

## Organizational and Methodological Possibilities of Elementary School Textbooks Created Before the Independence Period

**Qo'ldoshev Rustambek Avezmurodovich**

Bukhara State University Associate Professor,  
Doctor of Philosophy in Pedagogical Sciences (PhD)  
[r.a.quldoshev@buxdu.uz](mailto:r.a.quldoshev@buxdu.uz)

### ABSTRACT

The article discusses the organizational-methodical possibilities, characteristics and students of primary school textbooks created before independence, the didactic principles and ideological aspects used in the creation of textbooks.

**KEYWORDS:** textbook, alphabet, textbook requirements, educational materials, primary grade, teaching.

On May 6-8, 1940, the first convocation of the III session of the Supreme Soviet of the Uzbek SSR was held. In it, the participants of the session adopted the law "On transferring the Uzbek script from the Latinized alphabet to the new Uzbek alphabet based on Russian graphics". and ending illiteracy, teaching in national schools will be conducted in Uzbek script based on Russian graphics.

**The main part.** As a result of the transition to the Russian script, the following changes occurred in the composition of the alphabet: letters and symbols such as *e, ě, ю, я* and the softening sign were not read as separate characters in alphabets created on the basis of Latin graphics. These characters were included in the alphabet in Russian graphics. Also, previously in Uzbek writing based on Latin graphics, a single letter symbol "A" was accepted for the vowels A and O, in the new alphabet "Aa" for the vowel "Aa" and "Oo" for the vowel "Oo" accepted. The letter symbol (Ў ў) was not represented in the new alphabet. In fact, since this letter-symbol represents a sound characteristic of the Uzbek language, it was necessary to teach it separately as before. Also, teaching the letters "E", "Ě", "Ю", "Я" on the basis of letter units, like in the Uzbek alphabet based on Latin graphics (*ye, yo, yu, ya*) is in line with the sound characteristics of the Uzbek language. suitable and convenient for teaching literacy, as a result of teaching and writing as separate letter symbols, students had difficulty mastering them.

Over the years, textbooks have been supplemented and developed based on the following requirements:

I. General requirements: 1) when teaching each new concept, determine the scope of exercises sufficient to master it. It is extremely necessary to consolidate new knowledge. If the student can recognize and distinguish letters, symbols and sounds in the structure of

sentences, words, and syllables, he was considered mastered; 2) use of instruction during literacy training (display of letters, cursive letters, table of consonants and vowel sounds, table of syllables, etc.); 3) development of the student's speech in the process of conversation and retelling of the text based on the picture. Speech development is one of the most important tasks at all stages of education.

II. The requirements for determining the sequence of letters in the textbook are: 1) clearly distinguished, sonorous, easy harmony with other sounds in the word structure of the initially presented letters and sounds; 2) it is possible to form words from letters and sounds that are familiar to students and easy to master; 3) whether it is easy or difficult to write a letter symbol.

III. Requirements for words added to letters in the alphabet period of the textbook: 1) at the initial stage of literacy training, it is necessary to teach one- and two-syllable compact words: ot, osh, oq, o-na, o-ta, ol-ma kabi (such as horse, soup, white, mother, father, apple); 2) also, at this stage, it is necessary to use words that are made up of the same sounds: osh, oq, ol, oy, olma (soup, white, apple, moon, apple) etc. Words such as book and white confuse children because they are pronounced kitop(b) and oppo(q) in oral speech; 3) when teaching to read and write, it is necessary to use words expressing the name of an object that is actively used in the student's speech. Then the child's thinking will be free from unnecessary stress.

In the "Alifbe" textbooks created by O. Sharafiddinov, the main features of the alphabet textbooks compiled in the 1930s were continued and some aspects were improved.

- when choosing the sequence of sound-letters, their specific features were taken into account;

- reliance on the principle of visuality in the textbook has increased, pictures have been improved (color pictures, alphabet illustrations, etc.);

- the content of educational materials has increased. The following methods were widely used in the textbook: a) comparing 2-3 words with the same syllable; b) finding vowels and consonants omitted from the word structure; d) forming word forms according to the sample;

- rich methodical materials were provided to teach students to write correctly and beautifully (such as letter elements, letters, words and sentences in written form, based on the requirements of calligraphy).

In the 1930s, the formation of a communist worldview in students was recognized as the main idea in the comprehensive educational programs issued by the State Scientific Council. As a result, the number of texts with political content increased in the alphabet textbook. But the positive aspect of this textbook is that the use of new methods in teaching literacy, the desire to explain the didactic features of the textbook has increased. Through this, the analysis-content method of creating the alphabet was founded.

The "Alifbe" textbook compiled by O. Sharafiddinov in 1938 is the first textbook created using the analysis-content-sound method. In this textbook, texts suitable for children's

age and outlook have been increased. Although the demand for communist idealism was set as the main task by the Soviet authorities, O. Sharafiddinov also in his textbooks increased the texts aimed at moral education suitable for the age and worldview of students, and in teaching literacy. paid attention to teaching the phonetic features of the Uzbek language in accordance with the capabilities of the students. However, regardless of the highlighted positive aspects, until the period of independence, the features of communist ideology prevailed in these textbooks.

As a result of the translation of textbooks from the Russian language during the Soviet period, that is, textbooks created for Russian students were used, the problem of creating national textbooks has reached the present time. Textbooks infused with the ideas of the Former union system caused Uzbek youth to distance themselves from national and spiritual values, traditions, and customs.

For the 1959-60 school year, the program of mother tongue education of primary classes strengthened the practical direction of language training, development of correct writing skills, communication skills of students, compared to existing programs. the issue of speech development was raised. The above requirements caused O. Sharafiddinov to prepare a new edition of the textbook created in cooperation with Q. Abdullayeva for trial testing. In the new textbook "Alifbe" by O. Sharafiddinov and K. Abdullaeva, published in 1967, the main attention was paid to the following:

- in the period before the alphabet, a change was made to the composition of the pictures. In particular, pictures were given of the student's daily routine, technical innovations (helicopter, train, ship, car, rocket, etc.), children's participation in cotton harvesting. They aimed to acquaint students with life, production work and technical innovations. Also, educational materials on letter elements were increased to prepare the student's hand for writing; in the first stage of the alphabet era, the arrangement of letters changed in the form of o, a, n, sh, l. As a result, the new textbook began with words such as mother, soup, tulip flower(ona, osh, lola);

- new didactic materials were used during the alphabet period to ensure the educational process aimed at teaching literacy: in particular, simple word combinations with a complete meaning were given based on the representation in pictures of words that children do not know how to read and write: like a pear, a mother bee. In this case, instead of the word pear and bee, pictures are given. This caused the student to read a sentence with a certain meaning in the early stages of teaching literacy, and increased visualization in the textbook. For this purpose, a picture with and without a plot was given to the letters. For example, the letter "L" was represented by the image of a brother picking tulips with his sister, as well as the image of a tulip, as well as a number of objects, events, and animals beginning with the letter "L" through pictures with and without a plot: for example, a lip, a tulip, a light bulb, a stork, a child. such as the pictures depicting people holding hands to a flying stork and rejoicing;

- examples of calligraphy presented in order to increase the students' grammatical literacy, word templates made on the basis of similar syllables and letters, logical exercises

related to giving certain letters in the word through dots to improve the student's orthographic literacy became of great importance in the development of khanate and thinking;

- a title was given to the texts that had a complete content even in the era of the alphabet. This made it possible for the students to understand the main plot of the text and retell the events by linking them together. Also, the text with a plot attached to each sound-letter, riddles, quick sayings, etc. ensured the artistic and aesthetic success of the textbook. But in the textbook, attention was paid to educating students based on the Former union ideology.

In the following years (1970-1990), attention was paid to improving students' orthographic literacy and practical teaching of Uzbek language phonetics. In the experimental "Alifbe" textbook for the 1st grade of four-year primary schools created by Q. Abdullayeva, different from the alphabets published earlier in 1989, taking into account the fact that the sounds "J", "ng" sound differently in different words. 'care has been taken to teach the student to correctly spell and pronounce the words they are involved in. In the textbook, educational materials were provided for this purpose. Q. Abdullayeva proposed the following basic rules as a result of the research work on the creation of a new system of teaching literacy:

- development of an 8-week plan for teaching literacy based on the features of the sound system of the Uzbek language. To teach students to distinguish the surrounding sounds; to give an understanding of vowels and consonants, their conditional signs; formation of skills to recognize and separate vowels and consonants in the word structure; to teach to distinguish the studied sound from the structure of the word that begins with this sound; comparing words according to their sound content, determining the place and sequence of the studied sound in the word, paying attention to practical introduction to syllables and accents, 3-4 sound words to analyze and compose, to teach letters of sounds;

- plan teaching literacy during the 19-week alphabet period as follows: introducing a new sound-letter; to explain the pronunciation and articulation of the studied sound; practicing sound pronunciation in order to form phonemic perception;

Based on the analysis of alphabet textbooks created from 1940 to the period of independence, we came to the following conclusions: during this period, the Uzbek language as a literary language acquired its own perfect laws, a number of scientific researches were carried out on the theory of textbook creation at the level of the former Union, and Uzbek alphabets were methodologically enriched based on the advanced achievements of the Russian alphabet.

As a result of the scientific-theoretical and practical work carried out by O. Sharafiddinov, M. Mirakhmedov, Q. Abdullaeva, etc. on the methodology of teaching literacy, the Uzbek alphabet textbooks have been somewhat improved. In these years, textbook architecture, technical equipment, and the quality of paper used for textbooks have improved, but as a result of the policy of the Soviet colonial period, Russian alphabets serve as the "standard". This naturally had a negative impact on the expression of the national idea and ideology, and the use of pedagogical values related to education.

In the early years of the Soviet colonial period, the alphabet textbooks were deeply influenced by external socio-political and pedagogical conditions. In particular, the transition to compulsory primary education, the creation of textbooks based on a single program, the establishment of didactic, hygienic, methodical requirements for textbooks led to their improvement. For this purpose, the theories created by Russian and world experts were scientifically studied and put into practice. However, two changes of the Uzbek alphabet in 1929-1940 and the policy of the Former union ideology in the field of education had a negative impact on textbooks. The textbooks that are developing on a national basis have separated from their historical roots. Russian alphabets strongly influenced the content and structure of textbooks. Especially since the 1930s, the main goal of children's alphabet textbooks was to form a worldview based on the false ideas of the Soviet era.

The results of a consistent analysis of textbooks created during the period of Soviet colonialism allow us to draw the following conclusions:

- in the alphabets created in the first years of this period, attention to visuality increased. For example, in Sh. Rahimi's "Sovg'a" and Hasan Ali's "Til ochqich" alphabets, the comparative presentation of letters to pictures of objects and events is important as educational material, which is included taking into account the age and mental capacity of the student;

- Although the transition from Arabic script to Latin script in 1929 led to some positive changes (literacy became easier), it undermined the coherence of the improvement of textbooks. effective didactic methods used in alphabets (sucrotonic question-and-answer, giving nested words, ideological completion of the text in the form of a story, teaching letters by comparing them to objects and events similar in form) were left out of consideration, they were not used in textbooks.

- As a result of the writing reform in 1940 (the transition from the Uzbek script based on Latin graphics to the Uzbek script based on Russian graphics), a number of methodological difficulties arose in the period of teaching literacy;

- During the years 1938-1966, O. Sharafiddinov's "Alifbe" textbook was slightly improved based on the author's teaching experience and the content of Russian alphabets;

- In the 1960s, the need to fundamentally improve the "Alifbe" textbook grew. The textbook was revised accordingly. In 1967, O. Sharafiddinov improved it in cooperation with K. Abdullaeva. This textbook has a certain advantage compared to previously published textbooks due to the fact that it is provided with new didactic materials, logical exercises, and the visualization is further strengthened;

- K. Abdullayeva, in the 1980s and 1990s, in the research works on teaching literacy, based on the features of the Uzbek language sound system, taught students to distinguish the surrounding sounds; to give an understanding of vowels and consonants, their conditional symbols (presented in blue and red colors); recognize and separate vowels and consonants in words; distinguishing the studied sound from the composition of the word beginning with this sound; introducing a new letter; to explain the pronunciation and articulation of the studied

sound; in order to develop phonemic skills, he offered them to practice sound pronunciation;

- during the period of Soviet colonialism, due to the fact that the main principle of the textbook was imitation of the Russian alphabet and communist ideology, the educational materials aimed at national moral education were not sufficiently expressed in the "Alifbe" textbook, on the contrary, the formation of the communist ideology was specially focused on the textbook. attention was given;

- during the creation of textbooks in this period: according to the criteria of orientation towards the educational goal and the student's personality: compliance with the educational program; being able to provide an educational process aimed at teaching literacy; on the provision of textbook ergonomics: textbook architecture, technical equipment, size of letters, quality of used paper; compatibility of illustrations with the content of the text, the ability to form knowledge, skills and abilities in students; hygienic, physiological (eye appeal), psychological expediency; according to the criterion of the informativeness of the textbook: provision of new knowledge and information, connection with social life; according to the criteria of the textbook's artistic-aesthetic suitability: it was based on such parameters as the fact that it is aimed at developing the artistic taste and aesthetic outlook of the students (in the textbooks of 1940-1990).

**Summary.** Based on didactic principles, ideological aspects, and methods of teaching literacy that are the basis for creating textbooks, the alphabets of this period were classified as follows: consciousness and activity in creating textbooks (based on the experiences of Russian pedagogy), the connection of education with life increased reliance on principles such as flexibility, comprehensibility, scientificity, systematicity and consistency, indicativeness (in an improved form), thoroughness and consistency; blindly glorifying the ideas and attributes of the socialist system when defining the ideological aspects of the textbook, worshiping the personality of the genius in the textbooks compiled in 1930-1954, and later continuing to glorify the personality of the geniuses of the communist ideology, socialist Absolutization of the system, education of confidence and belief that it is a society free from any defects took the main place.

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