

Didactic Bases of Educational Content Based on the Principles of Concentration of Teaching Materials in Primary School Textbooks

Kurbanova Hürriyet

Pedagogical Institutes Master, Termez State University, Uzbekistan

ABSTRACT

The problem of determining the system of theoretical knowledge of didactic nature in concentrates, how this knowledge is related to the structure of the subject and how to determine the relationship between them.

KEYWORDS: *course, education, Didactic, teaching, interactive methods, practice, structure, content of the subject*

How to cite this paper: Kurbanova Hürriyet "Didactic Bases of Educational Content Based on the Principles of Concentration of Teaching Materials in Primary School Textbooks" Published in International Journal of Trend in Scientific Research and Development (ijtsrd), ISSN: 2456-6470, Volume-6 | Issue-3, April 2022, pp.1936-1939, URL: www.ijtsrd.com/papers/ijtsrd49877.pdf



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INTRODUCTION

The principle of centrism means that in the theory of education, the content of education, gathered in one common center, is given as separate blocks (classes) of educational material for a particular course of the subject. However, these blocks determine the amount of study material that can be determined for a particular subject. In this sense, the content of the study material, which is determined on the principle of centrism, allows students to determine the volume and quantity of educational materials provided.

With the possibility of concentrating the system of theoretical knowledge of didactic nature into concentrates, the problem arises of how to relate this knowledge in the structure of the subject and how to determine the interrelationships between them.

The knowledge and information contained in the subject is stable within a certain space and time. It is possible to combine theoretical knowledge into different concentrations.

LITERATURE ANALYSIS AND METHODOLOGY

In order to correctly determine the system of knowledge to be included in the composition of the concentrate, it is first necessary to scientifically substantiate the composition of the concentrate. The question of structure has historically always been at the forefront of a sufficiently complete substantiation of the properties of the object being studied in the true sense. Although they seem to have the same elemental content in the study of the problem of structure, the evidence for the diversity of the essence of knowledge is important in distinguishing them into concentrates.

The concept of "structure", which is widely used in the study of knowledge of the mother tongue, is of particular importance on the basis of the principle of centrism.

The National Encyclopedia of Uzbekistan defines the concept of "structure" as follows: "Structure (Lat. Structura - structure, connection) - the structure, construction of certain things; interdependence of components [1].

In our view, the concept of structure reflects the characteristics of the existing relationships between the elements of the learning material.

DISCUSSION

In the structure of educational materials, intellectual connections are manifested as a deductive structure, which is the basis for combining them into a single block. The affiliation of learning materials to a single concentration is determined by several parameters: the generality of the content and concepts they express, depending on the degree to which they are mutually exclusive. It is important that all concepts within the subject matter express a certain degree of clarity. In structuring didactic materials related to a particular subject, special attention should be paid to their interdependence. The principle of centrism allows for a clear structuring of didactic units. The more general a particular concept in the composition of a concentrate, the more relevant it is to other concepts with a weaker generality.

Therefore, the relationship between the training materials in the concentrate is as follows:

the existence of an intellectual connection between the learning materials and their parts;

clear and complete representation of didactic materials in each concentrate[2].

Based on the above, it is possible to justify the expansion of opportunities to ensure logical coherence and consistency between curricula, textbooks and manuals as a result of structuring the teaching material based on the principle of centrism. Concentration should also be used in the presentation of learning materials and the setting of learning objectives.

Teaching based on the principle of concentration in certain academic disciplines is important in the intellectual development of students and the systematization of their knowledge. In this regard, mother tongue education is especially important. The effectiveness of the learning process largely depends on the choice of the content of the subject in accordance with the objectives of education. Therefore, the workload offered to students should be tailored to their needs and capabilities.

Native language education expands students' ability to think independently, to observe, to understand the opinions of others, to express their opinions fluently orally and in writing, to communicate freely with members of society. 'should serve the consistent development of nicknames and skills. The indicators of the standard of mother tongue education are defined in terms of teaching the child to think, to

understand the expressed idea and to express their opinion in a literate, logical sequence. In the context of mother tongue education based on the principle of concentration, the student's literacy, the ability to pronounce the signs of written speech are rapidly developed with the help of theoretical knowledge and practical orientation. Students will be able to understand and comprehend unfamiliar words and texts. As the class progresses from class to class, the amount of theoretical information provided to the student will increase, and more time will be devoted to consolidating the acquired knowledge through practical exercises. Convenient didactic situations are created for them to have a deeper understanding of the content of the texts.

Developing the skills and competencies to express ideas in writing is a complex process that requires special attention in the implementation of mother tongue education based on the principle of centrism. Because today it is especially important to develop students' written speech from primary school. Students should be able to articulate their ideas in a detailed, logical sequence. To do this, they need to have enough vocabulary. To this end, in the process of mother tongue education based on the principle of concentration, it is desirable to develop and strengthen the following skills in students class by class:

- to express the idea in a logical sequence;
- create class-extended extended texts within a specific topic;
- a detailed description of a particular topic;
- be able to effectively use the expressive possibilities and vocabulary of the native language in describing the topic;
- adherence to spelling and methodological requirements in the creation of the text[3].

Mother tongue education in primary school based on the principle of centrism is the formation and development of students' independent, critical and logical thinking skills, the ability to express their ideas independently, the application of acquired knowledge in educational activities and serves to provide the necessary level of preparation to continue studying in the second stage.

Learning materials to acquaint students with the surrounding nature, to give them an initial idea of the structure of the universe, natural and social phenomena, to form the first buds of a linguistic worldview, to arouse love for the mother tongue and to use its potential in expression. training is provided.

Selected educational topics and corresponding teaching materials to explain to students the objects of material existence, events, concepts and social relations between people, the historical and social experience of the Uzbek people, the relationship between society and nature, o It should serve to visually interpret difficult words and phrases in the Uzbek language in terms of content and expression. For example, as a result of constantly increasing the vocabulary of the student, they develop emotional perception, the pursuit of sophistication, pleasure, ingenuity, a high level of excellence, the desire to master the art, the logical thinking. At the same time, in the process of interpreting texts, students learn the subtle meanings expressed in words and phrases in their native language, as well as the methodological possibilities of the language.

In educational and informational texts, knowledge is logically stated. In fictional stories, material things, events and phenomena, social relations are represented figuratively. In the learning process, it is important to ensure that the lesson materials are consciously mastered by the students. In the course of the lesson to explain the original meaning of portable words, assignments to express ideas based on pictures, to teach students to think independently, to express their ideas in a logical sequence, effectively using the vocabulary of the native language is also important in terms of [4].

Given the need to cultivate national morality and decency in the process of mother tongue education, it is advisable to choose teaching materials.

The content of mother tongue education based on the principle of centrism was also defined within the requirements of the state educational standards of primary education. Accordingly, the content of mother tongue education based on the principle of centrism was determined based on the principle of centrism. At the same time, the topics focused on the formation of elements of basic linguistic knowledge and speech culture in students on the basis of a certain logical sequence.

In the early stages of mother tongue and reading education based on the principle of concentration, the word is associated with the expression of the name of material existence, environment, nature and society, socio-economic sphere, various emotions in man, meanings of words and phrases denoting the names of concepts, objects, events, their meanings, synonyms, new and obsolete, commonly used and multi-meaning words, their variants to develop vocabulary and speech from class to class on the basis of teaching, to give them an idea of the vocabulary of the Uzbek language and the scope of its use, to solve the task of

inculcating the vocabulary of the native language in students' speech. caught in the act.

In the following sections of the content of mother tongue and reading education based on the principle of centrism, students will be able to accurately and correctly express their thoughts and feelings with the help of grammatical knowledge and vocabulary acquired by others. In order to achieve a correct understanding of the ideas and feelings expressed by .

The third part focuses on the methodological adaptation of the means of expression in the native language, the gradual assimilation of methodological possibilities into the speech of students in order to understand the power of emotional meaning expressed in human speech, to use the same opportunity of speech in oral and written forms. .

In the process of speech development, which is an integral part of mother tongue and reading education based on the principle of centrism, the stylistic norms of the Uzbek language and their main features, stylistic the functional nature of norms, the possibilities of choosing and applying language tools, norms, typology of speech styles, focus on teaching students problems in an interrelated way.

In this section of the content of mother tongue and reading education based on the principle of centrism, the expediency of the methodological elements of speech, the skills and abilities of students to understand the stylistic value through non-linguistic and linguistic criteria are formed. It is also intended to inculcate functional language norms in students' speech, in turn to understand the exact logical content of the text, to inform students about the sociolinguistic, psycholinguistic basis of the communicative style created by the formation and organization of the text.

CLEAR CONCLUSIONS AND PRACTICAL SUGGESTIONS

In the process of speech development, special attention is paid to the connection between the semantic, grammatical and functional stylistic components of words, teaching students the vital function of the word in speech. This process involves teaching students to think clearly and to articulate the product of their thinking in a purposeful way. In the process of mother tongue and reading education based on the principle of centrism, the aim is to develop students' cognitive potential and intelligence, to form skills and abilities to express their ideas in a purposeful way using the wide opportunities of mother tongue and reading He was caught. To achieve the same goal, students are given the task of gradually teaching the elements of connected speech,

accustoming them to the creation of texts of different shapes, content and character. In addition, the linguistic norms of communication with members of society in the process of education based on the principle of centrism from the mother tongue and reading, the importance of language and speech for society and the individual, respect for language, the struggle for its richness and purity Students will be equipped with the most important knowledge and understanding of interlinguistic communication and its effects, the history of language and writing, and the stages of development of language and writing.

In the native language and reading lessons, the task is to develop the skills of regular reading, reviewing and evaluating each other's work, understanding the opinions of others and the content of the text.

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