Scientific Basis of Construction of Elementary School Textbooks

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Abstract: The article reveals the important features of the mother tongue and reading textbook at all levels of its consideration on the basis of laws regarding its role and function in the educational system, affects its relationship with other teaching aids, forms some of the initial principles of creating a modern native language and reading textbook, is thought about.

Key words: textbook, textbook content, educational content, pedagogical laws, native language, reading

On the basis of regularities concerning the place and function of the native language and reading textbook in the education system at all levels of its consideration, affecting its relationship with other teaching aids, revealing its essential characteristics, some initial principles for constructing a modern native language and reading textbook can be formulated.

In order for these principles to really act as a guiding norm of activity in the field of theory and practice of textbook creation, it is necessary that they reflect as fully as possible the specifics of the object, its diverse functions and multi-complex structure. Since the principles, as well as activities in general, are purposeful, they should probably be primarily focused on the development of the most essential aspects of the textbook: the goals of a particular year of study, its content, the methods set with its help, the auxiliary tools to be used, which generally relate to the main components of the learning system and, accordingly, to the main methodological categories. This grouping of principles makes them more visible, reflects their functional nature. It is probably legitimate to talk about a hierarchy of principles — about more general and more specific principles arising from them (or conditioning them), about their interrelation and interdependence.

It is worth considering some basic groups of principles, each of which could probably be subjected to further detail.

For a more complete reflection of the properties of the abstract macrosystem of learning (as a generalization of the entire object-subject area of methodology as a science in general), the textbook itself should be a system reflecting and modeling, in accordance with the requirements of life and the level of development of science in a particular historical period, the interaction of its main components: goals, the content of the educational subject and the process of formation foreign language knowledge, skills and abilities (which make up the content of education in their unity), methods and means of teaching. At the same time, the textbook should perform the functions of a system for the implementation of these components, the introduction of which into the practice of teaching provides direct scientifically based management of the functioning of the pedagogical process:

1) in this regard, it is necessary to distinguish between the internal deep structure of the textbook, which is the hidden basis, the hidden mechanism of its external organization, and, accordingly, its external structure, which includes the components of the textbook, its sections, paragraphs, their construction, etc. The more the external structure of the textbook relies on its internal structure, reflecting the system at three levels of consideration (i.e. practically, the level of development and the degree of mutual correlation of the main methodological categories), the more fully it reflects the current level of development of science in general (in particular, linguistics, pedagogy, psychology, psycholinguistics and methods in their interaction) and the more fully this interaction is implemented, the more perfect the system embedded in it;

2) this makes high demands not only on the scientific qualifications of the creators of textbooks (presupposes the presence of a certain scientifically based methodological concept), but also on their personal properties (presupposes, for example, the presence of creativity, the ability to combine many different factors and simulate a relatively holistic pedagogical process that ensures the formation of all spheres of activity of the educator and learner).

To manage the pedagogical process as a multifactorial probabilistic system, the textbook must meet all the most essential needs of the pedagogical process arising from the specifics of our academic subject.

1) consist of two main subsystems, taking into account the presence of two main components of the pedagogical process and directly managing the activities of the student (with the help of a book for students) and the teacher (with the help of a book for teachers) and their interaction;

2) to create material conditions both for mastering the means of language, and for mastering and implementing uzbek-language communication, managing the cognitive and communicative activities of students in their interrelation;

3) combine informational, motivational and controlling functions;

4) create multidimensional stimuli (in particular, audiovisual) necessary to provide specific conditions for the flow of foreign-language educational (communicative and cognitive) activities, in every possible way contributing to the speech-thinking activity of students;

5) regulate interaction with all other means of teaching, organically weaving them into its structure (thanks to the plates, the book for students becomes partially voiced, thanks to paintings, tables, filmstrips — visual);

6) to provide a sufficiently rigid and at the same time flexible management of the pedagogical process, in particular, to provide opportunities for adaptation to specific conditions (to have, for example, a certain time reserve for planning, to provide options for performing certain exercises depending on the level of training). This leads to the requirement for the complexity of the textbook and specific requirements for its external structure, providing both rigidity and flexibility of management, leaving opportunities for creativity.

In order for the functioning of the textbook as a system to be orderly and purposeful, it is necessary to clearly set goals that meet the requirements of a certain historical period:

1) only the simultaneous setting of practical, educational and educational goals can provide the required useful result at the present stage of development, because without the implementation of practical goals it is currently impossible to realize educational and educational goals — the main goals of secondary school education;

2) consistent implementation of these goals is possible only if they are aimed at the formation of the main areas of students' speech activity: motivational (determining interest, need for foreign language communication, speech intention, etc.), analytical-synthetic (ensuring the formation of speech mechanisms), executive (ensuring their functioning); if the goals will be set quite instrumentally, i.e. the planned result will be clearly defined, the knowledge, skills and abilities

included in it will be identified, their hierarchical structure and the sequence of their implementation will be established; if more and more specific goals and specific methodological tasks that ensure their implementation will lead to the achievement of the final goals. This makes it necessary to clearly define the final goals, goals for the years of study, some intermediate goals, the main tasks within the topic (a series of lessons), the main tasks of each lesson and the main methodological tasks solved with the help of separate parts of the lesson and individual exercises;

3) effective implementation of goals is possible only on the basis of the allocation of specific learning goals for each type of speech activity, while ensuring their interaction and differentiation, while subordinating the development of knowledge to the formation of skills, abilities and the ability to implement them in practice, while ensuring the general communicative orientation of learning.

This means that all the formulations of tasks in the textbook should be strictly motivated, "work" to fulfill the set goals and objectives, create an appropriate psychological attitude among students and be, if possible, communicative or conditionally communicative in nature.;

3)   the correlation of the goal and the result requires a clear awareness of the latter, hence the need to summarize both each lesson and even the links within the lesson, and a series of lessons. This issue is also connected with the problem of organizing various forms of "reporting", "reviews" of what has been achieved (for example, in the form of entertaining contests, quizzes, etc.).

To determine the content of the textbook, it should be crucial to take into account the following factors:

1) correct understanding and adequate implementation of the category "content of education", taking into account the specifics of a particular historical period. This means ensuring not only the availability of the necessary and appropriately organized language (or rather, speech) material (vocabulary, grammar, speech samples, texts), but also a sufficient number of actions with this material (implementation actions) that can form the main components of speech activity in students — orientation, execution, self-control;

2) consistent application of a structural-functional approach to the selection and organization of material, i.e. taking into account both structural-grammatical and semantic-communicative factors;

3) widespread use of the modeling method not only at the level of utterance within a sentence, but also at the level of coherent speech, i.e. modeling of sample dialogues, samples of monological utterances;

4) reflection of differentiation and integration of knowledge, as well as concentration and simplification of knowledge, reducing its volume without violating its informative value;

5) allocation on this basis of differentiated learning units for each type of speech activity. Consideration as the main units of learning is not units of the organization of educational material (words, speech samples, text), but units of educational activity — exercises acting as a form of unity of material and actions of implementation;

6) organization of the gradual formation of subject and mental actions and, in general, controllability of the process of development of cognitive and foreign language speech activity of students with the help of a certain sequence of selected learning units and their interaction, i.e. with the help of a system of exercises. Consistent consideration of the main function of the exercise system in this regard serves as a means of implementing the hierarchy of learning management;

7) strengthening the controlled nature of learning by fractional and hierarchical formulation of specific methodological tasks that allow you to isolate some intermediate actions within the types of activities, bring them to the external plan and ensure their formation with the help of exercises;

8) the use of such forms of organization of material and educational activities that contribute to the maximum mental and speech activity of students: the creation of problematic situations when teaching knowledge (for example, relying not so much on memory as on students' thinking, on

awareness of essential features), the creation of specific speech situations that stimulate utterance, etc.;

9) solving the problem of the proportion of empirical and abstract knowledge, making this ratio dependent on the degree of use of the modeling method, the age characteristics of students, their level of learning (determining the role and nature of language rules in this regard);

10) ultimately, through the selection and organization of material, the creation of a rational program for managing the activities of teachers and students, corresponding to the level of development of science and scientific and technological progress.

The textbook should clearly reflect modern teaching methods:

1) the main and direct guide of teaching methods (demonstration, explanation, organization of training, organization of application) should be a book for the teacher, however, the textbook should not be neutral in relation to them. Moreover, he must, through the organization of the material and the methods of work recommended for students, be in full accordance with the teaching methods characteristic of a particular learning system;

2) teaching methods induced by teaching methods should represent the implementation of the main nodal links (components) of the teaching process: familiarization, reflection, training and application;

3) each of the methods of teaching and teaching, having a certain stability and a wide range of action, should be revealed in a variety of different methods of activity of students and teachers. The variety of these techniques makes the method flexible, variable, suitable for use in any system of teaching foreign languages. But the selection of dominant techniques in it (in accordance with the specifics of goals in a certain historical period) makes it correlate with this particular training system;

4) teaching methods, being structural and functional components of students' activities, should be purposefully formed by both the teacher (teaching methods) and the textbook itself, in order to ensure their application in independent work in order to create the possibility of further self-education.

Thus, for elementary school, Modern lessons in the Uzbek language, as well as for most classes published in modern Uzbekistan, clearly defined and strict requirements are imposed.

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