



STAGES OF THE DEVELOPMENT OF PRIMARY EDUCATION CONTENT AND MODERN REQUIREMENTS

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Abstract

The content of primary education has undergone significant changes in accordance with societal development, educational reforms, and modern pedagogical demands. This article analyzes the main stages of the development of primary education content and identifies current requirements for its improvement. Special attention is given to the transition from traditional knowledge-based curricula to competency-based and learner-centered approaches. Modern requirements such as the development of critical thinking, creativity, digital literacy, and interdisciplinary integration are highlighted. The study emphasizes the importance of aligning primary education content with international standards while preserving national educational values. The findings contribute to improving the quality and effectiveness of primary education in contemporary educational systems.

Keywords: Primary education, curriculum development, stages of educational content, modern educational requirements, competency-based education, learner-centered approach, critical thinking, creativity, digital literacy.



Introduction

Primary education occupies a central position in the educational system, as it forms the basis for the holistic development of a child and determines the effectiveness of subsequent stages of education. The content of primary education is not static; it develops in accordance with social demands, scientific progress, and educational reforms. Historically, primary education content was mainly focused on the transmission of basic knowledge and skills. However, with the rapid development of society, globalization, and digital technologies, the role of primary education has expanded significantly. In recent years, educational policy and curriculum design have increasingly emphasized competency-based, learner-centered, and inclusive approaches. Modern primary education content is expected not only to provide fundamental knowledge, but also to foster critical thinking, creativity, communication skills, and digital literacy. Moreover, interdisciplinary integration and alignment with international educational standards have become important requirements of contemporary education systems.¹

Therefore, studying the stages of development of primary education content and analyzing modern requirements is essential for understanding current educational trends and improving the quality of primary education. This article aims to examine the historical evolution of primary education content and to identify key directions for its modernization in the context of present-day educational challenges.

Methods:

This study employed a qualitative research design to analyze the stages of development of primary education content and identify modern educational requirements. Data were collected through a comprehensive review of national and international pedagogical literature, educational policy documents, curriculum frameworks, and academic research related to primary education. Analytical and comparative methods were used to examine changes in primary education content across different historical periods. Content analysis was applied to identify key trends, principles, and requirements reflected in

¹ OECD. (2019). OECD Learning Compass 2030. Paris: OECD Publishing. Schleicher, A. (2021). World Class: How to Build a 21st-Century School System. Paris: OECD Publishing.



modern curricula. In addition, a systematic approach was used to evaluate the relationship between traditional educational models and contemporary competency-based and learner-centered approaches. The methodological framework of the study allowed for a structured analysis of the evolution of primary education content and provided a basis for drawing conclusions regarding current educational demands and future directions for curriculum development.²

Results:

The analysis of primary education curricula, policy documents, and pedagogical studies revealed a clear and consistent evolution in the content of primary education. The findings indicate that this development can be classified into three main stages: traditional, transitional, and modern.**1.**The traditional stage of primary education content was predominantly knowledge-oriented, focusing on the acquisition of basic academic skills such as reading, writing, and arithmetic. Teaching and learning processes at this stage were largely teacher-centered, with limited attention given to learners' individual needs and creative potential.**2.**The transitional stage marked a gradual shift toward more flexible content, incorporating elements of skill development, learner participation, and diversified instructional methods. During this period, the importance of active learning and the formation of basic cognitive skills began to receive greater recognition.**3.**The modern stage is characterized by the implementation of competency-based and learner-centered curricula.³ The results demonstrate that contemporary primary education content prioritizes the development of critical thinking, creativity, communication, collaboration, and digital literacy. Additionally, interdisciplinary integration and the inclusion of innovative pedagogical technologies have become key components of modern curricula. These changes reflect the growing need to align primary education content with international educational standards and the demands of a rapidly evolving global society.

² Voogt, J., & Roblin, N. P. (2019). A comparative analysis of international frameworks for 21st century competences. *Journal of Curriculum Studies*, 51(3), 285–307.

³ UNESCO. (2020). *Global Education Monitoring Report: Inclusion and Education*. Paris: UNESCO.UNICEF. (2021). *Reimagining Education: A Renewed Commitment to the Futures of Education*. New York: UNICEF.



Discussion:

The results of the study confirm that the development of primary education content is a dynamic and continuous process influenced by social, economic, technological, and cultural factors. The transition from traditional knowledge-based curricula to modern competency-based and learner-centered approaches reflects global trends in educational reform and the growing demand for quality and relevance in education. The emphasis on competencies such as critical thinking, creativity, communication, and digital literacy indicates a shift in educational priorities from rote memorization to meaningful learning and problem-solving. This transformation requires not only the modernization of curricula but also the improvement of teaching methodologies, teacher professional development, and the effective integration of innovative educational technologies. Furthermore, the findings highlight the importance of balancing international educational standards with national values, cultural identity, and local educational contexts. Sustainable development of primary education content depends on the ability of educational systems to respond flexibly to emerging challenges while ensuring continuity, inclusiveness, and equity in learning opportunities.⁴

Therefore, continuous review and improvement of primary education content are essential to enhancing educational quality and preparing learners for lifelong learning and active participation in society.

Conclusion:

This article examined the stages of development of primary education content and identified the key modern requirements shaping contemporary curricula. The findings indicate that primary education content has evolved from traditional, knowledge-centered models to competency-based and learner-centered approaches that emphasize holistic learner development. Modern primary education increasingly focuses on fostering critical thinking, creativity,

⁴ Darling-Hammond, L., Flook, L., Cook-Harvey, C., Barron, B., & Osher, D. (2020). Implications for educational practice of the science of learning and development. *Applied Developmental Science, 24*(2), 97–140. Fullan, M., Quinn, J., Drummy, M., & Gardner, M. (2020). *Education Reimagined: The Future of Learning*. New York: Collaborative Impact.

communication skills, and digital literacy, which are essential for learners' successful adaptation to a rapidly changing world.⁵

The study highlights the necessity of continuously updating primary education content in response to societal needs, technological advancements, and international educational standards. At the same time, preserving national values and cultural identity remains an important aspect of curriculum development. In conclusion, systematic modernization of primary education content, supported by innovative pedagogical practices and teacher professional development, is crucial for improving educational quality and ensuring sustainable development of the education system.

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⁵ Zhao, Y. (2022). *Learner-Centered Education: New Perspectives on Curriculum and Teaching*. New York: Routledge.