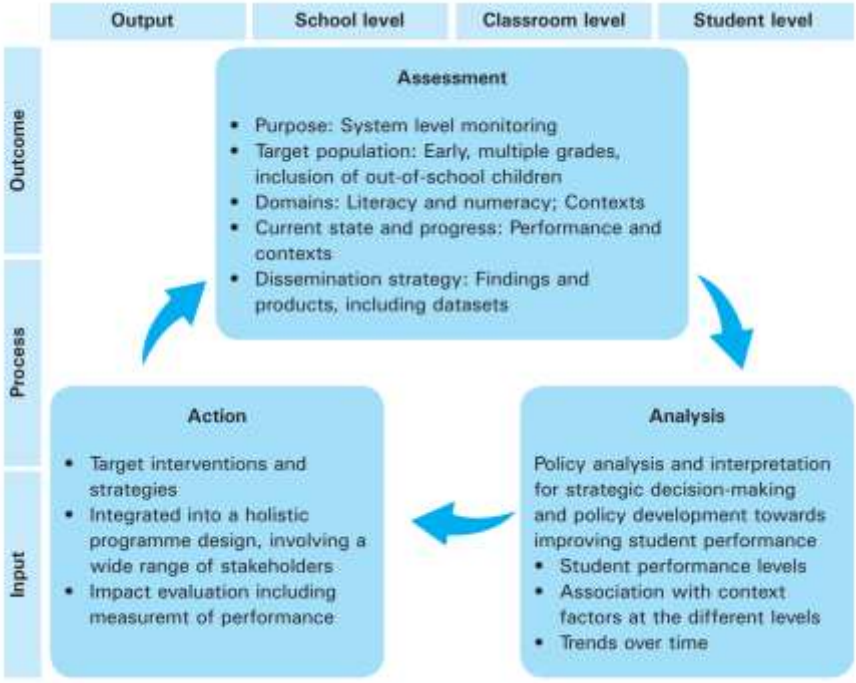

Figure 7: Evidence-based monitoring and intervention cycle [26]

But fulfillment of the current policy and reforms there some problems in the system. Capacities of government and public authorities to fulfil obligations. Assessment of the capacities of government and public authorities to meet their obligations with regard to educational rights is key. Obstacles to complying with responsibilities may derive from:

- Lack of resources – financial (tax base or budget priorities) or human (skills
- and institutional capacity).
- Lack of communication and information system
- Lack of responsibility at schools – refusing to accept obligations and demonstrating

- Lack of coordination between levels and sectors.
- Lack of knowledge [27]

Teachers need skills that enable them to help students achieve full potential, which are primarily those enabling them to European Commission.

- Define the needs of each individual student and respond to them by using a wide range of teaching strategies;
- Support the development of young people into becoming independent life-long learners;
- Help young people obtain competencies listed in the European Reference Framework of Key Competences
- Work in multicultural environments and understand the value of diversity and respect it;
- Cooperate closely with colleagues, parents and the broader community [28]

If we would like to raise visibility and ranking of the primary education at school, we must solve current problem related with professional management system

Classroom management system

Instrumental competences:

- Organization and planning skills
- Problem solving within the motivational sphere
- Decision-making linked to classroom management

Interpersonal competences:

- Critical and self-critical abilities
- Group work & collaborative learning skills

Systemic competences:

- Application of knowledge to practice
- Adaptation to new situations
- Project design and management

Specific competences:

By the end of the course, students will be able to:

- Demonstrate a general understanding of the different aspects related to classroom management and class dynamics at a Secondary School level.
- Adapt their teaching style to their teaching context in Secondary Education.
- Plan and organize a classroom to enhance learning and organize students, their individual needs.
- Identify key issues to consider when organizing a course and establishing classroom rules in a secondary classroom.
- Design instructions and procedures that address different student needs and learning styles.
- Analyze their own teaching practice and identify areas for change and improvement.

- Anticipate difficulties and deal with problems in a proactive way.
- Identify factors that influence student motivation, learning, and pro-social behavior at a Secondary School level [29].

Good school some of the aspects that were taken into account include;

- Alignment of organizational structure to school mission and goals.
- Integration and effectiveness of management processes (resource allocation, budgeting, planning, performance evaluation etc.).
- Effective and valuable school facilities and utilities.
- Effective and valuable human resource processes.
- Knowledge sharing.
- Inclusive working and learning environment.
- •Initiatives geared towards employee development (training and mentorship programs).
- Performance review and evaluation.

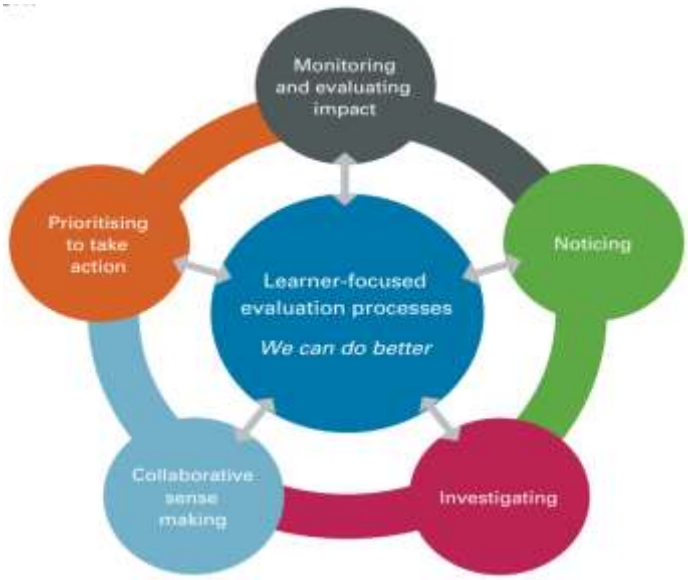

Figure 8: ***Effective School Evaluation: [30]***

Source: School Evaluation Indicators Effective Practice for Improvement and Learner Success, July 2016, page 32.

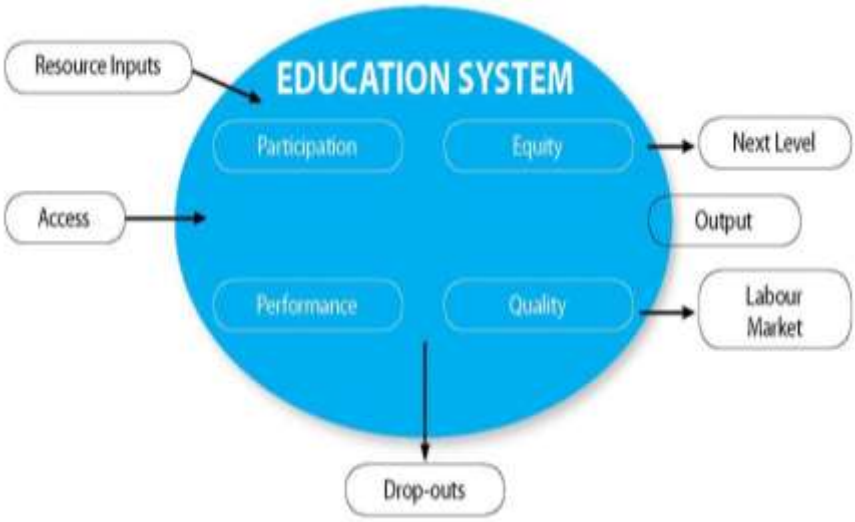

Figure 9: Aspects of world class integrated education system

According to this model, channeling (streaming or tracking) students into general and vocational streams will be deferred for as long as possible to ensure that all learners benefit from a shared foundational period to acquire a sound core of essential generic competencies and practical skills [31]. Moreover, creativity, analytical skills, lateral thinking, problem solving, the ability to learn independently as well as to work in a team will be stimulated and encouraged at this stage. Greater emphasis will be placed on knowing how to use the tools for seeking and processing rapidly growing bodies of knowledge, rather than merely acquiring knowledge for its own sake. The deferral of channeling may have positive effects also in helping overcome social inequity.

IX. SUGGESTIONS

For the best evaluation process pupils should for further development of the following approaches:

- I like what I read about in school;
- My teacher gives me interesting things to read;
- I know what my teachers expect me to do;
- I think of things not related to the lesson (reverse coded);
- My teacher is easy to understand;
- I am interested in what my teacher says;
- My teacher gives my interesting things to do.

X. DECLARATION OF COMPETING INTEREST

The authors declare that they have no known competing financial interests or personal relationships that could have appeared to influence the work reported in this paper work.

XI. ACKNOWLEDGEMENTS

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XII. CONCLUDING REMARKS

At the 9th session of the Oliy Majlis of the Republic of Uzbekistan "Education and the National Program for Training Personnel is a key element in raising the younger generation prospects and directions. The cardinal improvement of education in the National Program for Training Personnel the main trends in "Continuous education is a creative, socially active, the formation of a wealthy rich person and the preparation of highly qualified competitive staff "It creates the necessary conditions for us." The program also includes: "Teaching creation of advanced educational technologies, modern educational-methodical complexes and teaching didactic "process as one of the main objectives of general secondary education defined. Indeed, innovative technology is the productivity of the learning process independent thought processes, increased enthusiasm and knowledge, and knowledge develop skills in practice. Today, the diversity of innovative technologies into the primary educational process from the elementary school the process of accelerated development of the educational process in Uzbekistan

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