

DIDACTIC PARAMETERS IN THE DEVELOPMENT OF THE STUDENTS' THINKING COMPETENCE

Musaev Jahongir Payazovich*

*Associate Professor,
Doctor of philosophy (PhD) of Geographic Sciences,
Independent Researcher (DSc),
Uzbek Research Institute of Pedagogical Sciences named after K. Niyazi,
Email id: j.musaev@mininnovation.uz

DOI: 10.5958/2278-4853.2022.00042.8

ABSTRACT

This article describes the essential role and value of textbooks in the development of independent-thinking competence of students in the process of teaching the social sciences and humanities in a secondary schools, which are one of the major factors determining the content of education. The pedagogical and psychological principles outlined in the textbooks are highlighted as a crucial element in enhancing the quality and effectiveness of teaching the social sciences and humanities. It is also noted, that in achieving the desired result, when establishing the content of the social sciences and the humanities, the existing didactic parameters should be taken into account. Recommendations are given for forming the content of a school textbook focused on the development of students' independent thinking.

KEYWORDS: *Competence Of Independent Thinking, Textbook, Manual, Advanced Pedagogical Technologies, Social Sciences And Humanities, Educational Norms, Educational Literature, Pedagogical Requirements, Pedagogical Principles.*

INTRODUCTION

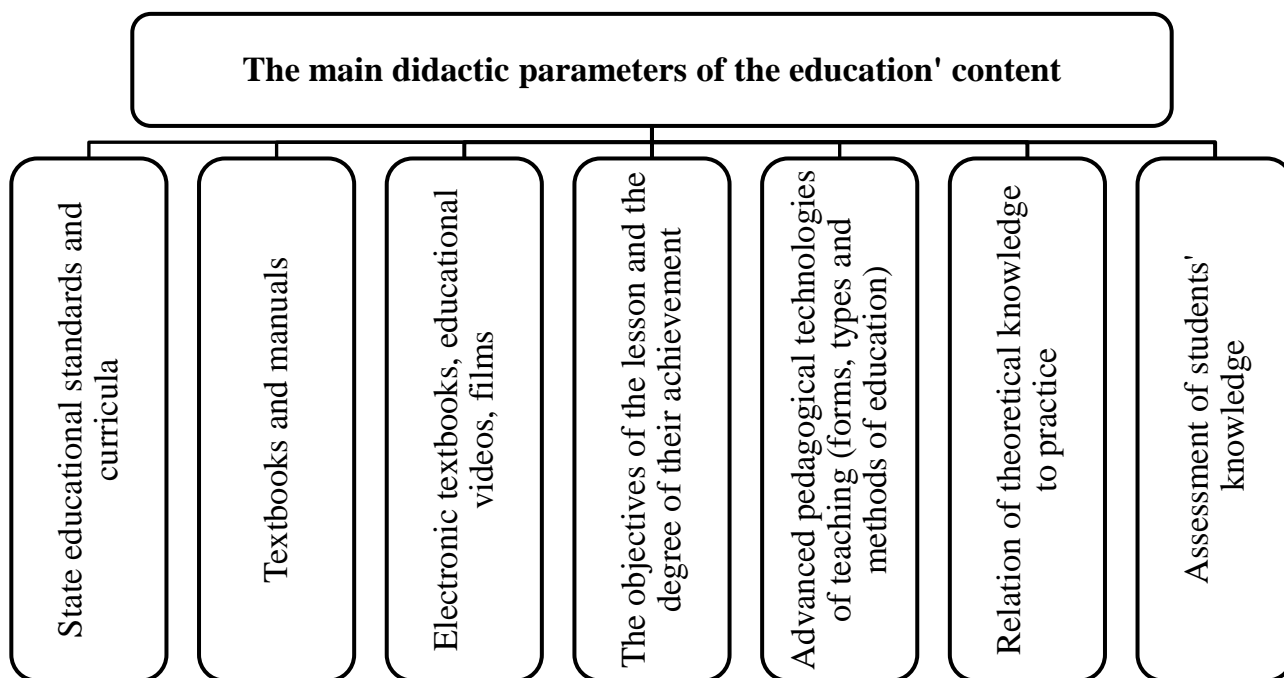
The development of students' independent thinking competencies plays a key role in improving the quality and efficiency of the education system. The content and means of forming a student's independent mental competence determine the essence of the educational process.

It is necessary to determine the content of the social sciences and humanities and take into account the existing didactic parameters in achieving the final result. The social sciences and humanities, in addition to working with clearly justified events and figures, also determine independent thinking and participation of students in the process based on creative activity. After all, education as a separate activity accelerates the development of the individual, being formed on the basis of biological, psychological, social patterns[4, 13-p.].

Another aspect of the modernization of education is a new approach to the content of education, more precisely, the improvement of the didactic content and means of general secondary education. This innovation, covering all aspects of pedagogical activity, is reflected in the organizational forms and methods of teaching, in the field of knowledge, in new qualities and criteria for determining the effectiveness of a teacher[5, 167-p.].

The main didactic parameters of the content of general secondary education in the development of the student's independent thinking competence are as follows [6, 51-p.]:

- State educational standards and curricula;
- Textbooks and manuals;
- Electronic textbooks, educational films;
- The objectives of the lesson and the level of their achievement;
- Advanced pedagogical teaching technologies (forms, types and methods of teaching);
- Relevance of theoretical knowledge for practice;
- Assessment of students' knowledge.



Pic.1. The main didactic parameters of the content of education in the development of the competence of independent thinking of a student

The foundations of the above educational content will be improved based on the needs of educational institutions, students, epoch, society. This is a key factor in improving the quality and effectiveness of teaching in the social sciences and humanities. Teaching, learning, knowledge, skills, competencies in the educational process, as well as the purpose, content, organization of the lesson, types, forms, methods, teaching aids, didactics and purpose, content, teaching methods, functions, parameters determined by results [16].

State Educational Standards and curricula are the main goals of pedagogical activity for the development of each individual as a unique phenomenon and its capabilities, needs and aspirations. The State Educational Standards, which are the legal basis for the quality of education, state that "The State Educational Standard of compulsory secondary education in its

structure and content reflects the balance of interests and means of the state, region, school, and most importantly, the personality, aspirations, abilities and interests of the student.”[1].

This means that it was not the individual who turned to education, but education turned to the individual. Indeed, in any pedagogical activity, each student must be in the attention of the teacher. The fact that human abilities and interests are inherited has long been considered in education. This can be seen in the national proverbs of the ancestors, such as “The future of the child is known from the very beginninghis cognitive inclinations/actions/behavior”, "Choose the father's profession”.

The effectiveness of the teacher's work is assessed not only by the quantity and quality of scientific information accumulated in the student's memory, but also by the student's skills and abilities, the ability to apply them in practice. Each teacher should have a deep understanding of the didactic nature and responsibility of such an innovation and apply it in pedagogical activity. These changes should also be imagined by parents, since a parent, as a customer, can demand from the school what the child has learned when he finishes a certain stage of the school[9, 105-6.].

In this regard, within the framework of school-neighbourhood and family cooperation, a system of measures has been developed aimed at improving the pedagogical literacy of parents under the guidance of the school council.

Student-centered learning raises the uniqueness of the student (subject) to a new level due to a unique approach to its characteristics (such as observation, speed of perception, analysis and synthesis, memory stability).

An integral part of pedagogical activity should be the teacher's deep and comprehensive knowledge of the subject, as well as experience that directly affects the cognitive activity of each student: from his health to appearance, morality to power potential and even unstable mood swings.

Also, since the teacher starts working with a new group of students each year, he or she spends a certain amount of time “discovering” each student. Therefore, the description of the students by the class teacher will also help the teacher of natural sciences, and the teacher of natural sciences should communicate with the class teacher and participate with him in parent-teacher meetings.

In particular, a graduate of general secondary education in one of the social sciences and humanities in geography, the student's geographical readiness: to be able to say (show); determine (measure); be able to describe; be able to explain; prognostic (5 different) criteria. Therefore, the state educational standard clearly states that the student must be armed with a perfect system of knowledge, as well as a large number of pedagogical skills and abilities, simple research methods related to scientific activity [1, 214-p.].

Reading a geographical map (determining the amount of solar radiation in a particular area, determining the lines of time, continents and oceans, seas, bays, straits, currents) without determining the geological age of the earth, determining the magnetic poles of the earth does not include the necessary training skills and competencies required by the State Educational Standard.

These areas are mentioned in the State Educational Standards and curricula defined for all social and human sciences. In particular, the textbook on economic and social geography of Uzbekistan provides tasks for independent research in each subject: For example, many tasks are given such as “Find out what industry the enterprises around your school specialize in and explain why?”, “Draw a diagram of the industrial relations of any enterprise in your area”, “Study and classify the demographic process in your area or village”, which in turn leads to the expansion of the student's outlook.

With this in mind, alternative interrogative tasks on the object are proposed, similar in nature, but differing in volume and territorial location. For when this diversity is combined with differences in the abilities of the students, the performer (student) enters the task with great pleasure and confidence. Strives for the next task, welcomes the task. Laziness and irresponsibility can be aggravated by the fact that the task does not correspond to the interests and abilities of the student [9, 47-p.].

Educational standards: the equivalent of mastering the curriculum, i.e. the level at which students must master the content of education is the knowledge, skills and competencies that students must acquire at a certain stage.

The number of hours and knowledge allotted in the curriculum for the purposes of each subject is a state document that reflects the ideological and political orientation of its existing system. The program determines the scope of scientific knowledge, skills and competencies that must be transferred to students. At the same time, there are requirements that the curriculum itself must meet. In particular, the program should be based on a clear idea, knowing the State Educational Standards as a priority, the main principle and not in the least deviating from the criteria and norms.

The curriculum takes into account the historical lessons of science: in particular, new discoveries in the world of science, scientific principles. Educational documentation is based on a reformed education plan approved by the state.

State educational standards and curricula, which are one of the normative tools for modernizing the content of general secondary education, form the didactic basis for the content of education. The continuity and continuity of the content of the social sciences and humanities, as well as the quality of teaching, are based on these tools and will be developed further.

Textbooks are one of the main factors determining the content of education. Ensuring that textbooks meet the requirements of the time and world standards has become an everyday task and obligation. Therefore, the National Personnel Training Program of the Republic of Uzbekistan, which radically reformed the country's education system, entrusted general secondary education workers, especially pedagogical specialists, with the complex and urgent task of creating new (second) generation textbooks. This, in turn, gave rise to the need for a "template" that summarizes the scientific and pedagogical potential, scientific and pedagogical aspects, directing the possibilities of publications and printing to a single goal. This template has identified key aspects of world-class textbooks that guarantee the effectiveness of education in a market economy [8, 9].

It is known that the textbook occupies a leading place in education. Therefore, before discussing the textbook, it is necessary to define the concept of "textbook". Many foreign scientists and

teachers believe that a textbook is an information model of the educational process in the hands of a student, more precisely, a textbook is an automated tool for managing the educational process. Some interpret the textbook as a summary (sample) of a particular subject, and even as “the foundation of science” [7, 69-p.].

At the same time, any books, films, audio, video tools and etc., combining different information, are not without the quality of textbooks. But in our opinion, these cannot be literally textbooks, that is, “management tools that guide the educational process”. To do this, they must undergo didactic processing based on the theory of psychology and pedagogy. Through perfect elaboration and extensive practical testing, each textbook becomes a “national treasure” [11].

In recent years, in accordance with the Resolution of the Cabinet of Ministers of the Republic of Uzbekistan “About approval of the State Educational Standards for secondary and specialized, vocational education”, educational standards and curricula have been improved in order to ensure the implementation of this Resolution. Therefore, although the form of textbooks in schools, including the cover, edition, illustration, form and set of letters, have not changed significantly, the content of the textbook, but its role in the educational process, has changed significantly. For many years, textbooks have served as a source of knowledge, a set of exercises, and instilling socio-cultural values. Now these tasks include the task of developing in students the skills of educational activities, independent thinking, familiarization with various teaching methods and the ability to apply knowledge in practice.

Consequently, it is more correct to say that a modern school textbook is a multi-volume book based on a separate program, adapted to the age and other characteristics of the student, aimed at fulfilling the state educational standard in a particular subject.

Many scientists who have studied the functional task of the textbook believe that the textbook is primarily an important means of expressing the content of education and represents the average level of the content of education. Therefore, in the educational process, the textbook needs various didactic aids that provide additional information to different groups of students, and the textbook occupies a central place in the complex of didactic aids.

Another function of the textbook is to be a tool for identifying the abilities and capabilities of each student. The content of the textbook should be watered from beginning to end with enlightening ideas and educate the student in the spirit of national values. The above functions of textbooks are of conceptual importance and must be observed in all academic disciplines. Considering the importance of textbooks in the development of independent thinking skills of students, it is necessary to improve each textbook of a general education school, in particular, textbooks in the social sciences and the humanities, in step with the times.

Psychological and pedagogical requirements to textbooks, principles for the development of students' independent thinking competence [12, 13]:

- **Pedagogical Requirement For Independent Thinking** – from the text of the textbook to the illustration, the national idea and worldview should be reflected in accordance with the content of the subject. It is necessary to explain and promote the dignity of independence and the essence of national values, to cultivate a sense of the Motherland. The textbook should contain content that orients the student to independent thinking, forming his worldview. The textbook should be able to pedagogically contribute to the development of the student.

- **Demonstration In Directing Independent Thinking** - in order to facilitate the student's understanding of the textbook text, to encourage him to think, categories such as events, happenings, processes should be modeled and provided with drawings, pictures that enrich the content of the text. In particular, enlarged models of inconspicuous objects and miniatures of large-scale objects make it easier to master the content of education. Zero exhibitions (illustrations) are extremely important for school textbooks. In some textbooks, its size is even larger than the size of the text. For example, in the social sciences and humanities, in addition to literature textbooks, 40 percent of high school textbooks are text-based, and illustrations are no less common.
- **Logical Integrity For Independent Thinking** - when dividing the textbook into blocks, chapters, paragraphs or topics, the content should be arranged in the form of a certain system, looking for opportunities to fit the topic into one lesson as much as possible. At the same time, an independent approach is systematically formed as students master each topic;
- **Linking The Student's Independent Thinking With Practice** - issuing tasks that encourage the search for evidence that each concept, law, idea is manifested in some aspect of life and at the same time follows the norm. In this process, the student independently analyzes the practical necessity, the benefits of this knowledge. The learning process provides an opportunity to develop pedagogical skills, including research.
- **An Important Means Of Directing Independent Thinking Is Stratification** - the presentation of the text on two or even three levels (stratification), taking into account the potential of students, the inevitable differences in their interests. To do this, use methods such as lowercase, bold, or written. Since the work with the materials given in each textbook should be recognized as a barrier, not a problem for the student, but a lightness, convenience.
- **Controlling The Age Of The Student In The Direction Of Independent Thinking** - both the text and the illustrations correspond to the age characteristics of cognition, as proven by the science of psychology; not only the content of the subject, but also the method of expression must be completely different from the academic language. Especially in the social sciences and humanities, there are examples where the educational function, such as "Upbringing", "History", which captures the spirit of the student, evokes emotions. In creating a textbook, the content specific to a particular subject should not strain the reader and the scope of the text should fit into the scope of a lesson, while adhering to the principles of psychology. In particular, in the appropriate class, the student should be able to read how many words per minute, the speed of perception, be able to explain the content of the text and how many words he can write [14].

Given the possibility of the formation of a non-scientific imagination in the mind of the student, it is necessary not to give in the textbook ideas, definitions, rules, etc., which have not stopped the scientific debate, observed only at the level of scientific hypothesis. In general, the textbook should be described and illustrated in such a way that the student who enjoys it, enjoys it, is proud, rejoices, and in time suffers from certain realities[9, 13-p.].

The textbook is the main tool that helps students to actively and consciously master the knowledge, skills and abilities set out in the state standard and the curriculum, to increase the effectiveness of the educational process[13, 85-6.]. The following tasks are set in front of the school textbook:

- Compliance with educational objectives and state educational standards;
- To help students learn;
- Development of independent work skills in students;
- To connect the acquired knowledge with daily practice;
- Close linking of education and upbringing;
- Strengthening the acquired knowledge;
- Coordination with other disciplines (integration);
- Incorporate scientific conceptual information on a particular subject;
- Integration of different methods of education;
- To enable the student to self-assess or the teacher to assess and monitor student knowledge.

When creating a textbook, a number of didactic and methodological principles should be observed, in particular, general requirements for the content of the textbook and the language of presentation.

The content of a school textbook is recommended to be determined based on the following requirements, focusing on the development of students' independent thinking:

- Focus on the education of a harmoniously developed generation with high spirituality, independent thinking, capable of imagining a great future;
- Embody universal human values, Eastern realities and the national identity of our country;
- Aimed at strengthening the independence of our country, mastering the ideas of national independence, fostering a sense of patriotism;
- The presence of theoretical information, rules and concepts of scientific and practical importance, encouraging students to think independently;
- Observance of a parallel and certain logical, coherent sequence based on harmony, excluding duplication in interdisciplinary communication;
- Taking into account the age and psychological characteristics of the student;
- The textbook corresponds to the program and is designed to be studied during the hours allotted in the curriculum;
- Terms, definitions of concepts, expressions of rules, explanations of phenomena used in the relevant science are recognized and popularized in scientific practice;
- Coverage of students about the nature, socio-political potential and achievements of the republic [8, 20].

All these didactic principles serve to create textbooks that allow students to develop independent thinking. Because by preparing each textbook at the required level of content, an important resource appears that can allow the student to think independently.

Therefore, the question arises whether it is possible to deepen or simplify the content of the textbook in a situation where the textbook is strictly regulated, and how this will affect the development of the student's independent thinking competence.

For example, in a geography textbook, the tasks like "Explain the factors that determine the ecological state of your area" or "What measures are being taken in your area to ensure the sustainable use of land resources?" can be burdensome for a weak student. However, if these tasks are reduced to the scale of a village or mahalla, then even a poorly learning student can complete the task if the village is reduced to the size of a microdistrict. It is an opportunity for the teacher to differentiate education.

For example, a more difficult task such as "Create a geographic detail of how your area's economy compares to that of a neighboring area," appropriate for a gifted, especially active, geography-interested student, might encourage you to look outside. Thus, setting the appropriate task for each student is an important and at the same time complex didactic requirement.

Educational questions and assignments In general, homework assignments, no matter how important and effective they may be, have pedagogical, physiological criteria that control them. For example, the time a student spends on all tasks in everyday subjects should not exceed 3 hours in grades 5-9. Accordingly, the geography homework is scheduled for approximately 30 minutes. This term may not equally satisfy everyone in a group of students with different abilities. For this reason, while most of the questions and activities in the textbook are designed for the average potential student, some of the activities are recommended for three different difficulty levels. In particular, the study of demographic processes within a particular region (administrative unit) will complicate the content of the task in accordance with the mass and composition of the region's population. Thinking through the demographic processes in the neighborhood for a student with disabilities, using the example of a village for a student with average abilities, tasks within the neighborhood for students with special needs who are interested in geography[11].

The following plan is recommended for completing tasks:

- Features of the geographical location
- Land area (is there enough reserve land for agriculture and livestock)?
- In your opinion, how will the additional land in the region be used in the future?
- Can the nutrient resources meet the needs of the livestock?
- For what purposes and how is hydropower used?
- What measures are taken for the protection and proper use of natural resources [10].

As you can see, if the student has questions and assignments, the teacher will also develop his research skills, forcing him to positively apply biblical knowledge in practice. The collected information deepens the content of the textbook. Then, based on this information, you can create a brochure on the economic and geographical characteristics of the region, town, microdistrict. In accordance with the methodological features of the textbook, a specific economic-geographical region or region was studied in comparison with the geographical aspects of the region or region

studied before it. Geographical objects and events on the basis of micro-objects and events around the school determine their commonality and specificity.

The textbook not only guides the student to acquire independent knowledge, but also introduces him to the ways of acquiring independent knowledge. It is no longer an axiom that knowledge, skills and competencies should be based on a textbook. The impeccable and justified implementation of the recommendations, questions and tasks that make up the didactic structure of the textbook encourages students to look for a teacher if they have knowledge and skills, and develops their methodological skills.

REFERENCES

1. Resolution of the Cabinet of Ministers of the Republic of Uzbekistan dated 06.04.2017 Resolution No. 187 “On approval of the state educational standards of secondary secondary and vocational education”.
2. Burke, B. (2004) 'Bell hooks on education', the encyclopedia of informal education. [www.infed.org/thinkers/hooks.htm. Accessed May 14, 2010].
3. Zürcher, Reinhard (2010). 'Teaching-learning processes between informality and formalization', the encyclopaedia of informal education.
4. Yuldashev Q. Renewed pedagogical thinking and scientific-methodological bases of teaching literature in secondary schools: пед. фан. док. дис. автореф. – Тошкент, 1997. – 49 p.
5. Izmaylov A.E. Folk Pedagogy: Pedagogical Views of the Peoples of Central Asia and Kazakhstan. М.: Педагогика, 1991. – 252 p.
6. Karimova V., Sunnatova R., Tojiboeva R. Independent Thinking / Textbook for Academic Lyceums and Vocational Colleges. Т.Шарқ. 2000. 112 p.
7. Laylo V.V. Increasing literacy and development of thinking. Москва: Дрофа, 2002. – 93 p.
8. Musaev P. Criteria for creating textbooks for geography. Тошкент, 1994. ЎзПФТИ, - 14 p.
9. Musaev P., Musaev J. Teacher's book on economic and social geography of Uzbekistan. Methodical manual. Т.: «Маърифат-мададкор», 2003. 124 p.
10. Musaev P., Musaev J. География. (Economic and social geography of Uzbekistan). Textbook for 8th graders. Т.: “Шарқ”, 2019. 176 p.
11. Musaev J. The textbook is a didactic complex // Prospects for the development of general secondary education (Proceedings of the Republican scientific-practical conference). Т. ЎзПФТИ 2006 йил. 280-284 p.
12. Musaev J. Technology of modeling educational materials focused on independent thinking. “Мактаб ва ҳаёт” журналы, 2008 йил, 7-8 сон. 11-12-р.
13. Safarova R. and others. Didactic parameters of modernization of the content of general secondary education // “Фан” нашриёти, 2008 йил, 224-р.

14. Umarov A. Musaev J. Innovative textbooks // “Аниқ ва табиий фанлар методикаси” журнали, 2019 йил, 4-сон.
15. Yaminova S.H. Use of scenario teaching method in developing students' independent thinking ability: Пед. фан. ном. ... дис. – Тошкент, 1997. – 198 p.
16. 16. www.geografiya8.uz сайти // 8-синф Official website of the textbook of economic and social geography of Uzbekistan. 2019.