Pedagogical strategies for improving educational quality in Presidential Schools: pilot study results and practical mechanisms

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ABSTRACT
This article analyses pedagogical strategies aimed at improving educational quality in Presidential Schools, mechanisms for integrating them into school management and teaching practices, and the results of pilot activities conducted during 2022-2025. The study covered students in grades 6-11 at the Presidential Schools in Fergana, Andijan and Namangan, with a total sample of 432 students. The sample at the Presidential School in Fergana comprised 144 students, with equally sized experimental and control groups. The study argues that educational quality should be assessed not only through final grades but also through changes in learning outcomes, the quality of pedagogical processes, individual developmental needs, teacher collaboration and internal school monitoring. The research materials report an average improvement of 15 percent associated with the pedagogical strategies applied. The findings indicate the importance of integrating evidence-informed decisions, formative assessment, differentiated instruction, pedagogical collaboration and continuous monitoring into a unified approach to sustainably improving educational quality.

Keywords: educational quality, Presidential School, pedagogical strategy, pilot study, formative assessment, individual learning pathway, pedagogical monitoring, educational management.

ANNOTATSIYA
Mazkur maqolada Prezident maktablarida ta’lim sifatini oshirishga qaratilgan pedagogik strategiyalar, ularni maktab boshqaruvi va ta’lim-tarbiya jarayoniga integratsiya qilish mexanizmlari hamda 2022–2025-yillar davomida amalga oshirilgan tajriba-sinov ishlari natijalari tahlil qilingan. Tadqiqot Farg‘ona, Andijon va Namangan shaharlaridagi Prezident maktablarining 6–11-sinf o‘quvchilarini qamrab olgan bo‘lib, unda jami 432 nafar o‘quvchi ishtirok etgan. Farg‘ona shahridagi Prezident maktabida tadqiqot 144 nafar o‘quvchi ishtirokida tashkil etilib, ular son jihatidan teng bo‘lgan tajriba va nazorat guruhlariga ajratilgan.

Tadqiqotda ta’lim sifatini faqat yakuniy baholar asosida emas, balki o‘quv natijalaridagi o‘zgarishlar, pedagogik jarayonlar samaradorligi, o‘quvchilarning individual rivojlanish ehtiyojlari, o‘qituvchilar o‘rtasidagi kasbiy hamkorlik hamda maktab ichki monitoringi natijalari asosida baholash zarurligi asoslab berilgan. Tadqiqot materiallarida qo‘llanilgan pedagogik strategiyalar samarasi natijasida o‘rtacha 15 foizlik o‘sishga erishilgani qayd etilgan. Olingan natijalar ta’lim sifatini barqaror oshirish uchun dalillarga asoslangan boshqaruv qarorlari, formativ baholash, differensial yondashuv, pedago-

gik hamkorlik va uzluksiz monitoringni yagona tizimga birlashtirish muhim ahamiyatga ega ekanini ko‘rsatadi.

Kalit so‘zlar: ta’lim sifati, Prezident maktabi, pedagogik strategiya, tajriba-sinov ishlari, formativ baholash, individual ta’lim yo‘nalishi, pedagogik monitoring, ta’lim menejmenti.

АННОТАЦИЯ

В статье рассматриваются педагогические стратегии, направленные на повышение качества образования в Президентских школах, механизмы их интеграции в систему управления школой и образовательную практику, а также результаты опытно-экспериментальной работы, проведённой в 2022–2025 годах. Исследование охватило учащихся 6–11-х классов Президентских школ, расположенных в городах Фергане, Андижане и Намангане. Общая выборка составила 432 учащихся. В Президентской школе города Ферганы в исследовании приняли участие 144 учащихся, которые были распределены на экспериментальную и контрольную группы с равной численностью.

В исследовании обоснована необходимость оценки качества образования не только на основе итоговых оценок, но и с учётом динамики образовательных результатов, эффективности педагогических процессов, индивидуальных потребностей развития учащихся, профессионального взаимодействия учителей и результатов внутришкольного мониторинга. Согласно представленным материалам исследования, применение разработанных педагогических стратегий способствовало повышению соответствующих показателей в среднем на 15 %. Полученные результаты свидетельствуют о важности объединения в единую систему управленческих решений, основанных на фактических данных, формирующего оценивания, дифференцированного подхода к обучению, педагогического сотрудничества и непрерывного мониторинга как необходимых условий устойчивого повышения качества образования.

Ключевые слова: качество образования, Президентская школа, педагогическая стратегия, опытно-экспериментальная работа, формирующее оценивание, индивидуальная образовательная траектория, педагогический мониторинг, менеджмент образования.

INTRODUCTION

In contemporary education, quality is not limited to students’ levels of knowledge. It also encompasses the ability to apply knowledge in practical situations, critical and creative thinking, independent problem-solving, collaboration and self-regulated learning. Improving educational quality should therefore be viewed not as a collection of separate methodological activities but as a systemic process linking objectives, teaching, assessment, teacher capacity and school management.

The UNESCO Global Education Monitoring Report 2024/5 identifies four important dimensions of effective educational leadership: setting clear goals and expectations, focusing on learning, fostering collaboration and developing people [1]. The OECD analysis of PISA 2022 also emphasizes that school autonomy is effective when combined with quality assurance and accountability mechanisms [2]. These conclusions reinforce the need to connect pedagogical strategies directly with management decisions and learning outcomes in Presidential Schools.

The purpose of the article is to systematize pedagogical strategies for improving educational quality in Presidential Schools, summarize the findings of the 2022–2025 pilot activities, and propose practical mechanisms for their implementation in schools.

RESEARCH METHODOLOGY

The study was conducted from October 2022 to May 2025 at the Presidential Schools in Fergana, Andijan and Namangan. The total sample comprised 432 students in grades 6–11. Each

school contributed 144 students, divided into experimental and control groups of 72 students each. Particular attention is paid to the experience of implementing pedagogical strategies at the Presidential School in Fergana.

The study's conceptual model views pedagogical intervention in three stages: initial diagnosis, introduction of targeted pedagogical strategies, and assessment of outcomes through repeated monitoring. Changes in learning achievement, the appropriateness of teaching methods, responsiveness to individual needs and pedagogical collaboration are considered together when interpreting the results. The average improvement of 15 percent stated in the article is presented as an author-reported research result; its calculation method, baseline and final measurements, and statistical significance criteria should be reconciled with the primary tables in the dissertation research.

RESULTS AND DISCUSSION

1. A Systemic Pedagogical Model for Improving Educational Quality

The study proposes organizing strategies for improving educational quality around five interconnected dimensions rather than isolated activities: (1) diagnosing learning outcomes; (2) adapting instruction to learner needs; (3) formative assessment and timely feedback; (4) teacher collaboration and professional development; and (5) data-informed management and monitoring.

The first dimension, diagnosis, involves identifying students' strengths and areas requiring development by topic, not merely recording final grades. Diagnostic findings are valuable when used to establish individual learning goals and plan lessons. The second dimension calls for differentiated and individualized instruction: instead of providing the same content to all learners at the same pace and in the same way, the level of difficulty, type of support and opportunities for independent work are adjusted.

The third dimension, formative assessment, provides learners with clear information about their present position, the improvements needed and the next step towards their goals. Feedback should be grounded in criteria for the work performed, rather than limited to general praise or criticism. Under the fourth dimension, subject teachers jointly analyse student results, exchange effective teaching practices and identify professional development needs. The fifth dimension ensures the regularity of these processes, the allocation of responsibilities and monitoring of results.

2. Analysis of the Pilot Study Results

In the study conducted during 2022–2025, the average improvement associated with the pedagogical strategies applied was reported as 15 percent. This result points to the value of organizing diagnosis, targeted pedagogical intervention and reassessment as a repeated cycle instead of relying on one-off checks or final assessment alone. However, its scientific interpretation requires clarification as to whether the improvement represents a percentage increase relative to the baseline or a difference in percentage points.

Comparing only the final outcomes of the experimental and control groups is insufficient. Baseline differences, changes across grade levels, student attendance and the duration of strategy implementation should also be considered. If primary data are available, reporting means, standard deviations, pre–post differences and appropriate statistical tests would strengthen the evidence in the article.

The practical value of this study lies in translating outcomes into concrete school management decisions: which subjects or topics require additional support, which teaching practices are more effective, what professional development assistance teachers need and where resources should be directed. Such decisions can be guided by regular data analysis.

3. Alignment with International Approaches

The UNESCO report links educational leadership with attention to learning, collaboration and the development of teacher capacity [1]. The OECD likewise stresses the importance of strengthening high-quality teaching through research evidence, collaboration among teachers and continuous reflection on practice [3]. These approaches suggest that leadership in Presidential Schools should not be confined to administrative oversight but should support the improvement of teaching and learning.

Alignment with international experience does not mean mechanically copying international standards. Each strategy must be adapted to the school curriculum, student population, teacher capacity and available resources. The key measure is not the number of organizational documents or events but measurable and sustainable change in students' learning.

4. Practical Implementation Mechanisms

Based on the study findings, the following practical mechanisms are proposed for systematic application in Presidential Schools:

- Conduct baseline assessments of learning outcomes by subject and grade, and establish individualized development goals.
- Review student outcomes every 6–8 weeks and decide whether additional support, more demanding assignments or changes in instruction are required.
- Focus meetings of subject departments on the analysis of student work, the alignment of assessment criteria and the sharing of effective practices rather than mainly on administrative reports.
- Use lesson observations as a means of targeted pedagogical feedback and teacher professional development, rather than as punishment or a formal inspection tool.
- Introduce a concise periodic monitoring dashboard for school leadership combining learning outcomes, attendance, task completion, the effectiveness of individual support and teacher development indicators.
- Maintain regular cooperation with parents concerning learning objectives, developmental progress and support at home, rather than communicating only when problems arise.

CONCLUSION

Improving educational quality in Presidential Schools requires learning outcomes, pedagogical processes and school management to be considered within one system. The 2022–2025 study across three Presidential Schools involved 432 students, and the author-provided data report an average improvement of 15 percent associated with the pedagogical strategies. This finding suggests the practical potential of a model combining initial diagnosis, individualized instruction, formative assessment, teacher collaboration and regular monitoring.

Decisions concerning educational quality should be based on reliable data; outcomes should be compared with baselines, and identified challenges should be linked to specific pedagogical measures. School leaders demonstrate leadership by supporting these processes, de-

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veloping teachers' professional capacity and fostering a collaborative culture that advances student learning.

Further research should separately examine full statistical results for the experimental and control groups, differences across subjects and grade levels, and the long-term effects of the strategies implemented.

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