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NATIONAL CURRICULUM AND NEW GENERATION MATHEMATICS TEXTBOOK

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ABSTRACT

This article discusses the advantages of the new national curriculum and the 1st grade mathematics textbook created for the new generation, as well as the differences between the previous textbook and the current, quality, advanced foreign experience, international assessment program requirements and on the basis of the spiral teaching methodology, opinions such as the development of skills in the XXI century were discussed.

KEYWORDS: education, textbook, secondary education, knowledge.

INTRODUCTION

Decree of the President of the Republic of Uzbekistan dated May 7, 2020 "On measures to improve the quality of education in mathematics and the development of scientific research" PF - 4708, July 9, 2019 "On Mathematics" Adoption of the Resolution No. PP-4387 "On state support for the further development of science and technology, as well as measures to radically improve the activities of the Institute of Mathematics named after Viromanovsky of the Academy of Sciences of the Republic of Uzbekistan" increased the attention he received. [1]

The Ministry of Public Education of the Republic of Uzbekistan, the Republican Education Center and UNICEF has developed a new National Curriculum for the 2021-2022 academic year. Analysis of the 1st grade mathematics textbook based on the national curriculum we do. **[2-6]**

MAIN PART

Content of the national curriculum for mathematics: description of mathematics, teaching mathematics in general secondary education, competencies developed in students, standards of mathematical content (knowledge and skills), the number of classes The main goal of the national curriculum is to develop quality education in the XXI century on the basis of quality education, advanced foreign experience, the requirements of the international assessment program and the methodology of spiral teaching. To involve national and foreign experts with advanced experience in improving the content of education. [7-10]

TIMSS is an international monitoring program for the quality of mathematics and science education, organized by the International Association for the Assessment of Educational Achievements. [11]

PISA is an international program to assess the academic achievement of 15-year-old students.

PIRLS is an international study on reading literacy (one of the major studies). [12]

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

The old curriculum - the content of general secondary education - is not focused on preparing students for life, but on the next stage of education. The sequence of topics in the curriculum is studied in a linear manner. More emphasis is placed on theoretical knowledge. The curriculum does not allocate special hours for practical training. The sequence of topics is not provided. **[13]**

National Curriculum - The national curriculum of general secondary education is aimed at developing students' skills to apply the acquired knowledge in life. Varies from simple to complex in the classroom. Focuses on developing students' ability to apply their knowledge in real life. Logical issues and special hours for project work when working with students in accordance with international assessment standards Topics interdisciplinary integration was considered in the sequence. In order to bring mathematics to life, a separate section "Information" is included in the classroom. [14,15]

The National Curriculum (NC) provides a wide range of opportunities for competency-based learning:

- Provides students with the knowledge and skills they need to succeed in real life;

- To reduce the existing educational workload for students and teachers aimed at changing the methodology of teaching in the development of creative thinking and practical skills. **[16]**

We also compare the textbooks: in the old textbook of 1st grade mathematics, there is no coherence and sequence in the topics, the textbook contains a lot of information for each lesson. No teacher book has been developed that does not provide insights and explanations to assignments. **[17]**

In the new generation textbook, the topics are presented in a simple and interesting way, based on real-life examples. The content of the materials on each topic explains the concepts and includes questions. The new textbook is based on the following requirements: state educational standard, curriculum, didactic requirements, methodological requirements, pedagogical and psychological requirements, aesthetic and hygienic requirements, theoretical training, practical training. **[18]**

There are problems in the process of explaining the exercises in the textbook, and it is up to the students to solve them. [19]

A textbook, exercise book, teacher's book and multimedia applications have been developed for the organization of mathematics lessons. The cover of the new generation textbook is light green, white and light blue, and is decorated with a large number of pictures. Mathematical figures, trees and fruits are among them. **[20]**

On page 3 of the old textbook, the topic of "Additions and Subtractions in 10.10" is a general one. School picture, and below is a picture of 1 teaching tool **[21]**

In the textbook of the new generation, the subject of the collection of objects and the arrangement of objects is divided into separate chapters 1 and 1, and the pictures are given in

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accordance with the theme of the collection. The national flag of the Republic of Uzbekistan flutters. Children can describe it as a collection of buildings. In the middle of the picture is a large and beautiful children's playground. At the bottom of the picture are cars, trees and other pictures of people crossing the intersection? It can be divided into several collections: a collection of trees, a collection of cars and other collections. They will also gain knowledge about the concept of where things are located. **[22]**

-On page 3 of the old textbook, "There is a picture of fruits, toys, trees and mathematical figures on the topic of the arrangement of objects. [23]

- The new textbook has a different approach to this topic. That is, students' independent thinking is taken into account. On page 6 of the textbook, they answer questions such as "Who is above and who is below?, between, in front of and behind. **[24]**

Another important difference between the textbooks is that in the old textbook only a set of pictures is given, while in the new textbook there are questions for independent thinking under the pictures. In particular, on page 59 of the textbook, the subject of symmetry is given in a very easy and clear way. Most anthropologists have not been able to convey the subject of symmetry to the perfect reader. [25]

As the saying goes, if you have the right tools, you will have less difficulty, and if our textbooks are created in a quality and understandable way, both the teacher and the students will understand the topics quickly and easily. New textbooks but also a student notebook and a teacher's book were created. [26]

What can we learn from the teacher's book in the practice of quality organization of the educational process on the basis of the teacher's book!!!

Guidelines for the effective use of the teacher's textbook project based on the national curriculum in the experimental process. Information on interdisciplinary integration in the use of lesson plans, presentations and digital resources based on the national curriculum. **[27]**

Information on developing skills in choosing and applying modern teaching methods. Research on achievements in mathematics and workability in later life showed a direct link between:

Forming an individual who can apply mathematical knowledge and skills to contribute to the modeling and predictive information needed to make informed decisions in society; **[28]**

Develop a person who can apply mathematical concepts and strategic approaches to help address and solve problems and challenges facing all disciplines at the national and global levels;

To form a person who can use their mathematical knowledge and understanding to understand the information they encounter in their life activities and thus make wise decisions for the benefit of themselves and others in all areas of life; [29]

CONCLUSION

As an additional recommendation in the use of the teacher's book, it should not be limited to the information provided in the teacher's book, a creative approach based on professional experience, constant replenishment of information provided in the teacher's book, effective use of electronic resources, In short, the main goal of the newly created national curriculum and the creation of

new textbooks is to be competitive, patriotic, with the skills of the XXI century. is to nurture a creative personality. **[30]**

Through the textbooks of the new generation is curious, understands and listens to existence and human problems, thinks critically, creatively, sympathizes with friendly relations, can be a leader, can express his opinion, values patriotism and the values of family and society and accepts. **[31]**

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