

REQUIREMENTS FOR A MODERN TEXTBOOK ON ENGLISH AT THE SENIOR LEVEL OF EDUCATION IN GENERAL SECONDARY SCHOOLS

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ABSTRACT

The article is devoted to the study of one of the crucial problems of teaching foreign languages - requirements for a modern textbook on foreign languages, especially at the senior level of education. The purpose of this work is to systematize the requirements for organizing the program content of a textbook and a teaching and methodological complex in a foreign language and to analyze modern teaching materials taking these requirements into account. Therefore, the article provides a methodological analysis of textbooks «English 10/Pupil's book» and «English 11/Pupil's book», which can serve as a basis for the further improvement of textbooks on English for the senior level of education in general secondary schools.

Keywords: Textbook, qualification requirements, high school students, “writing” skill, eclectic approach, supports.

INTRODUCTION

Today, graduates of general education schools have serious requirements for their language training. The reason for this is the introduction of a new standard for lifelong learning of the English language [2], as well as the inclusion of grades 10-11 in compulsory general secondary education [1]. In high school, pupils in learning a foreign language face certain difficulty. The task of teachers is to facilitate the process of mastering the English language at all stages of the general education school in accordance with the required levels presented in the State Educational Standard for the Continuous Study of Foreign Languages (hereinafter referred to as the State Standard). It is well known that a high-quality educational process is impossible without effective textbooks. The textbook should be well-structured to develop the language skills of pupils, understandable and thorough in content and presentation of the material. From this viewpoint, methodologists and school teachers are increasingly concerned about the effectiveness of the proposed approaches, methods and techniques of teaching in English textbooks for high school pupils. Teaching a foreign language is impossible without the principle of communicative orientation. Within the framework of this article, there will be an attempt to analyze the effectiveness of using the textbooks “English 10 / Pupil's book” and “English 11 / Pupil's book” for the development of high school pupils' writing skills and their impact on the level of English proficiency.

LITERATURE REVIEW

The educational-methodical kit "English, 10-11" is intended for pupils in grades 10-11 of educational establishments and is designed for 3 hours a week.

The textbooks were created on the basis of the state program in foreign languages taking into account the qualification requirements for general education in secondary education in foreign languages [3], as well as in accordance with European standards in the field of learning foreign languages [4], which is its distinctive feature. The knowledge and skills of pupils working on educational-methodical kit "English, 10-11", after graduation from high school correlate with the European level B1 in the field of learning English. Pupils of this level understand and can use in speech new and previously studied lexical units related to the subject of teaching materials, understand and distinguish words and phrases that are difficult to understand, take part in various kinds of dialogues, plan their monologue speech in the form of a report, messages on a given problem, make presentations, participate in discussions, make decisions, working in a team.

Highlighting positive side of the textbooks "English 10 / Pupil's book" and "English 11 / Pupil's book", it can be confirmed that these textbooks can help learners of 10th-11th grades to use English effectively and will give them an opportunity to learn it with pleasure. The material is organized in such a way that it allows learners to repeat regularly the main active lexical and grammatical structures and units.

Pupils are encouraged to participate in various activities such as filling out questionnaires, reading and various types of work with a text, interviewing classmates, creating projects and presenting them, at the end of the textbook it is proposed to complete tasks in the CEFR exam format for all skills (listening, speaking, reading and writing). All tasks are aimed at developing language skills, educational skills and improving communication skills, but mainly in oral form.

Each section (Unit) consists of 4 lessons, in each lesson the following language skills are developed:

- Development and improvement of reading skills;
- Development and improvement of listening and speaking;
- Development of language skills (Grammar & Vocabulary);
- Development and improvement of skills in writing, only in the form of homework;

It would be efficient to include a "Progress Check" section after each Unit for reflection on learning activities and self-control. Considering the fact that pupils in grades 10-11 are graduates and the preparation process for universities is very important for them, it is necessary to provide teaching materials for grades 10-11 to a greater extent with tasks in the form of state exams and include a "Focus on Exam" section for greater effectiveness of teaching materials.

The range of topics studied in high school is quite large, but it is based on the material studied in basic school. It should be noted that occupancy of topics is changing: there is a significant increase in productive and receptive lexical and grammatical material.

METHODOLOGY

Communicative skills on the type of speech activity "Writing"

A distinctive feature of these textbooks is that pupils are inconsistently taught writing as a type of speech activity. In each lesson, pupils are encouraged to familiarize themselves with stylistically marked vocabulary, introductory words, conjunctions and linking words and perform a number of exercises in the textbook to consolidate and actively use new lexical and grammatical material. However, there are some disadvantages for optimal learning of the "Writing" skill. So, for a detailed analysis and study of various types of written work, teaching

materials rarely offer a sample of written text on the basis of which writing should be taught. Instead, at the end of the lesson, pupils individually complete a written assignment in the form of homework. The forms of group or pair work for the development of written speech of students in the textbooks “English 10 / Pupil’s book” and “English 11 / Pupil’s book” are not considered. We analyzed two textbooks “English 10/Pupil's book” [5] and “English 11/Pupil's book” [6] for the presence of a system of preparation for the tasks of “Writing” section, as a result, we came to the following conclusions:

- the structure of teaching materials “English 10 / Pupil’s book” and “English 11 / Pupil’s book” fully complies with the international document CEFR and is based on the State educational program of the Republic of Uzbekistan;
- textbooks provide the development of all four types of speech activity through a variety of communicative tasks and reinforcement of the material;
- each lesson is planned so that separate attention is paid to each type of speech activity, at the end of each lesson a special stage "Writing" is allocated, where work is carried out on the skills of writing;
- the textbook is well published and colorfully illustrated which motivates learners to learn English;
- for the development of writing skills, a system of exercises is not proposed with the help of which pupils first need to be taught to make sentences for a specific type of written work;
- assignments for the section "Writing" are mainly presented at the end of the lesson for homework. As a result, pupils must work individually with no opportunity for collaboration or discussion while completing written assignments;
- tasks are not graded according to the degree of independence (from simple substitution exercises to writing a text in the form of an article).

In the "Writing" section, skills of creating various types of written texts are controlled. In accordance with the state educational standards of the Republic of Uzbekistan in English, the "Writing" section may include tasks assessing the skills of productive writing in written messages of the following types: autobiography, resume, questionnaire, personal letter, business letter, abstracts, written (oral) plan messages, so forth (Table 1).

Table 1: General qualification requirements for "Writing" section

Standard <i>Students should be able to:</i>	Types of written communications in «English 10/Pupil’s book»	Types of written communications in «English 11/Pupil’s book»
<ul style="list-style-type: none"> • write a personal letter describing individual facts/events from their lives, expressing their judgments and feelings; • fill out a questionnaire, provide information about themselves in writing in the form adopted in the country of the target language; • write a biography; • correctly use methods and forms of writing letters (informal), e- 	<ul style="list-style-type: none"> • Writing reports on different topics; • Informal letters; • A CV, a letter of application; • Descriptive writing; • Chart filling; • An essay giving advantages and disadvantages; • Creating personal profile; • Writing about future plans; 	<ul style="list-style-type: none"> • An opinion essay; • Cause and effect essay; • Problem and solution essay; • Giving advice essay; • Recipe entry; • Descriptive writing; • Postcard; • Writing invitation; • A letter of request; • A complaint letter; • Recommendation letter; • Autobiography; • Reviews; • A narrative essay;

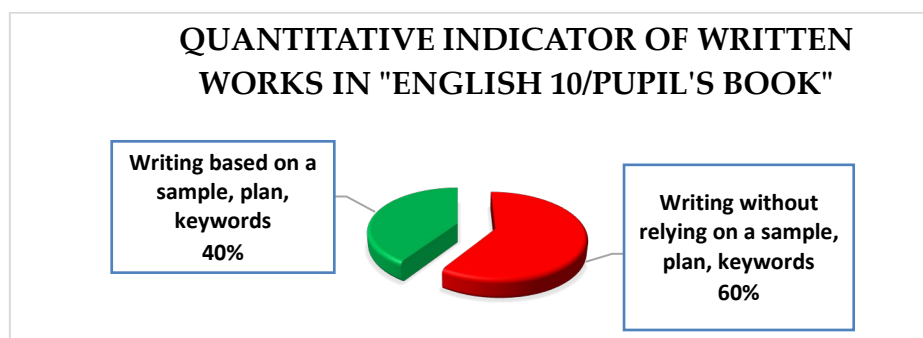
<p>mail, SMS, notes, messages, reports, articles and diaries;</p> <ul style="list-style-type: none"> • write dictation, essays based on past and present topics; • be able to check written work, analyze errors and rewrite them correctly • briefly write the content of the read text. • write a text using an average of 250-300 words on a topic of interest; • analyze the text in relation to other areas and express their views; • express their opinion on an unfamiliar topic if there are justifications; • perform complex text-based exercises. 		<ul style="list-style-type: none"> • Writing feedback; • Reports on different topics.
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RESULTS

In the methodological literature on teaching a foreign language, the problem is often posed when a pupil cannot independently express his thought and compose it from several consecutive, interconnected phrases. Writing is always a great challenge for pupils, both in their native and foreign language. It is associated with the choice of what to write and how to write with the definition of the content and form of its presentation. Therefore, the formation of this complex skill presupposes the widespread use of supports [7].

A necessary condition for a successful teaching of creative writing is the formation of special communicative skills in the use of cohesion, coherence, communication-oriented use of various linguistic means. The use of sample texts of a certain typical meaning, logical and semantic schemes corresponding to the selected form of speech work and leading type of speech, various supports and landmarks makes possible to formulate speech efficiently from the point of view of written communication [8].

The use of support schemes in the formation and improvement of communication skills in writing is one of the most important requirements in modern teaching of a foreign language. Therefore, we decided to analyze the ratio of written works with reference to a sample to written works without reference to a sample in teaching materials “English 10 / Pupil’s book” and “English 11 / Pupil’s book” (Diagrams 1 and 2).

Diagram 1

The diagram shows that written assignments based on a sample in the “English 10 / Pupil’s book” educational complex make up only 40%, while written assignments without reference to a sample make up a larger number - 60%. In “English 10 / Pupil’s book”, learners are mainly offered written assignments in which there is no preliminary explanation or outline for this type of assignment. This, in turn, leads to the fact that learners will not be able to formulate their thoughts in a written text faced with difficulties in using lexical and grammatical structures. In any case, the support is only a source of information. In some cases, information is expanded (meaningful supports), in others it is compressed (semantic supports), but this suggests that support is the direction of the learner's creative thought. Based on the supports, learners have certain associations that can be directed in the right direction by setting written exercises.

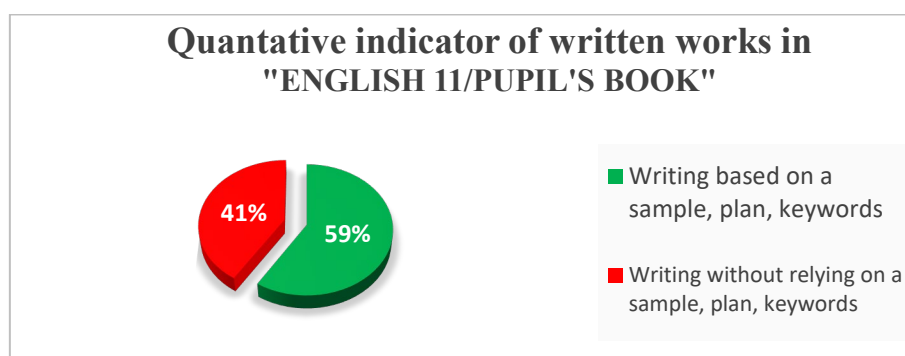
Diagram 2

Chart 2 is the opposite of Chart 1. In this case, the number of written works based on the sample is 59%, which is relatively higher than the indicator of written works without reference to the sample - 41%. Based on the diagram, it can be noticed that in “English 11 / Pupil’s book” educational complex in comparison with “English 10 / Pupil’s book”, pupils are offered more different written assignments with examples or based on a plan.

DISCUSSION

The inclusion of support schemes and symbols in foreign language lessons contributes to successful self-movement of learners in the correct construction of sentences and texts of the English language, expansion and consolidation of English grammar, involves all learners in the work and increases their interest in the subject "Foreign language". Therefore, written assignments are more varied and enriched in the textbook “English 11 / Pupil’s book”. It is necessary to take into account the fact that in high school, texts can serve as material for writing

essays, presentations. At the same time, various transformations of the source text are possible: partial transformation of language means (writing similar to the text), partial transformation of the content (description in your own words), commentary, independent interpretation of the text. At this stage, working with text is of particular importance. Creative exercises are also conducted related to composition based on the main ideas of the text, actions of the characters, presentation (possibly critical) of the content of episodes, scenes, so forth. These exercises promote development of creative writing [9].

All these mentioned techniques are the main principles of an eclectic approach. While applying an eclectic approach in teaching writing at 10th-11th grades, the teacher is able to take a privilege to develop several language skills and subskills, as an eclectic method is a combination of two or more methods to improve learning process by selecting the best functions from each method. The teacher can combine methods based on the needs of basic competence, material, learning conditions, time distribution and other fundamental factors. This combination is used because it can potentially help many pupils who come with different language experiences. In addition, the teacher can combine various methods that could facilitate the process of learning a foreign language. This combination is necessary to achieve a goal or objectives in teaching writing, because pupils with different interests and abilities can study in the same class.

CONCLUSIONS

This article reviewed the main principles regarding the structure and content of textbooks in English in the senior level of education. Based on the above statements, we can conclude that the specifics of the use of textbooks in English classes at the senior level of education in a secondary school includes the following principles:

- learning objectives stated in the textbook must fully comply with the requirements of the program and the state standard;
- the material must be selected and adapted in accordance with the age and capabilities of the students;
- the system of exercises should allow students to master the required knowledge and all skills (speaking, listening, reading, writing).

In accordance with the State Educational Standard for the Continuous Study of Foreign Languages for grades 10-11, only the textbooks "English 10/Pupil's book" and "English 11/Pupil's book" have been created. It would be advisable to attach a teacher's guide and a workbook to teaching materials data as a set to optimize educational process in high school. Since the creation of a favorable atmosphere in the classroom is of great importance for overcoming psychological barriers in learning English at any stage of learning.

The textbook should be written in such a way that it not only meets the interests of the learners, but also involves them in the active study of the English language. New words and structures should be introduced in understandable and effective ways with the help of context, visuals and other aids. New language material should be presented in the context of interesting live dialogues. A variety of exercises, texts, questionnaires will help pupils memorize the material being studied easier and faster.

Pupils should feel confident as users of the English language, it is necessary to competently organize the language material in order to create necessary conditions for better memorization of lexical units.

Therefore, today in the methodology of teaching foreign languages there has been a tendency towards a transition from a communicative approach to its variety - an eclectic approach. Using an eclectic method of teaching a foreign language makes possible to optimize the process of teaching the skills of basic foreign language communication and make it effective within the framework of a secondary school. An introduction of an eclectic teaching method in teaching a foreign language is becoming necessary as the need of learners increases not only in obtaining voluminous, complete knowledge, but also in their accessibility, in a more interesting and understandable form of teaching. The introduction of an eclectic teaching method is fully consistent with the requirements of level education, and this is an important determining aspect in the global educational space.

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