

# Types Of Realities Found In Elementary School Textbooks And Teaching Methods

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**Annotation:** The importance of realities in education, their role in improving educational quality, and their ability to connect students' knowledge with real life are discussed. It highlights how realities help students understand cultural heritage and national values, as well as develop critical and creative thinking skills. The types of realities in elementary school textbooks are analyzed, including cultural and national realities, natural and geographical realities, historical and folklore realities, and linguistic realities. Methods of teaching realities are explored, such as interactive methods (discussions, role-playing games, group activities), practical activities (preparing national dishes, handicrafts), text analysis, and written assignments (essay writing, storytelling), as well as using pictures and videos for explanation. The impact of realities on students is also examined, including the development of cultural awareness, adaptation to social life, the formation of ecological and economic thinking, and guidance in career choice.

**Keywords:** Elementary school, textbook, ability, cultural and national realities, linguistic realities, teaching methods of realities, critical and creative thinking, historical and folklore realities, national clothing, national dishes.

The use of realities in elementary school textbooks plays a crucial role in improving the quality of education, shaping students' life skills, and broadening their worldview. The inclusion of realities in textbooks allows students to connect cultural, social, historical, natural, and linguistic knowledge with real-life experiences. Objectives of Integrating Realities into Elementary School Textbooks.

1. Developing Practical Knowledge and Experience – Through the use of realities, students acquire essential knowledge and skills for everyday life.
2. Understanding Cultural Heritage and National Values – Learning about national traditions and customs in textbooks helps students develop respect for their own culture.
3. Enhancing Language Learning and Other Subjects – The use of realities in language learning expands students' vocabulary and improves their comprehension.
4. Developing Critical and Creative Thinking – Reality-based tasks encourage students to think independently, analyze information, and apply innovative approaches.

## Types of Realities Reflected in Elementary School Textbooks

### a) Cultural and National Realities

Textbooks include information about Uzbek national holidays, clothing, cuisine, and traditions: Navruz holiday and Sumalak preparation – Explained as a symbol of spring and the New Year.

National dishes – The history and preparation methods of plov, somsa, shashlik, and non are studied.

Traditional clothing – Information about doppi, atlas, adras, and embroidery is provided. Example: In Uzbek language textbooks, students read a passage about Navruz and answer questions such as: “What traditions does your family follow during Navruz?” This helps them connect their learning to real life and develop critical thinking.

### b) Natural and Geographical Realities

Textbooks provide insights into Uzbekistan's natural environment and geography:

Aral Sea, Kyzylkum Desert, Amu Darya, and Syr Darya – Realities related to Uzbekistan's natural geography.

Agriculture and Farming – Students learn about cotton, wheat, and fruit and vegetable production. Example: In natural sciences, students read about the drying of the Aral Sea and discuss solutions to water conservation in their local area. This helps develop ecological awareness.

### c) Historical and Folklore Realities

Elementary school textbooks contain stories about Uzbek folk tales, legends, and historical figures:

Folktales such as “Zumrad and Qimmat” and “The Porridge of Another Land.”

Legendary heroes like Alpamish and Gorogly. Example: In reading classes, students analyze the story of Alpamish and answer questions like: “What qualities make Alpamish a hero? Who do you consider a hero in real life?”

d) Linguistic Realities (Words and Expressions in Uzbek Language)

Students learn about Uzbek language expressions and phrases through realities:

- Greetings – “Assalomu alaykum,” “Rahmat,” “Xayrli kun.”
- Proverbs and Sayings – “Hard work leads to success.”

Names of Professions – Information about craftsmanship, pottery, and farming. Example: In an Uzbek language lesson, students learn the difference between “Rahmat” and “Minnatdorchilik” and discuss when and to whom they express gratitude. Effective Methods for Teaching Realities.

To ensure the effective integration of realities into education, the following teaching methods are applied:

Interactive teaching methods – Discussions, role-playing, and group activities.

Practical activities – Cooking traditional dishes and engaging in craftsmanship.

Text analysis and writing assignments – Writing stories or essays based on realities.

Using visuals and videos – Demonstrating national holidays and traditions through multimedia. Example: In a lesson on “Uzbek National Cuisine” students write an essay about plov and create related drawings.

Didactic Principles of Realities in Education

a) Principle of Practical Relevance – Learning materials are connected to students' real lives.

b) Transition from Abstract to Concrete – Complex concepts (e.g., natural laws, historical events) are explained with real-life examples.

c) Visual Representation – The use of practical activities and visual materials enhances understanding. For instance, when studying the Aral Sea, students should not only memorize facts but also critically analyze environmental changes and propose solutions. To teach realities effectively, interactive methods (discussions, role-playing, group activities), practical exercises (preparing national dishes, handicrafts), text analysis, and visual materials should be used. Overall, integrating realities into elementary school textbooks plays a vital role in developing students' logical and creative thinking, preparing them for social life, and strengthening national consciousness. This, in turn, lays the foundation for nurturing knowledgeable, cultured, and socially responsible citizens. The presence of realities in elementary school textbooks helps students connect their knowledge with real life, develop critical and creative thinking, and strengthen their national and civic identity. This contributes to forming knowledgeable, cultured, and responsible individuals in society.

Realities are based on the following educational principles: The Principle of Practicality – Teaching materials are linked to students' real lives. From Abstraction to Concreteness – Abstract concepts (such as natural laws and historical events) are explained with real-life examples. Visualization – The use of practical activities and visual materials enhances learning effectiveness. For instance, teaching about the Aral Sea should go beyond memorizing facts. Students should analyze the causes of environmental changes and suggest solutions, fostering independent thinking and problem-solving skills. In summary, the effective teaching of realities requires interactive methods (discussions, role-playing games, group activities), practical exercises (cooking, handicrafts), text analysis, and visual materials. Overall, integrating realities into elementary school textbooks enhances students' logical and creative thinking, prepares them for social life, and strengthens their national identity. This serves as a foundation for developing knowledgeable, cultured, and conscious citizens in the future.

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