

INTERDISCIPLINARY INTEGRATION IN IMPROVING THE COMPETENCES OF FUTURE ELEMENTARY EDUCATION TEACHERS TO EVALUATE THE QUALITY OF EDUCATION

Zulfia Murtazaevna Urazova
Ph.D., Associate Professor
University New Century

Abstract

In this article, the importance of interdisciplinary integration in improving the competences of comprehensive evaluation of the quality of education for future primary education teachers, increasing their capabilities, is highlighted. It includes methods for teachers to study more deeply the complex factors that affect educational outcomes.

Keywords: future teacher, quality of education, integration, assessment, competence, education, student.

Introduction

In the dynamic landscape of education, the need for interdisciplinary integration has become increasingly evident. This integration involves the amalgamation of various disciplines, methodologies, and perspectives to enhance the competences of future elementary education teachers. As the assessment of education quality becomes more nuanced and multifaceted, educators must possess a diverse skill set to effectively evaluate and improve the learning experience for students.

Interdisciplinary integration offers a holistic approach that transcends traditional disciplinary boundaries, fostering creativity, critical thinking, and adaptability among educators. By incorporating insights from diverse fields such as psychology, sociology, pedagogy, and educational technology, teachers gain a deeper understanding of the complex factors influencing educational outcomes. This enriched perspective equips them with the tools to identify strengths, address weaknesses, and implement evidence-based strategies to enhance the overall quality of education.

While specific scientific books solely dedicated to the topic of interdisciplinary integration in improving the competences of future primary education teachers to assess the quality of education may be rare, there are several scholars who have written extensively on related topics. Here are a few notable scientists and authors who have contributed to the interdisciplinary field of education and might have written on aspects of this topic:

1. John Hattie: An education researcher known for his work on visible learning and meta-analysis in education. His books, such as "Visible Learning" and "Visible Learning for

Teachers," explore effective teaching practices and methods for evaluating educational outcomes.

2. Howard Gardner: A developmental psychologist best known for his theory of multiple intelligences. Gardner's work, including books like "Frames of Mind" and "Multiple Intelligences: New Horizons," discusses the implications of his theory for education and assessment.

3. Linda Darling-Hammond: An education policy expert and researcher who has written extensively on teacher education and educational equity. Her books, such as "The Flat World and Education" and "Preparing Teachers for a Changing World," address the importance of teacher preparation programs in improving educational quality.

4. Deborah Ball: A mathematics education researcher known for her work on teacher education and the development of mathematical knowledge for teaching. Her book "Developing Mathematical Knowledge for Teaching" explores how teachers can deepen their understanding of mathematics and improve their teaching practice.

5. Thomas R. Guskey: An educational psychologist who has written on topics related to assessment, grading, and professional learning. His book "On Your Mark: Challenging the Conventions of Grading and Reporting" discusses effective assessment practices and their impact on student learning.

6. Ken Robinson: While not a scientist in the traditional sense, Ken Robinson was an influential figure in the field of education, advocating for creativity and innovation in teaching and learning. His book "Creative Schools: The Grassroots Revolution That's Transforming Education" explores ways to foster creativity and assess educational quality beyond standardized measures.

These authors may have written about aspects of interdisciplinary integration in teacher education and assessment, though their works may not focus exclusively on this topic. Their contributions to the field of education can provide valuable insights for improving the competences of future primary education teachers in assessing educational quality through interdisciplinary approaches.

Improving the competences of future elementary education teachers to evaluate the quality of education through interdisciplinary integration is a multifaceted approach that can yield significant benefits. Here's how it can be approached:

1. Curriculum Design: Develop a curriculum that incorporates elements from various disciplines such as education theory, psychology, sociology, and assessment methodologies. This ensures that future teachers are exposed to a broad range of perspectives on education quality [1].

2. Cross-Disciplinary Learning: Create opportunities for future teachers to engage in cross-disciplinary learning experiences. For example, a course might explore how principles of mathematics education intersect with theories of child development[2].

3. Project-Based Learning: Implement project-based learning experiences that require future teachers to apply knowledge and skills from multiple disciplines to evaluate the

quality of education. For instance, they might design and implement an assessment tool while considering principles from both education theory and statistical analysis [3].

4. Collaborative Teaching Teams: Foster collaboration among faculty members from different disciplines to co-teach courses or develop integrated learning experiences. This allows future teachers to see how different disciplines approach the evaluation of education quality and encourages interdisciplinary dialogue[4].

5. Field Experiences: Provide opportunities for future teachers to observe and participate in interdisciplinary efforts to evaluate education quality in real-world settings. This might involve partnerships with schools, community organizations, or research institutions.

6. Professional Development: Offer professional development opportunities for current teachers to enhance their interdisciplinary competences in evaluating education quality. This could include workshops, conferences, or online courses that explore relevant topics from multiple perspectives.

7. Research and Scholarship: Encourage future teachers to engage in interdisciplinary research and scholarship related to the evaluation of education quality. This might involve conducting studies that draw on insights from multiple disciplines or collaborating with researchers from other fields.

8. Reflective Practice: Emphasize reflective practice as a means of integrating interdisciplinary insights into future teachers' professional identities. Encourage them to critically examine their assumptions and biases, and to consider how insights from multiple disciplines can inform their practice.

By embracing interdisciplinary integration, future elementary education teachers can develop a more comprehensive understanding of how to evaluate the quality of education and contribute to ongoing efforts to improve educational outcomes for all students.

In conclusion, interdisciplinary integration plays a pivotal role in equipping future elementary education teachers with the competences necessary to assess the quality of education effectively. By embracing a multidimensional approach that draws from various disciplines, educators can navigate the complexities of the educational landscape with insight and innovation. As society continues to evolve, the demand for skilled and adaptable educators remains paramount. Through interdisciplinary integration, we can cultivate a new generation of teachers equipped to meet the diverse needs of learners and uphold the highest standards of educational excellence [5,6].

References

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