

## **Choosing learning materials on the basis of concentricism and didactic opportunities of structuring materials**

**Kuchkarova F.M. (teacher  
of Andijan State University)**

**Kuchkarova F.M., Uzbekistan**

*This article portrays the principles of didactic studies and its involvement in efficiency of class conducting. Besides there are vivid modern approaches enabling teachers to much more easily strengthen the knowledge-gaining process and the disciplinary acquisition.*

Choosing teaching and learning materials is undoubtedly one of the most significant factors of the modern didactic studies. The materials chosen and structured must first of all forms and evolve the skills and the knowledge the State Education Standard requires students to have. Academic and learning materials need to be taught and structured on the basis of certain principles and factors. On the basis of the same factors and principles study courses can properly chosen. But observations show that in most cases some principles and factors aren't being followed while choosing materials for learning and teaching.

In most cases it can be seen that materials are often chosen in a manner that their order follows the range from specific to general, from an aspect to the whole content. Experiments prove and confirm that choosing and structuring materials on the basis of certain concentricism can be fulfilled by following all didactic norms. The materials for learning chosen on the basis of the principle of a range from specific to general content, generalizing knowledge, forming them into the same system, understanding just the content of the terms is not anyhow useful to evolve knowledge. In these conditions students don't even know what's major, which theory is secondary, what consequence it has, what motive it has, which norm is significant, which principle it contains, what methods to use in order to learn certain circumstances, mistakes, uncertainties and sequence of information. Due to these misunderstandings knowledge and teaching will not have dynamic character.

If students realize sequence and development of the information given, feel connection between them, all this knowledge will turn into adaptation and skills.

In order to systematize and generalize all the sets of knowledge students have it's necessary to choose such a method of teaching that in consequence students should develop their own outlooks and the way they think.

The modern period requires the academic materials to be created on the basis of these modern and systematic principles. One of those principles is concentricism. **Concenter** is a word derived from Latin and it means the word "having the same and general centre". Concentricism – is the incident in which all the incidents form the same central point. **Concentricism** principle has the meaning of being focused on the same point, in the theory of this education principle there is the incident of having blocks of the aspects of the subject to be taught. All these blocks represent the size of the material for teaching to be chosen on the basis of the same object. The meaning of the material for teaching on the basis of concentricism principle enables to identify the size and amount of the teaching materials on the whole. The principle of concentricism is characterized all the exercises, texts, and other tasks, functions are distributed in sequential order. As a result of choosing materials on the basis of concentricism teaching materials are generalized in a certain order and sequence. In this regard this will give a chance for students to evolve their knowledge in the same order of development. In the system of the materials chosen on the basis of concentricism, it becomes obvious that the same information is represented in varied states and sorts. In this case materials need to be chosen taking into account age, evolution level, understanding, expressing opinions and related needs and chances, they need to be chosen in the framework of certain sets of knowledge and terms. From this point of view for example, it could be easier to develop the way students of primary school to think independently, to develop their vocabulary and so on. Because in this period it's recommended to pay special attention for evolving their both written and oral speech.

The problem of systematizing and structuring the set of academic information is to be implemented in the following directions:

- 1) Certain subjects, systematizing information in a set of education and creating a certain system of generalizing all centers;
- 2) Repeatedly choosing learning materials on the basis of the requirements to learn them, this is related to evolving the set of materials in order and developing knowledge of children at the same time; structuring academic learning materials in this manner requires to prevent social weakness linked to activity against modern and new methods of expressing opinions by teachers.

Therefore while structuring and transforming the information into the same unit it's required to analyse and systematize them on the basis of the certain principles. This principle needs to be taken into account while students learn the materials chosen by the teacher and while exercises are done by the students. Because while learning logical bases of students will be able to observe the sequence of its formation and deep acquisition.

Logically structuring academic and learning courses enables to learn deeply all the tasks and the exercises chosen by the teacher. But they need to be chosen taking into account possibility to arrange them in a certain system as it will be easier to learn the set of information presented in a systematic form. It's possible to see that they are mutually united and proved all round as a result of dividing them into individual aspects. Therefore structuring all learning materials by analyzing them scientifically and on the gnoseological basis is deemed as one of the issues which are significant.

Basing on the scientific theories while structuring the information is one of the wide-spread approaches in didactic studies as they are mostly based on a set of ancient scientific principles. There's much experience in the framework of creating all the academic programs in didactic character, it's suggested to remind that all of these materials need to be learned, analysed according to logical structure of the learning material, separating the central term and other terms relating to it, creating

all the learning materials basing on these terms, locating them all in sequence according to the certain logical conclusion. It's because while the central point is defined as the most significant one, all the rest of the components will be imagined right around this centre.

All experiments important in appointing the logical structure of the learning material available in didactic studies reflects in the incidents as a didactic model in a set of occasions as an object and varied knowledge. Even though this model has integrated character it's not universal at all. Practical and theoretical principles of choosing this sort of materials on the basis of concentricism principles haven't been explained yet. These didactic units having a high level of efficiency limits the use of block while teaching. Therefore in further researches we've tried to define the didactic manners and bases of choosing and structuring teaching materials basing on the concentricism principles.

In the process of choosing the objective of education on the basis of concentricism principles, basing on the systematic and logical approaches enables to systematize and structure learning materials uniting them into the same center. Systematizing and structuring teaching materials creates convenient conditions for presenting the materials in a manner which can be viewed easily by all the auditorium members. On the basis of working at all the materials chosen, working at their content, it's possible to reach the efficiency aimed by uniting all information into the same unit. Dividing teaching materials into blocks has own didactic purposes. They will usually contain all the tasks ranging from just illustrations helping to show information easily to the exercises; they will give a chance to learn them more quickly and easily.

As far as possible a teacher must achieve guaranteeing efficiency of the class, observing the result of his efforts using concentricism principles while administrating the class and the students. In this way of administration all the students will feel the responsibility for both working during the class and home

conditions. Communication between a student, a teacher and learning materials has didactic significance in prospective achievement of efficiency.

Providing that students are learning the materials to an extent guaranteed, on the other hand providing that they are chosen according to the purpose, both a teacher and students will be taking an active part in all class activities. Controlling the efficiency of the class process and assessing students should be accomplished on the basis of the rate of how students have all been learning all materials. Controlling process is based on mutual and bilateral communication between administration of the process by the teacher and students. As a result all less efficient and more effective features of learning the material and the fact how students are able to learn it will be easily identified. All lacking features will eventually be prevented. If all learning materials, texts, exercises are small in size, controls are varied in use, and efficiency is achieved in a rate willed. In order to provide the efficiency of learning process, right choice and structuring of materials are very significant. Because the main means which can make lessons vital are the materials chosen. All the materials should be presented in a form of blocks structured in a certain system. Scientific information, theories, terms are presented in a content of the learning materials. All the learning materials are distributed in a form of academic manuals, books, additional literature, audio, video visual items and etc. Education objectives and content need to be reflected in all the materials chosen. According to the factor, content of the studying material generalizes all the information and theories. All learning materials should be distributed taking into account age features, interests and scientific viewpoints of the students.

Students are submitted learning materials in different forms. For instance, self-study work, didactic exercises, questions, visual items may contain all informational, scientific and public texts, exercises and many others. The content of all the materials should portray creative experience of the nation, national and traditional rituals, cultural relationships between personalities, national idea and outlook; they need to combine them in the same material and on the same topic.

The process of pre-learning includes psycho-didactic stages in which social factors are really important, in this case learning process can get much wider. Understanding learning materials, knowing its content, expressing opinions on this information, systematizing all of these facts are deemed as one stage of the same process stated above.

It's required to understand the principle of concentricism in a certain system and in evolutionary range forming all the components of information in the same unit. All the information and terms are submitted in the same model in the content of the discipline. This stage should be accepted as the incident of accepting all these incidents of educational content in didactic studies as a spiral-like chain. Certain parameter of this system is that small parts of the spiral will proceed one by one to the bigger parts like a chain without any pauses, in this way the spiral form the same unit.

In a narrower didactic content, concentricism principle are taken as a learning additional system developed in a more complex level, this is complex as it requires certain attention to form all the materials in a required form and methods. Generally this process is didactic incident developed completely in a form of exact blocks containing content of this principle; this is here understood as a general approach to the system which is being discussed. All these peculiarities relating to these didactic principles are expecting to be defined and researched in a more exact didactic manner. To implement this purpose it's recommended to define theoretically and practically all wide opportunities of educational content and internal peculiarities of concentricism principles. In this regard we have tried to explain varied and different peculiarities, factors, other principles of the same theory in the framework of mutual relationship between didactic studies and its aspects. Taking into account all these peculiarities of concentricism principle has become the most effective principle enabling to choose educational content and learning materials for teaching students.

There have been some observations that scholars and researches have tried to distribute materials and give knowledge by dividing all the aspects of information into several blocks. Quite a lot of philosophers in this regard utilized this approach and method for developing the learning stage of the theory. The fact that this range of information is presented in a content of knowledge concentrers widens and broadens opportunities of logical and systematic thinking of the learners. Moreover it gives a chance of forming the unique and systematic viewpoint about the certain and relevant chain of incidents. This will create a very good foundation for forming strong set of skills, knowledge and adaptations in systematic form. As a result of this process there will be an opportunity for practically utilizing all the information and knowledge gained through all the classes.

Certain sets of generalized and systematized information is learned and certain chain of skills as well as adaptation process will be activated as a result of using learning materials created on the basis of the concentrism principle.

Dialectology of the formation of a certain personality as an intellectual man requires in most cases the information to be taught be being formed in a form of chain of blocks, in this case the process of learning will run easier and much faster, besides the knowledge is not going to be that easily replaced with unnecessary information. In this type of process there will be an opportunity for generalizing and systematizing all the terms, incidents and information before submitting them to a student, student will accept them all as an accurate chain of knowledge formed in right order. Initially student will start understanding, comprehending and analyzing all the information submitted, distributed in a content of concenter. In this case he doesn't even stop thinking. He will be learning all the information in a content of the concentrers in a unique set and order. While a student learns all the information in a content of a concenter, he will have the opportunity for analyzing and generalizing them accurately on his own and independently, utilizing them in prospects even practically. In this way all the information and theories contained in

a center will be divided into parts and components independently by the student. Exactly therefore centrism principle has significant role in choosing all learning materials on the basis of above mentioned systems have wide range of opportunities as the didactic principle of studies.

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