

ФИЛОЛОГИЯ

THE OVERVIEW OF PROBLEMS IN COURSE BOOK DESIGN AND EVALUATION IN SECONDARY AND HIGHER EDUCATION IN UZBEKISTAN IN THE EXAMPLE OF EFL COURSE BOOKS

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Annotation. The article focuses on problems concerning to course books design, publication, selection and evaluation for secondary and higher educational institutions in Uzbekistan, addressing foreign experience in the chosen sphere for comparison. Six research questions were investigated in this study: Why are course books important tools in classroom education? What are the different attitudes towards using course books in teaching worldwide? How course books are chosen in different educational communities? How course books are designed and published in Uzbekistan? What are the attitudes of independent researchers towards this process? How course books are evaluated in foreign countries and in Uzbekistan? The study concludes by drawing the implications and results of the investigation.

Key words: course book, design, evaluation, selection.

EFL KURS KITOBLARI MISOLIDA O'ZBEKISTONDAGI O'RTA VA OLIY O'QUV YURLARIDA DARSLIK LARNI LOYIHALASH VA BAHOLASH MUAMMOLARINING UMUMIY KO'RINISHI

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Annotatsiya. Maqolada O'zbekistonda o'rta maktab va oliy o'quv yurtlari uchun mo'ljallangan darsliklarni yaratish, nashr qilish, tanlash va baholashga doir vaziyat sohada mavjud xorij tajribasiga taqqoslash orqali o'rganilgan. Ushbu tadqiqotda quyidagi muammolar o'rganildi: Nima uchun darsliklar ta'limida muhim vosita hisoblanadi? Dunyo miqyosida o'qitishda darsliklardan foydalanishga bo'lgan munosabat qanaqa? Turli o'quv yurtlarida o'quv qo'llanamlari qanday tanlanadi? O'zbekistonda o'quv qo'llanamlari qanday ishlab chiqiladi va nashr etiladi? Mustaqil tadqiqotchilarning ushbu jarayonga munosabati qanday? Chet davlatlarda va O'zbekistonda darslik kitoblari qanday baholanadi? Tadqiqot xulosalash va natijalarini aniqlash bilan yakunlanadi.

Kalit so'zlar: darslik, yaratish, baholash, tanlov.

ОБЗОР ПРОБЛЕМ В РАЗРАБОТКЕ И ОЦЕНКЕ УЧЕБНИКОВ В СРЕДНЕМ И ВЫСШЕМ ОБРАЗОВАНИИ В УЗБЕКИСТАНЕ НА ПРИМЕРЕ УЧЕБНИКОВ EFL

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Аннотация. В статье рассматриваются проблемы, касающиеся дизайна, публикации, отбора и оценки учебных пособий для средних и высших учебных заведений Узбекистана, с учетом зарубежного опыта в выбранной сфере для сравнения. В этой статье были исследованы следующие вопросы: Почему учебники являются важными инструментами в обучении в классе? Как по-разному относятся к использованию учебников в обуче-

нии во всем мире? Как учебники выбираются в разных образовательных сообществах? Как учебники разрабатываются и издаются в Узбекистане? Как относятся к этому процессу независимые исследователи? Как оцениваются учебники в зарубежных странах и в Узбекистане? В конце исследования приводятся выводы и результаты исследования.

Ключевые слова: учебник, дизайн, оценка, отбор.

It is obvious that course book design, choice and evaluation are an important and efficient process for teachers in any context and they should “fully understand a book’s content and style, as well as its strengths and weaknesses, so that the book can be adapted to suit factors such as course aims, student needs and teacher beliefs” [1] While selecting materials for classroom use teachers may not probably find items that entirely satisfy their demands in a course book. The explanation for this can be the fact that while planning a syllabus or even a single lesson every educator has various necessities to consider». However, course books designed and published are expected somehow meet general demands and standards without which educational process may fail to achieve its ultimate goal. As the president of Uzbekistan Sh. M. Mirziyoyev stressed that” ... the level of school textbooks does not meet the requirements, and it is necessary to improve the curriculum on the basis of advanced foreign knowledge. Provided quality education to children, as well as books and tools for education...”[2].

So, the current study aims to research each stage of the process connected with course book creation in comparison with foreign experience in the sphere and draw conclusions and suggest recommendations.

Alongside genuine classroom objects and portrayals representations, materials in foreign language acquisition include everything utilized for encouraging the learning cycle and expanding information and experience of language: for example, audio recordings, video materials, messages, internet apps, word references, papers, and even live discusses local speakers as authentic material. [3] However, the course books and textbooks that frame the significant experience of utilizing materials for most language students in the EFL class, and if language-learning materials are being referred to, course books quickly “ring a bell”. [4] additionally validated the centrality of course books for any educating learning setting by demonstrating that the «course book is the course,» and contending that the term course book is a preferred fit over its co-referent reading material for users, as both instructors and students keep on following a book and test their knowledge on the book.

Fundamental work on materials assessment has recognized course books as «the visible heart,» «all-inclusive component,» “pivoting element” or «core value» of foreign language classes; and perceived their vital significance in organizing classes. All things considered, the course book network appears to be partitioned on the job of EFL books. Two differentiating approaches have arisen as per the embraced style of course book use. While some see it as a guide, a scaffold or a reason for instructional exercises, others consider it to be a specialist of dissatisfaction, similar to a restraint, as in McGrath's [5] topical order of instructor images for ELT course books.

For the opponents like McGrath, Richards, and Tomlinson, the course book can be a substitute for the schedule, normalize guidance, permit admittance to assets reasonably, screen progress, save time and inconvenience of getting ready materials, and offer the most helpful type of introducing contribution for unpracticed educators, while the rivals scrutinize it for typifying counterfeit writings, being «shallow» and «reductionist» as far as language things and encounters, staying away from questionable themes, ignoring students' particular requirements, interests, and learning styles in the neighborhood setting, restricting imagination and changing over instructors into professionals, causing weariness and demotivation in understudies, lastly for being exorbitant, business products

in the worldwide market . Regardless of the legitimacy of their cases, these two totally unrelated positions have every right to exist.

Despite the legitimacy of their cases, these two fundamentally unrelated positions may not generally remain constant when faced with the real factors of the EFL study hall. Cunningsworth [6] additionally brought up the false notion of treating the course book as the lone determinant obviously substance and showing techniques. Since the course book coordinates the progression of the exercise and not many educators enter the class without it, a cautious selection ought to be made for the most ideal match. Furthermore, the innovative 971 Şimşek, Dündar [7] Investigating EFL Course Book Research in Turkey: Trends in Graduate Theses of the 2001-2013 Period advancement of course books into «more intricate articles» («course packs») has delivered materials determination significantly more «testing» for educators. Today, rival distributors furnish instructors with «a rich palette of materials» including whiteboards, test programming, site exercises, downloadable exercise plans, and recordings; in purpose of certainty, they «accommodate everything,» so educators can't be accused for not enhancing by any means.

However, two significant examples hang out in course book choice around the world. In the main case (for example the USA), instructors themselves decide the course book among numerous choices by counseling their associates and chiefs, while all choices identified with foreign language schooling in the subsequent case (for example China, Japan, Malaysia, Korea, Egypt and Uzbekistan) are halfway made by the service of schooling, and a solitary sort of course book is circulated everywhere on the nation, leaving educators without an opinion valued by anyone.

For the 2020-2021 academic year, the Ministry of Public Education of the Republic of Uzbekistan plans to publish 28.4 million textbooks and teaching aids for schools. According to the plan, a total of 558 textbooks and teaching aids for grades 1, 4 and 5 are published. Of these, 346 are for secondary schools, 160 are for children with disabilities, and 52 are multimedia applications. New textbooks «Tarbiya», «Informational Technologies», «Technology», «Uzbek language» for grades 1-9 have been published. For the first time, a teacher's book and multimedia tools were created for 5th grade textbooks «Uzbek language», «Russian Language» and for 4-5th grade «Technology»[8] .

Speaking at a press conference on the quality of education in January, Ulugbek Tashkentbaev [9], head of the State Inspectorate for Quality Control in Education of Uzbekistan, said that the quality of textbooks could not be improved by the state order system. The quality of textbooks has been actual issue in recent years: their facts are scientifically outdated, the data are contradictory, there are conflicting approaches to the classification of the same situation, there is no connection between theory and practice, some textbooks It was noted that the lack of methodological guidelines for the teacher leads to the fact that teachers do not understand the textbook. The main problem lies not only in the design and publishing process of books but also in further implementation, which is not followed by evaluation and investigation of them by qualified specialists.

How textbooks are designed and published in Uzbekistan? Initial, a group of writers will be chosen through a determination cycle, trailed by an opposition to compose a course book among the successful candidates. At that point, in the main stage, the writer groups will be given a month to introduce the course book idea and build up an example text for a segment in the following material, and in the subsequent stage, the they will be given 3 months to make a course book composition. The creators should work in restricted time and as indicated by exacting timetable which deny them from imaginative methodology and opportunity. The creators are delegated and they get down to work. There is no competition in this stage, the created course books will be approved and published.

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University (USA) in pedagogy for teaching foreign languages and pedagogical psychology, MA in International Relations, UWED Tashkent, puts forward suggestions for a new mechanism of course book design and publishing in Uzbekistan [10]. According to K. Jalilov the Ministry should not be involved in the selection of authors, control over the writing and publication (reproduction) of textbooks - the whole process should be the work of publishers from beginning to end, criteria for evaluating textbooks should be clear, uniform, understandable to all, and take into account that they can be different ways to achieve the goals of any subject teaching methodology, expert commissions under the Ministry should review textbooks created by publishers only on the basis of approved criteria, publishers should be sure that textbooks submitted for examination are not always rejected for various reasons, the decision to choose a textbook for use in the educational process should be made independently by the pedagogical staff of educational institutions, publishers should have the right to sell textbooks freely, and children from low-income families should be able to use textbooks from the school library or rent a set of textbooks with the help of the Republican Targeted Book Fund.

The situation is a little bit different when it comes to course book selection process for higher educational institutions where there comparatively more freedom for choice. Different schools and faculties have the right to choose books, especially EFL books. However, in this case there arises the other problem under discussion-making the right choice. Selection of a course book is certainly not an unimportant and piddling point. When choosing a course book for the understudies, educators as well as distributors should settle on an urgent and educated choice. It ought to be made grounded on profound examination and information. Picking a proper and reasonable course book depends on an unmistakable, itemized investigation of what they offer and what the understudies need. As per Riasati, M.J [11] prior to picking a course book for the understudies in any course, it is imperative to make a requirements investigation for one's own understudies and to attempt to discover appropriate reactions to the inquiry focuses like: what will the understudies need to know before the finish of the course or school year? After the necessities examination is done, it's smarter to make a rundown of things that is viewed as attractive in a course book. In light of these sorts of records, any COURSE BOOK would then be able to be dissected. The analyst expresses a couple of essential inquiries that ought to be posed to while picking a course book [12]:

- Do the principles stated in the introduction or teacher's guide reflect the teacher's own principles?
 - Is the teacher's guide comprehensive and does it offer many extra ideas?
 - Does the book follow the rationale of the current English curriculum?
 - How does the teacher know this?
 - Where can the teacher check it?
 - Are the topics covered in the book appropriate for students?
 - Is the material appropriate for students?
 - Are there enough reading passages and tasks in the book? Are they varied?
 - Are there enough listening comprehension tasks in the book? Are they varied?
 - Are there enough writing tasks in the book? Are they varied?
 - Is grammar presented, taught and practiced in the book? Is there enough practice of grammar in the book?
 - Are there performance-based tasks in the book? Are these varied and include both oral presentations and written ones?
 - Is the language authentic?
 - Is the book appealing to me? Do I think the students will also find it appealing?

- Is the font size or style appropriate for the age group of my students?
- Do I think I would enjoy using this book?

There exist different approaches to the process of evaluation besides the checklists and criteria. According to Professor Jack C. Richard [13] textbook evaluation can be divided into separate phases: pre-use (also known as pre-evaluation), during use (or in-use) and after use (or post-use).

Pre-evaluation: The analysis phase will involve identifying these kinds of information:

- Aims and objectives of the book.
- Level of the book.
- Skills addressed.
- Topics covered.
- Situations it is intended for.
- Target learners.
- Time required.
- Components.
- Number and length of units.
- Organization of units.

This stage of evaluation is more difficult since it involves subjective judgements, and these often differ from one person to another. For this reason, group evaluations are often useful. A number of checklists have been developed to assist at this stage of Pre-evaluation. However, checklists involve somewhat subjective categories and usually need to be adapted to reflect the particular book under consideration. In general, textbook evaluation addresses the following issues like goals, syllabus, theoretical framework, methodology, language content, other content, organization, teacher appeal, learner appeal, ancillaries and price.

Evaluating during and after use. In-use evaluation focuses on how well the book functions in the classroom, and depends on monitoring the book whilst it is being used by collecting information from both teachers and students. Information collected can serve the following purposes

- Observation: Classroom visits to see how teachers use the book and to find out how the book influences the quality of teaching and learning in the lesson.
- Record of use: Documentation of what parts of the book were used or not used and what adaptations or supplements were made to the book and why.
- Feedback sessions: Group meetings in which teachers discuss their experiences with the book.
- Written reports: The use of reflection sheets, or other forms of written feedback (e.g. blogs and online forums), in which teachers make brief notes about what worked well and what did not work well, or give suggestions on using the book.
- Teachers' reviews: Written reviews by a individual or groups of teachers on their experiences with the book, and what they liked or didn't like about it.
- Students' reviews: Comments from students on their experiences with the book.

Post-use evaluation serves to provide information that will help decide if the book will continue to be used for future programs. Detailed information from textbook-evaluation processes, often conducted over a lengthy period, is a primary source of input when publishers decide to develop new editions of textbooks. Therefore, teachers may have a profound effect on the future direction of textbooks they are currently using.

Studying the above mentioned information about the final stage of implementing books to educational process evaluation is the last but not the least important process that plays crucial role in successful selection of material by teachers. Considering any book for classroom use it will be great

support for teachers to have evaluation or checklist done by specialists to make final decision about a course book. The following may be concluded at the end of the study concerning the problem under discussion:

-to minimize or eliminate government's involvement in design, creation and publishing course books to provide competition among the authors and publishing houses which will definitely lead to improvement in quality and the price of materials;

-both Ministry of education and specialists in relevant sphere should work out general criteria to be met by new course books and check them against the provided criteria;

-responsible bodies should give publishers a chance, afterwards, correct mistakes and come up with enhanced version of books. This stage is crucial as designing a course book is not a one-shot action, it is process which demands intricate attention and time;

-greater attention should be paid to preparing specialists involved in evaluation and analyze of materials, including course books, their preparation and exchanging experience with colleagues from foreign countries where the problem is addressed in more skillful and reasonable ways;

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