PEDAGOGICAL REQUIREMENTS TO TEACHING MATERIALS

Mahfuza Umarkulovna Tuychieva*

*Lecturer,
Doctor of Philosophy in Pedagogy,
Tashkent State Technical University,
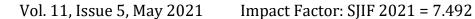UZBEKISTAN

ABSTRACT

The article shows the interest of students in the educational material, understanding the content of the work of art, drawing independent conclusions, increasing the motivation. the methodology of mastering the literary texts in literary lessons is based on the inclusion of analytical thinking in the creative components of literary education, based on the peculiarities of adolescence in the development of teaching materials, a systematic approach to improving reading materials in literature is based on the priority of learner's psychology and the ability to work independently in ensuring compliance with the Flexibility Index. Methodical requirements to work with textbooks in the textbooks are based on the textual structure (integrity, completeness, completeness, consistency) and emotional characteristics (excitement, excitement, vividness and closeness) of learning norms (artistic height, style and genre diversity, possibilities)are improved on the basis of labeling.

KEYWORDS: *Literature, Teaching Materials, Selection, Flexibility Index, Lesson, Psychology, Textbooks, Emotional Characteristics, Creative Components, Students.*

INTRODUCTION

Literature as a subject of study promotes the formation and development of emotional, intellectual, creative, spiritual and moral qualities in the student, helps broaden his horizons. In the process of studying the teaching materials in literature classes, the pupil develops a spiritual and aesthetic taste. Any didactic tool selected for a pedagogical process aimed at imparting knowledge, skills and competencies to students and encouraging written or oral activities is considered as teaching material. The teaching material consists not only of sounds, diagrams, symbols, pictures and texts, but also of the teacher's facial expressions and tone of voice. The

student relies directly on the learning material in the classroom, as well as in independent extracurricular activities. The study material can be in the form of a literary text, or in the form of a single letter or word (for example, the materials of the textbook "Alphabet"). The "Dictionary of pedagogical terms" describes the educational material as follows: "Educational material - is reflected in the material or materialized models of didactic material and is intended for use in educational activities" [1; 159-p.].

The choice of teaching methods that help to accelerate the learning and teaching activities of students depends not only on the purpose of education, but also on the content of the training material. It's all about how you use the learning material. According to experts, "Students recall 5-10% of the information when the material is presented orally. Independent reading of textbooks allows you to master 10-15% of the information, and visual aids - 20-25% of the information. Practical methods are the most effective and 75% of the information is stored in the minds of students. However, independent study of teaching materials by students, independent practice is even more effective, that is, 90% of knowledge is mastered and a number of skills are formed "[2; 39–40-p.].In achieving the effectiveness of literary education: teaching material + pedagogical skills + teaching methods + age-related psychological characteristics + ability to work independently and creatively + learning environment + time limit play an important role as a whole. While some of these requirements are the main, leading factor that guarantees the achievement of certain results in the process of training with them, some serve to ensure the quality and effectiveness of these results. Improving teaching materials is a pedagogical phenomenon that is interconnected and interacts with each other and requires a systematic approach. In the encyclopedia of pedagogy, a systematic approach is described as a process that focuses on revealing the integrity of the pedagogical object, defining its internal connections and relationships.

In the study of a work of art, the life and work of the writer, questions and assignments, genre features of the material, i.e. theoretical knowledge of literature, the article about the work will be easier and simpler for the reader to master. Appropriate and effective use of such factors influencing the mastery of a work of art serves to form artistic taste and thinking in students.

The inconsistency of the teaching material with the pedagogical purpose can also negate the work of a skilled teacher. In the words of Abdullah Qahhor, the seriously undeveloped teaching material gives the impression that the teacher and the student "spent their energy and labor on chopping wood."

The quality of the training material provided for each stage of continuing education, for each session is a guarantee of educational effectiveness. Because, "if the learning problem or the learning problem reflected in the task is solved by the previously learned knowledge, method of activity, gained experience, then the student needs from his thesaurus (set of knowledge, skills, abilities and life experiences accumulated in the student on this or that subject); knowledge seeks a means of action. When necessary, the application of the necessary knowledge, methods of work and experience in a new learning environment is a unique process that develops children's ability to choose "[3].

Forms of teaching materials used in literary education - a sample of the work of art presented in the textbook, an article about the work, a biography of the author, questions on the content of texts, theoretical information and dictionaries of historical or obsolete words used in some

dialects. The audio form of literary works is widely used by advanced teachers. They play an important role in ensuring the diversity of the learning process. Unfortunately, illustrations of examples of works of art studied in literature classes are not sufficiently developed.The work of art specified in the curriculum is reflected in the textbook. The author of the textbook and the teacher should present the proposed work in a way that is convenient for the student to master.Also, the mimicry, tone of voice, and various handouts used in the teaching process, which depend on the teacher's professional skills and experience, can influence the mastery of a work of art.

According to the State Education Standard, the content of the subject of literature in 9th grade graduates of general secondary schools (A2)Students will be able to expressively read and understand the content of prose, poetry, dramatic works in accordance with their literary and oral competence in the field of literature, as well as the formation of basic competencies, to use the school library independently and selectively read different genres of literature. Competence in analyzing a work of art must also be formed. According to him, the artist must be able to distinguish the means of image, to find them in the given text and use them in the analysis, to think about the human emotions depicted in the work, to analyze the reality reflected in the work of art.

The formation of basic and specific competence in a student depends on several factors. The level of readability of the study material is one of such factors.

Because, first of all, the student must be able to understand the material in his hands. Assimilation of the material depends on several factors such as the student's potential, age, interestingness of the text, the student's skill. The readability of the study material is also one of the most important in terms of importance. Due to the readability, the text is easily assimilated, no tension is observed in the reader. The main requirements for textbooks and manuals, especially for schoolchildren, are the simplicity, fluency and independence of the method of narration of sources.

The concept of "simplicity of narrative style" is seen as abstract. Because a style that is simple to one person can be complicated to another. Everyone sets the limit of simplicity based on their level. Hence, measurement will be necessary to define and standardize abstract concepts. This does not include the sanitary and hygienic requirements for textbooks. Perhaps the reader is meant to understand the text, to read, that is, to be readable. Such educational materials play an important role in the reader's understanding of works of art that have come down through the centuries. The question of which samples of fiction can be given according to the Flash index is the subject of extensive research.The issue of standardizing the level of "readability" of the text began in the 20-30s of the XX century. Later, in the 1980s, the International Readers Association and the U.S. National Council of English Teachers asked its members to take the reading materials seriously.In today's world practice, special attention is paid to the compliance of educational material with the requirements of the reading index. In many U.S. states, compliance with the text readability index is also required by law. A number of studies have been conducted in Russia in this regard. In Kazakhstan, too, the requirements for textbooks include compliance with the flash index. No research has been conducted in Uzbekistan yet.

No matter how high the level of articles written in the textbooks, the strong tendency of children to do independent work and practical tasks, to inspire students in this period of tasks not

encountered in previous stages, to ignore the mood associated with their willingness to perform such tasks, it cannot serve the purpose of literary education because eloquence is allowed.Only long sentences, not too much information, written from the point of view of a philologist, complex sentences that require special knowledge of literature, create only an abstract imagination in the reader. An analysis of such teaching materials highlights the need to introduce a reading level for literature education. What is the flash index, i.e. the readability index?

Readability index is a measure of determining the level of complexity of text comprehension. The readability index is calculated on the basis of several parameters, for example: in terms of printing (font size) (font size, color brightness, brightness, page size, etc.), semantic and stylistic (number of simple and compound sentences in the text, number of words in the sentence), the number of syllables in words, the relative number of frequent or infrequent words, the amount of neologisms and slang).

The Flash Index (authored by American Rudolf Flesh) is a common unit of measurement in America as a measure of a student's level of mastery of English-language teaching materials. During the flash activity, he was opposed to the texts being loud, silent. He argued that artificial complication should be avoided when it is possible to present the idea in a clear, understandable, simple way [109]. Another researcher, Roberto Ganning, also dealt with the readability of the text. The flash index outperforms other such studies in terms of popularity. In Russia I. V. Oborneva defended her dissertation on this topic and developed an automatic method for determining the readability of the text [4].

Flash determines the level of complexity of the text using the following formula:

FRE = 206.835-1.015 ((number of words) / (number of sentences)) - 84.6 ((number of syllables) / (number of words))

It is known that the level of knowledge of English is higher than other languages. For example, a text written in Russian differs from a text written in English in the length of sentences, the number of syllables in words, and the number of characters. That is, when a sentence in English is translated into Russian, it expands by about 20 percent, or conversely, when a sentence in Russian is translated into English, its volume decreases by 20%. Hence, the Flash index formula is defined in a form adapted to the Russian text. Since the average sentence length in Russian is shorter than in English (due to less use of articles and auxiliary verbs) and the average word length is longer, attempts were made to determine the coefficient by comparing the indexes obtained for English texts and their translations to develop a special measurement version of Russian text.

The state of the flash index adapted to the Russian language is defined as follows:

FRE = 206.835-1.3 ((number of words) / (number of sentences)) - 60.1 ((number of syllables) / (number of words))

When applying the flash index for texts in Uzbek, it should be taken into account that it is designed for English. Each language has its own grammatical structure, and it would be appropriate to compare the structure of the languages when applying the easy-to-read index created for English to Uzbek. English is an analytical language. The peculiarity of analytical languages is that in them the grammatical meaning is understood on the basis of the place of

words and auxiliary words. Uzbek is a synthetic language. In it the grammatical meaning is expressed by means of suffixes. When comparing the English and Uzbek translations of the same texts, it was observed that the Uzbek text was more widespread than the English language in providing certain information. The average sentence length in Uzbek is shorter than in English, and the average word length is longer. Comparing three texts with the same but different content: Uzbek, Russian, English, it was observed that the length of speech in Uzbek is shorter than in Russian, and the length of words is longer. For this reason, when applying the Flash index to Uzbek texts, the difference can be taken as about 30%.

In order to develop a special measurement version of the Uzbek text, an attempt was made to determine the coefficient by comparing the indexes obtained for the English and Russian texts and their translations.

The state of the flash index adapted to the original Uzbek language is as follows:

FRE = 206.835-0.7105 ((number of words) / (number of sentences)) - 59.02 ((number of syllables) / (number of words))

There are two forms of the readability index, one called the Flash index and the other the Flash-Kinkeyd index. The first of these indices - the Flash index - indicates the level of readability of the text, while the second - the Flash-Kinkade index is used to determine the level of knowledge of a school student in mastering the texts given in the exam. Flash-Kinkeyd formula for school test:

$0.39 \times ASL + 11.8 \times ASW -15.59$.

The formula for determining the readability of Flash texts is FRES in FRE = 206.835 (1.015 × ASL) - (84.6 × ASW) (Flesch Reading Ease Scale); ASL (average sentence length) - the average number of words in a sentence (sentence length); ASW (English - average number of syllablesper word) - represents the average number of syllables in a word. To include this formula, a 100-word passage from a text on a particular topic is selected. First it is determined how many sentences these 100 words are involved in. The joints in the piece are then counted and divided by 100. This results in the average length of the words in the passage. The result is put into the formula and the following indicators are obtained on the FRES degree indicator:

100 - very easy to read. The average length of a sentence is 12 words or less. No more than two syllables;

65 - Easy to read. The average length of a sentence is 15 to 20 words. Words consist of an average of 2 syllables;

30 - Reading is a bit complicated. There are up to 25 words in a sentence. It usually consists of 2 syllables;

0 - Reading is very complicated. On average, there are 37 words in a single sentence. Words consist of more than 2 syllables on average.

90–100 for English is for primary school students; Text 60-70 can be read by school leavers; A value of 0–30 is for people with higher education.

Excessive, inappropriate use of the word, giving too much detail distracts the reader, prevents him from understanding the main idea put forward in the text. Easy reading of texts is measured not only by the length or brevity of the words, the syntactic structure of the sentence, but also by the degree of abstraction, the ease of comprehension. It is also advisable to consider increasing the vocabulary of the learners without having to direct the texts in order to ensure that the text is easily read linguistically. But the complexity of the text can also lead to the fact that any well-intentioned information is not accepted or understood by the reader. This does not serve the expected effectiveness of the training session.

This means that the interest of students in the educational material, understanding the content of the work of art, drawing independent conclusions, increasing the motivation to read also depends on the level of readability of the educational material.

REFERENCES:

1. Pedagogy: encyclopedia./Compilers: Team. O'zPFITI I vol. –T .: National Encyclopedia of Uzbekistan State Scientific Publishing House, 2015. –320 p.

2. URL https://moluch.ru/archive/158/44686/. Matmurotova Z. Selection of teaching methods. // Young scientist. - 2017. №24. 2. - S. 39–40.

3. //https://kopilkaurokov.ru/nachalniye. Umurov Z. Analysis of teaching material and learning problems

4. Oborneva I. V. Automated assessment of the complexity of training texts on the basis of statistical parameters. Dis. … Kand. ped. science. –M., 2006. - 165 p.

5. Isaeva M. Moral development of students in the process of teaching Uzbek literature in grades V-IX. Ped. fan. candidate .... diss. - T., 1991. - 130 p.

6. Yuldashev K. B. Scientific and methodological bases of teaching literature in modern schools of pedagogical thinking and general education. Ped. fan. Ph.D. ... diss. - T., 1997. - 306 p.

7. Karaseva S. H. Psychological bases of spiritual and moral and volitional development of a teenager in educational activity. Author's abstract. dis. … Cand. psych. science. - M., 2005. - 21 p.

8. Marasulova U. H. Methods of formation and improvement of literary-theoretical concepts in secondary school students. Ped. fan. candidate. ... diss. - T., 2007. - 151 p.

9. Matchanov S. Organization of independent work on literature in the general education system. Ped. fan. Dr. .... diss. - T., 1998. - 306 p.

10. Mirkosimova M. M. Methods of formation and improvement of literary analysis skills in students. Ped. fan. Ph.D. ... diss. - T., 1995. - 253 p.