

THE ROLE OF ENGLISH TEXTBOOKS FOR SECONDARY SCHOOL LEARNERS

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Abstract: There are a number of activities and effective designed materials have been developed in order to aid pupils to gain qualified education. The role of English language books in school program is regarded as an essential element in preparing graduates for being ready to continue further education with adequate knowledge and go to the higher educational establishments. In this article we will look through the process of teaching pupils to open the door toward success, by the help of the English books and its activities centered on expanding the knowledge of pupils with varies important skills.

Key words: pupils, English textbooks, correction, exercises, influence

INTRODUCTION

Recent curricular revisions in English language textbooks for primary and secondary schools 2022-2023 have witnessed the replacement of "Fly High" with "Guess What" grades 1-6 and "Prepare" grades 7-11. These newly adopted texts, featuring content licensed by Cambridge University Press, represent a shift towards more engaging and pedagogically sound materials, incorporating improvements in both grammatical instruction and lexical development. The "Guess What" series employs a two-book structure, with one volume focusing on introductory content richly illustrated and incorporating auditory and oral exercises and a complementary volume emphasizing grammar, reading, and writing activities designed to reinforce previously learned material. However, while the initial unit in "Guess What 6," focusing on seasons and weather, might present a challenge to student engagement if taught through traditional rote memorization methods, the inclusion of visual aids, audio tracks, and interactive exercises enhances comprehension and fosters a more dynamic learning environment. This multimedia approach demonstrably increases student enthusiasm and allows for a more contextualized understanding of vocabulary, implicitly cultivating listening comprehension and pronunciation skills, thereby preparing students for effective communication with native speakers, even at rapid speech rates, in future contexts.

Furthermore, the interactive nature of activities such as "**think**" and "**My world**" cultivates student engagement and facilitates peer interaction through question-and-

answer sessions and open discussions, encouraging the articulation of personal opinions. The primary pedagogical rationale for incorporating these tasks is the development of oral proficiency from an early age. This proactive approach directly addresses the prevalent issue of communication apprehension among students, even at advanced levels of English language study, where a fear of making mistakes, coupled with social anxieties, often inhibits fluent spoken communication. Consequently, effective instruction is crucial in fostering student engagement and creating a positive learning environment. Teachers play a pivotal role in ensuring that each student actively participates, leaving the classroom not only with acquired knowledge but also a sense of accomplishment and pride in meeting their own goals and those of their families. The second volume of "Guess What 6" focuses on reinforcing vocabulary through various exercises. For example, an exercise on page four presents three previously learned words "**summer**," "**storm**," and "**fall**" requiring students to identify the semantically incongruent term "storm," as opposed to the related "summer" and "fall". This targeted review facilitates deeper understanding of lexical relationships and contextual usage.

Moreover, rote translation may offer a superficial and transient understanding of vocabulary, it often fails to cultivate genuine comprehension. Simple memorization, without contextual understanding, can lead to inaccurate or incomplete knowledge; students might recall a word without grasping its nuanced meaning. For instance, the English word "**grace**," signifying "**smoothness** and **elegance** of movement," while possessing a direct translation equivalent in Russian "грация", may elude comprehension among sixth-grade students despite rote memorization. Consequently, a more effective approach prioritizes defining vocabulary prior to memorization, ensuring accurate contextual application. This strategy is exemplified in exercises within "Guess What 6," where students match definitions to words, solidifying understanding through active engagement with lexical meaning, for instance, identifying "winter" as the coldest season. This method promotes deeper learning and fosters the development of beneficial study habits.

In addition, students should not solely rely on teacher-assigned tasks but actively pursue independent learning to enhance their vocabulary and fluency. The "Time to Talk" sections in the first volume of "Guess What 6," for example, provide topic-related discussion prompts designed to encourage spontaneous spoken communication. Given the inherent challenges many young learners face in speaking a foreign language, such self-directed activities offer valuable practice in overcoming communication apprehension and building confidence.

Nevertheless, in the process of practicing speaking, pupils are highly likely to make mistake both in grammar and lexis, in this kind of situations they really need

support by their teachers, everyone makes mistakes even while using their L1, in second language learning to make mistakes is a natural phenomenon. Correcting mistakes is regarded as an important element in the process of learning\teaching, therefore, teachers need to make informed decisions about what, when and how to correct their pupils to improve their speaking for fluency skills and at the same time not to discourage them from the speaking at all. Pupils are very emotional and accept every word said by teacher close to heart, if the teacher says immediately the mistake of the pupils in order to correct them by stopping her\him, they will lose interest, instead they will have fear to speak, and think only in their mind. Therefore, while correcting the pupils' mistakes the teacher have to be very careful, without interrupting the speaking flow let pupils finish up their mind. Teacher first should monitor during speaking process and collect the errors (grammar, lexical and pronunciation) by noting them in a notebook. Then when pupil finishes speaking write on the board the mistakes, and correct them with the whole class, in this way the pupil will not feel stressed about being corrected, but analyze the speech by look through the mistakes she\he made while speaking. That is why, it is important to underline that the so-called “joy of teaching” and “joy of learning” combined are the key principles in creating positive educational environment. (UNICEF, 2006, p. 23). [2]

Unfortunately, there is neither machine nor medicine that can improve speaking simply in a few days, just only practice can be a real key to success and practice always makes perfect. Buhrow and Garcia recognize, that meaningful practice results in meaningful communication, because for kids, “learning is all about exploring their passions and interests” [1]

To conclude, there are a number of English books that help learners to gain and expand their knowledge only in case if they have strong desire to acquire it, therefore starting from school materials that are provided to everyone without any fees might open first steps toward learning a second language.

REFERENCE:

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