

## Conceptual Foundations of Providing Integration in Mother Language Education

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### **Abstract:**

*The article discusses the problem of integration of mother tongue education in primary and secondary education. Paying attention to the consistency of knowledge is analyzed as the main parameter in the integration of mother tongue education.*

**Keywords:** *primary education, continuity, mother tongue textbooks, creativity, knowledge, assignment, continuity.*

### **INTRODUCTION**

The main goal of the reforms implemented in the field of continuous education is to improve the quality and efficiency of education. "Efficiency" and "quality" are the most widely used concepts in all areas of human activity. However, there are few works on the analysis of their pedagogical essence. The lack of literature on the study of the content, size and pedagogical aspects of these concepts is explained by the fact that the concepts of efficiency and quality are extremely complex and an interdisciplinary phenomenon.

Efficiency and quality are interrelated phenomena in the form of correlative cause and effect, and the former - efficiency leads to the improvement of the latter - quality. Consequently, there is a need to use effective, interactive methods and tools of education to improve the quality of students' learning. Efficiency is measured by the difference between the goal set in the educational process and the result achieved. The closer the achieved result is to the set goal, the more effective the educational process is. Otherwise, the more the result deviates from the set goal, the lower the effectiveness of the educational process. It is clear from this that efficiency is a phenomenon that can be studied and analyzed in terms of the educational process.

If the effectiveness of education is a phenomenon that is studied and evaluated in terms of the educational process, then we evaluate the quality as a didactic-methodical phenomenon that is studied in terms of the student's mastery.

The quality of education is defined as thorough assimilation of knowledge and activity methods, quickness of knowledge and activity methods, speed of implementation of problems, tasks, tests and exercises, level of application of learned knowledge - slow, average, fast, being

able to speak by shortening or expanding the content of the text, completeness of knowledge is understood. As an example, let's take the last sign of the quality of education - completeness of knowledge. The completeness of knowledge is analyzed according to the normative requirements defined in the State Educational Standards (DTS), the content and volume of knowledge, skills, and experience of creative activity defined in the educational programs.

Therefore, if we pay attention to any part of the continuing education system today, is it a new approach? or efforts are being made to teach within the framework of modern requirements. In particular, the reform of primary education helps to increase the effectiveness and quality of preparing young people for life, production, and social relations. Didactic and methodical problems that the President brought to the attention of researchers:

- the essence of primary classes ("What modern primary education should consist of");
- real learning opportunities of primary school students ("What can the child's brain and mind absorb...");
- the role of independent thinking in personality development ("From what grade do children begin to think independently");
- reciprocity of educational subjects-teaching and learning activities ("Conscious discipline in the relationship between teacher and student");
- the need to specially teach children to think independently ("The main task of the teacher is to develop the skills of independent thinking in students...");
- the importance of humanitarian education in the general development of a person ("... learning foreign languages should not be at the expense of forgetting the mother tongue");
- issues related to the purpose of mother tongue education ("the need to be able to express one's opinion completely independently, fluently, beautifully and concisely in the mother tongue"), which require the study of education based on modern requirements does.

The study of the mentioned problems depends on a number of conditions. First of all, there is a need to update the status of students in education, to make them active subjects of the educational process. In addition, the need to justify the principles, methods, means of organization of education aimed at children's educational and cognitive activities and, consequently, their thinking, and the need to widen the educational and cognitive possibilities of students becomes urgent. Also, I.Karimov assigns tasks such as updating the content of the primary education program, enriching the content of textbooks, and ensuring consistency in primary and secondary education to experts. If we look at it from this point of view, if we look at the mother tongue programs and textbooks in practice today, we will witness the existence of an imbalance in the mother tongue textbooks of primary and secondary education. At this point, we would like to express our thoughts on some topics given in the primary and current textbooks of the 5th grade.

The decoration, teaching material and teaching tasks of the current primary grade "Native language" textbooks are given in accordance with the knowledge capabilities of students of this age. But in these textbooks, there are very few tasks that encourage the student to be creative and think independently. The demand of the current period requires more educational assignments that encourage the student to think more independently and creatively. It would be appropriate to increase the number of creative assignments.

The textbook published for the 5th grade (authors: N. Mahmudov, A. Nurmonov, A. Sobirov, V. Kadirov, Z. Joraboeva) is structured a little more carefully, it encourages the student to think independently. Special attention is paid to educational tasks. But it seems that there is some complexity in providing theoretical knowledge in this textbook. For example, since our textbooks are intended to educate the younger generation, they should first of all be at the level of demand. In

our opinion, the lack of linking of educational materials in the mother tongue textbooks currently used in schools may have negative consequences in the future, harming the lexical, syntactic and speech skills of students. Just one example: in the 3rd grade native language textbook (Authors: S. Fuzailov, M. Khudoyberganova) the topic "Speech and its types" is presented. The child learns (in the 1st quarter of the 3rd grade) that there are types of sentences in the subject, such as declarative, interrogative, and exclamatory. It reinforces the same information in the 4th grade. But in the 1st quarter of the 5th grade, the child learns this topic through the following concepts: "Indicative sentence", "Interrogative sentence", "Command sentence", "Desiring sentence", "Emotional sentence". It can be seen that the child, who just yesterday passed from primary to secondary education, is confused and hesitating. Because they have not used the concepts of "command sentence", "desire sentence", "emotional sentence" before. A similar situation is observed in the 5th grade in the topic "Word formation".

In our opinion, the sequence of topics given in the 5th grade native language textbook (authors: N.Mahmudov, A.Nurmonov, etc.) should be placed on the basis of the primary grade native language textbook and the system of knowledge acquired by the student. For example, the knowledge to be mastered in lessons 46-47-48-49 of the 5th grade textbook is appropriate if it is taught at the beginning of the academic year. The reason is that the knowledge provided on these topics will be learned directly in the 4th grade. In addition, if the topics studied in connection with the sections "Phonetics" and "Graphics" from page 118 to page 163 of the textbook are taught at the beginning of the academic year, that is, at the end of the section "Syntax and Punctuation" being placed instead has a positive effect on students' learning.

Also, in the "Lexicology" section of the textbook, "Synonyms", "Hybrid words", "Paronyms", "Figurative expression", "Dialectic words", "Dictionary and lexicography" It creates difficulties for students in the process of mastering topics such as After all, no theoretical information about these concepts is given in primary classes. From the above analysis, it can be seen that there seems to be a gap between the knowledge of linguistics theory and educational tasks in the textbooks of both levels. However, textbooks should obey didactic principles such as sequence and consistency.

Now let's look at the exercises in the textbooks: 65-66-67-68 in the textbook of the 2nd grade mother tongue (K. Kasimova, S. Fuzailov, A. Nematova); 89-90-91; The condition of exercises 101-102-103 is to remember a ready-made rule, that is, it is intended for memory. Exercises of this type teach the student to work on the basis of uniformity - ready-made patterns. However, it is necessary to enrich our textbooks with tasks of a creative nature.

In the 5th grade textbook, tasks of a creative nature are given directly from the ball in a complex state. In particular, the textbook contains many exercises related to text composition. It is methodologically correct to give exercises on text creation based on the norm. For example, exercises 127-129-132-136 are related to text composition. Giving a child too much of such exercises leads to his mental strain and has a negative impact on his psychological and physiological aspects.

If the consistency between textbooks is not ensured, the chemicities in the phonetic, lexical, orthographic, morphological and syntactic knowledge of the young generation will remain open. Speaking about textbooks, we are far from praising or condemning this or that textbook. Each textbook created must serve to educate the young generation as a well-rounded person with a well-rounded, developed outlook, independent and creative thinking.

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