

SOI: [1.1/TAS](#) DOI: [10.15863/TAS](#)

International Scientific Journal
Theoretical & Applied Science

p-ISSN: 2308-4944 (print) e-ISSN: 2409-0085 (online)

Year: 2024 Issue: 12 Volume: 140

Published: 25.12.2024 <http://T-Science.org>

Issue

Article



Kifayat Balay Hajiyeva
Azerbaijan University of Languages
Dr., associate professor, the chair of Diplomatic Foreign Languages
Baku, Azerbaijan

Khavar Huseynova
Baku State University
Student, the faculty of mechanics- mathematics
Baku, Azerbaijan

THE ROLE OF CURRICULUM IN TEACHING

Abstract: This research paper studies the process of teaching and the role of curriculum in this process in schools of different countries. All the similar and different features of pupils' skills and abilities in learning are widely shown and analyzed. The role of textbooks, their design, language, content, teaching activity and questions are also described as the main material in curriculum teaching.

Key words: teachig process, education, textbooks, curriculum, pupils' learning skills and abilities.

Language: English

Citation: Hajiyeva, K.B., & Huseynova, Kh. (2024). The role of curriculum in teaching. *ISJ Theoretical & Applied Science*, 12 (140), 333-335.

Soi: <http://s-o-i.org/1.1/TAS-12-140-40>

Doi: <https://dx.doi.org/10.15863/TAS.2024.12.140.40>

Scopus ASCC: 3304.

Introduction

"Education is the future of the nation"
(Heydar Aliyev)

From the time immemorial textbooks have always been used by teachers and students as a supportive element of teaching. "Textbooks, which are also described as materials in curriculum teaching, are the main sources of information approved by official institutions, prepared for educational information and actively used in classrooms" (Gracin & Matic, 2016) and are recognized as an unprecedented means of teaching in the teaching process in many countries. "It should also be noted that the use of textbooks in education is always considered to be expanded in order to improve the quality of education in countries that gained success in international assessment exams" (Oates, 2014). Additionally, according to some statistics (2020), it was found out that in comparison with pupils' achievements in mathematics from different countries the usage of textbooks, workbooks and internet resources is more useful. In this regard, textbooks

seem to be of great importance in the development of learners, because textbooks are usually based on the content of curriculum and reflect it. So, it must be mentioned that they have a significant impact on teaching and learning. Therefore, textbooks are accepted as one of the criteria used to compare the skills of international competitiveness in educational systems.

Textbooks used by teachers as the main tool in the classroom play an important role in pupils' mathematical achievements. Therefore, textbooks are widely used both in classes and at home.

Textbooks are didactic tools that transform scientific knowledge into the knowledge content to be taught in schools. Moreover, they lead teachers as guides in the process of forming the content of mathematical knowledge, most of which will be taught and studied. Textbooks are usually the same with the objectives of the appropriate curriculum. They actually provide regular information including pre-planned teaching outcomes, activities, samples and experiences. It also gives teachers an opportunity of focusing their attention on students' improvement rather than preparing materials. "When comparing in

Impact Factor:

ISRA (India) = 6.317
ISI (Dubai, UAE) = 1.582
GIF (Australia) = 0.564
JIF = 1.500

SIS (USA) = 0.912
PIHII (Russia) = 0.191
ESJI (KZ) = 8.100
SJIF (Morocco) = 7.184

ICV (Poland) = 6.630
PIF (India) = 1.940
IBI (India) = 4.260
OAJI (USA) = 0.350

an international scale, it is clearly seen that the differences and similarities of textbooks from two or more different countries are investigated mainly taking into consideration their design, language, content, teaching activity and questions" (Xalidova & Tapan-Broutin, 2017; Yagan, 2020).

The increase in the number of investigations connected with the delivering subject in the process of teaching mathematics is observed very often in recent years. At the same time, investigators studied the development of the problem of delivering subject in mathematics classes taking into consideration different sizes. But, unfortunately, the limited number of studies has been found out referring this issue in an international level.

In the education system of Azerbaijan, "curriculum" is a new concept and is understood as a conceptual document that reflects the organization and implementation of all activities related to the teaching process. The main characteristics of curriculum are based on: personality, pupils, students, outcomes, interactivities and evaluation standards.

Personality-based principle is a kind of principle, based on the development of learners' cognitive, communicative and psychomotor skills, forming the national and human values in them. In general, one of the most significant factors in the formation of a personality in pupils is to be able to train all the three above-mentioned skills in them. Because if a student has cognitive skills, but not the ability of communication and psychomotor, he will

not be able to express his or her opinion. For example, a pupils' learning a lesson is based on his cognitive skills, but this ability to learn is based on his communicative skills. Mentioning his ability of answering a lesson with gestures and mimics mainly refers to his psychomotor skills, i.e. a person's thoughts, feelings, perceptions, behavior and actions make him a person as a whole.

Speaking about cognitive skills, the main ones are considered to be pupils' level of knowledge and comprehension. So, pupils' remembering any information, thinking about it, understanding and comprehending it, showing different suitable samples, explaining new rules, using various means, being able to call things and situations by their names, listing them, naming them, forming the ability of analyzing any situation, reading and discussing any piece of literature, at the same time, comparing them, appreciation of the content of the topic retold by his classmate and so on are the skills activating the brain.

In a short, pupils' cognitive skills refer to his brain activity and are considered to be the skills forming his opinions and thoughts.

Conclusion

Studies have shown that 70% of students can learn better without being evaluated more colorfully by a different interactive teaching method.

References:

1. Beane, J. (1995). Curriculum integration and the discipline of knowledge. *Phi Delta Kappa* 76,(8) 616-622.
2. Alismail, H., & McGuire, P. (2015). 21st-century standards and curriculum: Current research and practice. *Journal of Education and Practice* 6, 150-154.
3. Gracin, D. G., & Matić, L. J. (2016). The role of mathematics textbooks in lower secondary education in Croatia: An empirical study. *The Mathematics Educator*, 16(2), 31-58.
4. Khalidova, E. S., & Tapan-Broutin, M. S. (2017). Türkiye-Kazakistan ilköğretim matematik ders kitapları üzerinde karşılaştırmalı bir çalışma. *Abant İzzet Baysal Üniversitesi Eğitim Fakültesi Dergisi*, 17(4), 1957-1973.
5. Oates, T. (2014). *Why textbooks count: A Policy Paper*. Retrieved December 28, 2020 from <https://www.cambridgeassessment.org.uk/Images/181744-why-textbooks-count-tim-oates.pdf>
6. Herlinda, R. (2014). *The use of textbook in teaching and learning process: A case study of two EYL teachers*. In The 61st TEFLIN International Conference 2014: Proceedings. Book 1 (pp. 359-362). UNS Solo. <https://pdfs.semanticscholar.org/bbb2/76b93aa1dcfe4b5648a90ddf098b32cdb0e2.pdf>
7. (2017). *Kansas State Department of Education*. 2017 Kansas mathematics standards.
8. Thelen, E., & Smith, L. B. (1996). *A dynamic systems approach to the development of cognition and action*. Cambridge, MA; MIT Press.
9. Hiebert, J., Thomas, P. Carpenter, E., Fennema, K. C. Fuson, D. W., Human, P. Murray, H., & Oliver, A. (1997). *"Making sense: Teaching and learning mathematics with understanding."* Portsmouth, NH: Heinemann.

Impact Factor:	ISRA (India)	= 6.317	SIS (USA)	= 0.912	ICV (Poland)	= 6.630
	ISI (Dubai, UAE)	= 1.582	ПИИИ (Russia)	= 0.191	PIF (India)	= 1.940
	GIF (Australia)	= 0.564	ESJI (KZ)	= 8.100	IBI (India)	= 4.260
	JIF	= 1.500	SJIF (Morocco)	= 7.184	OAJI (USA)	= 0.350

10. Gak, D.M. (2011). Textbook – an important Element in the Teaching Process. *Metodički vidici*, 2(2), 78–82.
<http://metodickividici.ff.uns.ac.rs/index.php/MV/article/download/771/781/>