



**VALIDITY OF PERFORMANCE ASSESSMENT OF PRIMARY CLASS
TEACHERS**

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A B S T R A C T	K E Y W O R D S
The article analyzes the issue of the need to evaluate the work of primary school teachers.	Knowledge, teacher education skills assessment activities.

Introduction

In the world education system, the process of innovative development is currently taking place at a rapid pace. The main goal is to focus on imparting knowledge to students in convenient and acceptable ways, based on effective technologies, and introducing the latest innovations into the education system. International educational programs and educational structures of the United Nations serve as a program for our country in the implementation of these works. In this regard, the activities of this organization aimed at the development of the world education system by UNESCO and UNICEF organizations are of great importance in the world education system. As a result, it should be noted that the influence and responsibility of the greatest profession holders - teachers who carry out education is increasing based on modern requirements.

Primary education is an important stage in the world school education system. Because it is the primary education system that fulfills the task of forming the literacy of students, introducing them to the world of knowledge, and implementing the initial education and training process. Today, in the educational system of the countries of the world, the stage of primary education has begun to fulfill the task of preparing students for the next stages of general secondary and specialized education. Therefore, the process of increasing the authority of primary school teachers around the world, strengthening their responsibility, and almost all countries' educational systems are moving towards quality education based on the results of research and evaluation of the activities of primary school teachers. special attention is paid to issues of achievement. Especially in this regard, the main attention is paid to the evaluation of the activities of elementary school teachers and the development of the basis of development based on research results based on international assessment programs such as TALIS, EGMA, EGRA.

We all know that the education system in our country, including the primary education stage, is undergoing strategic reforms in line with these processes. That is why the "Development Strategy of New Uzbekistan" program set the task of achieving quality education in our country. According to this program, evaluating the activities of primary school teachers is one of the important bases for

achieving quality education. In this regard, it is especially important to be based on international assessment programs with greater effectiveness.

Today, in the educational system of the countries of the world, researches are being carried out to study the activities of teachers based on a number of international evaluation programs. One of them is the international assessment program TALIS (Creating conditions for teachers based on international requirements). On the basis of this program, starting from 2021, with the participation of the Organization for Economic Cooperation and Development, intensive preparations are being made for evaluating the work of teachers in our country. Because in the Resolution of the Cabinet of Ministers of the Republic of Uzbekistan No. 987 of December 8, 2018 "On measures to organize international research in the field of education quality assessment in the public education system", the TALIS international evaluation program of teachers' activities in our country on the basis of which the task of learning is determined.

The TALIS international assessment program focuses on studying the following issues:

- 1) studying the activities of teachers working in general education institutions;
- 2) studying the working conditions created for teachers;
- 3) studying the educational environment.

The TALIS international evaluation program is of great theoretical, methodological and practical importance in evaluating the activities of elementary school teachers in our country and improving their effectiveness. All this requires a special study of the methodological features of the assessment of primary school teachers based on the TALIS international program.

"On the Development Strategy of New Uzbekistan" of the President of the Republic of Uzbekistan dated January 28, 2022, "On Approval of the National Program for the Development of Public Education in 2022-2026" dated May 11, 2020 gi, Decrees of December 21, 2022 "On Measures for the Implementation of New Uzbekistan Administrative Reforms" and "Evaluation of the Quality of Education in the Public Education System" of the Cabinet of Ministers of the Republic of Uzbekistan dated December 8, 2018 In order to ensure the implementation of the tasks set in the Decision "On measures for the organization of international research in the field of

U. Begimkulov, R. Jorayev, Sh. Mardonov, R. Safarova, Sh. In the researches of Olimov and others, important theoretical views on the study of teachers' activities have been described.

Uzbek scientists G. Muhamedov, S. Matchonov, U. Khojamkulov, Kh. Muradov have developed practical recommendations for studying the educational environment and developing the educational environment based on them.

Foreign pedagogic scientists K. Rogers, N. Bernstam, A. Khomeini formulated recommendations on the methods of evaluating the educational activities of the countries of the world based on international programs.

At the moment, the problem of methodological features of the assessment of primary school teachers based on the TALIS international program has not been studied as a special study. Therefore, it is necessary to study this problem in a special dissertation form.

One of the main issues indicated in the development strategy of the new Uzbekistan is the achievement of quality education in the country. This issue is directly based on the effectiveness of teachers. In the education development programs of the Republic of Uzbekistan, the tasks of evaluating the work efficiency of teachers are set as a means of studying the activities of teachers. In particular, in the development strategy of New Uzbekistan, the 2nd direction of the state program "Year of attention to

people and quality education" "Social reforms" is defined as "one of the main tasks of increasing the prestige of the teaching profession in society and improving their conditions". . All this requires regular evaluation of the work of primary school teachers. We draw your attention to the analysis of the need for evaluation. [2, 4 b].

Evaluating the work of teachers is to study their knowledge, skills and qualifications. But "teacher performance evaluation" does not mean "teacher performance inspection", it should be distinguished. Because assessment is based on the learning method, and inspection focuses on the teacher's performance. This approach is based on various learning tools, methods and criteria for evaluating teachers' performance. For example, it is important to be based on the following requirements when evaluating the activities of primary school teachers:

1. The need to assess professional knowledge. According to it, the level of professional knowledge of primary school teachers in practical activities is evaluated according to the following criteria:

- based on the scientific foundations of professional knowledge;
- theoretical basis of professional knowledge;
- enrichment of professional knowledge with information.

The teacher's professional knowledge with scientific foundations is the basis of becoming a mature specialist. For example, it is required that a primary school teacher has a scientific understanding of the basics of primary education subjects, and the professional knowledge of a primary school teacher has a theoretical basis. Because a teacher should be aware of the theory of education. Also, it is required that the professional knowledge of a primary school teacher has various information on specific, natural and humanitarian educational subjects. Therefore, when studying the level of professional knowledge of a primary school teacher, his scientific-theoretical concepts as a specialist are determined. Various methods and tools are used in this work. Recently, the use of the Test method consisting of a special questionnaire in this regard has become popular, and such tests reflect the questionnaires that clearly show the level of professional knowledge of the primary school teacher.

Karl Thomson, a foreign pedagogue scientist, developed a test to determine the level of professional knowledge of specialists, and the countries of the world are based on this test in most cases. Pay attention to the following questions of this Test as an example:

1. What is a scientific concept?
 - a) proven fact
 - b) reasoned opinion
 - c) I don't know
2. What is a scientific hypothesis?
 - a) proven opinion
 - b) prediction
 - c) I don't know

It is clear from this sample that the main focus of K. Thomson's test is on determining the scientific understanding of teachers. In fact, the basis of the teacher's profession is scientific knowledge.

2. Assessment of professional skills. To evaluate the performance of primary school teachers, the following are taken into account when determining the level of their professional skills:

- that the teacher has his own style;
- ability to work individually with students;
- professional activity of the teacher.

In the theory and history of pedagogy, the fact that primary school teachers have their own style is fully justified. In this, the teacher should rely on the most effective methods in the process of teaching and education. Because a primary school teacher has his own style throughout his career. In addition, a primary school teacher should be able to work individually with each student. Today there are certain complications in this matter. Because there are more than 30 students in each class, the teacher does not have enough time to work with each of them individually. Taking this into account, the state program "Year of attention to people and quality education" set the task of setting the number of students to 20, which allows the teacher to work individually with each student. The professional activity of a primary school teacher is determined by the interestingness of the teacher's training, the work with additional information, and the formation of an independent fiction in each student. [3, 5 b].

A special approach should be taken to the evaluation of the professional skills of the primary school teacher. This makes it possible to correctly evaluate the basics of the teacher's activity.

3. Evaluation of the competence to work on oneself. When evaluating the performance of a primary school teacher, in order to study his competence to work on himself, it is necessary to pay attention to the following:

- the ability to work with textbooks;
- the ability to work with additional information;
- the ability to share one's experience.

A primary school teacher must have the skills to work with textbooks. Today, more than ten textbooks are used in primary education, and the teacher is required to work according to these textbooks.

When conducting research on this issue, it is appropriate to set the following tasks:

- To study the theoretical issues of evaluating the activity of primary school teachers based on the TALIS international program;
- Development of a regional method for evaluating the activities of primary school teachers based on the TALIS international program;
- Creation of a central method for evaluating the activities of primary school teachers based on the TALIS international program;
- Conducting pedagogical experiments on the effectiveness of evaluating the activities of primary school teachers based on the TALIS international program and formulating recommendations based on their results.

As a result, the theoretical issues of evaluating the activity of elementary school teachers based on the TALIS international program are studied on the basis of the views, approaches and methodological directions put forward in pedagogical scientific research, the basics of the regional evaluation method of the activity of elementary school teachers based on the TALIS international program, forms and mechanisms will be developed and the evaluation of the educational system will be presented to state organizations.

A central method for evaluating the activity of primary school teachers based on the TALIS international program has been created, and its modeled form is recommended to republican state management institutions for evaluating the effectiveness of education.

On the basis of TALIS international program, pedagogical experiments on the effectiveness of evaluation of primary school teachers are conducted, and based on their results, recommendations on the solution of the problem are formed.

Therefore, it is possible to come to the following conclusions regarding the issue:

1. In the development strategy of the new Uzbekistan and its state program "Year of attention to people and quality education", quality education by means of raising the authority of teachers in society, creating suitable working conditions for them and increasing the effectiveness of teachers' activities limit is reached.
2. The necessity of an honest assessment of the activities of primary school teachers is determined by assessing their professional knowledge, skill levels and self-efficacy. It is important to be based on the rules and requirements of the TALIS international program.
3. The goals and objectives of the TALIS international program are to evaluate the activities of teachers, their working conditions and the educational environment at school, which requires the study of the working conditions and qualification level of primary school teachers working in the educational system of our country.
4. Based on TALIS international program, it will be possible to develop new development programs in this direction by evaluating the activities of primary school teachers. All this shows the importance and relevance of the scope of theoretical issues of evaluating the activities of primary school teachers based on the TALIS international program.

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