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MECHANISMS FOR DEVELOPMENT OF TEXTBOOKS AND MANUALS OF NEW GENERATION IN THE ENGLISH LANGUAGE

Abstract: The article discusses the problem of developing textbooks in a foreign language in connection with the transition to new educational standards. The author offers a new textbook on the English language, based on a communicative approach to teaching a foreign language and aimed at the formation of all components of the foreign language communicative competence of students. In the manual "English for Science Students" special attention is paid to the development of communication skills. The course differs from traditional English language textbooks by relevant and interesting topics, creative tasks, and feasible language material.

Key words: English language textbook, communicative approach, foreign language communicative competence.

Language: English

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Introduction

One of the most pressing problems of modern education is its quality and, consequently, the competitiveness of graduates of Uzbek universities, whose success depends not least on their ability to communicate in a foreign language. The requirement to speak a foreign language is imposed on any specialist, regardless of their profile. It ranks second among the requirements for graduates of non-linguistic universities, second only to professional competence and ahead of computer literacy.

One of the solutions to this problem should be the development and publishing of new textbooks, which reflected the specific content of the discipline, the main objectives of learning a foreign language, the types of tasks aimed at forming language and speech competence. Without creating a new generation of textbooks, it is impossible to achieve modern quality of teaching a foreign language. Universities need textbooks in which relevant, authentic,

communication-oriented materials would be methodically developed on the basis of world experience and taking into account the achievements of the national school of foreign language teaching.

Existing textbooks can be divided into two groups. The first group is represented by domestic, authoritative and already classic publications that have endured a large number of reprints and are widely used as a basic textbook in universities and other educational institutions throughout the country.

The second group of existing textbooks includes numerous publications written and published in relatively recent times. While the content of these benefits looks more modern, these benefits are also not without drawbacks. Often there is a feeling that they were made "hastily", without proper study and testing. The presentation of lexical and grammatical material gives the impression of unsystematicness. Manuals are often overloaded with the desire of authors to activate and develop the "creative and

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logical abilities of students". Students who do not possess basic speech skills are invited to discuss the future of science, write an essay, and so on, as a result, time and effort are wasted on obviously impossible things. At the same time, many manuals abound with an unacceptable number of typos and errors that undermine the credibility of these sources.

Currently, the department of "Theoretical aspects of English" at the Samarkand State Institute of Foreign Languages is working on creating a new type of textbooks. It began with the study of special literature that deals with the theory of textbooks, existing textbooks, as well as scientific and methodological literature on the main issues of foreign language teaching methods. We have studied and analyzed: 1) the theory of speech activity, represented by the works of N.I.Jinkin, I.A.Zimnaya, A.A.Leonteva, 2) the theory of the textbook V.P.Bespalko, V.V.Kraevskiy, I.Ya.Lerner, M.N.Skatkin, and others; 3) the work of I.L.Bim on the characteristics and principles of building a modern textbook of a foreign language and many others. In the process of working on the literature, there was a generalization and understanding of pedagogical and methodological experience, enrichment and expansion of the authors' own position in the educational publication.

The developed textbook "English for Science Students" (authors N.Y.Gusevskaya, V.M.Eremina) is intended for teaching English to students whose specialty is information technology, programming, physics and mathematics. The textbook is based on a communicative-activity approach. It is known that, the communicative competence, the formation of which is the main goal of teaching foreign languages, includes several components such as linguistic, sociolinguistic, socio-cultural, strategic, discursive, social competence. Therefore, the main purpose of the teaching manual was the formation of all the above-mentioned competencies.

Mandatory for a textbook requirement is systematic and consistent presentation of material. I.Ya.Lerner based on the consideration of the structure of the textbook from the position of the content of education came to the conclusion that in the textbook a special internal structure, i.e. connection elements reflecting the learning process [3]. Many researchers emphasize the importance of the textbook as a model of the educational process. This is written, in particular, by I.L.Bim, who emphasizes that the textbook in the educational process "on the one hand, models, transforms it, and on the other hand, adapts to it. This means that the textbook should not be a closed, frozen scheme; it should contain a sufficiently program of actions of the teacher and students, taking into account the possible presence of different levels of learning of students and other specific learning conditions" [1, 12]. According to A.A.Mirolubov, the textbook consists of cycles, within which there are

chains of lessons, "united by a specific set of foreign language tools - vocabulary, grammar, phonetics, a single topic for oral speech and the community of information that students exchange during this period of classes, the educational goal intended for this segment of the pedagogical process" [4, 133].

The textbook "English for Science Students" has a clear structure, consists of 5 lessons. The difficulty of teaching FL in a non-linguistic university is that students have an extremely heterogeneous level of training in the subject. Therefore, the first two sections of the textbook are intended to "align" students' knowledge. They present tasks that vary in degree of difficulty and volume. Taking into account the level of students, the lexical and grammatical material of the manual can be formed in some students for the purpose of using it only in receptive types of speech activity, and in others also in productive ones.

The text material of the manual, linked by a common theme and presented in a logical sequence, contributes to the consolidation of knowledge and expands the horizons of students. In terms of language organization, the texts are designed in the style of a fairly simple, stylistically neutral presentation of medium complexity. Memorization and assimilation of such speech patterns teaches students to express their thoughts in English as simply and clearly as possible, which is, ultimately, the goal of teaching foreign languages for professional and everyday communication.

Various training grammatical, lexical, translation and communication exercises and tasks included in each section provide together an active in the field of speech practice. Special attention is paid to such types of work as extracting information from reading, report, message, and abstracting.

Each unit includes several sections aimed at the formation of speech and language competence and control of language acquisition.

The section "Reading and Discussion" is aimed at developing understanding skills when reading (extracting information) and includes basic and additional texts. Texts on the specialty of students provide information for professional communication, consider the development of science (mathematics, physics, computer science), its future and the future of humanity, the fate and biographies of outstanding scientists. The main task of professionally oriented texts of the manual is to consider the humanitarian component in natural science texts. Special texts contain information about the historical development of the studied science, the role of scientific creativity and the spiritual position of the creators of science, about moral problems in the field of science and technology, the multiplicity of pictures of the world, thus providing the basis for a dialogue between natural science and humanitarian, technical and spiritual cultures.

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In the selection process of text material for the disciplines studied at the higher educational institution, such principles as: 1) development of professional motivation and professionally significant qualities; 2) orientation to self-education, self-realization within the profession; 3) formation of worldview values; 4) humanitarization of the course (i.e. giving personal meaning to the material presented, relying on the subjective experience of the student) were considered [5].

In terms of language, the texts presented in the manual “English for Science Students” of medium complexity are accessible and easy to remember and reproduce. The texts of this section can be used for multi-purpose reading, as well as, as a guide for students to independently search for materials on the topic of the lesson on the internet and other sources.

It seems that the manual “English for Science Students” very successfully solves the problem of accounting and forming the sociolinguistic experience of students, much attention is paid to the issues of language and speech acceptability, the ability to choose the appropriate language form, use it and transform it in accordance with the context. Lexical units and grammatical forms are introduced in the broad context of real language communication. At the same time, the manual offers various functional and stylistic texts. In this regard, it should be emphasized that, unfortunately, Uzbek language programs still do not pay enough attention to the functional and stylistic aspects of native language proficiency, and it is all the more important that in a foreign language course student get an idea of the pragmatics of the text, the pragmatics of different types of discourse.

The sections “Talking about you” and “Everyday English” develop oral speech skills (monologue and dialogic). It offers topics for organizing discussion in the classroom, sometimes in the form of a role-playing game; contains tasks aimed at finding additional information, preparing oral messages, and so on. For effective intercultural communication, students must learn the norms of behavior adopted in a foreign language culture. In addition to the meaning of words and grammar rules, you need to know when to say/write, how, to whom, where, i.e. be prepared in a communicative way. In this regard, the manual for students' assimilation offers dialogues of a label nature. They form the ability to greet, say goodbye, apologize, and thank in the way that is customary in foreign-language culture.

Social skills and cultural knowledge, are not sufficient to solve communication problems, to achieve the desired results, you must be able to organize your speech, build it logically, consistently, and convincingly. This is called strategic and discursive competence in the materials of the Council of Europe. This guide presents tasks aimed at solving these problems, despite the fact that the native language course pays very little attention to the

relevant skills, so, in the section “writing” students learn to write emails, letters of a personal and business nature, resumes for employment, transmit other people's statements, etc.

As observations show, excessive interest in communicative methods without awareness of language forms and structures often leads to a weakening of the systematic approach to language learning, which leads to a decrease in the overall level of language acquisition. Possession of speech clichés without understanding the formal, structural and grammatical features of the language does not allow the student to express their thoughts freely. This requires an understanding of the entire language system of a non-native language with all its multi-dimensional and multi-level relationships.

In this regard, after a thorough systematic analysis of existing communication-oriented textbooks used for teaching English, we set ourselves the task, without leaving the positions of the communicative approach, to strengthen the formal and structural aspect of the textbook by gradually introducing grammatical material and confirming it with a system of special exercises, for this purpose, the section “Grammar” was developed, which presents grammatical phenomena that are subject to active assimilation, since they become the main grammatical base for reading texts in the specialty and communicating in the language being studied.

The peculiarity of this manual is that each subsequent section is built on the material of the previous ones, and therefore requires a strict sequence in the study and assimilation of the material. Conversational practice is based mainly on the subject of the studied texts. This logical structure allows you to vary the forms of work, involve students in discussions, organize role-playing games and stimulate monologue.

Complex use of the tasks offered in the textbook makes it possible to move from educational activities to performing independent creative tasks, the subject of which is determined by the studied topics. These tasks include organizing and conducting thematic conferences, presentations, and project activities. All of them are aimed at developing students' independence and creativity, allow them to improve the practical orientation of teaching, make it possible to combine individual, pair and group types of work, significantly increase the level of language proficiency and internal motivation.

An important methodological principle underlying the teaching manual under discussion is the focus on strengthening the independence of students who act as active subjects of educational activities. This is achieved through clear planning and organization of students' classroom and independent work, through the use of creative tasks, certain forms and methods of work, as well as through detailed methodological recommendations on individual

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topics, types and forms of tasks. Keys to exercises allow students to check the success of independent work.

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