

## EDUCATIONAL MATERIAL – AS AN OBJECT OF ASSIMILATION

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**Annotation:** in this article, the educational material is considered as the main object of the educational process. It analyzes the content, structure, didactic features of the educational material, as well as the factors affecting the process of its assimilation. Also, the stages of acceptance, processing, strengthening and application of knowledge by students are covered within the framework of scientific and theoretical foundations.

**Key words:** educational material, educational process, assimilation, didactic approach, knowledge formation, information processing, pedagogical technologies.

**Аннотация:** В данной статье учебный материал рассматривается как основной объект образовательного процесса. В нем анализируются содержание, структура, дидактические особенности учебного материала и факторы, влияющие на процесс его усвоения. Также в рамках научно-теоретических основ освещаются этапы получения, переработки, закрепления и применения знаний учащимися на практике.

**Ключевые слова:** учебный материал, учебный процесс, усвоение, дидактический подход, формирование знаний, информационная обработка, педагогические технологии.

**Annotatsiya:** Mazkur maqolada o'quv materialini ta'lim jarayonining asosiy obyektini sifatida ko'rib chiqiladi. Unda o'quv materialining mazmuni, strukturasi, didaktik xususiyatlari hamda uni o'zlashtirish jarayoniga ta'sir etuvchi omillar tahlil qilinadi. Shuningdek, o'quvchilar tomonidan bilimni qabul qilish, qayta ishlash, mustahkamlash va amaliyotda qo'llash bosqichlari ilmiy-nazariy asoslar doirasida yoritiladi.

**Kalit so'zlar:** o'quv materialini, ta'lim jarayoni, o'zlashtirish, didaktik yondashuv, bilimlarni shakllantirish, informatsion qayta ishlash, pedagogik texnologiyalar.

The term "educational material" was first introduced by the founder of pedagogy, Ya.ThThe term "educational material" was first introduced by the founder of pedagogy, Ya.A.Komensky had used. In his "great didactics", he writes: "Education consists of three: teacher – the teacher of knowledge; student – the learner of Knowledge; Educational matter – the shift of knowledge from teacher to student". When teaching educational material, examples are selected that reflehe term "educational material" was first introduced by the founder of pedagogy, Ya.A.Komensky had used. In his "great didactics", he writes:

Education consists of three: teacher – the teacher of knowledge; student – the learner of Knowledge; Educational matter – the shift of knowledge from teacher to student". When teaching educational material, examples are selected that reflect the phenomena under study. It is necessary that these examples be clear, exemplary. "An example is the phenomenon itself, which we show (to the students)." In this way, the reader learns to apply and analyze. The task of the author of the textbook is to direct the educational material to a specific goal, correctly state thoughts in it, give clear instructions, ensure the intelligibility of assignments.

Educational material the student has its own components as an object of educational and cognitive activity, as well as a subject of assimilation. In this way, the reader learns to apply and analyze. The task of the author of the textbook is to direct the educational material to a specific goal, correctly state thoughts in it, give clear instructions, ensure the intelligibility of assignments.

Educational material the student has its own components as an object of educational and cognitive activity, as well as a subject of assimilation. In the content of the educational material, four interrelated elements apply.

Knowledge is the human reflection of objective being in the form of evidence, images, concepts, laws in science, and is considered an early element of educational material. Knowledge in the educational material is transferred from various sources to the textbook. Pedagogical processing is carried out on concepts that represent a certain knowledge and brought to the form of educational material. "The knowledge brought into the form of the teaching material is stated in the form of formulas, drawings and tables. Knowledge is the human reflection of objective being in the form of evidence, images, concepts, laws in science, and is considered an early element of educational material. Knowledge in the educational material is transferred from various sources to the textbook. Pedagogical processing is carried out on concepts that represent a certain knowledge and brought to the form of educational material. "The knowledge brought into the form of the teaching material is stated in the form of formulas, drawings and tables. "Learning and life problems are solved based on knowledge." In elementary school textbooks, knowledge is presented in various forms. They are as follows:

- definitions-are formed by describing the general signs of the object under study. The main sign of the word category "horse "is the Signification of the name of the thing, the main sign of the"horizon line" is a straight line that is conspicuous on the earth of the sky as if it were adjacent to the Earth.hey are as follows:

- definitions-are formed by describing the general signs of the object under study. The main sign of the word category "horse "is the Signification of the name of the thing, the main sign of the"horizon line" is a straight line that is conspicuous on the earth of the sky as if it were adjacent to the Earth. Referring to these properties of phenomena, definitions are given in the form "words that express the name of things are called horses", "a straight line that passes through the place of the sky as if it were adjacent to the Earth is called a Horizon".

- the rules are sentences in the form of judgments, which are said in relation to the main and non-main signs of the object under study. Horses indicate the name of things, the horizon has four sides. The rules are the clarifications that are observed in the activity. Sentences in the form " nouns with nouns are written in initials," interrogative marking is placed at the end of the interrogative sentence " are the rule. On the basis of the rule, definitions, skills are formed in the minds of students;

- adjectives are words used to define a concept, an event boundary, within each definition and rule. According to the Terms night can be distinguished from day, long from short, high from low, sour from bitter;

- evidence-the phenomenon under study itself, its example. Words regarding quality to interpret quality (white, yellow, high, sour, good, etc.- - evidence-the phenomenon under study itself, its example. Words regarding quality to interpret quality (white, yellow, high, sour, good, etc.k.zo.), words such as grams, kilograms are used to visualize weight. The arguments presented in the mzmun of educational subjects are significant in two ways: firstly, it is possible to imagine the phenomenon under study itself, and secondly, it is possible to state the essence of this phenomenon;

- Laws are universal connections that are repeated in the processes of Nature, Society, production, thinking. In each science, as well as in educational subjects, it also has its own laws. For example, compactness in language, striving for economy is a native language, the whole universe is the law of gravity physics, Commodity Exchange is an economy, the seasons are natural laws of exchange.

Skills and competencies are a mu'im element of educational material. They are formed on the basis of the knowledge presented to the reader. Skill skills are formed by operating within the framework of acquired knowledge, applying knowledge in various educational fields. One of the factors in saving time in education and improving the efficiency of activities is the transformation of skills into skills. Skill skills can be divided into two large groups according to their application:

1) special qualifications – are formed within the framework of a specific educational subject. This includes skills such as dividing words from the native language into syllables and syllable displacement, knowledge of the multiplication table in mathematics;

2) general qualifications – applied in the process of completing assignments on all educational subjects. Choosing a title, drawing up a plan is used in the framework of almost all educational subjects. Thanks to this, we look at them as general qualifications.

Another aspect of skills is that they are considered a universal asset. The skills that our ancestors used are also used by children, and the skills that they found polished in the activities of a master-teacher are also used by disciples. Hence, skills are human phenomena that are inherited from generation to generation.

Experience of creative activity is the next element of educational material. It is necessary that in elementary students a special organization of the formation of creative activity, ways of creativity are taught to students. Educational material the material of the creativity of students is considered the source of the creativity of students.through the following ways, creativity skills are formed in educational activities.

Determination of educational assignments using evidence presented within the framework of specific educational subjects. For example, in the educational subject of Natural Science, the following signs are given: yantaq, apricot, zhuzghun, peach, saxaul, jiyda, kumqiy, pear. The basis of these arguments is that the student must be able to lay the following tasks for himself:

Write down the plants whose names are given in two groups. Determination of educational assignments using evidence presented within the framework of specific educational subjects. For example, in the educational subject of Natural Science, the following signs are given: yantaq, apricot, zhuzghun, peach, saxaul, jiyda, kumqiy, pear. The basis of these arguments is that the student must be able to lay the following tasks for himself:

Write down the plants whose names are given in two groups.

Group 1: Plants that grow in the desert - yantok, juzgun, qumqiyoy, etc.

Group 2: fruit trees - apricots, peaches, apples, cherries, etc. Group 2: fruit trees - apricots, peaches, apples, cherries, etc. k. From the given words, distinguish and write the name of plants that grow in the desert and on irrigated lands. The creative ability of the student goes into manifestation during the process of placing assignments in front of him, finding evidence of the task that he will have to carry out from the given assignments.

Independent determination of its purpose from a given assignment. The above arguments can also be described in a different way. For example, say the name of the plants you know: yantaq, apricot, juzghun, peach, saxaul, jiyda, kumqiyay, pear. Divide these plant names into groups and write them in the form of columns. Independent determination of its purpose from a given assignment. The above arguments can also be described in a different way. For example, say the name of the plants you know: yantaq, apricot, juzghun, peach, saxaul, jiyda, kumqiyay, pear. Divide these plant names into groups and write them in the form of columns. Students set themselves tasks such as "writing the name of plants growing in the desert", "writing the name of plants growing on irrigated land", based on educational materials learned in natural science lessons.

The ability to move knowledge to a new educational state is a characteristic feature of creative activity. Opening a new edge of the studied object is also a means of forming the student's creative abilities. Just as everything-the phenomenon-has its own meaning, the activity has its own Mao'mui and manifestations. Chunionchi, creative, heuristic (resourcefulness). Mental activity, etc. The ability to move knowledge to a new educational state is a characteristic feature of creative activity. Opening a new edge of the studied object is also a means of forming the student's creative abilities. Just as everything-the phenomenon-has its own meaning, the activity has its own Mao'mui and manifestations. Chunionchi, creative, heuristic (resourcefulness). Mental activity, etc. k. The process of finding a new function for an object also fosters creative abilities in students. For example, on the topic "noble horses", the following study situations can be formed to signify its new-new tasks in activities to students: (a) on the classroom bookcase, the books lie cluttered in order. How to use the learned knowledge of noble horses to put them in order?

You know a lot of people. What do you rely on to write the names of those you know in order?

Being able to put a new problem in a familiar learning situation also forms creative abilities in students. Experts write that the reader, holding by hand the stone peak, made in the primitive community structure, which is kept in the museum, after a long observation, puts such a problem: so it turns out that even the oldest people knew the cry of a sharp and impenetrable rest? Look, one side of the stone is impenetrable, and the other side is sharp.

Testing previously mastered activities in New conditions is one of the factors for the formation of creative abilities in students. Having learned to give an oral or written description of a positive embodiment, the reader relies on the activity he mastered before when describing negative representations.

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