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SPECIFICS OF A FOREIGN LANGUAGE TEXTBOOK

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Abstract: This work is devoted to the study of one of the current problems of the methodology of teaching foreign languages and cultures - the requirements for a modern textbook on foreign languages. The purpose of this work is to systematize the requirements for organizing the program content of a textbook and educational and methodological complex on a foreign language and to analyze modern teaching and methodological complexes taking into account these requirements.

Key words: foreign language, students, educational process, textbook, learning and language teaching, theory.

Foreign language literacy in the current conditions should be considered as an economic category. Integrating with technical sciences and material production, it turns into a direct productive force.

The role of a foreign language as an academic subject is also increasing in connection with the introduction of Educational Standards, where the development of the student's personality based on universal educational activities, knowledge and mastery of the world constitute the goal and main result of education. The transition from a knowledge paradigm to an educational one makes the enormous educational potential of the subject "Foreign Language" especially in demand. Foreign language is truly unique in its educational capabilities and is capable of making its own special contribution to the main result of education - the upbringing of learners.

The textbook is the core of the system of teaching aids, the main component, "managing the activities of the teacher and students, reflecting a certain conceptual approach to teaching a foreign language, goals, principles,

content of teaching, which in turn determines the strategy and tactics, the teaching system as a whole” (M.V. Yakushev).

In the theory of a foreign language textbook, the textbook is considered as a complex subsystem, determined by the goals, program, content of the subject, methods and means of teaching and the pedagogical process, as well as interaction with the environment [1].

Under the monopolistic educational ideology that dominated the education sector until the mid-1980s, only one textbook/educational methodological kit had the status of a legitimate manual for a specific general education institution. However, at present, due to the development of democratic trends in the educational system, there are variable textbooks for a specific model of teaching a foreign language. At the same time, not only domestic but also foreign textbooks receive the status of legitimate manuals. All this makes it relevant to develop objective criteria for the quality of a specific textbook.

As for the pedagogical and cognitive aspects of the learning objectives, we should primarily talk about the fact that the didactic content presented in the textbook should develop:

- the language and speech ability of the student;
- mental processes underlying the acquisition of foreign language activity (intelligence, attention, memory, perception, imagination);
- emotional and motivational-incentive spheres of the personality;
- interest in educational and cognitive activity in general;
- as well as such personality traits of the student that will allow him to communicate at the intercultural level: sociability, tolerance (tolerance), the ability to socially interact with communication partners, the ability to hear/listen to the interlocutor (communication culture), to understand the commonality and difference of his culture and the culture of the country of the studied language.

The content of teaching a foreign language consists of the interaction of three important elements of the teaching system:

- the subject's teaching material;
- the teacher;
- the student.

The teaching material or didactic content is presented, as a rule, in a textbook/educational methodological kit. The didactic content of the textbook affects the motivational-need sphere of the teacher's activity, arouses interest and desire to work with him or, on the contrary, for one reason or another (inconsistency with the teacher's professional level, his mental and personal qualities, established stereotypes in teaching activity, etc.) becomes a factor in the emergence of alienation between them.

In turn, the content "extracted" by the teacher from the textbook/educational methodological kit and the methods and methods of teaching used by him are to some extent colored by his individuality. In this sense, the teacher's activity can be compared with the activity of a director: in both cases, his moral principle is expressed as the extraction of an idea from a work created by the author.

Mediated through the personality of the teacher, his creative experience, emotional sphere, the educational material influences the student, who, assimilating it (or not assimilating) and at the same time experiencing the influence of the teacher, is formed as a personality. That is why such a significant role in the implementation of the educational and developmental potential of the textbook is played by the methods, techniques and forms of teaching and assimilation of a foreign language presented in it or modeled with its help.

Thus, a textbook can be considered as a means by which the main properties of a methodological system are modeled, and then, in accordance with this system, a certain educational process is implemented. Therefore, any

textbook is a carrier of a certain educational content and, at the same time, an organizer of the process of assimilation of this content by students.

The textbook is always compiled in accordance with the curriculum.

The structure of the textbook, the structure of the lesson, the method of familiarization with the language material, the system of exercises that form the skills and abilities of foreign language communication, reflect the author's concept of the approach to teaching a foreign language. [4]

A practical study of the issue (analysis of some teaching and methodological complexes) showed the fundamental possibility of analyzing a foreign language textbook using schemes and criteria. At the same time, the study of practical experience, the results of observations and questionnaires allowed us to conclude that the analysis is subjective and that there is a need for a personal assessment of educational materials oriented to specific learning conditions.

Thus, each teacher, relying on these schemes and criteria for analysis, on the content and structure of various teaching and methodological complexes in a foreign language, can and should choose the textbook that corresponds to the characteristics of his educational institution, the age and individual qualities of students, the specifics of his methodological training and his mentality.

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