

The Necessity and Criteria for The Linguistic Expertise of School Textbooks

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Abstract: School textbooks function as an important component of the educational process in every period. The process of textbook expertise will serve as a key factor in organizing a quality education system in the future and achieving long-term results. This article analyzes the necessity of conducting linguistic expertise of school textbooks, as well as international practice and key criteria.

Keywords: School textbooks, expertise, teacher, primary school, native language, curriculum, criteria.

Introduction: Issues of education quality are currently attracting the attention of the general public. Creating high-quality textbooks that meet modern requirements, especially those that reveal the essence of science and inspire students to acquire knowledge, is an urgent task. Currently, the textbook is considered the primary tool of the educational process in education. Existing curricula will be organized in close harmony with textbooks. If a professionally developed textbook is delivered correctly and clearly to the student by the teacher, the efficiency coefficient will undoubtedly increase. The textbook is subject to professional expertise as an object of the educational process. At the same time, the textbook is constantly discussed and analyzed by teachers, parents, students, and the media. E.I. Passov emphasizes the importance of the methodological foundation of the textbook and the responsibility of the textbook authors for the final product. The scholar writes: "Textbooks claiming academic status are accepted for evaluation if they are written based on a methodological concept, for which a special Regulation must be developed." This measure, among other things (for example, conducting a tender), significantly increases the quality of textbooks being created and prevents the unjustified flow of competition based on different businesses." Indeed, it is advisable to develop general criteria for textbooks applied directly to the educational process and to conduct an expert evaluation before conducting the

experiment. When creating a textbook, the author's inner intuition, experience, and knowledge are not enough. In the world, the issue of creating textbooks and evaluating them according to various criteria has caused a number of debates. Scientists have developed various criteria for evaluating textbooks. The scientific community proposes various systems for evaluating the textbook and its suitability for use in the educational process. I.L. Beam considers the textbook at three levels of this concept.

– In the first stage, the textbook's place among other teaching aids is determined, along with its connection with educational goals and other components of the macro-system.

– At the second level, when supplementing the macrosystem with the content of teaching a specific subject, the textbook defines the methodological system, the individual interpretation of the teaching system, and the author's perspective on the subject's teaching process.

– At the third stage, a real system is formed for using the textbook in the educational process.

If we consider the textbook from the perspective of expert evaluation, we will deal with the concept of a "textbook" at the second and third levels. When describing and defining the categories for the expert evaluation of a textbook, we primarily rely on I.L. Beam, who argued that the description of the textbook

according to these main methodological categories is the most effective.

In his research, I.L. Beam focuses on foreign language textbooks. However, his criterion based on gradation in the creation of textbooks is important and relevant.

According to E.O. Pavlova and E.G. Taraeva, it is necessary to pay special attention to the ideological approach when focusing on the content of the textbook. That is, in most cases, the textbook does not take an ideologically neutral position. In addition to the opinion of the researchers, it can be said that the textbook plays an important role in instilling certain ideas and shaping the student as a person. Therefore, the consistent introduction of a specific ideology does not always lead to a positive result. The reason is that the ideology of the past century in textbooks does not correspond to today's era. In some cases, it can be seen that the ideology is completely wrong. Therefore, when creating a textbook, it is necessary to be able to forecast reality and create textbooks that serve the interests of the people over a long period, rather than the interests of a specific individual. After all, the student can follow the pattern from the textbook. According to I. Scrivener, "The content of a textbook does not always remain unchanged. It may change after a certain period of time.

The content of the textbook changes for various reasons. For example, the paradigm of education is changing. Today, the conceptual paradigm of education is the paradigm of "a person prepared for life." When teaching the native language in primary grades, this is manifested through the functional nature of the language, the task of developing communication skills and readiness in the native language. The approach to teaching is changing, the concept of teaching subjects is changing, the social order is changing, and the goals of teaching are being updated. For the aforementioned reasons, changes to the textbook occur very rarely. When designing textbook content (topics, situations, reading and listening texts, language and speech material), the authors of the textbook put forward a single content, and after five years it becomes obsolete.

According to V.V. Safonova, "the main direction of the competency-based analysis of educational literature is the system of educational tasks included in a specific publication, through which human educational activity is managed." Evaluation of a textbook according to a system of methodological categories is, in our view, one of the leading directions in the examination of textbooks/educational knowledge created by author collectives and submitted to expert boards for evaluation from various positions (printing,

psychological, pedagogical, didactic, methodological, managerial, etc.). It is extremely important for us to analyze the textbook from the perspective of didactics and the methodology of teaching the academic discipline.

The textbook evaluation criteria consist of several components:

- 1) ideological/educational aspect;
- 2) methodological aspect (scientific approaches; teaching principles; teaching methods and technologies; techniques and methods of teaching and learning activities; forms and methods of educational activity; means and conditions of language teaching);
- 3) compliance with the age characteristics, needs, and motives of students;
- 4) using the native language textbook as a primary source of linguistic, speech, and cultural information;
- 5) design and typographic design of the textbook as a textbook;
- 6) simplicity, convenience, and usability of the textbook;
- 7) the quality of the apparatus provided for managing the educational process and the process of reading the textbook;
- 8) ensuring the continuity of the textbook content with other books within the textbook series (series) for a specific language (from 2nd to 11th grades).

Kazantseva proposes dividing all evaluation parameters into two groups. 1) from the point of view of the organization of personal development in terms of the content of language education and the structure of the textbook.

T. Ramirez proposes dividing the system of textbook evaluation criteria into three blocks: evaluation before use, evaluation during use, and evaluation based on the results of use in the educational process.

In our view, a systematic approach to the expert evaluation of textbooks is fundamental. The textbook was developed by the author and is implemented as a system of interconnected components.

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