

## ARE SECONDARY SCHOOL STUDENTS' TEXTBOOKS APPROPRIATE TO THEIR AGE?

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### *Abstract:*

This article illustrates the answers to the questions on the topic of whether secondary school students are satisfied with school textbooks. It discusses issues various features of textbooks, total issues of the topic of textbooks.

*Key words:* phraseological units, translation of phraseological structures, context of a sentence, issues related to translating, the importance of verbs.

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The very first textbooks, passing period, accordance, justifications, pupils' ken, clarity, hardship, comfortlessness, and material issues for language learners.

### Introduction

In history textbooks have had different forms. The very first books were made from plants- papyrus. Then people tried to use tablets, scrolls, parchments. Time to time they have been developing their image. Until 16<sup>th</sup> century there was not any complete textbook. Textbooks have existed in one form or another throughout history. Textbook records have been discovered in Egypt, China, India, Rome, and other ancient nations. Afterwards, up to the 16th century, the handwritten textbooks were written in Latin with the intention of helping students acquire the language [2,7]. The first printed textbooks appeared about the same time that mass book production got underway, which was followed by the printing press's creation. It's also conceivable that Johannes Gutenberg printed some copies of *Ars Minor*, Aelius Donatus's textbook on Latin grammar [1,5]. The expansion of education and the subsequent implementation of mandatory education also contributed to a rise in textbook printing.

Without textbooks, it is hard to come up with the subjects at school. Mostly young children have not independence of finding information.

That is why they supposed to be provided with intended information in proper textbooks, that they do not have any other ignorance about specific topic. Although textbooks are crucial for teaching, the majority of Uzbek youngsters now lament their difficulties using them.

Many educators and parents note that when pupils encounter such issues, they become disinterested in their studies, especially in secondary school [3,15]. They claim that the textbooks are too complex for their young people and that certain of the subjects are so complex that they are unable to grasp these important. Having said that, I am going to suggest another opposite objection. There have been appeared the gap with secondary school students in their passing period. In this gap many pupils lost their interest in

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education for unknown period of time, and that period illustrates the gap for teenagers. In those gap months, maybe years pupils lose the control of their education. Eventually, afterwards having gained the control, they have no opportunity to bring back the topics that they missed [4,23]. So, they begin to confuse the topics in a textbook. Because the topics of school textbooks are interconnected through not only among a grade, but also all school textbooks.

During my survey I tried to make conversations with secondary school students about their textbooks, I made a questionnaire among secondary level students, and learned more about students' problems with their school books.

Besides, general issues of the topic of textbooks are discussed in this article.

### Methods and materials

The instrument used in the quantitative research method of this study is a questionnaire. Quantitative data is collected and analysed by researchers. From the quantitative data and subsequent analysis, a general understanding of the research topic is obtained.

### Subject of the study

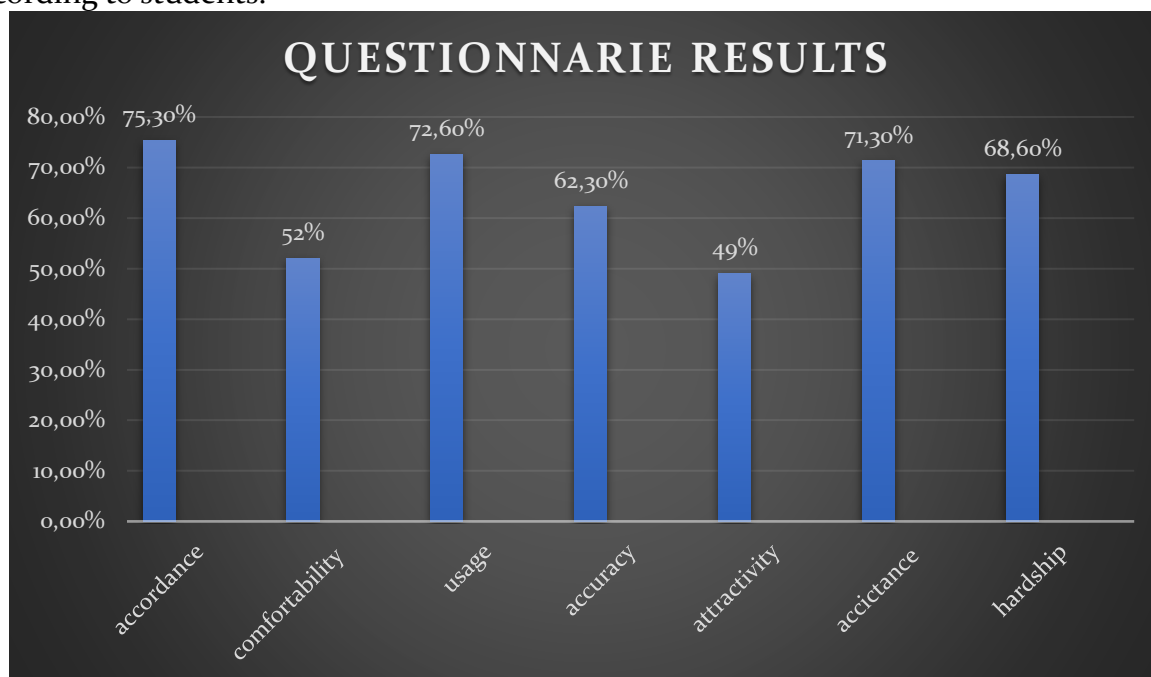
The participants of this research were 9th and 10th grade students of school No. 79 located in the centre of Payarik district of Samarkand region.

### Data collection

In the afternoon of March 30, I went to school 79, asked the school department for permission to do a survey. They allowed me to conduct the survey. I entered 10<sup>th</sup> A class. There was English class going on and 15 students participated in it according to my request. Simultaneously I entered randomly another class and asked to fulfil the questionnaires which was the same with the questions taken the 10<sup>th</sup> grade students. That class was 9<sup>th</sup> D grade with 15 students. Filling out the questionnaires had taken approximately 6 minutes for both classes.

### Results

Diagram. Data of the survey of appropriateness of textbooks at schools is illustrated according to students.



### Discussion

A few months ago, before conducting my survey, we had defended our practice. We were asked about the issues with our pedagogical practice. Teachers' questions also

addressed the appropriateness of textbooks. Most students presented negative justifications, but I came up with my own positive argument that textbooks are undoubtedly appropriate for students' ages. However, pupils' ken does not correspond to their textbooks. Afterwards I decided to conduct some research on school textbooks, whether practitioners were right or not. Simultaneously, studied how to write articles effectively [5].

According to the poll results, the vast majority of secondary school pupils are happy with the appropriateness of their textbook. Despite the fact that the majority of my classmates argued differently, 75.30% of students replied favourably when I asked about the suitability of textbooks.

If we look at the questionnaire of students, I tried to analyse other aspects of the secondary school students' textbooks:

1. 52% of them think that their textbooks are comfortable to use and bring to school, though the rest of them contemplate that the textbooks are comfortless enough to be portable and use.

2. The usage of textbooks is more active than I expected. 72.60% of pupils responded that they use textbooks during the classes effectively.

3. 62% of participants of the questionnaire replied the clarity of the textbooks is satisfactory.

4. As textbooks should be attractive and attractivity provides the interest of the pupils in the specific subject. 49% of the students responded that their textbooks are attractive. Attractivity provides the interest of the pupils in the specific subject.

5. According to 71.30% of responses, textbooks are students' first aid.

6. Hardship of students' books amounts 68.60% of responds.

This study discusses the content, language, and themes present in these textbooks, and raises questions about whether they align with the developmental stage and cognitive abilities of students at this age level. The article also explores potential impacts on student learning and development when textbooks are not age-appropriate. Overall, it calls for a re-evaluation of the content and appropriateness of textbooks used in secondary education to better support students' educational needs.

When creating textbooks, standard tasks were researched and utilized as a foundation, which is used by worldwide programs to measure student success (PISA, PIRLS, TIMSS, EGMA, EGRA). The instructional resources include textbooks, workbooks, and teaching aids for teachers [6].

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