

Method Textbooks for Primary School Education in Schools

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Annotation: In this article, the methods of the pilgrims during the colonial era were the textbooks, its content, and the textbooks it created for elementary school students to learn in schools about the importance of books devoted to the intended education.

Keywords: Independence, education, textbooks, schools, books, authors, Europe, geography, alphabets, national, new, Turkish, Hojai Sibyon, Usuli.

It was founded in Burma in the late 19th century and was formed in the early 20th century and was briefly elevated to its height. In the 20th century, the Uzbek people entered the age of great change in their needy, political, cultural, and educational life, as well as the struggle for independence and national independence. The sadness of independence, the country, and the people's destination has marked the bottom line of education. In the last decades of the last decade of the last century, a generation of independent self-sacrificing people emerged, which played an important role in the social, political, and spiritual life of the early 20th century. These scholars, known as the Movement for Civilization, fought for the independence of the country and the people, first and foremost came out with a slogan to fundamentally change their education and encourage the nation to move forward. Abdullah Avloniy is considered the foremost representative of the movement. During 1909-1917, more than a dozen books written for special school children came to the square. His textbooks, such as "First Teacher," "Second Teacher," "Turkish Gulf or Morality," and "School Gulf," as well as his collection of "Literature or National Poems," were repeatedly reprinted until the revolution and served as a manual for many new schools in Burma. For some reason, there is information about textbooks such as "Third Teacher," "School Geography," and "Accounting Issues." Indeed, these works played an important role in the history of the development of pedagogical ideas, an Uzbek school before the revolution. Publishing in the 1910s, The contract, written in Russian and Uzbek by the Publishing Company, established on September 19, 1914, states that its main objective is to "spread European culture and education among Muslim populations in Turkey through newspapers, magazines, books, and their trade." Among the founders of the next partnership, along with Avloniy and M. Zerdabxo'zadeh, the famous Nizhmad Hojakulov and Shokirjon Rahimi, In 1907-1910, he wrote such textbooks as "The Alphabet of Education" and "The End of Education", and in 1918 he opened a women's school in the Anchorage district of Tashkent, along with the well-known adventurer and Avloniy, Toshokhaji Tuyakhorov, who formed the "Charity of the Society" in 1909. At the beginning of our century, there are many alphabets for new schools. If his list is compiled, at first, there is no doubt that Saidrasul Azizi's "Teacher will first stand with Munavvarqori's "First". The First Teacher was published four times until 1917. It was written for the disciples of the previous class. Avloniy relies on existing textbooks, first of all, "First of All" and "Teacher First" of Saidrasul Azizi. He made the most of his experience in teaching. As a result, Pirovard was able to write an original work that could meet the demands of time and at the same time improve the path initiated by Aziziyah. In his book, the author strictly follows the principle of going from simple to complex, "arranging it in a tasty picture." The lessons are presented in the order of the letters alphabet. Then, in turn, you will be given compact, soda examples of how it is written and soda, explaining the initials, the middle letters, and the last letters. Finally, it is translated into texts: the original text is called "School." The second teacher continues directly from the above book, written "To read after the alphabet," and "adorned with moral stories and literary poems," he is a textbook. The book was

originally published in 1912 in the lithograph of Gulom Hassan Orifjanov in Tashkent. It was then reprinted in 1915-1917.

Ishmaelbek Ghaspirinsky produces burro literacy in 40 days by starting to teach twelve children in a new way. He offers parents of children to take the exam. People from abroad come and see. Everyone acknowledges the incomparable possibility of a "method" from one mouth. Ishmaelbek manages to teach a five-year education at an old school in two years. He then compiles the first textbook for them, entitled "Hojai Sibyon." The textbook consisted of four parts. In Part 1, 27 lessons are allocated to Alifbe. The remaining parts will provide a variety of useful information and stories. Among them are the references to Pushkin and Nebuchadnezzar under the heading "two great poets". G'aspirinsky points to a method of reading and teaching that has been disconnected from his time as one of the reasons why we lag behind the developed nations of the world, teaching those who read and read in the "Old Method" the need to update the "method" without any discrimination. He says that the approach we propose is to update the old, not the one that fell from heaven. "It is a wisdom that respects you and the knowledge that we have inserted the intishor (spread) of the method of pilgrimage. Because the way national schools were reformed from their ancestors means another school and another school." The great reformer mistakenly believes that children between the ages of 5 and 6 and 10 and 13 have an incomprehensible Arabic or persian transition to an incomprehensible Arabic or persian for the reader, knowing that a certain procedure in one class is in the hands of a teacher for 7-8 hours, often repeating something. In G'aspirinsky's 1989 book *The Leader of Teachers or Teachers*, it provides an "exemplary schedule" of these schools. Therefore, from the school's counter to the book's cell, from the students' overalls to where the teacher's chair should stand. The 30-year-long classroom is as tall as it is, and it is as tall as it is. At first, "Hojai Sibyon" served as the main textbook for these schools. Until 1910, it was published 27 times.

Absalom usurped David's throne, but his coup failed, and he was changed his joab. His services in this regard are clearly seen in two things: reforming Arabic — nationalizing and developing spelling principles. At the Language and Spelling Council in January 1921, Fitrat gives a talk about spelling. In this speech, he illustrates the imperfect Arabic alphabet from the point of view of the Uzbek language and makes suggestions on ways to get rid of the difficult and confusing situations in this alphabet. Fitrat says of the Arabic alphabet: "All nations cannot understand the meaning of reading the scourge. We cannot read the script unless we can think about it." Fitrat believes that the complexities in the Arabic alphabet include (a) a lack of movements, i.e. a lack of characters to represent sounds; (b) the uniform shape of the letter, i.e. the absence of differences in the shape of some units and brothers; c) the having of each letter in four forms.

Mahmoud Ahmadinejad Behbudiy writes a number of textbooks for schools. Books such as "History of Islam" ("Brief History of Islam"), "Madhali Juggernaut Umroniy" ("Introduction to the Juggernaut of the Population"), "Muxtasari Juggernaut Russian" ("Brief Juggernaut of Russia"), "Practice Islam", "Kitobat ul-atfol" ("Children's Letters") were taught as textbooks. To one of these, we stop at the "Muntaxabi Juggernaut General."

"The Greek word for geography is ard, or knowledge that explains the earth and the soil." Then Behbudiy stops at its species. "Chunchi," he writes, "The knowledge that explains the shape of the earth, the nature of the heavens and the earth, and the proportion and movement of what is in the sky," she says, "is called "Geography of Geography," "the properties of the earth, the low and height of the earth, all kinds of commodities, mountains, lakes, and airplanes." The author concludes: "Explaining to this knowledge every nav's work on what has happened to the earth's surface, the word juggernaut adds a horse of science and science to the end. Chunchi, like "juggernaut history", "juggernaut political", "juggernaut lifetime", and so on. (Matthew 24:14; 28:19, 20) Jehovah's Witnesses would be pleased to discuss these answers with you." The first pages of the book outline the history of juggernaut's arrival in the field as a fan, the services and works of scholars of ancient Turkmenistan in this area. Behbudiy is the foundation of morality and discipline - a school, the head of all knowledge and the genesis of the school. Prayer followed the idea that a phi-lis'tine man's spiritual spring was a school. In this regard, he published hundreds of articles on press pages such as "The Newspaper of the Province of Turkey," "Development," "Hurshid," "Fame,"

"Asia," "Turon," "Hurriyat," "Oyina," "Samarkand," "The Sound of workers," "Great Burma," "Salvation," "Living Word," "Tarjumon," "Time," and "Shoor." These articles were devoted mainly to the development of education and education. For example, articles such as "The Month of Education," "The Nation of Need," "On the School of Education in Samarkand," "Majlis-Examination," "History and Geography," "The Russian Assembly of Reform in Samarkand," and "The Method of Bucharest" could read important educational ideas about the development of new method schools, its importance, new culture and culture, the self-sufficiency of secular science, the incentive for enlightenment, and the upbringing of a perfect person. Behbudiy left a rich publicity legacy about education and training, his problems. For example, "Faith and Islam", "Ixtiyoji Nation", "In Bucharest, the method of life is a pilgrimage", "Hurriyat - Freedom – Freedom", "Four languages, not two", "Turkey", "Who will reform the nation", "Access to Young People", "Habits That Destroy Us", "Travel to the Bucharest Chamber", "The Chaos or Way of Development of Our Indigenous Schools", "We need to be reformed", "Truth is obtained, not given", "About national affairs in Samarkand", and so on. Mahmoud Ahmadinejad Behbudiy's works for new schools were a major event. At the same time, these textbooks were widely used theoretically, scientifically, and practically. The book *The Book of Ul-atfol* was published several times in its day. It contains examples of some 40 Persian and Turkish essays. Examples and examples are provided from learning how to write documents relating to the certificate and other operations. Documents written in the dining room and in the judge's office are also taught through this book. Today, this 36-page book for young and adult people has practical implications, not just theoretical and educational significance. This book is very useful in our work in English.

Isaac Abraham had close contact with scholars and Philistines abroad, regardless of which religion or ethnic group they belonged to.

He created a dictionary book entitled *Dictionary Sittati al-Sinai*, which includes six languages: Arabic, Arabic, Hindi, Turkish, English, and Russian. The author gives The Russian words in Arabic so that it is also convenient for those who do not know the Russian record. It is known that expressing the words Russian and European in Arabic is a much more complex task, but Isaac Abraham successfully solved this complex case. Isaac Abraham's book *The Dictionary Sittati al-Sinai* was published in Tashkent in 1901 after several years of adventure. This dictionary, opened by advanced teachers, was also used as a textbook and manual for learning Russian in savtia schools. In this complex field of linguistics, Isaac Abraham produced a much more perfect scientific work called *Jome'ul-Hutut*. In this work, the author tried to highlight the historical progress of the most primitive of the recordings, from pictographic recordings to the most perfect recordings of the last period. Olympus' work consists of 132 pages in a very large volume, and in 1912 its printing press was published in Isaac.

In 1911, Hamzeh opened a school in front of Mogadishu, taught orphans and poor children, and created textbooks such as "Light Literature" and "The Book of Reading" for students. It makes some changes to schooling and teaching efforts and tries to eliminate the dry iodine method. He paid a lot of attention to extracurricular education, taking particular care of his native language lesson and delegating more time to the classes.

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