

The First Step in the Development of the New Textbook Education System

S. M. Zokirova

Doctor of philological sciences, Fergana State University

M. Sh. Nuriddinova

Student of Fergana State University

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ABSTRACT

This article is about the new changes in the educational system and their impact on science textbooks, in particular, the analytical thoughts about the integration of the subject of the mother tongue in primary grades with the subject of reading under the name of mother tongue and reading literacy.

Today, as a result of the continuous growth in the educational process, there has been a sharp increase in the field of education. Initially, as a result of cooperation in education, i.e. agreements with European countries in the field of education and exchange of mutual education system, the Finnish education system became a manifestation of growth in education. This educational system is aimed at independent, critical and analytical thinking of the student and became a new prelude to the development of thinking of the young generation. The initial appearance of the system was reflected in the textbook, a new innovative form of textbook was introduced. On the basis of interdisciplinary integration, the textbook began to be formed using Finnish educational methods. It is mainly intended to encourage the child to think, and focus on the student.

As a result of the integration of mother tongue and reading science, the textbook "Mother language and reading literacy" was presented to the educational process. The textbook was presented for use in educational processes, based on methods that are far from rules, and build the student's knowledge acquisition skills in a practical way.

If we pay attention to the part of the textbook created together with Iroda Azimova, Klarakhan Mavlonova and other co-authors for the 1st grade, the textbook consists of a total of 6 sections and 18 topics. excerpts from the works of children's poets and writers, useful information and small texts from children's encyclopedias.

If we analyze the 1st grade textbook orthographically, in the initial topics, that is, in the analysis of the spelling of syllabic words in the topic "My family", children are divided into syllables in pronunciation, but based on the rules of transfer, the next It is necessary to explain the spelling of the words that cannot be copied.

For example: brother, father, mother, sister, son, brother.

On the topic "Who are they to you", the first orthographic rule will be given.

"People's names and surnames are always written with a capital letter. [1]

In the science and technology section, after the text "Is the moon bigger than the earth", another rule is given for the spelling of capital letters.

Names of heavenly bodies are written with a capital letter.[1]

If we pay attention to the first independent exercises in the textbook, they check all the sentences in the short stories that the students have made, in such cases, the level of learning the spelling rules of the students increases.

In the topic "Let's play chess", the spelling of single and double consonants was also discussed.

Exercise 6. Copy the highlighted words. Pay attention to pronunciation and writing.

Meat, leaves, ukki, nine.[1]

Spelling errors in the case of some words in conversation are also highlighted in the textbook in a practical way.

In the dialogue given on the topic of "Green planet", the girls express the word yotamiz in the form of yootamiz. In this process, students should be informed that words in this form are spelling mistakes.

Another rule called the spelling of capital letters is included in the textbook.

Names given to animals are written with capital letters.[2]

Now let's look at the spelling of the hyphen.

Copy and write the words in bold used in the text given on the topic "What do vegetables say". Pronounce them correctly

Consumption, excellent, taste.

Also, in this textbook, special attention is paid to the graphic form of the tutuk sign.

In the 1st grade mother tongue and reading literacy textbook, students are introduced to the following rule about the punctuation mark.

"The catch sign has two functions. If a stop comes after a vowel sound, that vowel is pronounced. For example: meaning, announcement. [2]

If a stop comes after a consonant, there is a slight pause after the consonant during pronunciation. For example: courage, speed.

Based on this, they separate and differentiate the words in the original text with a hyphen.

Task 8. Do the words below have the same meaning? Discuss this in class. Make sentences with them and write them.

sa'va-sava, poem-poem, castle-castle, art-art.

In the 6th exercise of the textbook's poetic tale "The Living Basket", students pay attention to the spelling of adverbs in the text.

Ant+to=ant to well+to=to well butterfly+to=butterfly[2]

Through such tasks, the students analyze the sound changes that occur in words when adding lexical form-forming adverbs.

If we analyze the 2nd grade mother tongue and reading literacy, then the 11th section consists of 52 topics. During the initial topics, we can see a practical exercise reflecting orthographic competences. Section 1 presents a text enriched with neologisms for students on the topic "When I grow up, I will receive the Nobel Prize", in which the teacher should draw students' attention to the spelling of foreign words in the text. Another rule is given based on the text in the first topic of the textbook.

"The names of stars and planets and various celestial bodies are written with a capital letter. For example: Moon, like Mars.[3]

"Who do we call a neighbor?" If we pay attention to the spelling of the place names in the first column in the information given in the two columns after the text.

"The name of our neighborhood is Sariosia. According to my grandfather, the name Sariosia means "mill head".

I live on Abu Rayhan Beruni street in our neighborhood. Khojamurod Bakhshi Street, the street next to Abu Rayhan Beruni Street, is named after a Bakhshi who lived in our neighborhood."[3]

Place names in the given text are written to the students by focusing on the spelling and understanding, and based on the text, the students compare the given rule with the text.

"The names of neighborhoods or streets are written with a capital letter. For example: Chorbog neighborhood."[3]

Together with the analysis of the spelling of new words, i.e., neologisms, children's orthographic knowledge is formed in the texts given in the textbook. In the section "Bacteria and microbes" students pay attention to the spelling of neologisms. Students distinguish the correct spellings of the words microbe, microscope, million, million, microbe, microscope, the differences in the reading and writing of foreign words are explained, and the following rule is reflected in the textbook.

"Some words are not spelled the way they are said. You should learn such words during the subjects and keep them in mind".[3]

At the end of the textbook, it is necessary to pay attention to the spelling of the vocabulary of words used in the texts, and to create an understanding of the children's knowledge of the spelling of words by expanding the range of words.

In the 2nd grade mother tongue and reading literacy book, part 2, after the text "The Wise Hour", the students are told about the use of double consonants in words and rules are given.

"Two identical consonants can appear side by side in a word. These are double consonant words.

For example: ki, amma, gram, barakalla."[4]

After the given rule, the double-consonant words given in the above text are distinguished with the students, and the children should do it independently.

Pupils create their own understanding even with working papers. In the textbook, students work on various projects, and in this, students also gain an understanding of the procedure for addressing state leaders. In the "Idea for my country" project, students present their project in the form of a letter to the Minister of Public Education. Through projects of this type, students learn free thinking, creative and critical thinking, and formal references in business documents.

In the 9th section "Samarkand - the cradle of history", students pay attention to the spelling of words that are reflected in writing even if they are not pronounced in oral speech through the text

and get acquainted with the following rule.

"Sometimes the last sound of some words is written without saying:

Samarkand, high, fist." [4]

Such words in the text are identified together with the students and focus on their spelling. In the topic of strengthening, exercises corresponding to this rule will be considered.

Exercise 1. Do you need to put letters instead of periods in the following words? What letter is it? Paste and copy the desired letter.

Gosh..., Toshken..., balan..., Bukhara..., remote control..., Parken..., Berlin..., diktan..., darak..., mush... [4]

Dictionaries given at the end of the 2nd grade textbook play an important role in students learning vocabulary and literacy, the meaning of newly introduced words, that is, the spelling of neologisms, each pedagogue is given in the textbook he should make good use of every piece of information.

If we analyze the 3rd grade mother tongue and reading literacy textbook from the point of view of spelling, the students' spelling skills increase with various exercises in the 16 topics of the 1st part.

In the 2nd task given after the audio text of the topic "Strange children", students check the spelling of words.

2. Read the following words from the audio text. Identify and copy the correctly spelled words.

Child, book, book, book reader, book reader, many, cocktail, child, strange, many, labor.[5]

Task 8, like the task above, focuses on the spelling of words that differ in pronunciation and writing in children.

Task 8. Pronounce and write the following words from the text. What is the difference between their pronunciation and writing?

Four, loving, happy, extremely intelligent.

In the topic "The unique nature of Uzbekistan", students pay attention to the spelling of capital letters.

Task 2. Place the letters correctly and write the words. Pay attention to the spelling of capital letters.

Example: fraiak- Aftika, ...

daumroya-Amudarya, ysaroidr-Syrdarya, ugbu-bugu, shazfnaor-Zarafshan, satvarliya-Australia, ouroxb-Bukhara, ndaap-panda.[6]

In this type of tasks, children gain intelligence and spelling literacy.

On the subject of "Antarctica - the kingdom of ice", students are given skills on the spelling of sentences through assignments.

Task 5. Read the sentences. Copy the correctly written sentences into your notebook.

1. Millions of years ago, Antarctica was a hot country.

Millions of years ago, Antarctica was a hot country.

2. Most of all drinking water in the world was collected in these glaciers

Most of the drinking water in the world is collected in these glaciers.

3. The weather in Antarctica is very cold, some places hardly see sunlight.

The weather in Antarctica is very cold, some places hardly see sunlight.

4. After the captivity, Antarctica slowly begins to turn into an ice kingdom.

Centuries later, Antarctica slowly begins to turn into an ice kingdom.[6]

In this task given on the subject, children will gain skills in spelling words and using paronyms.

On the subject of "World Oceans", students will be given tasks related to the spelling of suffixes and the spelling of capital letters.

Task 13. Identify the errors in the highlighted words and copy the text without errors.

Note: When editing this text, pay attention to differences in spelling with -ni, -s, suffixes, capitalization, and pronunciation.

A very large part of the Earth, i.e. 71 percent, is covered by water. These waters belong to four huge oceans: the Pacific Ocean, the Atlantic Ocean, the Indian Ocean, the Arctic Ocean, and many seas and rivers. The territory of the Pacific Ocean itself covers almost half of the globe.

A very large part of the globe, that is 71 percent, is covered with water. These waters belong to four huge oceans: the Pacific Ocean, the Atlantic Ocean, the Indian Ocean, the Arctic Ocean, and many seas and rivers. The Pacific Ocean alone covers almost half of the Earth's surface. [6]

The information allocated to orthography in this textbook in an integrated form has been given to students in a practical way with the help of exercises, and the textbook is a reason to motivate students to learn independently and to teach them to think freely.

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