

THE ROLE OF TEXTBOOKS IN LANGUAGE LEARNING

Allanova Munira Mubarak qizi

2nd year student, Department of English language and literature

Berdakh Karakalpak State University

Abstract: In this article, we describe language learning, its stages, and the role of textbooks in the language learning process. As learning a new language and improving knowledge is a requirement of the present time, the role of textbooks is incomparable.

Key words: language learning, textbooks, course books, work books, didactic role, e-textbooks, school children

Introduction: The last decade has seen a tremendous expansion of social media networks and their global influence. This growth has particularly appealed to young people, who can now observe events from the comfort of their homes no matter where they are in the world, making the virtual world an integral part of human existence. As a result of these societal changes, there is a need to re-evaluate the role of textbooks, particularly in the implementation of projects in the new educational system of Uzbekistan. Significant efforts have been made to develop a system of national textbooks.

Materials and discussion: A manual is a publication that outlines the fundamental principles of a particular topic in a specific sequence and is composed at a sophisticated intellectual, scientific, and systematic level. It is the principal and foremost type of educational literature. Manuals are categorized into two primary groups: manuals for scholars and manuals for pupils. Manuals are designed for scholars in Uzbekistan, including those enrolled in general secondary education schools, specialized schools, academic lyceums, vocational colleges, special educational schools, and specialized boarding schools textbooks published for students are used by students of higher educational institutions independently and under the guidance of teachers.

In the context of the relevant educational institution's program, students must demonstrate their understanding of fundamental facts, scientific concepts, laws, and theories in a manner that is appropriate for educational purposes and their peers. Textbooks play a crucial role in facilitating the acquisition of knowledge, encouraging students' interest in a particular field of science, and promoting scientific thinking. The language used in textbooks should be easy to understand and promote students' language development. It is essential for each textbook to have a distinct appearance and meet specific standards. Electronic textbooks, which utilize computer-based learning methods, are effective in teaching various educational materials related to science and application. They are classified into four categories based on their educational content.

Type 1: presents educational material only in verbal (text) form;

Type 2: verbal (text) educational material in two-dimensional graphic form which provides;

Type 3: "multimedia" (multimedia multi-style) textbook, that is, information three in dimensional graphics, sound, video, animation and partially verbal (text) multimedia electronic textbook presented in the form;

Type 4: the material is audio and three-dimensional without remaining, by means of tactical (felt, perceptible) characteristic data. It is described and the learner is depicted in a stereo copy of the "world of the screen" which creates the imagination of entering the world and moving towards the objects in it electronic textbook. [6.316]

The view on the utilization of textbooks in language classes varies. In English-speaking countries such as BANA, modern instructional methods such as CLT and TBLT have diminished the significance of course books in language education. However, in non-English speaking countries like TESEP, language course books still have a vital role and are included in the curriculum (Holliday, 1994). Generally, textbooks remain a crucial resource for teaching English as a foreign language worldwide. They establish the objectives of the language program, the type of syllabus utilized, the skills focused on, and the teaching methodology employed in the classroom. They act as a mediator between the teacher and the learner, provide structure to the course, and ensure uniformity and standardization in instruction, enabling learners studying in different institutions under the same education system to receive similar content and be tested in the same manner. [3.19] Well-prepared textbooks are also highly beneficial to teachers. They save them from the burden of designing materials and enable them to devote their time to teaching. They also train and assist teachers in determining their language teaching methodology and offer guidance and orientation to both inexperienced and experienced teachers. This will be an exploratory study that primarily focuses on evaluating course books. The evaluation of the course books will be conducted using the "in-depth evaluation" technique, which, according to Cunningsworth (1995, p. 2), "involves a thorough examination of representative samples of the material and will provide a solid foundation for evaluation and the subsequent selection of the most suitable course book for adoption." [10.37] In-depth evaluation entails a detailed analysis of the content, exercises, tasks, and instructions in the selected units of the text. The internal aspects will be evaluated in detail by conducting an in-depth analysis of two selected units from each textbook. Firstly, the genre, content, and hidden curriculum that the content may contain will be analyzed by focusing on the text of the units. The second part of the framework is the analysis of the culture of language learning and teaching these books promote. The second part of the framework is the analysis of the culture of language learning and teaching these books promote. For this purpose, focus will be on rubric, questions/activities of grammar, vocabulary and four language skills given in the exercises at the end of each unit. Cunningsworth (1995) and Littlejohn

(1998) suggest that the analysis of the representative sample i.e. 10% to 15% of the total material is enough in order to have a comprehensible picture of the nature of the material and the culture of learning promoted by it. The two units selected from each book make approximately 15% of the total books as both books consist of 15 units. Hence, the in-depth analysis of the two units from each textbook is deemed suitable for this study. [5.104]

Didactic, pedagogical and psychological requirements for textbooks:

Requirements for academic success, ease of comprehension, challenges in the learning process, and obtaining knowledge in a logical manner all depend on active and conscious participation from the student. It is important to implement a systematic and gradual learning approach, ensuring a strong assimilation of knowledge within an educational system that promotes the development of knowledge. It is also crucial for educators to be experts in their field and to maintain integrity in their duties. Encouraging independent study and providing opportunities for student participation and interactivity in teaching will enhance the learning experience. It is equally important to have a harmonious and systematic approach to presenting educational material. Previewing lessons, making estimations about future topics, or connecting past material can be advantageous. However, it is essential that the coursebook's table of contents serves as a guide rather than a strict objective. Our aims and objectives should be based on factors that are relevant to teaching and the students' needs. When referring to a specific teaching unit, chapter, or page, it should only be a shorthand way of expressing well-thought-out objectives, and the coursebook should not be the sole determinant of them. Teachers should be aware that they are consumers of other people's syllabuses, and it is the responsibility of experienced and skilled linguists and teachers to create coursebooks and their syllabuses. Teachers should adjust the plans as needed, and not follow them blindly. [8.14]

Conclusion: By making a wise decision, educators can prevent certain undesirable circumstances in the future associated with the use of course materials and save time by reducing the need for extensive modifications. Additionally, even if instructors do not have control over the selection of the textbook, they can employ various assessment techniques to appraise their instructional materials, customize them based on their learners' requirements, and recognize their strengths and weaknesses to maximize their benefits and mitigate their drawbacks. This approach is valuable in determining which sections necessitate revisions. This evaluation process is the initial stage in determining how a book can be optimally utilized in the classroom and how it can be tailored.

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