

ZOOLOGY TEXTBOOKS IN UZBEKISTAN OVER THE PAST 20 YEARS

ORCID: 0009-0000-2476-9410

Usmonova Gulshodaxon Ikromjon kizi

Postdoctoral Fellow, Kokand State University

usmonovagulshodaxon@gmail.com Tel. 97 966-22-05

ABSTRACT: This article analyzes 19 textbooks developed between 2006 and 2025 to effectively organize practical and laboratory classes in zoology for students majoring in biology at higher education institutions. The focus was on the methodological guidelines and assignment systems presented in the textbooks. Based on this analysis, the textbooks were developed, and their advantages were methodologically analyzed.

KEYWORDS: textbook, practical lesson, laboratory lesson, assignments, necessary equipment, goal, test, test questions.

АННОТАЦИЯ: В данной статье анализируются 19 учебников, созданных в период с 2006 по 2025 год, с целью эффективной организации практических и лабораторных занятий по зоологии для студентов биологических специальностей высших учебных заведений. В основном рассматривались методические указания и система заданий, представленные в учебниках. На основе анализа были разработаны учебники и методически проанализированы их преимущества.

КЛЮЧЕВЫЕ СЛОВА: учебник, практическое занятие, лабораторное занятие, задания, необходимое оборудование, цель, контрольная работа, контрольные вопросы.

ANNOTATSIYA: Mazkur maqola Oliy ta'lim muassasalarining biologiya yo'nalishi talabalariga zoologiya fanining dars shakllari amaliy va laboratoriya mashg'ulotlarni samarali tashkil etish uchun 2006-2025-yillar oralig'ida yaratilgan 19 ta o'quv qo'llanmalarni tahlil qilishda asosan o'quv qo'llanmada berilgan metodik yo'nalish va topshiriqlar tizimi ko'rib chiqildi, tahlil asosida o'quv qo'llanmalar yaratilib uning afzalliklari metodik jihatdan tahlil qilinadi.

KALIT SO'ZLAR: o'quv qo'llanma, amaliy mashg'ulot, laboratoriya mashg'uloti, topshiriqlar, kerakli jihozlar, maqsad, test, nazorat savollar.

In order to fulfill the objectives set forth in the Resolution of the President of the Republic of Uzbekistan "On additional measures to improve the quality of education in higher education institutions and ensure their active participation in the comprehensive reforms carried out in the country" No. PK-3775 dated June 5, 2018, and to systematically provide higher education institutions with a new generation of textbooks, manuals, and periodicals created based on advanced international practices, the Cabinet of Ministers decrees: In accordance with Appendix 4 to this Resolution, the chapter "Forms and Types of Educational Literature" of the requirements for the creation of educational literature for the system of higher and secondary specialized and vocational education provides the following definition of a textbook. A textbook is an officially approved educational publication that partially supplements a textbook, is structured in accordance with a specific subject program and systematically covers topics in the required volume, ensures a deep understanding of the fundamentals of the subject, is adapted in content and form to the types of education (secondary specialized, vocational, higher (bachelor's, master's)), is intended for theoretical or practical exercises and training and serves to develop students' knowledge, skills and qualifications related to the subject;

In addition, Chapter 3 of this resolution “General requirements for the creation of educational literature” and Chapter 4 “Requirements for educational literature and its functions” fully cover the requirements for teaching aids.

We will examine textbooks developed in our country for practical and laboratory training in zoology, based on the above requirements. The analysis utilized textbooks available online and literature posted in the Information Resource Center of the National Pedagogical University of Uzbekistan and Kokand State University. The analysis primarily focused on the methodological guidelines and assignment systems presented in the textbooks. We analyzed collected textbooks for practical and laboratory training in 19 zoological disciplines, as well as textbooks co-authored by my professors Kh.Kh. Abdinazarov and M.J. Madumarov.

The study included a methodological analysis of 19 laboratory and practical teaching aids on zoology published in Russia between 2006 and 2025. Their methodological focus and assignment systems were compared and analyzed. The analysis revealed that the aids created between 2006 and 2020 primarily focused on classical laboratory work, observation, and morphological analysis. The assignments were not presented as separate sections, relying more on practical work methods and test questions. The aids by A. Sh. Khurramov (2018) and Sh. R. Toshmatova (2019) used test questions. The aids created between 2021 and 2025 included more complex assignments, with some drawing and untitled image labeling tasks, test questions, and assignments presented in tabular form. Among them, the textbook by H. Abdinazarov and M. Khalimova (2023) includes tasks such as naming untitled pictures, writing answers to questions, and additional tasks for independent study that are more interactive than those described above. Despite the classic approach to tasks, N.Z. Radjamuradova (2023) also offers homework assignments, such as writing an annotation on the topic.

Based on an analysis of the aforementioned textbooks, "Practical Exercises in Zoology" and "Laboratory Exercises in Zoology" were co-authored by our faculty. These new textbooks aim to integrate the theoretical and practical components of laboratory and practical exercises, provide practical assignments in a consistent sequence, and develop students' cognitive skills, such as analysis and comparison. The use of digital resources and various project-based activities in the assignment section also enhances the interactivity of the learning process. These features are an important factor in bringing laboratory exercises closer to practice and ensuring active student participation. Particular attention is paid to the homework section, which prescribes the preparation of abstracts and theses in accordance with the sequence of each exercise, for which assignments are provided for students' independent study. It should be noted that this textbook is not completely perfect and naturally has some limitations. We hope that future researchers in this field will address these shortcomings and create more sophisticated and methodologically sound guidelines, rather than repeating them.

The analysis revealed that, despite the rich content of existing zoology textbooks, there are differences in the assignment systems and methodological approaches to developing cognitive activity. While the exercises in textbooks from 2006-2020 are based more on observation and quizzes, textbooks created between 2020 and 2025 feature a significant balance of practical assignments, theoretical information, and laboratory work.

The textbooks we present offer more effective methodological solutions for increasing student engagement, developing practical skills, and developing competencies in analyzing zoological objects. The features identified during the analysis serve to improve practical and laboratory exercises in teaching zoology.

I would like to express my gratitude to Isroilova Mukaddaskhan, a staff member at the Uzbek State University of Zoology, who provided significant assistance in compiling several textbooks.

LIST OF REFERENCES:

1. Vazirlar Mahkamasining 2018-yil 10-oktabrdagi 816-sonli “Oliy ta’lim muassasalarini o’quv adabiyotlari bilan ta’minlash to’g’risida”gi Qarori <https://lex.uz/ru/docs/-3970451?ONDATE2=29.12.2019&action=compare>