



NATIONAL CURRICULUM AND NEW GENERATION MOTHER TONGUE AND READING TEXTBOOK

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Abstract

This article discusses the advantages of the new national curriculum and the 1st grade native language and reading literacy textbook created for the new generation, as well as quality education, best international practices, international assessment program requirements and spiraling. Based on the methodology of the unit, opinions are expressed on such data as the development of skills in the XXI century.

Keywords: National Curriculum, TIMSS, PISA, PIRLS, assessment, teacher's book, international assessment, development, literacy.

A new National Curriculum for the 2021-2022 academic year was created by the Ministry of Public Education of the Republic of Uzbekistan, the Republican Education Center and UNICEF. and we will touch on the textbook of reading literacy.

The content of the national curriculum created for the subject of mother tongue and reading literacy: description of the subject of the mother tongue, teaching of the subject of mother tongue and reading literacy in general secondary education, competencies to be developed in students, content standards of the subject (knowledge and skills), educational standards specified in the cross-section of classes, organizes the curriculum of the mother tongue science. The main goal of the national curriculum is quality education, advanced foreign experiences, international evaluation program requirements and development of 21st century skills on the basis of spiral teaching methodology, attracting national and foreign experts with advanced experience to improve the content of education.

TIMSS is an international monitoring program of the quality of mathematics and natural sciences education organized by the International Association for the Evaluation of Educational Achievements.



PISA is an international student achievement assessment program aimed at assessing the literacy level of 15-year-old students in subjects.

PIRLS- international studies on reading literacy (one of the main studies).

The differences between the previous curriculum and the current curriculum are as follows:

The content of the old curriculum - general secondary education - is aimed at preparing students not for life, but for the key stage of education. In the curriculum, the sequence of topics is studied in a linear form. More attention is paid to imparting theoretical knowledge. Separate hours are not allocated in the curriculum for practical training. The sequence of topics is not provided continuity.

The national curriculum-the national curriculum of general secondary education is aimed at developing the skills of students to apply the knowledge they have acquired in life. It changes from simple to complex in the section of classes. It is aimed at developing the skills of students to apply the knowledge they have acquired in real life. Separate hours are allocated for students in working with tasks that correspond to international assessment standards and for project work. interdisciplinary integration was taken into account.

The National Curriculum (NCU) provides ample opportunities for competency-based education:

- provides students with sufficient knowledge and skills necessary for success in real life
- aimed at reducing the existing educational burdens for students and teachers aimed at changing the teaching methodology for the development of creative thinking and practical skills

As they say, if your work tool is good, it will be less difficult, if our textbooks are created in a high-quality and understandable way, the teacher who teaches and the students who receive education will understand the topics quickly and easily. Based on the national curriculum, not only new textbooks, student's notebook and teacher's book were also created.

What can we learn from the teacher's book in the practice of quality organization of the educational process based on the teacher's book!!!

Methodological recommendations on the effective use of the project of the teacher's book created on the basis of the national curriculum in the process of experimentation



Information on ensuring interdisciplinary integration in the use of lesson plans, presentations and digital resources in the course of the lesson created on the basis of the national curriculum.

Information on the development of skills in the selection and application of modern teaching methods

In the development of the National curriculum for the subject of mother tongue and reading literacy, attention is paid to the following.

1. Formation of the program in accordance with international assessment levels (A1, A2, B1, B2);
2. Acquaintance with scientific literature on the principles of teaching science;
3. Learning the experiences of teaching science;
4. Formation of topics taking into account the age and psychological aspects of students;
5. To ensure the interdependence of sections that combine topics;
6. To present the grammar of the Uzbek language on the basis of the principle from simple to complex to the selected topics;
7. Not being afraid of repetition, but based on the principle of spiral repetition;
8. Distribution of hours according to the topic and grammatical requirements;
9. To provide materials for the development of listening and viewing comprehension, reading comprehension, and active speech (written and oral) in accordance with the age of the students of each class;
10. STEAM - providing interdisciplinary integration;
11. To pay special attention to practical training and project work for educational research;
12. Creating a national assessment system;

Teachers who teach using the mother tongue and reading literacy textbook developed on the basis of the national curriculum can follow the recommendations given below: create a positive environment, listen to opinions, create opportunities even if they are wrong, use different methods not to be afraid of use, reflection, pay attention to accuracy in assessment. We pay special attention to the evaluation of these recommendations.

ASSESSMENT is an activity that provides information about student learning.

To measure the educational achievements of students, 3 different types of assessment are used, each of which is implemented in specific forms:



1. Diagnostic (initial) assessment
2. Formative (formative, current) assessment
3. Summative assessment

DIAGNOSTIC evaluation is an introduction in terms of form and serves to determine the degree to which the student's competence has been formed. It is held at the beginning of the school year and allows to determine the student's achievement in the expected results at the end of the year. The results of the diagnostic assessment are recorded and summarized in the form of an image and serve as a basis for the teacher to improve the educational process and make corrections by defining educational tasks and educational issues for the student.

The purpose of FORMATIVE assessment is to determine the individual differences and achievements of the student in mastering the material, as well as to develop recommendations for the student to achieve the expected results. In terms of form, it can be both introductory (at the beginning of the subject being studied) and daily (during the educational process). The teacher uses formative assessment for timely correction of teaching, to make changes in planning, and students to improve the quality of the work being done. The concrete work of the student is evaluated, not the level of ability.

SUMMATIV (generalizing, aggregating) assessment

At a certain important stage of the educational process (for example, at the end of a module or subject, at the end of a semester or quarter, at the end of an academic year, at the end of one stage of education or before moving on to the next stage of education), the learner's the process of measuring the extent to which the objectives have been achieved.

In the teaching of mother tongue and reading literacy, the main focus is on the formation of four language skills: reading comprehension, listening comprehension, speaking and writing, and grammatical literacy. After completing the literacy phase in education, mother tongue and reading literacy classes begin and continue consistently until the end of the 4th grade.

The science of Uzbek language is not only a science that teaches grammatical norms, but it is a science that helps the student to listen and understand the texts on optional topics, to read correctly, and to develop orthographic and orthographic norms.



In the national curriculum, in the textbook of mother tongue and its teaching literacy, several types of exercises are given for the student, and in the process of applying them, students' knowledge, skills and abilities are developed. In particular, working on exercises and tasks related to understanding the meaning of words and phrases in the given text, distinguishing the words that denote color in the text. Exercises to correctly understand the questions and tasks given in connection with the text, to be able to answer the questions in an orderly manner. Exercises on distinguishing x and h sounds, working on the spelling of words with these sounds. Working on exercises and assignments related to the correct pronunciation of vowels and consonants. Exercises on the use of order words (first, second) in expressing ideas. Create a text of 3 or more sentences on the topic of nature conservation. In this process, the use of proper nouns, giving an understanding of their capitalization. Understanding the images given in the text. Choose or draw pictures that match the image.

The following methods are used in the new generation textbook: Audio and video materials, sudoko method, mnemonic method, Munsterberg method, Schmutz method, comic, put words instead of pictures method, rebuses, riddles, quick sayings, think of it, snake methods such as trail method, crossword, yes, no method, T-scheme method, and logical thinking were used. For example, by using the "ACTIVE TOR 3-2-1" method, if the student remembers the information given on the topic, they write the numbers 3, the important place 2, and I use 1.

☒ I remember - 3.

☒ It was important - 2.

☒ I use - 1.

A methodical guide for teachers created for the textbook of mother tongue and reading literacy was created, and as an additional recommendation when using it, it is worth saying that you should not be limited by the information given in the teacher's book, and take a creative approach based on professional experience. , it is necessary to always fill in the information given in the teacher's book, make effective use of electronic resources, integrate the information in the teacher's book with some educational sites. In short, the newly created national curriculum and the main intended result of creating new textbooks is to educate a competitive, patriotic, creative person with 21st century skills.



Through the textbooks of the new generation, he is curious, perceives existence and human problems, listens and hears, thinks critically, creatively, expresses sympathy for friendly relations, can be a leader, can express his opinion, appreciates patriotism and the values of family and society. and accepts.

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