



IMPORTANCE OF STUDY GUIDE AND TEXTBOOKS IN LANGUAGE TEACHING
IN MODERN EDUCATION SYSTEM

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Abstract. *In this article, the place and role of textbooks in language teaching is explained in detail*

Keywords: *manual, relationship, textbook, teacher, network, production of textbook, roles of textbook, texts.*

First, we try to analyze the meaning of “manual”. A manual - designed as a working instrument, depending on the teacher or depending on the student (learner) the decision concerning this choice determines the nature of the manual as a communication instrument: language used, quantity and level of information, texts, illustrations and relationships between these two elements. Generally speaking, less developed countries give priority to textbooks intended for students. For teachers, the choice is that of a teacher's guide whose characteristics are different from those of school textbooks.

In France, projects to develop the production of textbooks have rapidly increased in number over the last fifteen years. While in 1973 only 6 percent of education projects financed by the World Bank had a textbook component, they reached 43 percent in 1983 and have increased further in recent years. Among others, UNESCO took charge of the study of a school book project in the Philippines, financed by the World Bank, for an amount of 25 million dollars. This project, started in 1976, has already shown that improving the provision of good quality textbooks to schools has a positive influence on academic results. Projects often include three components: curriculum adaptation, teacher retraining and textbook production. Depending on the situation and priorities of an education system, a school construction or rehabilitation component may be added, which sometimes replaces that of the programs.

The manual helps to keep the network of booksellers alive. Its history in France is closely linked to that of publishing. The first books, reference classics, Latin grammars, rhetoric manuals, were printed for the University of Paris. In the 19th century, French publishing developed in the tutelary shadow of the Ministry of Public Education, when booksellers-publishers settled in the Saint-Germain district, near rue de Grenelle. This apparent familiarity should not create an illusion.

It is essential that the needs for books be the subject of an in-depth study and quantitative estimates, on the one hand, on the different 5 levels of education, on the other hand, on the objectives and contents of the programs . It is generally one of the roles of textbook committees to carry out these surveys. Planning for the supply of books to schools must be done over the long term and therefore forecast needs based on a predictable and calculated increase in student numbers.



Textbooks represent a very important element of education and their production cost is often considerable, particularly for primary and secondary levels. It is therefore appropriate that their development responds in the best possible way to the needs of teaching. The authors, who develop the manuals, have a determining role for the success of the operations following the submission of the manuscript, in particular that of editing, and for the quality of the final work. Authors must have a certain number of skills and present some specific abilities:

- good writing skills, with a clear and precise style;
- knowledge of the discipline for which the manual is developed;
- knowledge of pedagogy and teaching experience;
- a good ability to evaluate the level and complexity of the textbook, depending on the needs of teachers, their qualifications and the socio-cultural characteristics of the students;
- a capacity for long-term work, to the extent that writing a school book requires a fairly long time;
- an ability to accept criticism and discuss it objectively;

But whatever their intrinsic value, these attempts are going in the right direction: one by seeking horizontal coherence, the other vertical coherence within the same discipline. It is these two directions that must be exploited and explored jointly by constructing manuals which, on the one hand, would not be confined to a single discipline and, on the other hand, could constitute a reference. There is undoubtedly still a need to invent, depending on the level, forms of writing accessible to students. Thinking about reading is at the heart of all thinking about textbooks.

On December 10, 2012, Islam Karimov signed the law "On improving means of learning foreign languages". According to this law, from the 2013-2014 school year, the learning of foreign languages and particularly English will begin in primary school; and this in all territories of the Republic. Textbooks and books in foreign languages will be provided free of charge to all professors, teachers, students and pupils of all educational establishments.

The National Knowledge Testing Center and other responsible Ministries will work together on the project of compulsory integration of foreign languages into university entrance exams, starting from the 2015-2016 school year. They must complete the first project within two months. In addition, young residents in places far from the city center will have the possibility of entering the University without taking the entrance exams, upon presentation of a letter of recommendation issued by the town hall of their place of residence; this is to encourage young people to study foreign languages.

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