

**DESIGN AND EVALUATION OF EDUCATIONAL MATERIALS FOR
FOREIGN LANGUAGE TEXTBOOKS****Dildora Safarova***senior teacher, JSPU*

Abstract. *This article is dedicated to the that, that the creation of educational materials that meet modern requirements is a very difficult task for their author. In modern conditions, the life span of a textbook designed for students of a certain specialty cannot be very long. Foreign language textbooks play a crucial role in language learning, providing learners with the necessary tools and resources to develop their language skills. The design and evaluation of educational materials for these textbooks are essential to ensure that they are effective in helping learners achieve their language learning goals. In this article, we will discuss the key considerations in designing and evaluating educational materials for foreign language textbooks.*

Keywords: *design, evaluation, educational, materials, learners, textbook, language, competence, approach, program.*

Higher professional educational institutions today face the task of training qualified, mobile, initiative graduates who are able to constantly improve professionally, as well as creatively apply their knowledge. The ongoing changes in the approach to defining the goals of education, due to increased requirements for the quality of graduate training, require a revision of the content of academic disciplines, teaching methods, and updating the educational and methodological support of the educational process.

One of the features of designing the educational process in the context of the competence approach is that the detailed nomenclature of competencies is not fully regulated by the standard. The composition of competencies reflected in the general educational program of a particular university depends on the specifics of the university, its positioning and status and is determined based on the requirements imposed by the practice of professional activity of graduates. In these conditions, there is a need for professionally oriented textbooks in a foreign language, which are based on the competence model of a graduate of a particular university and the content of which is developed taking into account the specifics of the content of student training in this educational institution.

Currently, foreign language communicative competence is given an increasingly significant role in the professional curriculum of graduate universities. Due to the development of international business, political, and cultural ties, the requirements for the level of foreign language training of university graduates have increased significantly.

It must be recognized that the creation of educational materials that meet modern requirements is a very difficult task for their author. In modern conditions, the life span of a textbook designed for students of a certain specialty cannot be very long. The educational material is developed on the basis of authentic texts that contain factual information reflecting the current situation in a particular area of public life. This data is rapidly becoming outdated. In addition, the scope of students' interests may change. The issues that are being actively

discussed today will fade into the background in a few years. This leads to the need to revise topics, situations, texts, and the lexical content of the educational material.

Thus, the need to develop textbooks in line with the trends in the development of higher education discussed above, as well as the importance of promptly updating textbooks taking into account changes taking place in specialized branches of knowledge, requires finding ways to improve the effectiveness of both the textbooks themselves and the process of their creation.

Foreign language textbooks play a crucial role in language learning, providing learners with the necessary tools and resources to develop their language skills. The design and evaluation of educational materials for these textbooks are essential to ensure that they are effective in helping learners achieve their language learning goals. In this article, we will discuss the key considerations in designing and evaluating educational materials for foreign language textbooks.

DESIGN CONSIDERATIONS:

1. **Target Audience:** Consider the age, language proficiency level, and cultural background of the target audience when designing educational materials. Tailor the content and activities to meet the specific needs and interests of the learners.

2. **Learning Objectives:** Clearly define the learning objectives that the materials are intended to achieve. Align the content, activities, and assessments with these objectives to ensure that learners make progress in their language proficiency.

3. **Pedagogical Approach:** Choose a pedagogical approach that is suitable for the target audience and the learning objectives. Consider incorporating communicative activities, grammar exercises, vocabulary building tasks, and cultural content to provide a comprehensive language learning experience.

4. **Authenticity:** Use authentic materials such as texts, videos, and audio recordings to expose learners to real-world language use. Authentic materials help learners develop practical language skills and cultural awareness.

Evaluation Considerations:

1. **Content Quality:** Evaluate the quality and relevance of the content in the educational materials. Ensure that the information is accurate, up-to-date, and culturally appropriate for the target audience.

2. **Engagement Level:** Assess the level of engagement that the materials provide for learners. Look for opportunities for interactive and collaborative activities that motivate learners to participate actively in the language learning process.

3. **Effectiveness:** Measure the effectiveness of the materials in helping learners achieve their language learning goals. Evaluate the impact of the materials on language acquisition, vocabulary retention, grammar comprehension, and cultural understanding.

4. **Adaptability:** Consider how easily the materials can be adapted for different teaching contexts and learning styles. Evaluate the flexibility of the materials to accommodate diverse learners and teaching approaches.

To sum up designing and evaluating educational materials for foreign language textbooks require careful consideration of the target audience, learning objectives, pedagogical approach, authenticity, content quality, engagement level, effectiveness, and adaptability. By

incorporating these key considerations into the design and evaluation process, educators can create high-quality materials that support effective language learning for learners of all levels.

REFERENCES:

1. Hutchinson T., Waters A. English for Specific Purposes. A learning-centered approach. - Cambridge: Cambridge University Press, 2008
2. Lewis M. Implementing the Lexical Approach: Putting Theory into Practice. - Boston, 2002.
3. Stryker S., Leaver B. Content-Based Instruction: From Theory to Practice // Content-Based Instruction in Foreign Language Education: Models and Methods / Ed. by S. Stryker, B. Leaver. - Washington, 1997
4. The Common European Framework: Teaching, Learning and Assessment. - Strasbourg: Council of Europe, 1997. www.coe.int/lang-CEFR
5. Willis J. A Framework for Task-Based Learning. - Harlow: Longman, 2000