

THE PROBLEM OF CREATING PRIMARY CLASS TEXTBOOKS BASED ON INTERNATIONAL EXPERIENCES

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ABSTRACT

the article reflects on the future prospects of creating the mother tongue and reading textbooks of primary schools of secondary education, and gives recommendations on its organization.

The issue of primary school mother tongue and reading textbooks is still the most painful point of our education system. Especially in this regard, it was unthinkable to suppress the field, which was formed and developed as two separate sciences since ancient times, as mother tongue and reading literacy. "literacy and its teaching methodology" created an irrational mandatory science. This situation only makes the neck of experts freeze.

Specialists and elementary school students engaged in this field are waiting for the creation of high-quality and competitive textbooks as soon as possible.

Based on our many years of experience, we offer below some of our recommendations for creating a primary school mother tongue and reading textbook.

International standards and main criteria for creating primary school textbooks are studied in 4 groups:

1. Preparation and publication of textbooks.
2. Selection of textbooks.
3. Conditions for distribution of textbooks to students.
4. Use of textbooks in education[1,26].

In 1959, 69 countries of the world participated in the XXII international conference on "Primary textbook" held in Geneva, and each country described its primary textbooks based on the above criteria. According to him, the organizers of the conference addressed the following questions to the Ministries of Public Education of the 69 participating countries.

On the preparation and publication of textbooks:

1. Who makes the textbooks? (by an individual author or by an elected body? Are they appointed by the Ministry of Education or do they enter this work on their own initiative?)
2. Is there a Regulation that controls the publication of textbooks created for use by schoolchildren?
3. Who publishes the textbooks (the state, the Ministry of Education, private publishers or other organizations)? Is it funded by the state or has an independent financial basis?
4. Is there a noticeable competition between textbook authors or publishing houses to improve textbook content?
5. Are the textbooks created in the students' native language based on regional traditions?
6. What precautions have been taken to prevent the introduction of any elements harmful to international, religious, racial and social concepts in the textbooks?
7. What steps have been taken to revise the textbooks at a sufficient speed to fully reflect the current state and progress of science?
8. How often are textbooks reprinted on average?
9. Have criteria been developed to ensure that the internal structure of the textbook meets the requirements of the curriculum and other regulatory documents?
10. What actions have been taken to ensure that the forms and illustrations in the textbook correspond to the content of the direct educational process and the age of the students?
11. From an aesthetic point of view, are there any official requirements for the type of printer, illustrations, and presentations used in creating textbooks?
12. Is a separate textbook created for each subject or does one textbook reflect the content of all subjects?
13. Is the textbook tested in pilot schools before the final publication?

If we statistically analyze the data collected in connection with this questionnaire, in approximately 2/3 of the countries of the world, primary school textbooks are created by individual and collective private authors based on their own initiative. Also, in a quarter of the world's countries, the initiative

to create new textbooks falls on the ministries or departments of education, and when there is a need to create a new textbook, these authorized state educational organizations entrust the creation of new textbooks to their special committees or a group of experts in the field and thereby manage the textbook creation system. . In less than a third of the countries of the world, the above two methods are observed in a mixed state[2,120].

The purpose of asking these questions is that in order to improve the textbook system, we must first find answers to these common questions. For this, we need to deeply analyze whether Uzbek schools' textbooks are in line with world standards, and what are the aspects that we are not paying attention to in the field of textbook creation. Considering that the development of our education system depends on qualified specialists and quality textbooks, we must admit that creating quality textbooks is an easier task than training quality teachers. And, of course, in order to achieve the goal, we should put aside the issue of "We will prepare mature personnel for the field", which remains only a lofty phrase, and think about an easier way - to concentrate on creating quality textbooks, which will bring us to the finish line faster. Let us create a high-quality textbook, and the teachers themselves will work on themselves to use that textbook. In addition, if the textbook is as good as we expect, there will be no need for a teacher to study it, and students will have the opportunity to work with these textbooks independently.

After all, as Dr. Richard Bamberger from Austria, an accomplished expert on international textbooks, said: "We cannot change the attitudes and ways of one hundred teachers overnight. However, you can change one million textbooks. – Biz yuzta o'qituvchining (ta'lim berish) usullari va (ta'limga) munosabatini birdaniga o'zgartira olmasligimiz mumkin, lekin siz millionlab darsliklarni o'zgartira olasiz!"

There are universally recognized general criteria for selecting textbooks for use in education, and a researcher who aims to study this system of a particular country should study this questionnaire.

1. Who is responsible for selecting textbooks? What do responsible officials pay attention to when selecting textbooks? Based on what criteria? What is the working order?
2. Does the selection of textbooks belong to the authority of teachers of a certain region, representatives of the department of public education or the administration of schools in the region? If so, can these responsible persons choose the books they want as textbooks? Or is their choice limited based on a certain official list?
3. If there is an approved official list of study guides and textbooks for the competition, is this list compiled by an official authorized body (Ministry of Public Education or department)? What are the criteria for making this list?
4. Is there a difference between textbooks created for public and private schools, and if so, what are they?

The responsibility of selecting a textbook requires great experience. Based on the proceedings of the 1959 conference[5], we can see that in more than half of the world's countries, higher educational institutions are responsible for selecting textbooks for schools, and schools are obliged to use those selected works. According to its information, if several textbooks are selected for one subject, the Ministry of Education will certainly publish a list of selected works, thereby providing schools with an alternative choice.

In more than half of the world's private schools, there are no general differences between private and public school textbooks. A quarter of the world's countries have the right to independently choose

textbooks for private and public schools. In one country, it was mentioned that each private school provides its own textbooks. Today, this tradition is widespread, which ensures that there is a healthy and strong competition between private school textbooks and thereby the creation of excellent textbooks.

According to the information provided by the International Association for the Study of Educational Media and Textbooks (IARTEM), today in almost 60% of the countries of the world, the right to select textbooks for schools is given to the teacher himself based on that textbook, such countries include the USA, England, France and other developed countries. The reason for this is the large number of private schools in these countries and the fact that the state does not control their education system. Each private school has its own curriculum and textbook. In these schools, the selection of a textbook for a specific subject is made on the basis of the school's decision based on the recommendation of the teacher of this subject[4,65]. According to the results of the research conducted in Brazilian schools in 2014, the main aspects that teachers pay attention to when choosing a textbook are the following: the size of the text and vocabulary in the textbook; comparison with the school curriculum; image quality, text size and activities.

Sikorova (2002) said that the following aspects should be taken into account when choosing textbooks: adequacy of exercises and questions given in the textbook; variety of text and exercises given in the textbook[3,84-92].

You can say that these opinions are, of course, private. But there is also a general opinion of the people responsible for choosing almost every textbook in the world: "Textbooks, first of all, must be able to motivate the student to learn."

While studying these data, we also came across an interesting statistical information: male teachers pay attention to the scientificity of textbooks, wealth of experiences and prefer the inductive model of textbooks. Female teachers, on the other hand, prefer the number and variety of illustrations provided in the textbooks, as well as the fact that the texts in them are of a nature that invites discussion.

Conditions for distribution of textbooks to students:

1. Are students provided with textbooks for free? If free, are they for all students or for a specific category? Who provides free textbooks?
2. Do the textbooks distributed free of charge remain at the students' disposal or are they used on a rental basis?
3. Is there a separate book for each student? If there is no criterion, then what should be the ratio between the number of free textbooks and the number of students in the class?
4. Is there a legal criterion that determines the price of textbooks? What are the criteria?

The conditions of providing students with textbooks are also different in the countries of the world. In some countries, students are provided with textbooks free of charge, while in others, students purchase textbooks at their own expense. In approximately 50 percent of the countries studied, primary school students are provided with free textbooks. Two-thirds of them use the rental system, and one-third of them buy textbooks at their own expense. Prices are controlled by the central government, and in some countries, price setting is controlled by regional, district, and local governments.

And one of the most painful questions is - will a separate book be given to each student? I say painful for a reason, of course. 2015 UNESCO International Education Monitoring Report was published. It says: "World Bank research this year shows that education economists in low-income countries have seriously damaged the quality of education as a result of reducing the number of textbooks delivered to students from 1:2 to 1:3 in order to save money."

1. They are talking about the small economic cost of providing students with enough textbooks, but they are not talking about the educational damage caused by thousands of students not having enough access to textbooks. Imagine if there are enough textbooks for 2 or 3 people to use together, then one student will have a turn to read a book every three days. This means that the student will be without a book for 2 days, such a loss cannot be compared with any economic loss.

2. Studies in the Philippines show that if the textbook is owned by the school and is not taken home, it does not matter whether the book is used by one student or by two students. Some experts even consider it satisfactory that three people use one book in such conditions. If we analyze this situation, the fact that the textbooks can only be used in educational institutions without taking them home is not a good result for the quality of education. We know that students' independent work with textbooks after school at home is also important in mastering that subject. The article concluded: "The more textbooks, the better for the education system."

3. When studying the education system of the countries of the world, we should not only list the shortcomings, but also mention that some countries have advantages in this field. It is appropriate to proudly emphasize that the material and technical base of our educational institutions is improving day by day, as a result of which an educational system with a strong economy is being created in Uzbekistan, which can supply enough textbooks to each student. Although there are such problems in higher education, we are happy that our schools have reached the necessary solutions on this issue. We believe that soon the issue of lack of literature in all educational institutions in Uzbekistan will find its positive solution. For this, the fact that Uzbekistan has economic opportunities that are second to none in any country is a guarantee. Because what other need can we have more than spending our money for the future of our dear children?!

4. The use of textbooks in education is as follows:

5. 1. Is there a procedure for the careful use of textbooks? Are textbooks used as a collection of specific scientific and cultural works or just as a collection of texts?

6. 2. In addition to textbooks, are there other teaching aids in the classrooms for independent research and development of students? How is this collection formed, if any?

7. 3. Is there a teacher's book?

8. 4. Are there separate textbooks for boys and girls?

9. The issue of creating primary school textbooks is one of the most pressing issues of every era and every country. Here are the most basic criteria for creating a textbook, and other aspects that ensure the success of a textbook come from the capabilities and characteristics of each country.

10. When we study the textbooks created on the scale of the countries of the world, we once again witness that there is no textbook that is equally suitable for all countries and is ready for use. When every country creates a textbook for its children, its future successors, first of all, whether it wants to or not, it reflects the customs, traditions, culture, mentality and worldviews unique to its country. Authors of textbooks in each nation develop their own criteria for creating textbooks, based on the psychology of their children, their interests, and the methods of education given to them. Some countries pay more attention to modernity and the use of new pedagogical technologies in the process of explaining the subject, while some countries try to make their textbooks long-lasting, to enrich them with high-quality and best materials that will survive in any conditions. We can include Japan and Russia among such countries. The experience of these countries, which approached their textbooks in a classical way and ensured that they passed the test of time, serves as a program for many countries to learn. After all, when we study the development trends of these countries, it is not difficult to understand that such elementary school textbooks lead the caravan of the main factors leading to their development.

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