

Analysis Of The Content Of The Mother Language Curriculum

Olimov Temir Hasanovich

Professor of the Asian International University, Doctor of Philosophy in Pedagogical Sciences (PHD)

Kadirova Mahbuba Odilovna

Master's student of the Asian International University, Faculty of Economics and Pedagogy

Abstract

This thesis analyzes the content structure of the mother tongue curriculum. The study examines the main goals and objectives of the curriculum, its role in the educational process, the distribution of topics across grades, and their sequence and logical coherence. The thesis also discusses the curriculum sections, including phonetics, lexicology, grammar, word formation, and speech development.

The work emphasizes the importance of combining theoretical knowledge with practical application and highlights the role of exercises and assignments in developing students' independent and critical thinking skills. It evaluates the level of oral and written language skills formation in students based on the competency-based approach reflected in the mother tongue curriculum.

In addition, the alignment of the curriculum with state educational standards and the regulatory documents approved by the O'zbekiston Respublikasi Maktabgacha va maktab ta'limi vazirligi is analyzed. The study identifies the strengths and weaknesses of the curriculum and provides recommendations for its further improvement.

The results of this thesis aim to enhance the quality of mother tongue education, organize the learning process effectively, strengthen students' language knowledge, and increase their interest in the native language.

Keywords: mother tongue education, curriculum, content structure, state educational standard, competency-based approach, goals and objectives of instruction, sequence of topics, educational content, phonetics, lexicology, grammar, morphology, syntax, word formation, speech development, oral and written speech, assessment criteria.

Annotatsiya

Ushbu tezisdagi ona tili fani o'quv dasturining mazmuniy tarkibi haqida tahlil qilinadi. Tadqiqotda o'quv dasturining asosiy maqsadi va vazifalari, ta'lim jarayonidagi o'rni, mavzularning sinflar bo'yicha taqsimlanishi, ularning izchilligi va mantiqiy ketma-ketligi o'rganiladi. Shuningdek, dastur tarkibiga kiruvchi fonetika, leksikologiya, grammatika, so'z yasalishi hamda nutq o'stirish bo'limlari haqida ham so'z yuritiladi.

Tezisdagi nazariy bilimlar berish va uni amaliyot bilan qo'llashning qanchalar muhimligi, mashq va topshiriqlarning asosida o'quvchilarni mustaqil va tanqidiy fikrlash qobiliyatlarining rivojlantirishi haqida ham so'z boradi. Ona tili o'quv dasturida kompetensiyaviy yondashuv asosida o'quvchilarda og'zaki va yozma nutq ko'nikmalarini shakllantirish darajasi baholanadi. Bundan tashqari, o'quv dasturining davlat ta'lim talablari hamda O'zbekiston Respublikasi Maktabgacha va maktab ta'limi vazirligi tomonidan tasdiqlangan me'yoriy hujjatlarga muvofiqligi tahlil qilinadi. Tadqiqot davomida o'quv dasturining kuchli va zaif tomonlari aniqlanib, uni yanada takomillashtirish bo'yicha takliflar beriladi.

Mazkur tezis natijalari asosida ona tili ta'limi sifatini oshirish, dars jarayonini samarali tashkil etish, o'quvchilarning tilga oid bilimlarini mustahkamlash va ularni ona tiliga bo'lgan qiziqishlarini oshirishga xizmat qiladi.

Kalit so'zlar: ona tili ta'limi, o'quv dasturi, mazmuniy tarkib, davlat ta'lim standarti, kompetensiyaviy yondashuv, ta'lim maqsadi va vazifalari, mavzular izchilligi, ta'lim mazmuni, fonetika, leksikologiya, grammatika, morfologiya, sintaksis, so'z yasalishi, nutq o'stirish, og'zaki va yozma nutq, baholash mezonlari, o'quv yuklamasi.

Asosiy qism. Ona tili o'quv dasturi boshlang'ich sinf o'quvchilari uchun muhim dastur bo'lib, unda o'quvchilarning nutqiy, lingvistik va kommunikativ kompetensiyalarini shakllantirish uchun xizmat qiladi. Xususan, ona tili darslaridagi topshiriqlar O'zbekiston Respublikasi Xalq ta'limi vazirligi tomonidan tasdiqlangan davlat ta'lim standartlari va o'quv dasturlari asosida belgilanadi. Ushbu dasturlar asosida ona tili darsliklaridagi topshiriqlar mazmuni ishlab chiqiladi. Har bir topshiriqlar zamonaviy pedagogik yondashuvlar, milliy qadriyatlar va xalqaro tajribani uyg'unlashtirgan holda yondashiladi.

Ona tili o'quv dasturining mazmuniy tarkibi bir necha asosiy yo'nalishlardan tarkibiy topgan bo'lib, ular quyidagilardan iborat:

1. Lingvistik bilimlar tizimi

Dasturda tilning barcha sathlari – fonetika, leksikologiya, so'z yasalishi, morfologiya va sintaksis izchil va uzviylik asosida beriladi. Har bir bo'lim o'quvchilarning yosh xususiyatlari hamda psixologik rivojlanish darajasini hisobga olgan holda bosqichma-bosqich murakkablashib boradi. Nazariy bilimlar amaliy mashqlar bilan mustahkamlanadi. Bunga misol tariqasida fonetika bo'limiga tegishli bo'lgan, Unli va undosh tovushlarni farqlash (masalan: a, o, e – unli; b, d, k – undosh).

So'zlarda urg'uni aniqlash: kitób, o'qitúvchi.

Jarangli va jarangsiz undoshlarni solishtirish (b–p, d–t). Shuningdek, leksikologiya, morfologiya, so'z yasalishi va punktuatsiya doir topshiriqlarni misol qilishimiz mumkin.

Sinonimlar: go'zal – chiroyli – husnli(leksikologiyaga doir)

So'z tarkibini tahlil qilish: ishchi = ish + chi(so'z yasalishi)

Ot: kitob, maktab, do'st(morfologiyaga doir)

Sodda gap: Bugun havo issiq(sintaksisga doir)

Vergul qo'llanishi: Bahorda, yozda va kuzda mevalar pishadi(punktuatsiyaga doir topshiriqlarni misol qilishimiz mumkin)

2. Nutq o'stirish va kommunikativ kompetensiya

Zamonaviy ona tili ta'limida asosiy e'tibor o'quvchilarning og'zaki va yozma nutqini rivojlantirishga qaratilgan. Matn bilan ishlash, mustaqil fikr bayon qilish, ijodiy yozma ishlar, bahs-munozara elementlari orqali o'quvchilarda muloqot madaniyati shakllantiriladi. Bu esa kompetensiyaviy yondashuv talablariga mos keladi.

3. Tarbiyaviy va ma'naviy komponent

Ona tili darslari orqali milliy o'zlikni anglash, vatanparvarlik, ma'naviy-axloqiy qadriyatlarni singdirish maqsad qilingan. O'quv materiallarida milliy madaniyat, tarix va adabiyot namunalari bilan bog'liq matnlardan foydalanish mazmuniy yaxlitlikni ta'minlaydi.

4. Integrativ va innovatsion yondashuv

Ona tili o'quv dasturi boshqa fanlar bilan uzviy bog'liqlikda ishlab chiqilgan. Axborot-kommunikatsiya texnologiyalaridan foydalanish, interfaol metodlar, kompetensiyaviy baholash tizimi dastur mazmunining zamonaviyligini ta'minlaydi.

Xulosa. Mavzu asosida shuni xulosa qilishimiz mumkinki, Ona tili o'quv dasturining mazmuniy tarkibi sifatida tizimlilik, izchillik va amaliy yo'naltirilganlik tamoyillariga asoanishi, shuningdek, dastur o'quvchilarda nafaqat lingvistik bilim, balki mustaqil fikrlash, nutq madaniyati va ijtimoiy faollik ko'nikmalarini shakllantirishga xizmat qiladi. Shu bois mazkur dastur mazmunini doimiy ravishda takomillashtirish, zamonaviy pedagogik texnologiyalar bilan boyitish dolzarb vazifa hisoblanadi.

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