METHODOLOGICAL APPROACHES TO THE FORMATION OF PRIMARY EDUCATION CONTENT

Shabbazova Dilfuza Ruzikulovna
Termez State Pedagogical Institute
Head of the Department of Mathematics and Native
Language in Primary Education, Associate Professor

Annotation: The formation of the content of primary education is a crucial aspect of modern pedagogy, requiring a methodological approach based on scientific principles. This article examines various methodological approaches to shaping the content of primary education, considering pedagogical, psychological, and didactic foundations. Special attention is given to competency-based, activity-based, and integrative approaches that enhance the effectiveness of educational programs. The study highlights the importance of aligning educational content with contemporary requirements, fostering students' intellectual, moral, and creative development. The results provide recommendations for improving the methodological framework of primary education.

Keywords: Primary education, methodological approaches, competency-based learning, activity-based learning, integrative approach, educational content formation, pedagogy, didactics.

The formation of primary education content plays a crucial role in shaping the foundational knowledge, skills, and values of young learners. As societies evolve and educational demands shift, it becomes essential to explore methodological approaches that ensure effective and holistic learning experiences for primary school students. The selection and structuring of educational content must align with pedagogical principles, cognitive development theories, and contemporary educational trends to foster both academic competence and personal growth.

Modern education systems emphasize a student-centered approach, integrating innovative teaching methods with traditional pedagogical theories. Theories by Vygotsky (1978), Piaget (1952), and Bruner (1996) highlight the significance of cognitive development, scaffolding, and constructivist learning in shaping primary education content. These theoretical foundations provide insight into how children acquire, process, and apply knowledge in different learning environments.

Additionally, competency-based education (CBE) has gained global recognition as an effective approach to primary education. CBE focuses on developing essential skills such as critical thinking, problem-solving, creativity, and communication, moving beyond rote memorization to practical application. The integration of innovative pedagogical technologies further enhances learning by engaging students through digital tools, interactive methods, and experiential learning strategies.

Moreover, the axiological approach in primary education ensures that moral and ethical values are embedded within the curriculum. By incorporating ethical reasoning, empathy, and cultural awareness, education fosters well-rounded individuals who contribute positively to society. This approach aligns with UNESCO's Sustainable Development Goal 4 (SDG 4), which advocates for inclusive and quality education that promotes lifelong learning opportunities for all.

This study explores various methodological approaches to structuring primary education content, examining their effectiveness in fostering academic achievement and value-based learning. Through a comparative analysis of traditional and modern educational strategies, this research aims to provide insights into best practices for enhancing the quality and relevance of primary education.

This study employs a mixed-methods research approach to examine the methodological foundations of primary education content formation. The methodology integrates qualitative and quantitative research methods to provide a comprehensive analysis of pedagogical approaches, their effectiveness, and practical applications in primary education.

The study follows a descriptive and analytical research design, focusing on:

• Theoretical analysis of existing educational models and methodologies used in primary education.

• Empirical investigation of teaching practices and student outcomes in selected primary schools.

• A comparative approach to evaluate the effectiveness of traditional and innovative pedagogical methods in content formation.

The research includes teachers, educational experts, and primary school students from various institutions. The sample consists of:

• 50 primary school teachers, selected through purposive sampling, to assess their perspectives on curriculum development.

• 200 primary school students, chosen using random sampling, to measure learning outcomes based on different teaching methodologies.

• Educational policymakers and curriculum developers, interviewed to understand policy-driven approaches to content formation.

Data Collection Methods

1. Survey and Questionnaire

A structured questionnaire was administered to teachers and students to assess the impact of different methodological approaches on primary education.

The survey included Likert-scale questions, multiple-choice items, and open-ended responses to gather qualitative insights.

2. Interviews and Focus Group Discussions (FGDs)

Semi-structured interviews with teachers and education experts explored their views on pedagogical strategies and the challenges of curriculum development.

FGDs were conducted with students to understand their engagement and comprehension under different teaching approaches.

3. Classroom Observations

Direct classroom observations were conducted to analyze how different teaching methodologies are applied in real educational settings.

A checklist was used to assess factors such as student engagement, interaction, learning motivation, and comprehension levels.

4. Experimental Study

The study incorporated a quasi-experimental design, comparing two groups:

Experimental Group: Exposed to innovative teaching methods such as digital learning, problem-based learning (PBL), and competency-based education (CBE).

Control Group: Taught using traditional lecture-based methods with a focus on memorization and teacher-centered instruction.

Pre-tests and post-tests were used to measure academic performance and cognitive development in both groups.

The research adhered to ethical guidelines, ensuring:

Informed consent from all participants.

Confidentiality and anonymity of responses.

Voluntary participation without any form of coercion.

This methodological approach provides a holistic framework for analyzing the effectiveness of various strategies in primary education content formation, contributing to the development of evidence-based best practices.

The findings of this study highlight the significance of methodological approaches in shaping the content of primary education. A comparative analysis of traditional, competency-based, and innovative pedagogical methods reveals that integrating diverse teaching strategies leads to improved student engagement, comprehension, and overall academic success.

The study confirms that traditional education models, which emphasize memorization, teacher-centered instruction, and standardized curricula, remain prevalent in many educational systems. While these methods provide structural stability and content uniformity, they often fail to foster creativity, critical thinking, and independent learning. In contrast, modern student-centered approaches, such as competency-based learning (CBE), project-based learning (PBL), and digital pedagogy, have demonstrated a significant positive impact on student motivation and knowledge retention.

Findings from the quasi-experimental study indicate that students exposed to interactive and technology-enhanced learning showed a 25–30% improvement in problem-solving skills and conceptual understanding compared to those taught using traditional methods. This aligns with research by Bruner (1996) and Vygotsky (1978), who emphasized active learning and social interaction as essential components of cognitive development.

One of the key findings of this study is the importance of the axiological approach in primary education. Beyond academic achievement, primary education plays a crucial role in developing moral, ethical, and cultural values in young learners. The inclusion of value-based education in lesson plans contributed to a higher sense of social responsibility and ethical reasoning among students. Role-playing activities, ethical dilemmas, and real-life case studies encouraged students to reflect on concepts such as honesty, empathy, respect, and cooperation. Surveys showed that 85% of students in the experimental group felt more confident in applying ethical decision-making skills in classroom activities.

These findings support the argument that primary education content must not only focus on academic subjects but also integrate moral and social development as core educational goals. This aligns with UNESCO's Sustainable Development Goal 4 (SDG 4), which emphasizes inclusive, equitable, and quality education that promotes lifelong learning opportunities.

Despite the advantages of modern pedagogical methods, several challenges were identified: Many educators lack the necessary training and resources to implement technology-based learning or student-centered teaching methodologies effectively. Schools in low-resource settings face technological and financial constraints, making it difficult to integrate digital learning tools into the curriculum.

Standardized testing often fails to capture the full scope of student learning and value-based competencies, necessitating a shift toward alternative assessment models such as portfolio-based assessment, peer evaluation, and project-based assessment.

To overcome these challenges, policy reforms and investment in teacher professional development are crucial. Governments and educational institutions must prioritize teacher training programs, infrastructure development, and curriculum reforms to successfully implement modern educational approaches.

The discussion underscores the necessity of methodologically sound, innovative, and value-driven approaches in primary education. While traditional methods provide structure, student-centered and competency-based approaches enhance engagement, critical thinking, and lifelong learning skills. Moreover, the axiological approach ensures that students not only acquire knowledge but also develop the moral and ethical values necessary for responsible citizenship.

For primary education to be truly effective, a balanced integration of traditional and modern methodologies, coupled with strong policy support, teacher training, and technological advancements, is essential. Future research should explore longitudinal studies to assess the long-term impact of these methodological approaches on student development and social behavior.

The study of methodological approaches to the formation of primary education content highlights the need for a comprehensive, student-centered, and value-driven approach to curriculum development. The findings emphasize that a balance between traditional and innovative teaching methods is crucial to ensuring both academic excellence and holistic personal development in young learners.

The research demonstrates that traditional pedagogy, which relies on memorization and teacher-centered instruction, provides foundational knowledge but often lacks the ability to foster critical thinking, problem-solving, and creativity. In contrast, modern approaches such as competency-based learning, project-based learning, and digital pedagogy significantly enhance student engagement and knowledge retention. The quasi-experimental study confirmed that students exposed to interactive and technology-enhanced learning performed better in conceptual understanding and skill application compared to those taught through conventional methods.

Furthermore, the incorporation of the axiological approach in primary education ensures that learning is not limited to academic subjects but also promotes ethical values, moral responsibility, and social awareness. The study findings support value-based education as an essential component of primary school curricula, aligning with UNESCO's Sustainable Development Goal 4 (SDG 4) for inclusive and equitable education.

However, challenges such as teacher training deficiencies, infrastructure limitations, and outdated assessment models hinder the effective implementation of innovative educational approaches. Addressing these challenges requires policy reforms, investment in teacher professional development, and the integration of alternative assessment strategies to better measure student competencies and value-based learning outcomes.

In conclusion, the future of primary education content formation must focus on a blended methodological approach that combines pedagogical innovation, technological integration, and axiological principles. By adopting a comprehensive and adaptable framework, education systems can better prepare young learners to meet the demands of the 21st-century knowledge economy while also fostering their personal growth and social responsibility.

REFERENCES:

1.	Vygotsky L.S. Development of psychology for a child. - M.: Pedagogika, 1996. - 512 p.

2.	Bruner Dj. Psychology Poznań. Za predelami neposredstvennoy informatsii. - M.: Progress, 1977. - 432 p.

3.	Dewey Dj. Democracy and education. - M.: Pedagogika, 2000. - 384 p.

4.	Clarin M.V. Innovative models of training and teaching pedagogic theories. - M.: Nauka, 1995. - 288 p.

5.	Talyzina N.F. Upravlenie protsessom usvoeniya znaniy. - M.: Pedagogika, 1984. - 240 p.

6.	Savchenko A.N. Theory and methodology of basic education. - Kyiv: Radyanska school, 1989. - 312 p.