

The Importance of Curriculum in Improving the Quality of Education

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Abstract: This article analyzes the stages of development, achievements and shortcomings of educational programs created in the field of literature in a comparative plan. The characteristics of the educational standard are classified and certain conclusions are drawn.

Keywords: Literature, curriculum, syllabus quality of education, educational programs, educational literature, assessment, state educational standards.

Introduction: In research on teaching and learning, world scholars emphasize that the quality of education consists of four important components (contents). They are: curricula, teaching materials, teaching methods, and assessment. Only when these components work in harmony and in relation to each other can the quality of education produce the expected results.

The Head of State has repeatedly emphasized that the task of developing education, bringing it among the developed countries of the world, is based on the efforts being made for the development of the new Uzbekistan. Educational programs, educational literature and assessment constitute the main content of these statements. In particular, the tasks related to the development of the quality of education on a global scale, "improving teaching methodologies, gradually implementing the principles of individualization in the educational process; introducing modern information and communication technologies and innovative projects into the sphere of public education" were also set out in the "Concept for the Development of the Public Education System until 2030". The adoption of decrees of the Head of State aimed at improving national educational programs once again confirms its importance in developing the quality of education.

For example, Decrees No. PF-5712 of April 29, 2019 "On approval of the Concept for the development of the

public education system of the Republic of Uzbekistan until 2030" and No. PF-134 of May 11, 2022 "On approval of the National Program for the Development of Public Education in 2022–2026" aim to bring the quality of education to a new level by creating modern curricula in all subjects, including literature, in Uzbekistan.

It is known that until the 1990s of the 20th centuries, the content of normative documents on literary education was essentially Soviet ideology, the task of instilling it in young people. However, since the beginning of a new era in Uzbekistan, efforts have been made to reform education in all areas based on national interests and universal values. In particular, state educational standards, curricula, and literature textbooks have been enriched with new approaches and principles that serve the interests of independent Uzbekistan. For example, in order to ensure the implementation of the Resolution of the Cabinet of Ministers No. 203 dated May 13, 1998 "On the Organization of General Secondary Education in the Republic of Uzbekistan", the Resolution on Approval of State Standards of General Secondary Education, developed by the Ministry of Public Education of the Republic of Uzbekistan and pilot tested in the 1998–1999 academic years, was published. This Resolution raised the issue of the gradual introduction of state educational standards of general secondary education together with curricula in general secondary

educational institutions starting from the 1999-2000 academic year. This educational standard was published in a special issue (issue 1, emphasis ours, M.M.) of the Bulletin of the Ministry of Public Education of the Republic of Uzbekistan entitled "Educational Development" for the subjects of Mother Tongue, Literature and Uzbek language (for schools where education is conducted in other languages).

Any curriculum is formed on the basis of the knowledge, skills and qualifications that students must acquire, as defined in state educational standards. The State Educational Standard (SES) is an official pedagogical document that scientifically substantiates the minimum amount of knowledge, skills, qualifications and spiritual qualities that graduates of a certain stage of an educational institution must acquire in a specific subject (including Literature). This document "controls", "monitors" and "draws" certain conclusions about the knowledge students have acquired in literature. The standard and curriculum for literature differ from other subjects. For example, if knowledge, skills, or abilities are considered important in the educational standards of natural or exact sciences, then in literature, it is important to form the student's emotional (feeling) intelligence (concepts related to human feelings and emotions, such as feeling someone else's pain, respecting their feelings). In addition, the knowledge, skills, and abilities that a student must acquire in literature can serve as a beacon and a beacon for the student throughout his life.

The State Educational Standard adopted in 1999 included literature as an academic subject in the aesthetic-semantic direction. Because literature is described as an activity aimed at forming the spirituality, soul and feelings of the student. The section "Content and indicators of literary education in general secondary schools" of this state educational standard and program reflects the specific characteristics of the standards and skills that a general secondary school graduate should develop in literature. In particular:

- read a literary text correctly, quickly and expressively;
- feel the state of the hero of the studied literary work and be able to convey his feelings to others to a certain extent;
- distinguish the most important character traits inherent in the heroes of the studied literary work;
- be able to express his attitude to the actions and feelings of the heroes of the literary work;
- notice the most vivid artistic allusions and expressions in the studied literary work;
- notice vivid images and vivid allusions in the studied

literary work and be able to express his opinion about them;

-view any literary work primarily as an aesthetic phenomenon, etc.

From the above notes, it is clear that the skills that graduates of the Literature Department should possess (literary indicators) cover the most important indicators determined by the subject itself to the extent possible. For example, the student's knowledge of literary theory, analysis of a work of art, understanding and understanding of subject, image, means of expression, as well as the skills of comparing artistic and real reality, comparing the events of a work of art with events that occurred in the student's life are very important today, necessary indicators for the student's life needs. However, at the same time, among these literary indicators, one can also find abstract indicators that cannot be accurately assessed. For example, in the skill of "watching a stage work, listening to a song and being able to show the sources of the charm of these types of art", there is ambiguity in the sentence "listening to a song". The student grows up familiar with music from the age of perceiving the world. He acquires the skills to listen to music on his own, to understand the essence of music, to understand the charm and essence of the content reflected in music. From this point of view, what exactly is meant by the above-mentioned literary skill and what it can give to the student, in our opinion, is not clarified. Or, in these literary indicators, the line is also noted that the graduating student "should be able to fill out any work papers without difficulty". This literary indicator evokes the idea that it serves to form not a skill specific to literature, but a skill related to another subject, for example, the mother tongue. In addition, this indicator, which is included in the literature subject, can also be included in the list of abstract, objective, and precisely assessable skills. Because it is not clearly stated what kind of work papers are meant when it comes to work papers, and there is also uncertainty in the phrase "able to fill out".

The textbook "Methodology of Teaching Uzbek Literature" by scientists Z. Mirzayeva and K. Jalilov analyzes the State Educational Standards³ of general secondary education in literature, which existed until the creation of the National Curriculum in 2022, prepared in collaboration with UNESCO. The authors critically approach this educational standard and emphasize that insufficient attention is paid to the competencies inherent in the subject of literature, as a result of which literature has lost its position as an independent subject and has become a subject that helps develop competencies formed in students in other subjects (mother tongue, foreign language, social

sciences), and try to substantiate their ideas with specific examples. In particular, the competencies named as “literary-speech competencies”, such as “can retell the plot of a work of art”, “can explain the depicted events and images to others”, are actually competencies related to reading comprehension and speaking skills, which are developed in the lessons of the mother tongue, second language and foreign language, and literary concepts and methods of literary analysis do not play any role in the development of these competencies. They make a very sharp judgment that the concept of “literary-speech competence” does not exist and that this concept is an artificial term invented by the authors of the standard, and they prove their opinion by citing foreign sources⁴. Again, the authors of this textbook do not use the term “literary-speech competence” competencies” is not included in the list of “can perform the role of heroes in small stage performances created based on a work of art” and notes that it is a competence related to acting skills and plasticity. In the demonstration of stage speech and acting skills, speech, correct and effective speech, and error-free pronunciation of words and sentences are considered to be characteristic features of exemplary speech. Perhaps the teachers, methodologists, and literary scholars who created the standard came to this conclusion taking into account these aspects of the competence.

In general, it should be noted that the competencies established in the existing standards to date have played an important role in determining the current knowledge, skills and qualifications of students in Literature. However, changes in human thinking, globalization, and integration require new approaches to education. The knowledge, skills and qualifications that students must acquire also differ from the previous ones in terms of content, essence, objectivity, and accuracy. Kazakhboy Yuldoshev also wrote about the new approach to pedagogy and the completely new goals being set for education: “In many developed countries, as well as in countries where advanced pedagogical ideas have developed, a completely different goal is now being set for the science and practice of pedagogy. The focus of today's advanced pedagogy has shifted from training specialists to forming a personality. That is, the focus of pedagogy is on perfecting the personality of the learner in all respects, on forming him into an active person who thinks in his own way, is able to come to independent conclusions, does not try to adapt to the views of others, is creative, initiative, and is not afraid to take responsibility. New pedagogy deals with the formation of bright personality traits that can set themselves tasks, do not rely on someone else's words when

making a decision, develop themselves, and control their own activities. "The fact that knowledge alone is not enough to solve the problems of the present time, the importance of the individuals being formed in educational institutions being able to look at reality with a creative eye, to think outside the box, in short, the formation of strong personal qualities in the students is of paramount importance for the new pedagogical idea”.

“A well-designed curriculum acts as the foundation for quality education by setting clear learning goals, ensuring consistency across schools, integrating critical thinking and real-world skills, and adapting to societal changes. A dynamic curriculum not only delivers knowledge but also shapes students' abilities to innovate, solve problems, and become responsible global citizens”.

“The curriculum is the roadmap of education — it guides teachers, shapes student experiences, and ensures that learning is purposeful and progressive. By aligning content with modern needs and skills, a strong curriculum helps improve educational quality, close learning gaps, and prepare students for the challenges of the future”.

Education is the backbone of any progressive society. However, the effectiveness of an educational system heavily depends on the strength and relevance of its curriculum. A curriculum is not just a collection of subjects and lessons — it is a strategic plan that outlines what students should learn, how they should learn it, and why it is important. A well-designed curriculum plays a critical role in improving the quality of education and shaping a brighter future for students. A strong curriculum goes beyond academic knowledge. It includes activities and lessons that promote emotional intelligence, ethical values, communication skills, and teamwork. By focusing on holistic development, education can produce well-rounded individuals who are not just knowledgeable but also responsible, empathetic, and active members of society.

From this, it can be concluded that quality education and educational programs that are beneficial to students must be based on mature educational standards in all respects. The more objective, clear, and measurable the standards to be created in Literature, among other subjects, are based on criteria that can be evaluated, the more conceptual, systematic, and purposeful the curricula will be. In conclusion, the curriculum is a powerful tool for improving the quality of education. It shapes the way knowledge is delivered, ensures students are prepared for the future, promotes equal opportunities, and supports holistic growth.

Investing in the development and continuous improvement of the curriculum is essential for building an education system that meets the needs of the 21st century and beyond.

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