



Journal Website:
<https://theusajournals.com/index.php/ijp>

Copyright: Original content from this work may be used under the terms of the creative commons attributes 4.0 licence.

ON THE EXAMPLE OF RUSSIAN EXPERIENCE IN CREATING PRIMARY SCHOOL TEXTBOOKS

Submission Date: April 01, 2023, Accepted Date: April 05, 2023,

Published Date: April 10, 2023

Crossref doi: <https://doi.org/10.37547/ijp/Volume03Issue04-01>

Choriyeva Zulfiya Bahodirovna

2nd Stage Master's Student Of The Department Of Theory Primary Education, Termiz State Pedagogical Institute Termiz State Pedagogical Institute, Uzbekistan

S.I. Tursunova

Consultant Teacher Of The Department Of Theory Of Primary Education, Uzbekistan

ABSTRACT

This article, our textbooks for elementary school students meet world standards, meet the requirements of the State Education Standard in the field of textbook creation, improve the student's age characteristics and independent thinking of students, and equip them with knowledge and skills.

KEYWORDS

Development of special criteria for elementary school students to ensure that the internal structure of the textbook meets the requirements of the curriculum and various other regulatory documents when creating a textbook.

INTRODUCTION

Conceptual foundations of creating elementary school textbooks tested in the world community. International standards and main criteria for creating primary school textbooks are studied in 4 groups:

1. Preparation and publication of textbooks.
2. Selection of textbooks.
3. Conditions for distribution of textbooks to students.

4. Use of textbooks in education.

In 1959, 69 countries of the world participated in the XXII international conference held in Geneva on the topic of —Primary textbookll, and each country described its primary textbooks based on the above criteria. According to him, the organizers of the conference addressed the following questionnaire to the Ministries of Public Education of the 69 participating countries.

On the preparation and publication of textbooks:

1. Who makes the textbooks? (by an individual author or by an elected body? Are they appointed by the Ministry of Education, or do they enter this work on their own initiative?)

2. Is there a regulation that controls the publication of textbooks created for use by schoolchildren?

3. Who publishes textbooks? (the state, the Ministry of Education, private publishers or other organizations?) Is it funded by the state, or does it have an independent financial basis?

4. Is there a noticeable competition between textbook authors or publishing houses to improve textbook content?

5. Who publishes textbooks? (the state, the Ministry of Education, private publishers or other organizations?) Is it funded by the state, or does it have an independent financial basis?

Are textbooks created in the students' native language based on regional traditions?

6. What precautions have been taken to prevent the introduction of any elements harmful to international, religious, racial and social concepts in the textbooks?

7. What steps have been taken to revise the textbooks at a sufficient speed to fully reflect the current state and progress of science?

8. How often are textbooks reprinted on average?

9. The internal structure of the textbook, the requirements of the curriculum and various other norms

Are specific criteria developed to ensure compliance with the documents?

10. What actions have been taken to ensure that the forms and illustrations in the textbook correspond to the content of the direct educational process and the age of the students?

11. From an aesthetic point of view, are there specific requirements for the type of printer used in creating textbooks, illustrations and presentations?

12. Is a separate textbook created for each subject or does one textbook reflect the content of all subjects?

13. Is the textbook tested in pilot schools before the final publication?

If we statistically analyze the data collected in connection with this questionnaire, in about 2/3 of the countries of the world, primary school textbooks are created by individual and collective private authors based on their own initiative. Also, in a quarter of the world's countries, the initiative to create new textbooks falls on the ministries or departments of education, and when there is a need to create a new textbook, these authorized state educational organizations entrust the creation of new textbooks to their special committees or a group of experts in the field and thereby manage the textbook creation system. .

In less than a third of the countries in the world, the above two methods are observed in a mixed state. The purpose of asking these questions is that in order to improve the textbook system, we must first find answers to these questions that are common to everyone. We need to deeply analyze what aspects we are not paying attention to. Considering that the development of our educational system depends on qualified specialists and quality textbooks, we must admit that it is easier to create quality textbooks than to train quality teachers. And of course, in order to achieve the goal, we should put aside the issue of "we will prepare mature personnel for the field," which remains only a lofty statement, and we should think about an easier way - to concentrate on creating quality textbooks that will bring us to the finish line faster.

Let us create a high-quality textbook, and the teachers themselves will work on themselves to use that textbook. In addition, if the textbook is as good as we expect, there will be no need for a teacher to study it, and students will have the opportunity to work with these textbooks independently. After all, as Austrian Dr. Richard Bamberger, an expert on world textbooks, said: —We cannot change the attitudes and ways of one hundred teachers overnight. However, you can change one million textbooks. If we translate this sentence into Uzbek, the following meaning will emerge: —We may not be able to change the (teaching) methods and attitude (to education) of a hundred teachers at once, but you can change millions of textbooks!

At this point, let's answer the question of how our national textbooks are created. The process of publishing textbooks and teaching-methodical manuals is regulated on the basis of several documents. Including:

- Regulation on the selection of textbooks and authors, approved by the decision of the Cabinet of Ministers No. 548 of November 22, 2004;
- Regulation on alternative textbooks approved by the decision of the Cabinet of Ministers No. 281 dated April 5, 2019;
- It is based on the order of the Minister of Public Education dated November 26, 2018 No. 291 "On improving the procedures for publishing textbooks and teaching-methodical literature for state secondary schools".

Selection of textbooks

There are such general criteria for selecting textbooks for use in education, recognized throughout the world, that a researcher who aims to study this system of a particular country should first study this questionnaire.

1. Who is responsible for selecting textbooks? What do responsible officials pay attention to when selecting textbooks? Based on what criteria? What is the working order?
2. Is the selection of textbooks within the authority of the teachers of a certain region, representatives of the public education department or the administration of schools in the region? If so, can these responsible persons choose the books they want as textbooks? Or is their choice limited based on a certain official list?
3. If there is an approved official list of study guides and textbooks for the competition, is this list compiled by an official authorized body (Ministry of Public Education or department)? What are the criteria for making this list?
4. Is there a difference between textbooks created for public and private schools, and if so, what are they?

The responsibility of selecting a textbook requires great experience. Based on the proceedings of the 1959 conference, we see that in more than half of the world's countries, higher educational institutions are responsible for selecting textbooks for schools, and schools are obliged to use those selected works. According to its information, if several textbooks are selected for one subject, the Ministry of Education will definitely publish a list of selected works, thereby providing schools with an alternative choice.

In 10 countries, the government has not prepared an official list of textbooks, even for recommendation.

In more than half of the world's private schools, there are no general differences between private and public school textbooks. A quarter of the world's countries have the right to independently choose textbooks for private and public schools. In one country, each private school is said to provide its own textbooks. Today, this tradition is so widespread that it even ensures healthy and vigorous competition among private school textbooks to produce excellent textbooks.

According to the information provided by the International Association for the Study of Educational Media and Textbooks (IARTEM), today in almost 60% of the countries of the world, the right to choose textbooks for schools is given to the teacher himself based on that textbook, such countries include the USA, England, France and other developed countries. The reason for this is the large number of private schools in these countries and the fact that the state does not control their education system. Each private school has its own curriculum and textbook. In these schools, the selection of a textbook for a specific subject is made on the basis of the school's decision based on the recommendation of the teacher of this subject. According to the results of the research conducted in Brazilian schools in 2014, the main

aspects that teachers pay attention to when choosing a textbook are the following:

According to the results of the research conducted in Brazilian schools in 2014, the main aspects that teachers pay attention to when choosing a textbook are the following:

- the size of the text and vocabulary given in the textbook;
- comparison with the school curriculum;
- image quality, text size and types of activities.
- adequacy of exercises and questions given in the textbook;
- variety of text and exercises given in the textbook.

You can say that these thoughts are private. But there is also a general opinion of the people responsible for choosing almost every textbook in the world:

- Textbooks must first of all be able to motivate the student to learn.

While studying this data, we also came across an interesting statistic. According to him, male teachers mainly pay attention to the scientific nature of textbooks, wealth of experiences and prefer the inductive model of textbooks. Female teachers, on the other hand, prefer the number and variety of illustrations given in textbooks, as well as the fact that the texts in them are of a character that invites discussion.

Conditions for distribution of textbooks to students

1. Are students provided with textbooks for free? If free, are they for all students or for a specific category? Who provides free textbooks?
2. Do the textbooks distributed free of charge remain at the students' disposal or are they used on a rental basis?
3. Is there a separate book for each student? If there is no criterion, then what should be the ratio between the number of free textbooks and the number of students in the class?
4. Is there a legal criterion that determines the price of textbooks? What are the criteria?

In approximately 50 percent of the countries studied, primary school students are provided with free textbooks. Two-thirds of them use the rental system, and one-third of them buy textbooks at their own expense. Prices are set by the central government. In some countries, the determination of prices is controlled by regional, district and local governments.

And one of the most painful questions is - will a separate book be given to each student? I say painful for a reason, of course. 2015 UNESCO International Education Monitoring Report was published. It says: "This year, World Bank research shows that education economists in low-income countries have seriously damaged the quality of education as a result of reducing the number of textbooks delivered to students from 1:2 to 1:3 in order to save money." Let's analyze this situation in numbers. If the population of city A needs textbooks is 12,000 people, and textbooks are distributed in such a way that two or three people use one textbook, this situation may occur.

Let's look at the attachment) Now let's turn your attention to another aspect of the matter. A paltry 6.8 million. they are talking about the economic damage, but they are not talking about the educational damage

caused by thousands of students not being able to use the textbooks. Imagine if there are enough textbooks for 2 or 3 people to use together, then one student will have a turn to read a book every three days. This means that the student will be without a book for 2 days. In my opinion, such damage cannot be compared with any economic damage.

We believe that soon the issue of lack of literature in all educational institutions in Uzbekistan will find its positive solution. For this, the fact that Uzbekistan has economic opportunities that are second to none in any country is a guarantee. Because what other necessity can we have than to spend our money for the future of our dear children?!

At this point, let's pay attention to the government's decisions on providing textbooks to students in Uzbekistan. Every year

In the new academic year, the Ministry of Public Education of the Republic of Uzbekistan will make special efforts to provide textbooks for the first grades of general education schools, the children of low-income seniors for free, and the rest of the students on the basis of the rental system.

The Ministry of Justice provided information on who will be provided with textbooks free of charge in schools: "First grade, "Mehribanlik" house, special school, boarding schools and students of families in need of social assistance will be provided with a set of textbooks free of charge by the library fund of the school." In this case, the list of families in need of social assistance will be approved by the pedagogical council of the school on the basis of the request of the citizens' meeting and the conclusion of the parents' committee by September 1

Disposal

1. Is there a procedure for the careful use of textbooks? Are textbooks used as a collection of specific scientific and cultural works or just as a collection of texts?
2. In addition to textbooks, are there other teaching aids in the classrooms for independent research and development of students? How is this collection formed, if any?
3. Is there a teacher's book?
4. Are there separate textbooks for boys and girls?

Procedure for using textbooks

It can be concluded from the materials of the conference held above that the issue of creating primary school textbooks is one of the most urgent issues that should be paid attention to in every era and every country. Here are the most basic criteria for creating a textbook, and other aspects that ensure the success of the textbook come from the capabilities and characteristics of each country.

Comparative analysis of primary school textbooks in use in the Russian education system (in the example of the 1st grade reading textbook)

While studying the system of creating textbooks in the international experience, we decided that the research should first start with the primary grade textbooks in practice in the Russian e The most frequently asked question in connection with our research is "Why Russia?" realizing that there may be a question, below we will briefly touch on the reasons for this choice.

At the international level, there are educational systems that are superior to the Russian educational system in terms of the methodology of creating quality textbooks. For example, Finland, America, Japan... But their education system stages and curricula are

completely different from ours. Knowing that the best way to conduct research, to learn something is to compare and contrast the studied subjects and events, we had to choose the textbooks of the countries that are close to our educational system and curricula as the object of study. In this regard, the Russian competition was the most appropriate choice. The educational system of the above-mentioned countries, in particular, the stages of the primary education system, study hours, the distribution of subjects and the scope of subjects in it, are completely different from ours.

In addition, one of the main factors is the large number of primary school textbooks in the USA, Great Britain and a number of other European countries. Because in those countries, the system of using alternative textbooks, which is planned to be introduced to us from the 2020-2021 academic year, is already in place. The approval of several textbooks by the state on one subject and as if these textbooks were not satisfactory, in some countries each private school has its own textbook, makes the researcher who aims to study these state textbooks unable to make a clear decision about which textbook to choose as the state textbook.

education system. There are a number of factors to this, of course.

Next, of course, is the issue of the era of the Soviet Union and its influence on the educational system of Uzbekistan. Whether we like it or not, our education system is also irrigated with the waters of this river. This can be explained by the similarities in our educational systems. Taking into account the fact that the Russian state has dominated several countries in the past centuries and is among the first in the world in terms of territory, the state has a reserve that is not inferior to many countries in terms of both material and spiritual-intellectual wealth. we will witness. We

can see that these riches have attracted a large part of state funds for the comprehensive development of Russia and for the development of science, which has been evaluated as a factor of this development.

Having partially familiarized ourselves with such factors and the textbooks currently in use in the Russian education system, we found that these textbooks have experiences worth learning and compared these experiences with the 1st grade reading textbooks.

As it is known, in our national education system, it is established that primary school reading classes are held from the 3rd quarter of the 1st grade, i.e. after the end of the literacy period, and the volume of these lessons is 68 hours. Of this, 62 hours are allocated for studying the materials given in the textbook, and 6 hours for control work and their analysis. And in Russians, only 40 hours are allocated for reading lessons in the 1st grade. The size of allocated lesson hours is certainly our achievement. But here it is necessary to pay special attention to the ratio of quality and quantity.

When you study Russian textbooks, you will see that the materials intended for 40 hours are significantly different from ours in terms of quality and quantity. In Russian, reading classes are called —Literaturnoe chteniye —Literary reading, and although the textbook is designed for 40 hours, it is designed in 2 parts and with high artistic taste. 1st grade Reading textbook consists of one part, 9 sections, 128 pages. And Russian textbooks consist of two parts, 7 sections and 80 pages in each part, totaling 160 pages. In addition, the materials provided are very different from ours in terms of content. (See Table 3. Appendix)

Another peculiarity of the textbook is that at the beginning of each section, a clear goal is set, and despite the amount of material provided in the textbook, three additional literature are recommended for reading. Such goals and objectives, which appear at the beginning of a chapter in a textbook, indicate what the teacher should teach and what the student should learn in this chapter. For example, in the "Skazki, zagadki, nebylitsy" section, the following tasks are set:

WE KNOW:

- folk tales and fairy tales created by writers.
- WE LEARNED:
 - Reading the word, distinguishing the accented syllable correctly.
- WE TEACH:
 - Division of events into sections;
 - Comparison of different works within the same topic.

As we mentioned above, this task will be useful for both teachers and students. The participants of the educational process, who have determined what to learn and teach at the beginning of the section, read and teach in this direction during the course of reading the works given in the section. In addition, the determination of this direction means that the goals of education are not forgotten and more attention is paid to their implementation than usual.

It is also worth noting that even after the completion of the section, the users of this textbook have the opportunity to compare what they have learned with the tasks of this section of the textbook and to be aware of their achievements and shortcomings.

Analyzing Russian textbooks, we see that practice and theory are carried out together in them. The

excellent explanation about fairy tales given at the beginning of this section after the above purpose can be the simplest rule of literary concepts, which are one of the most popular genres in children's literature, such as fairy tales, folk tales, and fairy tales written by authors, which at first glance are scientific. It first explains what fairy tales are based on dialogue, and then gives a definition.

Then, looking at the picture of the additional literature recommended for independent reading in the questions and tasks given after the description, it was asked which of them is a folk tale and which one is a tale written by a writer. The pictures show the covers of the books "Russian Folk Tales", "Teremok" by Samuel Marshak, and "World Folk Tales". With the help of this simple example, students can easily distinguish which group of fairy tales they belong to and clarify their thoughts about it with the help of their teacher. As we have seen, the —example to rulell method is one of the main factors that served to make the textbooks methodologically strong.

The tradition of recommending additional literature on the topic is also worth learning. The team of authors wanted the students to better understand the essence of this section, so considering that the materials they included in the textbook are lacking in this regard, they allowed the students to study other literature, not limited to the textbook. The fact that each department has a separate place for literature recommendations and the best books are presented is a sign that every creator works together for the improvement of students. (See Figure 4. Appendix)

Their goal is not just to monopolize their products, but to ensure that students get an excellent education no matter what book they read!

If we try to support such traditions in ourselves, we would not be limited to textbooks, but we would also develop the ability of our students to act on the basis of a clear goal and to read independently.

In fact, it's not just about the abundance of materials. It is wrong to think that Russian textbooks only "give" this. Because they focus on expanding the student's worldview and independent thinking. One of the most important aspects of the issue that we should pay attention to is the diversity and number of questions and tasks created on each topic. The questions there are not only based on the event of the work, but also require the student's personal attitude to this event, teach them to think, think, form their critical thinking, in a word, they are structured questions at a high level. According to the results of Sikorova's research, a good textbook is a textbook with sufficient and varied questions. It is not for nothing that the quality of the textbook depends on the questions asked in it! By working on such questions, it is possible to improve the students' ability to think logically, make independent decisions and draw conclusions, and also achieve fluency in oral and written speech.

A total of 264 questions and tasks were included in the 1st grade - Literaturnoe chteniell textbook. (See Table 5. Appendix) The lack of materials given above on the topic in terms of number and volume also had an effect on the questions. This can be seen from the fact that the number 141 is almost twice as small as the number 264. If we count the questions included in the Russian textbooks individually, not by the number of them, the number of these questions reaches 1000. That's not all. We have not yet talked about the content and level of the questions. We will explain some of our objections to the questions included in the textbook through concrete examples:

1. Most of the questions are so simple that even a kindergarten child can answer without thinking: - What does nature look like when it snows? It's a pity when a whole poem is given, but when it comes to questions, only one question is asked. It would be appropriate to ask questions about this poem aimed at teaching literary concepts. In —Literaturnoe chtenell we can even see that rhyme is explained and defined. In our case, there is no literary concept. The content of the questions was of the type "Who is he?", "What is this?" and did not serve to fully illuminate the content of the work.

2. Returned questions:

- What do you like about winter?
- What did you learn about Alisher Navoi? (pages 27, 34)
- What did you learn about Babur Mirza? (pages 30, 34)
- Who was Mirzo Ulugbek? (Pages 29, 34) – Have you ever been to a camp? (pages 90, 93)
- You will not even encounter such a situation in the book of questions and assignments for students issued by private publishers and individual authors. It seems to us that the team of authors does not feel how big the audience of this textbook is, that this textbook is the only 1st grade —Reading bookll in Uzbekistan, it is the face of Uzbekistan, our education system, and how high the confidence of our country and people is in this regard.

3. Irrational questions:

- What changes occur in nature during Nowruz? (page 43)

Calling this question illogical seems a bit harsh, but we have a valid explanation for it. On page 35 of the book, the question "What changes happen in nature in

spring?" Then the team of authors, who managed to compose a question, changed the word "Spring" to "Navroz" when they came to page 43. In fact, Navruz is the name of the holiday! This holiday is celebrated on March 21, and even if the name is used interchangeably, it represents only one day - Navruz holiday. Now think about it. Is this question correct? Isn't it as funny as the saying "What changes happen in nature on your birthday"?!

We have another objection to the authors of the textbook regarding the questions and assignments. How can we explain the fact that Russian textbooks ask at least 3 or 4 questions on each text and topic, while our textbooks ask at most 3 or 4 questions? It's okay, but what about the fact that no questions and assignments were given at all regarding the 21 works included in the textbook?

The works were compiled based on the text: "Why do we call it motherland?" Find the answer in the text and read and remember what you read", "Read the verses that express Navoi's desire", "What happened on Sunday?", "What expression does a parent use for his child?" such questions and tasks serve only to repeat the content of the text. "What did you understand from the content of the work?", "What do you imagine when you say...?", "What do you think, why did Shiroq come to the chiefs of the tribe instead of taking care of his sheep?" Can you tell me what motivated him to do this?", "Try to describe the image in your own words.

How did you understand him?' There are absolutely no questions like this that direct young students to think and get into the essence of the text, encourage them to get artistic pleasure and spiritual nourishment from the work, and express their views. It is not necessary for all the students in the class to answer the logical, thought-provoking questions based on the text. The

important thing is to bother them with the question. If the teacher uses the young students in this way continuously on the text, the children will get used to it and they will develop the desired skills. As a result, the child becomes a thinker.

The decoration of the textbook, the selection of pictures in it so that they can attract the attention of students, the size, colors and quality of the pictures used in them are suitable for the age characteristics of the students, and they are artistically elaborated. None of the images included in the textbook are simply processed, or rather, ready-made images are not used. When you look at these pictures, you will see for yourself that the textbook is also graphically perfect. Paintings shape children's creative thinking and educate them artistically and aesthetically and teach them to appreciate original art.

As you flip through the pages of the textbook, you will feel its infinity. Why do you need infinity? Infinity is needed for infinite thoughts and infinite imagination! Another aspect is liveliness! The graphics of the textbook are so perfectly worked out that, looking at them, the described subject, event, is involuntarily embodied before your eyes. This is especially necessary for a better feeling of far from reality - fairy tales, narratives and in general all kinds of works of art.

One of the most important conditions for educating the young generation as a well-rounded person is to expand their imagination and outlook. All other knowledge can be learned later. In addition, it will be beneficial for them to acquire knowledge faster and better in the future. It is especially important to study subjects that depend mainly on the breadth of imagination and worldview: literature, drawing, design, design, political science, natural sciences, philosophy, and other such subjects. In addition, pictures can increase students' interest in the

textbook. Children want more picture books that use bright colors, are vividly hand-drawn, have unlimited borders, and are larger in size, and even adults are interested in such books.

REFERENCES

1. J.G. Yoldoshev Modern lesson. Qualification improvement; problems, research, solutions. XTXQTMOM.-T. named after A. Avloni; 2017 year.
2. Azizkhodjayeva N.N. Pedagogical technology and pedagogical skills. Study guide.-T.; 2013 year.
3. S.I. Tursunova, Development of oral speech of young students in extracurricular activities. Teacher of the Primary Education Department of Termiz State Pedagogical Institute, (text).
4. T. Yu. Abzairov, Forming the preparation of students of the non-linguistic faculty to teach Russian at school. Teacher of Termiz State Pedagogical Institute, (text).
5. PEDAGOGICAL BASES OF NATIONALIZATION OF SCHOOL EDUCATION Tursunova Saida Teacher, Pedagogical Institute. ISSN: 2776-0979, Volume 3, Issue 2, Feb., 2022.456-461 file:///C:/Users/user/Desktop/Articles%20S.I.Tursunova%20%E2%80%94%20Do%BA%Do%BE%Do%BF%Do%B8%D1%8F/PEDAGOGICAL%20BASES OF%20NATIONALIZATION OF THE SCHOOL-2.02.2022.pdf
6. Tursunova Saida Isakovna, IMPORTANCE OF EDUCATION IN RAISING YOUNG GENERATION. "PEDAGOGS" international research journal ISSN: 2181-4027_SJIF: 4.995 WWW.pedagogfar.uz 15-20
7. Tursunova Saida Isakovna, "Linguistic-methodological problems of the development of oral speech in primary classes of national schools." Teacher of the Department of Primary Education, Termiz State Pedagogical Institute.

8. EDUCATING HUMAN BEINGS – EDUCATING THE
FUTURE Tursunova Saida Isakovna Teacher of the
Department of Primary Education, Pedagogical
Institute of Termiz State University
<https://doi.org/10.5281/zenodo.6830668>



OSCAR
PUBLISHING SERVICES