

UNITY OF PURPOSE AND CONTENT IN EDUCATION (On the example of school teaching the native language)

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Abstract: *We are well aware that the acceleration of social development, the rise of science and technology, the strengthening of socio-pedagogical factors affect the members of society, including the personality of the student, and accelerate the development of students in all respects (worldview, thinking, language skills, etc.). Therefore, the content of education, determined on the basis of stereotypes, does not correspond to the purpose of education and deviates from the needs and abilities of the student. Thus, at the present stage of the development of market relations, independence – economic, legal freedom – has a positive impact on the development of the public consciousness of society, the creation of new textbooks, teaching aids, pluralism in the school system allows students to enrich themselves. their minds with many new concepts and information. However, today there are still shortcomings in harmonizing the purpose of education in the mother tongue and the content of education.*

The article approaches the solution of this problem from the point of view of ways to ensure the harmony of the purpose and content of the native language.

Keywords: *school, mother tongue, goal of the mother tongue, content of the mother tongue, educational norms, period and problems of the mother tongue.*

I. INTRODUCTION

From many years of didactic and pedagogical experience, it is known that when determining the content of education, of course, its goal is the guiding basis. However, this provision is not always taken into account by curriculum developers and textbook authors. As a result, the balance between the content of education and its purpose is disturbed; while the learning process may seem intense from the outside, violations in general will continue to be repeated. This negatively affects the quality of the educational process, which is the end result, and the social order of society for education remains unfulfilled. Money, time and other expenses of the state for education do not justify themselves, and this leads to stagnation in the development of society as a whole.

II. MATERIALS AND METHODS

First of all, as a result of a clearly formulated educational goal, a social resource appears, the possibility of effective development of the individual, the state and society, science, technology, technology and production. Here the relations of the individual, the state and society, science, technology, technology and production are intertwined: society, science, technology, technology, production determines which specialist is needed for its future development; and personality is the main force that ensures the effective development of science, technology, technology and production. That is why the state, society, science, technology and industry are always in dire need of the most qualified representatives of science and

profession. This need underlies the social order. That is why mature people play a central role in society. This need gave rise to the concept of "modern education focused on the development of the individual" in Uzbek pedagogy during the years of independence.

Indeed, the need to introduce advanced technologies into the educational process in order to put into practice the content of modern education focused on the development of the individual requires a balance between the content of education and its goals.

It is gratifying that the reforms of recent years have become an important step in ensuring a balance between the content of education and its purpose. It is common knowledge that humanity lives in a highly informed society. One of the specific goals of education is to equip students with quality information that will help them develop spiritually and intellectually. The content of education that meets this goal should be reflected, first of all, in textbooks, teaching aids in a certain sequence. Because a person of a new era must have solid knowledge, skills and abilities capable of creating a number of changes that will bring social, material, cultural development to a qualitatively new level. Indeed, the widespread use of scientific achievements and innovative technologies in the world education system, the introduction of new approaches to education, the consistent and sustainable development of all spheres of public life are becoming an important factor in creating a worthy future. The ongoing socio-economic reforms in the education system raise the issue of training highly qualified personnel, in particular, improving teaching methods using innovative technologies in the formation and development of schoolchildren's competencies.

For this, it is necessary, first of all, that the educational content of the subject studied at school, including the subject of the native language, should be a dissemination of its purpose.

We noted above that the balance between the goals and content of education is often not taken into account by curriculum developers and textbook authors. To prove our point of view, let's pay attention to the textbook "Mother tongue" for the 5th grade of a comprehensive school. It should be noted that this textbook was created in honor of independence and is one of the second generation of new textbooks for grades V-IX of secondary schools. Placement of topics in the textbook, a large number of exercises aimed at the development of oral speech, the breadth of questions and tasks to reinforce topics, control samples at the end of the textbook, a brief explanatory dictionary, naturally, increase its value.

We know that the goal of education is to bring up a knowledgeable, all-round developed personality, in which, no doubt, retroscopic methods, deductive education, will be brought, because this is required by the goal of education. If education is the goal of educating a creative thinker, an entrepreneur, then to achieve such a goal, problem-research methods of creative education should be used [1;3]. The teaching methodology requires knowledge, skills on this basis, how to form the skills of the student, the interaction of the teacher and the student. A textbook that is a teaching aid must also be appropriate, as it plays a key role in balancing learning objectives and content. The Mother Tongue curriculum for 5th grade Uzbek children in the country's schools is based on the goal of fostering creative thinking in society, but most of the topics in the textbook are based on retroscopic methods. The fact that the textbook contains more than a hundred "remember" and "learn" rules also confirms our point. Or the fact that there are about forty rules in one section of lexicology alone, means, in our opinion, a "useless burden" for a child.

We among the people have a saying: "Chewed food is not food." In Uzbek pedagogy, didactics and psychology, the education system based on behavioral theory and aimed at educating a knowledgeable performer in a retroscopic-receptive manner, meeting the socio-economic requirements of the late 19th and early 20th centuries, has passed its task. the question of the need for a thinking entrepreneur was on the agenda almost twenty years ago, but now giving our children topics like "ready soup" interferes with balancing the purpose and content of education. [5].

Thanks to independence, the foundations of mother tongue theory began to move from behaviorism to verbalism and from cognition to a psychological basis. In particular, D. P. Ozbel "Pedagogical psychology. After The Cognitive Approach (1968) it became clear that the method of discovery [learnings of discovery] is more appropriate in the new era than the method of receptive [learnings of reception] in education[2]. In this method, knowledge (rules, laws, conclusions and judgments) is given to the student in a ready-made form, as in receptive learning, and the student is not required to master and repeat them; the student is given educational material and a number of tasks so that he can discover and create the necessary knowledge under the guidance of a teacher through independent work and research activities [5;6;9]. In other words, the student is in the position of the organizer, leader of the learning process (subject, teacher, student). Only when approached on this basis can education foster an independent creative thinker and entrepreneur rather than a knowledgeable performer. A new goal requires building education on a new foundation. Indeed, this requirement requires further improvement of the content, methods and tools of teaching the native language.

The content of education that meets the objectives of the updated education should be expressed through new models of education.

The content of education in accordance with the purpose of education and the educational models that represent it are an important organizational part of the educational process, the main purpose of which is to introduce changes in proportion to the basis of the content of education, established in the qualification requirements.

Today, based on the need to regularly update its content for educational purposes, determine its personal-democratic model, create information banks in all subjects, especially the "Mother tongue", make a number of changes to the content of the educational process – regular updating of assignments is also very nice. This pedagogical event is held in connection with the implementation of educational goals, but it is difficult to say that they can fully meet the needs of children in the 21st century.

Emphasizing that we are far from criticizing the textbook that we cited as an example, we want to say that in our country the experience of compiling and popularizing textbooks with a new goal is gaining momentum. Therefore, it is important to comprehensively study the correspondence of the new content, methods and means of education in the subject of the native language to the goals of native education, to generalize the experience in this direction. Today, the teaching of the Uzbek language as a mother tongue was developed and put into practice under the guidance of A. Gulamov and M. Askarova, Kh. Nematov, A. Gulamov, N. Makhmudov, A. Nurmonov, A. Sobirov, V. Kadyrov and Zh. Zhuraboev, which are in the piggy bank of experiments. It is necessary to comprehensively study the textbooks of the first and second generations, as well as the textbooks "Native Language", published for testing by A. Khodzhiev, A. Nurmonov, N. Akhmedov, teaching methods, teacher-student relationships. It's also important to carefully review the textbooks to make sure you're not deviating from the "fat saving and building path."

The modern goal of "native" education is determined, the general ways of its implementation are indicated, the next task is to subordinate this goal to each lesson of the native language at school, the system of independent and extracurricular activities. As we have repeatedly pointed out, the dialectical-epistemological (didactic) commonality consists in providing ~ individuality, essence ~ events, possibilities ~ reality, causal relationships.

Achieving this is one of the important tasks facing the methodology of teaching the Uzbek language, the native language in schools.

It should be noted that these requirements apply not only to teaching the native language (Uzbek), in fact. In the context of globalization, the UNESCO Concept for International Education also outlines the process of innovative design of school lessons of the native language, aimed at improving the technology of

creative activation of students, improving the quality of education, encouraging creative thinking and learning. In particular, in educational institutions in the UK, Germany, Korea, Switzerland, Hungary, Russia and China, interactive technologies and teaching methods are used in the process of teaching the language, which is relevant in all areas and times.

When developing the content of a particular subject, it is necessary to proceed first from the general goal of education, and then from the objectives of the subject. Designing the content of the subject requires a clear knowledge of the main goal of education and the specific goals of the educational process. Otherwise, the balance between the purpose of education and its content is lost. To ensure a balance between the purpose of education and its content, certain didactic laws must be observed, including the principles of continuous development of the student's personality. In this regard, it is especially important to achieve comprehensive support for the student, considering the following in balancing the purpose of education and its content:

- selection of didactic developments necessary for use in the life of the child, i.e., those of practical importance, in accordance with the purpose of education. Native language classes have great potential in this regard. The experience of school teachers shows that as independent homework in the lessons of their native language, students receive this profession as a result of tasks related to the profession, place, kinship, etc., words, tools, techniques, products, personality traits. through this profession one can achieve a result of practical significance, such as curiosity, affection, learning it and preparing oneself for life;
- Identify specific learning models selected based on the content of education. For this, it is important that the textbook does not give the necessary educational material in full, but only gives examples of it, leaving the student with the opportunity to independently expand research activities. Information banks have been identified that combine the capabilities of the native language and necessary for practical use by students in their native language classes - dictionaries for various purposes, reference encyclopedias - their electronic versions, lack of computer programs, and work has begun to create such a treasure. The main factor of this teaching method is that the student is not limited to the textbook given in the textbook, finds the material in the information bank based on the tasks of the textbook and independently explores it. Therefore, school textbooks written in this way usually have a small size; they do not provide complete educational material, the responsibility for its search, work on it falls on the student under the guidance of a teacher.

In order to determine the content of education in the future in accordance with its purpose, it is necessary to proceed from the following:

1. Choose a way to adapt educational materials to determine the content of education that corresponds to the goal of teaching in a particular subject.
2. Ensuring the interdisciplinary relevance of the content of education. For example, mastering at school subjects related to different fields of knowledge means mastering the terms of a certain field of science, their correct application. Therefore, the active participation of teachers of all subjects is required to develop the ability to express an independent opinion in their native language in accordance with the purpose, form and content of speech. Experiments show that the tasks of teachers of the native language and literature, in cooperation with teachers of history, geography, physics, mathematics, biology, give students a description of this or that event, reaction or method to effectively form. Experiments show that the tasks of teachers of the native language and literature, in cooperation with teachers of history, geography, physics, mathematics, biology, give students a description of this or that event, reaction or method to effectively form.

An in-depth analysis of the objectives of the subjects is necessary to determine the content of education in accordance with its purpose. At the same time, it is important that the goal of the unity of education be a priority.

To ensure that the content of education is consistent with its goals, the following is important:

- democratization of the educational process, observance of the principles of humanization to determine the content that meets the goals of education today;
- taking into account the spiritual heritage, identity, scientific achievements of the Uzbek people;
- development of professional skills of teachers in accordance with the goals and content of education;
- regular enrichment of the educational process with educational technologies and new didactic developments.

It is necessary to recognize the development of the student's personality as a priority of the system of general secondary education and to direct the entire content of education towards the same goal.

Today, our society needs modern knowledge, skills and qualifications, highly qualified, creative approaches to solving various problems, we need personnel. That is why there are great demands on education. The most important of them is the effectiveness of the lesson, its quality, is the acquisition of knowledge and skills by students. Education for the student, along with the transfer of knowledge, teaches the rules of etiquette, brings up the family, the Motherland in the spirit of love.

III. CONCLUSION

It is self-confidence, kindness and consequence in a student the formation of human qualities, the search for one's place in life, allows you to succeed. Education is a person is a major blessing of spiritual growth and maturity. Therefore, the use of innovative technologies, technical means, including modern computers, video projectors, electronic boards, visual aids, multimedia, animation, graphics, slides and videos, simulators, computer and mobile games, electronic and smart textbooks in the correct and effective way process must be comprehensive. To do this, the teacher must work on himself and on himself in every lesson.

“Did today’s lesson serve the main goal of teaching the mother tongue?” a question should be asked.

That is, the rejection of any theories that would be an overload for the student's memory, the desire for innovative practices that can raise the style of everyday communication of the student to the level of speech culture, has become a requirement of today.

So, the goal of modern school teaching of the native language is the formation of logical thinking in students, the increase and development of their mental literacy; While the formation and development of such competencies as self-awareness, communication skills, understanding others, free thinking, the ability and ability to boldly express one's opinion, the content of education in the native language also requires the rejection of rules and communicative pragmatics. it is important to switch to service practice.

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