UDK 373.167.1.378.811.111

IMPORTANCE OF CHOOSING APPROPRIATE TEXTBOOK.

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ABSTRACT. In this article we present the theoretical background on textbook selection. We first discuss the role of the textbook in English language instruction and various benefits of using appropriate textbook in teaching English. Since, a large number of teachers consider this as one of the most important aspect of teaching language that can make the learning process easy and interactive.

Key words: teaching language, learning process, productivity, textbook selection, educational standards, learner, students' needs, syllabus, framework, tasks.

АННОТАЦИЯ. В этой статье мы представляем теоретические основы выбора учебников. Сначала мы обсудим роль учебника в обучении английского языка и различные преимущества использования соответствующего учебника при обучение английскому языка. Поскольку большое количество учителей считают это одним из наиболее важных аспектов преподавания языка, который может сделать процесс обучения легким и интерактивным.

Ключевые слова: обучение языку, процесс обучения, продуктивность, выбор учебников, образовательные стандарты, учащийся, потребности учащихся, учебная программа, структура, задачи.

ANNOTATSIYA. Ushbu maqolada biz darslik tanlash bo'yicha nazariy ma'lumotlarni taqdim etamiz. Biz birinchi navbatda ingliz tilini o'qitishda darslikning o'rni va ingliz tilini o'qitishda tegishli darslikdan foydalanishning turli afzalliklarini muhokama qilamiz. Chunki, ko'p sonli o'qituvchilar buni o'quv jarayonini oson va interaktiv holga keltiradigan til o'rgatishning eng muhim jihatlaridan biri deb bilishadi.

Kalit so'zlar: o'qitish tili, o'quv jarayoni, unumdorlik, darslik tanlash, ta'lim standartlari, o'quvchi, talabalar ehtiyojlari, dastur, asos, vazifalar.

INTRODUCTION

Choosing an appropriate textbook is crucial for several reasons, impacting both teaching effectiveness and student learning outcomes. There are some key points highlighting its importance. Firstly, a suitable textbook aligns with the curriculum and educational standards, ensuring that the content meets the learning

ISSN 3030-3907

objectives and requirements set by educational authorities. Therefore, they provides accurate, up-to-date, and relevant information. This is essential for fostering a solid understanding of the subject matter. Secondly, textbooks that are well-written and visually appealing can engage students more effectively. They can include interactive elements, real-world applications, and diverse perspectives that motivate students to learn. Also, it should be noted that different students have varied learning styles. A good textbook caters to these differences, offering various formats (e.g., visuals, summaries, practice questions) to accommodate diverse learners. Additionally, accessibility features are important for students with disabilities.

A suitable textbook provides teachers with resources such as lesson plans, assessment tools, and supplementary materials. This support can enhance instructional delivery and help teachers manage their classrooms more effectively.

Textbooks that encourage inquiry, problem-solving, and critical thinking skills can help students develop higher-order thinking skills that are essential for academic and real world success.

Keeping this in mind, the aim of this paper is to provide a synthesis of theory and practice and present an effective implementation of the process of textbooks selection in the teaching of English as a second or foreign language. Although a lot of research has been conducted on the theoretical principles underlying textbooks design, evaluation and selection, it remains a challenge to select and appropriate English textbooks. Thus, our purpose is to fill this research gap between theory and practice, and in doing so to provide teachers with an array of easy to follow suggestions and strategies which they can use in the coursebook selection process, after taking into account their unique teaching situation and their students‟ needs.

LITERAL REVIEW AND METHADOLOGY

It is widely accepted that the textbooks lies at the heart of any English language teaching situation [1]. They offer advantages for teachers and language students alike, and they constitute a useful resource for both teachers and learners [2]. They are a convenient basis “on which to mound the unpredictable interaction which is necessary to classroom language learning” [3]. According to Sheldon (1988) the following reasons justify the widespread use of textbooks in the teaching of English as a foreign or second language throughout the world. Firstly, textbooks are indispensable in ELT contexts because it is difficult for teachers themselves to create their own teaching material. In addition, textbooks lessen preparation time by providing ready-made teaching texts and learning tasks and. Finally, textbooks can serve both as a syllabus and as a framework of classroom progress, a measure by which teaching can be evaluated by external stakeholders.

Textbooks are:

ISSN 3030-3907

a) psychologically indispensable for students since their progress and achievement can be measured concretely when they are used in the English classroom [4].

b) Published materials have more credibility for students than teacher-generated or "in-house" materials [5].

c) Textbooks are usually sensitive to students' needs, even if they are not written specifically for them, they save time and money, and they can and should allow for adaptation and improvisation to suit the requirements of a given teaching situation [6].

d) Textbooks are relatively inexpensive and need little preparation time for lesson planning, whereas teacher oriented materials can be defective in terms of time, cost and quality. They also reduce the danger of teacher occupational overload [7].

e) Textbooks constitute an effective resource for self-directed learning and for presentation of material, a source of ideas and activities, a reference source forstudents, a syllabus where they reflect pre-determined learning objectives, and support for less experienced teachers who may be lacking in confidence [8].

ANALYSIS AND RESULTS

Despite the fact that there are many important features of coursebooks that need to be taken into consideration when selecting a coursebook, the following criteria and principles can be used to help teachers with the often daunting task of selecting a coursebook.

a) Is task design appropriate for the aims and goals of the syllabus?

b) Do students find the tasks and texts interesting and relevant for them?

c) Is the language in the tasks relevant?

d) Is there variety in the types of tasks?

e) Are the tasks authentic, simulate real-life situations, or are they too contrived?

f) Are the objectives clearly stated for each task, so students know why they engage in a given task?

g) Are tasks and texts culturally suitable for the students?

h) Moreover, the following should be considered (Ornestein, 1995, p. 200-201): i) The coursebook should be in line and support the teaching objectives, the teaching situation.

j) The materials in the coursebook are well organized.

k) There is a match between the difficulty level of the coursebook and students‟ linguistic ability.

In addition, an effective textbook should contain authentic texts, which provide students with motivation and increase engagement. The concept of authenticity refers to “actually attested language produced by native speakers for a

ISSN 3030-3907

normal communicative purpose" [9] Authentic texts are "created to fulfill some social purpose in the language community in which it was produced[10].Authentic materials are important, because they are more meaningful to students, challenge their cognitive abilities, engage them personally, and increase interest and intrinsic motivation. As regards the characters in the stories in coursebooks (whether they are fictitious, or real), they shouldn't be "two dimensional and static personae who leave little for individual interpretation or imagination". Apart from the issue of authenticity, coursebooks should be designed so that they provide opportunities for students to cooperate with others, engaging in project work, which can lead to increased social, cooperative skills, and group cohesiveness [11]. In addition, coursebooks should help students to develop their selfconfidence. For example, effective and well written coursebooks help to build up students" confidence by providing tasks or activities that students can cope with provided they apply reasonable effort. Coursebooks should also meet students" needs. What is covered in the textbooks should be relevant and useful to what the students need to learn and what they want to learn. Of course, English teachers should bear in mind that an effective coursebook evaluation is not limited to assessing only the coursebook, since it is usually part of a whole package.

When choosing a textbook teacher pay attention to that textbooks should reflect the diversity of the student population and include culturally relevant examples and perspectives. Because this fosters inclusivity and helps all students see themselves in the material. Furthermore, a good textbook often comes with additional resources such as online content, videos, and exercises that can enhance the learning experience and provide varied ways to engage with the material.

Investing in a quality textbook can provide long-term benefits, as it may be used across multiple courses or years, reducing the need for frequent replacements and updates.

CONCLUSION

In the above discussion we have attempted to provide a synthesis of theory and practice. The overall aim of the article is to provide English teachers not only with a theoretical framework for the evaluation of textbooks, but also with a set of practical suggestions. Choosing the right textbook is a foundational step in creating an effective learning environment. It influences not only the educational experience but also student engagement, comprehension, and overall academic success.

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ISSN 3030-3907