

## ANALYSIS OF "UZBEK LANGUAGE" TEXTBOOKS IN AFGHANISTAN

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### Annotation

This article has been read and analyzed the status of native language textbooks. Also, the factors that negatively affect the potential of the native language knowledge of students of the Uzbek nationality in Afghanistan is investigated.

**Keywords:** Native languages, reading book, native language exam, textbooks, impact on education, language classes.

For many years, Afghan Uzbeks have been deprived of reading and writing in their native languages. After the establishment of a Democratic state in 1978, for the first time, the Uzbek people of Afghanistan were able to receive education in the native languages of tajik, pashtun and among other peoples. In the same year, a special section for writing Uzbek language books was opened at the crossroads of the Ministry of Education by the state. Continuous production until 1986-1987 year, as a result of which 1 – 6 - th class textbooks were published. Today, only two "Native languages" and "Reading book" are taught in Uzbek [1, 7].

Textbooks "Uzbek language", which are expected to be published by the state until the twelfth grade, were stopped by the 6th grade. The 9th grade was expected to be taken by the native language exam, but this work is not done either. Internal war in Afghanistan, war of some militant groups has a negative impact on education.

After 2002-th year, with the entry of the US government into Afghanistan, a new era of democracy began. In the new system, Afghanistan gained the main law, and the Uzbek people also found a certain place in this law. In Article 16 of this law, after the languages of Pashto, dari in Afghanistan, Uzbek, Turkmen and other languages were recognized as official languages in their neighborhoods. It was stressed in this law that the support of the state for the third languages is serious.

Since 2004, the Uzbek language has been taught as a foreign language in schools in the regions where the Uzbek people live in Afghanistan. All other textbooks are taught in either Tajik or dari language. As a result of the questionnaires received from the parents of the Foryob, Javzijan, Saripul and Balkh regions in 2019, including school principals, teachers and students, the availability of specialist teachers in the teaching of the Uzbek language, the number of books, the existing problems in textbooks, the hours allocated for Uzbek language classes were determined. The results of the study gave the following:

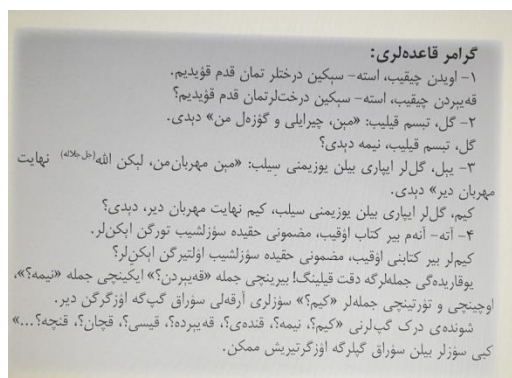
1. 60 percent of those who attend Uzbek language classes are teachers of other sciences. For example, a teacher of pashtu or dari is giving lessons in Uzbek for a full hour.
2. Books published by the state up to 1 – 6 - th class are not enough.
3. Uzbek language classes begin in some schools at 7 o'clock in the morning, that is, at 1 o'clock in the morning, which means that 7 o'clock will not be practical, it will only be on the schedule.
4. In a number of schools, books are put only in the library. It is not distributed to students and the lesson is also not passed.

The education system is up to the 12th grade and Uzbek textbooks have been prepared. But only until the 6 th grade is published and lessons are being taught. In the books (اوزبیک تیلی), it is written as "Uzbek language".

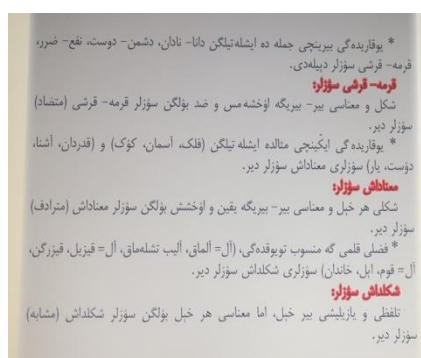


Although it is written on the cover of the book that “Uzbek is the sixth grade textbook”, in fact, this book can find information on various subjects other than language.

It is worth noting that the textbooks of the new system “Uzbek language”, first of all, are incapable of performing the task for their own name, since those who write these books are neither linguists nor psychologists who know the spirit of children. Secondly, the books should actually be called “Uzbek language and the book of reading”, I do not know what are the goals of the writers of the book to add Uzbek language and literature together and to give the title “Uzbek language”? [7, 79] From the first grade to the fourth grade, linguistics is not really mentioned. Should our scientists have seen a reasonable work in their own way, referring to the psyche of children? After the completion of the first lesson of the fifth grade, on the fourth page, the giromar (grammatical) rules are given. It is the main source of Uzbek language studies and language discussions. The reader begins to learn the first lesson of the Uzbek language from the narration, interrogative sentences and others [5: 4].

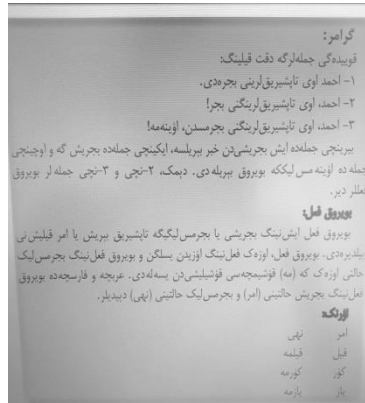


After the second lesson, the information from the sentence suddenly moves to the word. It is an opinion about dependent (antonym), synonymous (synonym) and formative (homonym) words. [5: 8].





The rules of Giramar, that is, Uzbek, are studied in comparison with Persian and Arabic. [7: 79]. On Page 38 of the textbook, again, there were giromar rules, which used the terms "amr" and "nhya" in place of the verbs "bo'lishli" and "bo'lishsiz". They used Arabic and Persian terms that do not correspond to dozens of Uzbek terms, such as mutaa'ddi and lozimi, izofat, nisbat, harf rabt [5:38].



In addition, the texts are logically incorrectly formed. For example, *tabiyati sovuq yerlarda goho xurmo, goho zaytun daraxtlarni ekilisi, xurmo daraxtdan bolor yasalishi, Afrosyob nomli yigitchani achig'i kelib bolta bilan xurmo ko'chatlarini aralashi*. [4:38].



In today's globalisation process, we need to create suitable and specific textbooks for our children in the period when the world has passed to the cognitive-verbal education system, the International Assessment Program is participating in research. That is, the goal is not that the child will memorize some kind of test questions, remember the formulas. The goal is to make the child think, absorb the necessary information, teach analytical thinking. We also need to go through this system in schools. In the first place we need to create a national program, and then develop new textbooks, too. We need to develop new textbooks in a way that is not as boring as before, convenient and interesting for Children.

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