



DIDACTIC PRINCIPLES OF DESIGNING MATERIALS FOR MODERN FOREIGN LANGUAGE TEXTBOOK

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Abstract. The following article discusses about changing attitude to the foreign language teaching and learning in Uzbekistan. It highlights the importance of creating textbooks of foreign languages and deals with some determined didactic principals.

Key words: textbook, material design, requirements, didactic principals, content, language skills.

English language holds a particularly important place among the foreign languages taught in the higher educational establishments in Uzbekistan, and interest of the students to it is constantly growing. Especially after the presidential decree “On measures to further improve of foreign language learning system” from 10.12.2012, much more attention is being paid to the English language. With this document certain language levels were fixed in the certain educational process[1, 25]:

Primary education – A1 level

Secondary education – A2 level

Secondary specialized education – B1 level

Higher education (non philological) – B2 level

Higher education (philological) – C1 level

In the new level system, determining a student’s command of Uzbekistan as a foreign language commonly accepted in Europe, each level is characterized by a set of communicative skills. According to it, there are certain requirements for each level and language skills: reading, writing, listening, speaking.

All of these new requirements and established standards for the foreign language learning and teaching should find its reflection in the content of the textbook of a foreign language. So, what is a textbook? There are a lot of researchers who worked on this theory. I. L. Bim states [3,43] “If we imagine the educational process as the interaction of teachers and students, carried out by means of and on the

basis of the textbook as the main medium of instruction, the latter should be regarded as one of the important activities of the controls”

A textbook for students must contain all that is necessary to achieve the objectives: the texts, exercises, rules, instructions, diagrams, tables, illustrations, perform various didactic purposes, support to understand the incentives for statements.

The constant changes taking place in society in general and in education in particular, impose a textbook as a primary means of learning more and more new requirements.

The challenge of modern educational systems-not "crammed" the student fundamental knowledge, and forms successful social adaptation skills, the ability to self-education. This is especially important in an environment where there is a rapid change of information, and traditional books simply cannot reflect the changes taking place. Hence, a new attitude to the role of the textbook - like gaining knowledge navigator is being put forward nowadays.

Therefore, the content of the modern textbook is determined by the following principles:

The principle of humanization. The basis of the content of education is a human, the student, the development of his abilities, skills, values, relationship harmony and a culture of peace.

Scientific principle. The proposed content must have a deep methodological basis and a complete picture of the world. It assumes the selection of the content of education, which will help the student to re-create a complete picture of the world, will provide a variety of awareness students’ relations between its objects and phenomena.

Cultural principle. The selection of content corresponding to the achievements and requirements of scientific and professional, universal culture of the people of Uzbekistan is considered to be one of the important factor in continuing the overall development of each learner. It assumes the orientation of educational content on the emotional, spiritual, moral and intellectual development and self-development of everyone.

The principle of clarity. It defines the textbook as a textbook with an abundance of graphic material (diagrams, drawings, pictures, illustrations); with lots of facts, examples, statistics-in order that the learner can, based on this material, make an independent and informed choice; with a huge bibliography, numerous references to the existing literature, with annotated index; structured text, fonts, harping, with easier and organized text chunks to read.

The principle of instrumentality. It defines the subject and methodological mechanisms to facilitate the practical application of acquired knowledge. It is not

only the inclusion of dictionaries for different purposes in all the textbooks, but also to create conditions necessary for solving their application-specific training tasks or as an additional source of information. This is a permanent organization of the special operation to search for information within the tutorial, set as a whole and beyond. In addition, according to instrumentality-it is the maximum occupancy of the methodical device in a textbook case, as calculated on the individual performance of tasks, and the pair or group work; differentiation of learning tasks, was oriented to the development of multilevel school. This unified system of a dedicated training material in all textbooks.

The principle of interactivity – a direct student interaction and dialogue beyond the textbook lesson by referring to your computer or via correspondence. Internet-address in the set of textbooks designed for long-term development of conditions for computer use in all schools and students opportunities to apply and to these modern sources of information.

Taking into account mentioned principals; modern textbook of a foreign language should be characterized by a variety of jobs for self-testing, problem issues, exercises. The textbook should be written in a living language with metaphors, playing styles. Modern education should allow textbooks to be different - depending on which model and teaching practices are applied.

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