



ON TEXTBOOK DESIGNING EXPERIENCE IN UZBEKISTAN

Eshniyazova Tamara

Nukus State Pedagogical Institute

tamara4777@mail.ru

Tajieva Aliya

Candidate of sciences (philology)

Nukus State Pedagogical Institute

aliya_tazhieva@mail.ru

Abstract. The article deals with one of the issues of teaching English to B2 learners. The authors share their experience of designing template book for the learners of B2 level within the framework of the project “Developing Future Professionals: Authorship Development Project”, which had worked in 2015 in Uzbekistan. The project is implemented by the Republican Scientific-Practical Center for Developing Innovational Methods for Teaching Foreign Languages in Uzbekistan.

Key words: Center for Developing Innovational Methods , Authorship Development Project, independent user, various topics, literary forms, comprehensible input

English is becoming one of the most dominant languages in education, economy, political and social aspects in the world. Since the independence of the country great changes have taken place in Uzbekistan, a number of foreign languages are being taught in the system of education. Nowadays, the English language is being given higher motivation to learn in our country. Citizens of the country are learning English as a foreign language at schools, lyceums, colleges, universities and at special training courses. On December 10, 2012 the First President of Uzbekistan Islam Karimov signed a Decree “On Measures to Further Improve Foreign Language Learning System”. It is noted that under the Law of the Republic of Uzbekistan “On Education” and National Program for Training Professionals there created a comprehensive foreign language teaching system, aimed at training harmoniously developed, highly educated, modern thinking young generation, who is able to invest the country to the world community [2, 6]. However, analyses of the current system

of organizing foreign language learning shows that learning standards, curriculum and textbooks do not fully meet the requirements of time [1, 1], educators and teachers need some support in giving knowledge and developing students' necessary skills in the use of the target language. There are a great number of issues to be looked through and investigated in this field. In the following article we would like to write about one of these issues, especially about designing materials for English classes.

Confessing the value of textbooks for learners, the Republican Scientific-Practical Center for Developing Innovational Methods for Teaching Foreign Languages in Uzbekistan, especially “the Department of Foreign Languages Textbooks Improvement and Preparation for Publication” is doing great jobs in this sphere. The project “Developing Future Professionals: Authorship Development Project”, which had worked during a year in 2015 in Uzbekistan can be the example for our words. The project has trained material evaluators and textbook designers and at the same time created a template book for the learners of B2 level. More than thirty lyceum, college and university teachers from all regions of Uzbekistan have participated in all training sessions which consisted of three stages and worked hard on the creation of the textbook “B2 Ready”. This book was designed to lead the learners reach B2 level. According to CEFR, B2 level is known as the level of the “independent user” [4, 17]. An independent user of English will be able to learn new information using English, a useful skill for learners as a huge amount of academic information is freely available in English via internet. Becoming an independent user requires a good command of, at least, the 2000 most common words of English and some additional use of academic vocabulary. This vocabulary will cover up to 90% of many texts. The created book “B2 Ready” focuses on this vocabulary level with 92% of the student texts in this range. Many words beyond this range were carefully chosen as cognates of Uzbek and Russian so that they will be easily understood by many Central Asian readers.

The students in a university setting may begin focusing on developing academic writing skills, which is characterized by appropriate, accurate use of sources. “B2 Ready” strives to give students a foundation in awareness and use of sources as well as a beginning in use of appropriate structures in academic writing. In preparation for doing high-level academic work, it also focuses all activities on helping students to develop higher-level thinking skills. Emphasis is placed on application of information, analysis, and evaluation [3, 6].

The presented textbook is a model of rich, authentic English on a wide variety of interesting topics. *B2 Ready* is specifically designed for EAP and ESP contexts, but can be adapted to other uses, as the book contains a large variety of activities based on the most fundamental principles of second language acquisition.

The activities use a wide variety of authentic English language texts controlled for level. The activities provide tasks that stimulate creative thinking and give students an opportunity to use language in a meaningful way. Designers who wish to create their own materials may change the texts to fit their students' level and interests and may use the task designs as templates for creating new tasks that will also meet the fundamental principles of second language acquisition. As comprehensible input motivates and leads learners to get the higher level, the authors of the book have found a great number of input (more than seventy) on various topics like science, art, technology, food, health, travelling, communication and etc. We tried to have a variety of literary forms (for example, scientific and newspaper articles, poetry, diaries and letters), so that students can learn to deal with different forms. In order to reach the next step materials should be slightly higher in their level of difficulty than the students' current level of English proficiency and this gives them opportunity to learn new structures and vocabulary. We also bear in mind that English language materials should be contextualized, stimulate interaction and encourage learners to develop learning skills and strategies, offer opportunities for integrated language use, should be authentic, link to each other to develop a progression of skills, understandings and language items should be attractive. So, the tasks in the book are designed in the way that the learners have opportunity to say their ideas, to communicate with others, to develop thinking and creativity. We think that it has clear instructional procedure and methods, and both the teacher and students are able to understand what is expected in each lesson and for each activity. We hope that the contents of texts are useful, meaningful and interesting for learners, they will be motivating for them to learn English. deal with foreign language learners, who are able to use the acquired knowledge in their daily life, vary language according to the situation and make intelligent guesses about issues.

We hope that this kind of implementations promote some help to improving the current situation in foreign language teaching and learning in our country.

REFERENCES

1. The Decree of the President of Uzbekistan № 1875 “On Measures to Further Improve of Foreign Language Learning System”, as of December, 10, 2012.
2. Karimov I.A. Harmoniously Developed Generation is the basis of Progress of Uzbekistan, Tashkent. 1998.
3. Broughton D., Kasatkina M. et al. B2 Ready. Tashkent, Uzbekistan. 2016
4. Common European Framework of Reference for Languages: Learning, Teaching, Assessment.