

Factors Affecting the Quality of Primary Education: International Practices for Improving Education Quality

G'afurov Mirzo Ulug'bek Majidovich

Head of the Department of "Pre-school, Primary and Special Education Methodologies" Fergana Region Pedagogical Mastery Center, Uzbekistan

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Abstract: This article explores the critical factors influencing the quality of primary education and the role of international experiences in enhancing educational systems. With a focus on the quality of education in various countries, including Finland, Japan, Australia, and Israel. The article provides insights into the modern strategies implemented globally to improve education quality. It emphasizes the importance of adapting to international standards and innovations, and integrating intellectual, technological, and pedagogical advancements in the educational process.

Keywords: Education quality, international experiences, pedagogical methods, innovation, assessment standards, teacher quality, infrastructure, Finland, Japan, Australia, Israel.

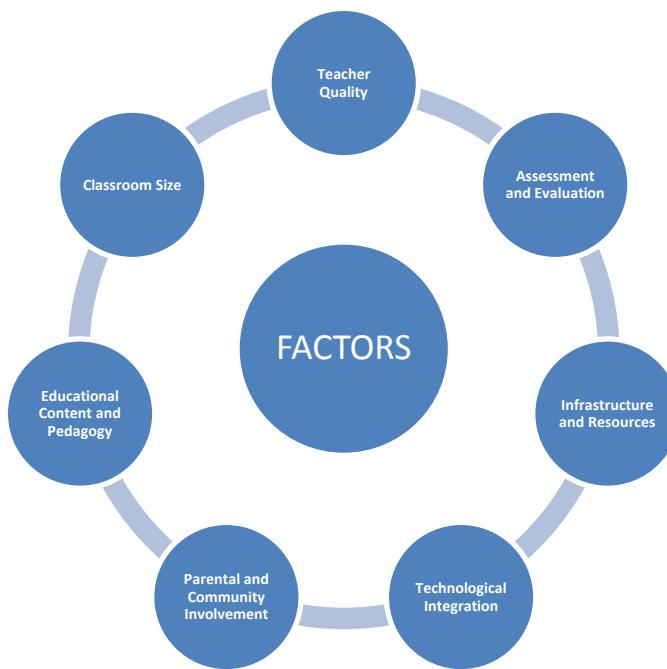
Introduction: The development of the education system is a national priority in Uzbekistan, with significant efforts being made to ensure that students acquire knowledge and skills according to international standards. The key goal is to ensure that children grow into well-rounded individuals with modern skills in both intellectual and physical domains. The quality of education plays a central role in shaping the future of society, influencing not only academic outcomes but also the overall socio-economic development of a nation. In this context, examining the factors that affect the quality of primary education becomes crucial. Primary education is the foundation of lifelong learning, and the quality at this stage sets the trajectory for students' academic and professional success. By analyzing the practices of other countries, we can gain valuable insights into improving education quality.

METHODS

The research methodology involved an extensive review of the literature on global education systems, particularly focusing on countries known for their high-quality education systems. Data was collected from government reports, educational statistics, and international assessments such as the Programme for International Student Assessment (PISA) [1]. Additionally, qualitative analysis of case studies from Finland, Japan, Australia, and Israel was performed, examining how each country has addressed challenges related to education quality.

RESULTS

The following factors were identified as major influences on the quality of primary education:



The expertise and effectiveness of teachers directly correlate with student achievement. Studies have shown that well-trained, motivated, and adequately supported teachers are fundamental to improving educational outcomes. For instance, Finland's teacher training system is considered one of the best globally, with teachers receiving high levels of autonomy and professional development [2].

Overcrowded classrooms negatively affect the quality of education. In countries like Finland, where the average class size is around 20 students, teachers can dedicate more individual attention to each student, significantly improving learning outcomes [3]. The curriculum and teaching methods should align with the cognitive and developmental needs of students. Finland's education system places significant emphasis on student-centered learning, allowing for greater flexibility and creativity in teaching [4].

In modern education, the use of technology is crucial for enhancing learning experiences. Integrating digital tools in classrooms can provide students with access to vast resources and personalized learning experiences. Countries like Australia and Israel have incorporated technology into education to facilitate both in-person and remote learning [5]. Collaboration between schools, families, and communities enhances the overall educational experience. In countries such as Israel, where parental involvement is strongly encouraged, students tend to perform better academically and socially [6]. Access to modern facilities and educational materials is essential for delivering high-quality education. The best-performing education systems, such as those in Japan and Finland, provide students with well-equipped classrooms, libraries, and recreational areas that support both

academic and personal development [7]. Effective assessment systems not only measure students' academic progress but also provide insights into areas for improvement in teaching. Finland has moved away from standardized testing, focusing more on continuous assessment and providing personalized feedback to students [8].

DISCUSSION

The results of the research highlight several areas where countries can focus their efforts to enhance the quality of primary education. The educational systems of Finland, Japan, Australia, and Israel provide valuable lessons for improving teaching methods, increasing teacher quality, and ensuring that students receive a well-rounded education.

- Finland's emphasis on teacher training and the high level of trust placed in educators have been key factors in the success of its education system. Teachers are required to have a master's degree in education, and they are given the freedom to design their own lesson plans. This autonomy has led to higher teacher satisfaction and better outcomes for students [9].
- In Japan, the focus is not only on academic excellence but also on developing students' social and emotional skills. The education system encourages teamwork, discipline, and respect for others, which are essential life skills. Similarly, in

Israel, a strong focus on holistic child development, including social and emotional learning, has led to better academic and personal outcomes [10].

➤ Australia's education system has integrated technology in ways that provide greater flexibility for students. Digital learning platforms and resources allow for more personalized learning experiences and have proven to be particularly effective in remote learning situations, as seen during the COVID-19 pandemic [5].

➤ Parental involvement is a significant factor in student success. In Israel, for example, there is a culture of strong collaboration between parents and schools. Parents are actively involved in school decision-making, and they frequently communicate with teachers to ensure that their children receive the best education possible [6].

➤ The trend in several countries, such as Finland, has been to reduce the pressure on students through less emphasis on standardized testing. Instead, the focus is on fostering creativity, critical thinking, and problem-solving skills. This approach encourages a love of learning rather than a fear of failure, which can significantly impact a student's academic trajectory [2]. Sustainable reforms in education must be continuously assessed and adapted to meet the changing needs of society. Educational policies should be dynamic, taking into account global trends, technological advances, and the evolving needs of students and teachers [9].

Uzbekistan can enhance its educational system. The lessons learned from these countries suggest that fostering a supportive, innovative, and inclusive educational environment is key to raising the quality of education and ensuring the development of well-rounded, capable individuals.

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CONCLUSION

Improving the quality of primary education requires a multifaceted approach, focusing on teacher quality, curriculum development, technological integration, and infrastructure. By drawing on the best practices of countries like Finland, Japan, Australia, and Israel,