

HISTORICAL FOUNDATIONS FOR THE CREATION OF TEXTBOOKS IN SECONDARY SCHOOL SUBJECTS IN UZBEKISTAN

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ABSTRACT

This article describes the historical foundations for the creation of textbooks in secondary school subjects in the Republic of Uzbekistan. Based on the study of the historical bases for the creation of textbooks, the author has clarified the methodological requirements for the creation of textbooks in modern conditions.

Keywords: Subject, school, textbook, teaching aid, history, teaching, learning, competence.

INTRODUCTION, LITERATURE REVIEW AND DISCUSSION

Development of pedagogical ideas, including improvement of the content and form of teaching tools plays an important role in the history of the development of our people's culture, without which it is impossible to clearly imagine the cultural and educational development in the field of education. "Textbook is a state publication created on the basis of state educational standards, syllabuses, national ideas and methodological and didactic requirements, fully covering the themes of certain academic subjects and aimed at full mastering of the basics of a related subject.

Each type of education has its own textbooks covering the goals and objectives and taking into account the age and other characteristics of students. Usually, textbooks are named after subjects. In addition to theoretical data, textbooks provide necessary instructions on practical and experimental exercises" [1, p.16].

Textbooks should be based on long-term pedagogical and psychological researches, advanced practices and examples of world standards. In particular, textbooks designed for primary grades should be written in simple, fluent and understandable language, be appropriate to the age and psychosocial features of pupils, and contribute to the growth of their speech and outlook.

Every topic in textbooks should complement the previous topic and evolve from simple to complex. They should serve to teach ethics to pupils and cultivate such positive qualities as love for the Motherland, care for people, kindness, generosity, industriousness, modesty and conscientiousness.

Another important aspect of textbooks is that they serve to shape a certain level of knowledge, skills and abilities in pupils. Every poem, fable, fairy tale and story in primary school textbooks should be interesting and focused on one purpose, i.e. formation of a fully developed individual in the society. At the same time, they must provide pupils with vigour, mental perfection and moral values.

The importance of textbooks as an essential teaching tool of education is invaluable. A study of the history of their creation shows that the first copies of textbooks began to appear in the

second millennium BC. Archaeological excavations have found text remnants on ceramic tablets inscribed by ancient people who lived in the East, especially between the Euphrates and Tigris rivers. These findings served as “guides” and “textbooks” in the past. Later, other Oriental peoples began to produce manuscripts on papyrus or parchment. They served as the main source for training in a particular field, profession [2, p. 209].

An analysis of the materials of the State Archives of Uzbekistan shows that textbooks created in 1902-1935 and a number of decrees and resolutions of the government on education reform were regularly announced in the press [4; 5].

“According to the decree of the Central Committee of the All-Union Communist Party (of Bolsheviks) on 25 July 1930, the Central Committee of the Communist Party of Uzbekistan and the Council of People’s Commissars of the Uzbek SSR adopted a resolution on the introduction of general compulsory primary education in the republic beginning from 1930-1931, which defined the path to further development of school-education affairs in the republic. At the 5th Congress of the Communist Party of Uzbekistan, the Central Executive Committee of the Uzbek SSR and the Council of People’s Commissars approved on 15 September 1930 the resolution “On the introduction of general compulsory primary education for children and adolescents in the republic”. A special republican committee was established under the Council of People’s Commissars of the Uzbek SSR to direct the affairs of general compulsory primary education.

Besides, in February 1933, the Central Committee of the All-Union Communist Party (of Bolsheviks) adopted a resolution “On textbooks for primary and secondary schools” [3].

In the late 19th and early 20th centuries, Russian pedagogical scholars established schools and created textbooks to teach the children of Turkestan peoples. However, these textbooks did not take into account the natural conditions of Turkestan, national customs and traditions of Turkic peoples, as well as their worldview and psychology. The main purpose of opening Russian-native schools was the implementation of the “Russification policy” among the Turkic peoples. By the 1910s-1915s, the number of Russian-native schools had increased. In Russian-native schools, “Zakon Boji” was also taught that provided religious education. Through it, the ideas of Christianity were promoted.

The influence of the ideas of the great Russian educator K.D. Ushinsky on the education system of Turkestan had indirect characterization. His textbook “Native Word”, written in 1864, and his methodological recommendations on its use greatly contributed to the wide application of the phonetic method in Russian schools. The alphabet book “Native Word” was reprinted time and again from 1864 until the October Uprising, which included three parts: 1) pictures for pupils to draw; 2) written (calligraphic) alphabet; 3) printed alphabet.

The textbook was based on the principle of transition from simple to complex, which served as an important example and guide for enlighteners and educators in Turkestan [6].

Jadid enlightener I. Gasprinsky was an example for Turkistani teachers in the field of textbook development. His textbook “Khujai sibyon” (Children’s Teacher), which was written in 1889 and was published in 4,000 copies, was considered a textbook for primary school pupils. The brochure “Companion of the Teacher” he wrote in 1898 was the first teaching-methodological guide for Jadid schools. In the guide, the author focused on the theoretical and methodological aspects of the new teaching method, and developed some rules for teaching literacy to pupils:

it is difficult to teach the whole alphabet at once. In the beginning, explaining three or five letters and mastering them are much easier; it is wrong to teach pupils to write from the first lesson; lessons should be taught by dividing into hours and parts; pupils should not move on to the next until they have mastered one lesson; when introducing the letters, it had better give wider information about them. The tone and pronunciation of each letter should be taught; because each of the Islamic letters has a specific shape according to its place in the word the teacher should not overlook it throughout the reading.

In the 1919s-1920s there was a great need for textbooks in new-type Soviet schools. In order to meet this need to some extent, the teaching aids “Elementary Geography” and “Turkistan” (history and geography teaching aid), the textbook “Arithmetic”, Kari Niyazi’s “A Part of the Nature” (nature study teaching aid), as well as alphabet and reading books were also published [7, p.141].

In the State Archives of the Republic there is a list of textbooks and teaching materials used in Turkestan schools in 1923. Our main conclusion from the study of this list is that the experience of creating textbooks and teaching aids evolved somewhat in the early 20th century as a result of learning from Russian and foreign authors.

Saidrasul Azizi, a leading educator, took the first step in creating textbooks that met teaching and methodological requirements in Uzbekistan. In 1902, using the new phonetic method, he created the alphabet book “First Teacher” in the Uzbek language. Of course, since it was the first textbook, it naturally had a number of shortcomings. Then, in 1907, Munawwar Qari Abdurashidkhonov created the alphabet book “Adibi avval” (First Teacher). Prior to 1917, a number of alphabet books were published and taught in schools, such as “First Year” by Sayidrizo Alizoda, “Alphabet Education” by Abdulvahob Ibodi, “First Education” by Rustambek Yusufbek ogli and “First Teacher” by Abdulla Avloni [8].

Muhammadrasul Rasuli (1884-1935), an Uzbek enlightener and a teacher who actively participated in eradicating illiteracy, engaged in teaching activities in the Uzbek class of the 4th Russian-native school in the Arpapoya neighbourhood of Beshyogoch district from 1 October 1907 and taught in various Russian-native school until 1917, and then worked in Soviet schools. Like many of his textbooks, his “Persian grammar” textbook was also published several times (1911, 1914, 1917) in Tashkent [9, p.199].

There are also textbooks by M. Rasuli entitled “Persian Reader or Selections from the Gulistan” and “Kindergarten” [10]. The textbook “Persian Reader or Selections from the Gulistan” was published in 1916 in Tashkent. The textbook contains short Persian stories and poems. Its topics are divided into 54 lessons, with some Persian words being explained in Uzbek. The textbook follows the principle of visualization and uses different drawings for the content of the study material.

The enlightener M.Behbudi created a number of textbooks in Uzbek and Tajik languages. In his textbooks, he focused on consciousness, which is the most important principle of didactics. He was the author of textbooks such as “Muntakhabi jughrofiyai umumi” (Textbook for General Geography), “Kitobat ul-atfol” (Children’s Book), “Mukhtasari tarixi Islom” (A Brief History of Islam), “Madkhali jughrofiyai umroni” (Introduction to the People’s Geography), “Mukhtasar jughrofiyai Rusi” (A Brief Geography of Russia). In addition, the book “Anthology of Uzbek Pedagogy” also contains information about the fact that Behbudi wrote the textbook “Hisob” (Arithmetic) [11, p. 447].

In 1904-1905, Munawwar Qari Abdurashidkhonov established the first new method school in Shaykhantahur – the old city of Tashkent – and developed the methodology of primary education. In his school, he used his own books “Adibi soni” (Second Teacher) [12], “Khavoyiji diniya” (Rules of Religion) (Parts 1-2), “Tajvid” (Elocution), “Adabiyat-i dahrin najat”, Hanofi’s “Tarikh-i anbiyo” (History of the Prophets), “Mukhtasar jughrofiya” (A Brief Geography), the translation of Shaposhnikov and Valtsov’s “Arithmetic problems”, and the textbooks “World Information” (in medicine) by A.Maksudov, “Nasihat” (Advice) on ethics by Fakhruddinov, “Durus shifakhiya” (Oral Lessons) by Mahmudov in Arabic, “Jama ul-hikoyat” (Collection of Stories) by A.Abdushukurov in Persian.

Abdulla Avloni taught children using phonetic method in the school he opened in Mirabad, then in Degrez in Tashkent, and wrote textbooks for their age. His textbook “First Teacher” [13] was a valuable contribution to primary education. The educator engaged in creating textbooks starting from 1908-1909, taking into account the need for textbooks and teaching aids at that time. He published a number of textbooks and teaching aids, including “First Teacher” in 1911, “Second Teacher” in 1912, “Turkish Gulistan or Ethics” in 1913, 4-volume “Literature or National Poems” in 1909-1915, “School Garden” in 1915, “Song of the Mourners” in 1917 and “Selections of Literature” for Grade 7 pupils.

In 1901 A. Shakuri opened a new method school in Rajabamin (Samarkand), and in 1907 he wrote the textbook “Jame ul-hikoyat” (“Collection of Stories”). The textbook was revised, supplemented and published for the 2nd time in 1911. It was a textbook for Grade 2 of primary school. The first page of the textbook says: “This booklet is designed to teach Grade 2 pupils. I used both Uzbek and Tajik books to compile the book” [16]. It consists of 72 pages written in a beautiful script. The first part of the book contains 48 minor stories of educational importance. The second part contains excerpts from 15 different poems from original and translated works by various classical writers. It was written in a simple, fluent, expressive language. An important aspect of the textbook is that the materials presented are relevant to the age and level of Grades 2-3 pupils of the primary school. On the first page of the textbook, the author provided some valuable methodological advice on teaching and learning issues in the new method school. He chose such interesting topics from the works of classical writers so that children could read them with great interest and desire. At the end of each story, he provided brief conclusions related to ethics and education. The textbook contains stories, ghazals and fables excerpted from the works of Firdawsi, Nizami, Saadi and Jami, as well as stories and fables translated from the works of Russian classical writers. For example, it includes Krylov’s such fables as “The Monkey and the Spectacles” and “The Raven and the Foxe”, and L.Tolstoy’s such stories as “The Grandad and the Grandson”, “The Two Comrades” and “Peter the First”. The educational value of this textbook is that all of the teaching materials are intended to provide moral education to children.

H.H. Niyozzi’s activities in the field of textbook creation of that time are also praiseworthy. Hamza relied on Ya.A. Komensky’s pedagogical views in writing textbooks and organizing teaching processes. He enriched K.Ushinsky, Ya.Komensky and F.Disterveg’s visual teaching methodology with new methods [14]. In addition to a number of textbooks, H. Niyozzi’s “Easy Literature” written in 1914 in a poetic form was a book for Grade 1 pupils containing 6 stories about moral matters. H. Niyozzi’s “Reading Book” written in 1915 in prose was intended for Grade 2 pupils. All the stories in it are works of moral and didactic character. The textbook consists of 9 chapters that discuss various ethical issues: morality, anger, conceit, learning and so on. The author cites one story for proof of each of his statements [15].

Having such historical foundations of textbook writing in the Republic of Uzbekistan, today there is a practice of creating textbooks and teaching-methodological sets based on competence approach.

Textbooks and teaching-methodological sets are the main tools for active and conscious acquisition by pupils of the knowledge established by state educational standards and syllabuses. Today, working out ergonomic requirements for the creation and examination of new textbooks on all subjects has become an urgent problem.

The sole purpose of defining the successes and drawbacks of textbooks and teaching-methodological sets and to what extent they have an impact on enhancing and improving the learning process is to assist teachers and pupils to work with them. Because creation of textbooks and teaching-methodological sets also reflects a certain degree of the theory of education. Textbooks and teaching-methodological sets are a complex of models of work on information, which reflect four important components of the pedagogical system (teacher - textbooks - learning process - pupil) and their introduction into practice. Therefore, it is necessary to consider the capabilities of the learner, that is, the consumer, when creating textbooks and teaching-methodological sets.

Textbooks and teaching-methodological sets have two interrelated objectives: the first is that it is a materialized form of the learning process, and the second is to ensure that pupils fully acquire the learning content.

When writing textbooks and teaching-methodological sets, in order to optimize the educational process, it is necessary to fully follow a number of didactic and methodological principles, and take into account ideological, psychological, logical, linguistic, aesthetic, methodological and didactic requirements for the content of materials and methods of their presentation.

In this regard, the textbooks and teaching-methodological sets being created should be inextricably connected to the requirements of state educational standards, syllabuses, national ideas and ideologies.

Textbooks and teaching-methodological sets should be developed based on advanced methods of teaching subjects, ensure the creative nature of education, develop pupils' abilities to apply the acquired knowledge in practice and enhance their initiative.

Textbooks and teaching-methodological sets should contribute to form legal and socio-economic understanding in pupils in addition to specific scientific knowledge, and be developed based on world and national pedagogical experience.

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