



**A TEXTBOOK ON NATIVE LANGUAGE AND READING LITERACY, CREATED ON THE BASIS OF THE NATIONAL CURRICULUM**

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**Abstract:** *This article presents reviews of the new national curriculum and the advantages of a textbook on native language and reading for the 1st grade, created for a new generation, as well as information about quality education, advanced foreign experience, requirements for an international assessment program and the development of skills of the XXI century based on a spiral teaching methodology.*

**Keywords:** *National curriculum, TIMSS, PISA, PIRLS, assessment, Teacher's book, international assessment, development, literacy. national .*

The Ministry of Public Education of the Republic of Uzbekistan, the Republican Educational Center and UNICEF have created a new national curriculum for the 2021-2022 academic year. Let's focus on the textbook of the native language and reading literacy for the 1st grade, created according to the national curriculum.

The content of the national curriculum created on the subject of Native language and reading literacy: the description of the subject of native language, teaching the subject of Native language and reading literacy in a comprehensive secondary school, the competencies developed by students, the standards of the content of the subject (knowledge and skills), the standards of education, specified in the context of classes, make up the curricula on the subject of Native language [1,2,3,4,5,6,7,8,9,10,11,12,13,14,15,16]. The main goal of the national curriculum is high-quality education, advanced foreign experience, The purpose of the international assessment program is to develop the skills of the XXI century based on the requirements and spiral teaching methods, to attract national and foreign experts with best practices to improve the content of education. International evaluation programs can be cited as an example of advanced foreign experience.

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

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

PEARLS is an international study of literacy in reading (one of his main studies).

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

The old curriculum-the content of general secondary education is focused mainly on preparing students for the next stage of education, and not for life. In the curriculum, the sequence of topics is studied linearly. More attention is paid to the transfer of theoretical knowledge. There are no separate hours for practical classes in the curriculum [17,18,19,20,21,22,23,24,25,26,27,28,29,30,31,32,33]. Continuity in the sequence of topics is not ensured

National Curriculum -The national curriculum of general secondary education is aimed at developing students' skills of applying the acquired knowledge in life. The subjects are taught mainly in a spiral, they vary in classes from simple to complex. It is focused on developing students ' skills

of applying the acquired knowledge in real life .Interdisciplinary integration was taken into account when working with assignments that meet international student assessment standards, and in a subject sequence in which separate hours were allocated for project work [34,35,36,37,38,39,40,41,42,43,44,45,46,47,48,49,50,51,52].

National Curriculum (MUD) - provides extensive opportunities for competency-based learning:

- gives students enough knowledge and skills needed to succeed in real life
- aimed at reducing the existing educational loads for students and teachers

focused on changing teaching methods in the development of creative thinking and practical skills.

As they say, if you had a good working tool, I would have less trouble if our textbooks were of high quality and understandable, the teacher who teaches and the students who receive education could also quickly and easily understand the topics. Based on the national curriculum, not only new textbooks have been created, but also a student's notebook and a teacher's book.

We will learn about the practice of high-quality organization of the educational process based on the teacher's book from the educator's book!!!

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

- Information on ensuring interdisciplinary integration in the process of lesson development of lessons, presentations and the use of digital resources created on the basis of the national curriculum

□

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

When developing the national curriculum on the subject "Native language and literacy in reading", the main attention is paid to:

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. Studying the experience of teaching natural sciences;

4. Formation of topics taking into account the age and psychological aspects of students;

5. Ensuring that the sections combining the topics are also linked to each other;

6. Presentation of the grammar of the Uzbek language according to the principle from simple to simple, corresponding to the selected topics;

7. They do not get tired of repeating, but are guided by the principle of spiral repetition;

8. Allocation of hours according to thematic and grammatical requirements;

9. Provide for the provision of materials for the development of active speech (written and oral), reading comprehension, listening and viewing in accordance with the age of each student;

10. Steam-ensuring interdisciplinary integration;

11. Special attention is paid to practical classes and project work for conducting educational research;

12. Establishment of a national assessment system;

Teachers conducting classes using a textbook on native language and reading developed on the basis of the national curriculum can follow the recommendations below: create a positive atmosphere, listen to thoughts, give the opportunity to speak, even if he speaks incorrectly, do not get tired of



using various methods, pay attention to reflection, truthfulness in their assessments. Of these recommendations, we will pay special attention to evaluation.

Assessment is an activity that allows students to learn about their education.

To measure student performance, 3 different types of assessments are used, each of which is carried out in certain forms:

1. Diagnostic (primary) assessment
2. Formative (formative, current) assessment
3. Final (generalizing, summing up) assessment

The diagnostic assessment is introductory in form and serves to determine the degree of formation of the student's competence. It is held at the beginning of the academic year and allows the expected results at the end of the year to determine the student's academic performance. The results of the diagnostic assessment are recorded and summarized in the form of images and serve as a basis for improving and correcting the educational process by setting educational tasks by the teacher, educational tasks for the student.

The purpose of the formative assessment is to identify individual variations and achievements of the student in mastering the material, as well as to develop recommendations for achieving the expected results for students. In form, it can be both introductory (at the beginning of the subject being studied) and everyday (in the learning process). The teacher applies a formative assessment for the timely correction of teaching, for the adjustment of planning, and the students-to improve the quality of the work performed. The student's specific work is evaluated, not the level of his abilities.

Final (generalizing, summing up) assessment

The process of measuring how well a student has achieved educational goals at a certain critical stage of the educational process (for example, the end of a module or subject, semester or quarter, the end of the academic year, the end of one stage of training or before moving on to the next stage of training).

In teaching the native language and literacy in reading, the main attention is paid to the formation of four language skills in the student: reading comprehension, listening comprehension, speech and writing, as well as grammatical literacy. After the completion of the literacy stage in primary education, the lessons of the native language and reading literacy begin, which consistently continue until the end of the 4th grade.

The Uzbek language is a science that serves not only to teach grammatical norms, but also to ensure that the student understands by ear, correctly reads texts of an arbitrary topic, an interdisciplinary section, develops orthoepic and spelling norms.

The National textbook dstur on the native language and its teaching in the textbook "literacy" provides several types of exercises for the student, during the application of which the knowledge, skills and abilities of students in the subject are developed. In particular, work on exercises and tasks related to understanding the meaning of words and combinations in this text, the ability to distinguish words denoting color in the text. Exercises for the correct understanding of questions and tasks in the text, the ability to answer questions in an orderly manner. Exercise on mutual distinction of sounds h and h, work on spelling words in which these sounds participate. Conduct a conversation on a given topic, work on exercises and tasks related to the correct pronunciation of vowels and consonants. Exercises on the use of words denoting order (first, second) in the expression of thought. Creating a text of 3 or more sentences on the topic of nature conservation. The use of nominative nouns in this

process gives an idea of their spelling in capital letters. Understanding the images presented in the text. Select or draw images that match the image.

The following methods are used in the new generation textbook: audio and video materials, Sudoku method, mnemonics method, Munsterberg method, Schmutz method, comics, the method of inserting words instead of pictures, puzzles, riddles, quick statements, the method of invention, the snake trail method, crossword, the yes-no method, the T-scheme method, the logic used methods such as "invent".

For example, using the Aactiva "3-2-1" method, the reader remembers the data on the topic by writing the numbers 3, 2, 1 in a significant place.

I remembered - 3.

It was important - 2.

I don't apply - 1.

A methodological guide for teachers created for the textbook of the native language and reading literacy, as an additional recommendation when using it, it should be said that it is not limited to the information provided in the teacher's book, creatively approach professional experience, always supplement the information provided in the teacher's book, effectively use its electronic resources, it is necessary to integrate information from a textbook with examples of educational sites. Summing up, we can say, that the main expected result from the creation of the newly created national curriculum and new textbooks is the education of a competitive, patriotic, creative personality with the skills of the XXI century.

The new generation is curious through textbooks, perceives, listens and hears existence and human problems, thinks critically, creatively, is friendly to friendship, can be a leader, express their opinion, appreciate and accept patriotism and the values of family and society.

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