5-ŞÖBA · OLIY TA'LIM VA KASB-HUNAR TA'LIMI SOHASIDA XALQARO HAMKORLIK

PRINCIPLES OF TEXTBOOK DEVELOPMENT AND INSTRUCTIONAL DESIGN FOR BEGINNER UZBEK: A CONTRASTIVE LINGUISTIC PERSPECTIVE

Ma Xuemei
Xinjiang Agricultural University, Urumqi, China; Tashkent State University of Economics, Tashkent, Uzbekistan

DOI
10.66073/ReFocus-Conf/1311156
NASHR SANASI
13.11.2026 · Nukus
SAHIFALAR
728–733
NASHR HAMKORI
Research Focus
ISSN 2181-3833

IQTIBOS UÇUN Ma X. Principles of textbook development and instructional design for beginner Uzbek: a contrastive linguistic perspective // Veterinariya meditsinasi va çorvaçilikdagi dolzarb muammolar va ularning yeçimlari: xalqaro ilmiy va ilmiy-texnik anjuman materiallari. – Nukus, 2026. – B. 728–733. – DOI: 10.66073/ReFocus-Conf/1311156

ABSTRACT Addressing the needs of students majoring in Uyghur or Chinese who take Uzbek as a minor, this paper examines two language textbooks through content analysis and Uzbek–Uyghur comparison. It proposes principles based on communicative needs, explicit explanation of differences, differentiated support, and the recycling of language content. Contrastive analysis is incorporated into contextualized input, task performance, and revision following feedback, providing a basis for developing a textbook for beginning learners of Uzbek.

KEYWORDS contrastive linguistics; Uzbek; Chinese; Uyghur; textbook development; instructional design

1 INTRODUCTION

Uzbek minor courses need to accommodate beginners' learning needs, prior knowledge, and communicative purposes. Textbooks for students majoring in Uyghur or Chinese at Chinese universities should recognize differences in their knowledge of these languages and their learning experience. "Beginner" refers to learners who have not studied Uzbek systematically; instruction should therefore draw on their existing abilities when organizing target-language learning.

Language comparison helps learners connect related knowledge and distinguish different forms, but correspondences do not guarantee automatic transfer. Words and sentences presented side by side require explanations of formation rules and contexts of use. This paper explores how Uzbek–Uyghur comparison can inform content selection, language explanations, and instructional activities.

Within a proposed training model combining Uyghur or Chinese, a professional specialization, and Uzbek, the paper defines content domains including shopping, ordering food, visiting a bank, going through customs, and discussing studies, work, and feelings. It does not prescribe individual lesson titles or a fixed number of lessons.

2 MATERIALS AND ANALYTICAL APPROACH

The primary materials are Uzbek Language Course and Basic Uyghur Course [1][2]. The analysis covers their organization, introductory pronunciation content, nominal possession, number, case, and related exercises. Uzbek Language Course contains 26 lessons organized into introductory, basic, and more advanced stages, progressing from the alphabet, pronunciation, and simple sentence patterns to dialogues, grammar, and reading [1, content summary]. Basic Uyghur Course combines conversations, vocabulary, language explanations, and exercises, addressing vowel harmony, number, case, and possessive person marking [2, pp. 134–153].

The study selects items according to communicative needs, compares their functions, forms, and conditions of use, and translates the findings into textbook components and activities. Research on language transfer informs the use of prior knowledge [3], while task-based instruction provides a reference for connecting communicative objectives with activities [4]. No pilot-teaching data have yet been collected. The paper therefore reports no measured instructional outcomes and does not treat linguistic differences as direct evidence of learner errors.

3 TEACHING APPLICATIONS OF UZBEK–UYGHUR COMPARISON

3.1 WRITING SYSTEMS AND PRONUNCIATION

The two textbooks use different writing systems. Learners need to establish connections among Uzbek written forms, pronunciation, and meaning. Those familiar with Uyghur can draw on their pronunciation experience, while others need demonstrations of mouth position and articulation, together with recordings. Learners should gradually move towards reading the target-language script directly.

Uzbek Language Course explains x and h separately and provides syllable and word practice [1, p. 30]. Basic Uyghur Course discusses vowel harmony and its relationship to suffixation [2, pp. 134–135]. These materials can inform listening discrimination and word-form observation activities, prioritizing differences that affect recognition and expression. The rules of each language must be checked independently rather than transferred wholesale.

3.2 LEXICAL MEANING AND USAGE

Lexical comparison should distinguish similarity of form, similarity of meaning, and equivalence of usage. Familiar forms may facilitate comprehension, but meanings and collocations still require contextual verification. Corresponding words from everyday life, education, and work can be compared in terms of meaning, collocation, and setting. Similar sounds or spellings alone do not establish interchangeability.

Claims of cognacy require etymological evidence. Exercises can ask learners to select expressions using product information, menus, or dialogues, connecting lexical distinctions with actual use.

3.3 SUFFIXES AND THEIR CONDITIONS OF COMBINATION

Nominal possession provides a suitable focus for comparison. Uzbek Language Course presents possessive suffixes according to whether a stem ends in a vowel or consonant, using

olmam and kitobim to illustrate first-person singular possession [1, p. 41]. Basic Uyghur Course likewise explains possessive person marking and presents third-person forms that vary according to stem endings [2, p. 152]. Both sets of material express possession through suffixes attached to nouns, offering a connection through which learners can understand word structure.

Instruction can first establish possessive meaning, then separate stems from suffixes and compare combination rules. Similar functions do not guarantee identical forms; learners must apply Uzbek rules. The same approach can be used for number and case. Basic Uyghur Course relates plural variation to vowel harmony and explains case through relationships between words [2, pp. 134, 150]. The proposed textbook can draw on this explanatory approach while checking each Uzbek item, rather than substituting grammatical tables for practice in expression.

4 TEXTBOOK DEVELOPMENT PRINCIPLES AND CONTENT ORGANIZATION

4.1 SELECTING CONTENT THROUGH COMMUNICATIVE NEEDS

The proposed textbook covers shopping, ordering food, visiting a bank, going through customs, and discussing studies, work, and feelings without fixing these domains as individual lesson titles. Shopping and food ordering emphasize inquiries, choices, quantities, and needs. Banking and customs encounters emphasize understanding common questions, providing basic information, and requesting clarification. Discussions of studies, work, and feelings emphasize describing circumstances, explaining plans, and expressing evaluations.

Vocabulary and grammar should be selected according to frequency of use, task difficulty, and available teaching time, covering both formal and everyday interaction. Banking and customs materials serve language-learning purposes; specific procedural requirements must be verified before publication.

4.2 EXPLAINING CONNECTIONS AND DIFFERENCES

Contrastive sections should serve learning objectives and specify whether they compare sounds, forms, meanings, or conditions of use. Brief prompts can connect shared features with prior knowledge, while examples, structural analysis, and contextual explanations clarify differences. Each unit should contain a limited number of focal points followed immediately by application.

The main text should provide common Uzbek content, with Uyghur comparisons in side notes or extension exercises. Chinese explanations should support independent learning so that students without a foundation in Uyghur can also complete the tasks.

4.3 DIFFERENTIATING SUPPORT

Before instruction begins, teachers should assess learners' Uyghur and Chinese proficiency and experience of learning alphabets. Students with stronger foundations can analyze word forms and identify differences; those needing more support can use images, recordings, explanations, and examples.

The same task can offer sentence patterns, keywords, or contextual cues, with assistance gradually reduced. Differentiation should maintain shared basic communicative objectives while offering extension opportunities to more proficient learners.

https://doi.org/10.66073/ReFocus-Conf/1311156

4.4 SEQUENCING AND RECYCLING LANGUAGE CONTENT

Initial instruction should develop decoding and basic expression before expanding the range of communication. Grammar can first appear in common expressions and subsequently be examined and generalized. Recycling should vary participants, objects, and information. For example, the same question pattern can be used in shopping, food ordering, and discussions of studies, allowing learners to test its conditions of use.

5 INSTRUCTIONAL ACTIVITIES AND EVALUATION

5.1 MOVING FROM CONTEXTUALIZED INPUT TO CONTRASTIVE OBSERVATION

Units can include objectives, contextualized input, vocabulary and expressions, language explanations, Uzbek–Uyghur comparisons, exercises, communicative tasks, and self-assessment. The space allocated to each component should reflect the content. Objectives should be observable, such as understanding questions, expressing needs, or giving an introduction.

Teachers can establish a context through images, recordings, or short texts, guiding learners to understand purposes and information before examining forms. Students with Uyghur knowledge can suggest correspondences, while others use Chinese explanations to identify structures. After clarifying the relevant conditions, teachers guide students back to the target-language material to check their observations.

5.2 MOVING FROM FORM PRACTICE TO COMMUNICATIVE TASKS

Exercises progress from listening discrimination, matching, word-form selection, and information completion to independent expression. Prompts are gradually reduced, and learners make judgments based on context. Predicted problem forms can be used for discrimination activities but should not be described as empirically established frequent errors.

Communicative tasks should involve an information gap and a clear outcome. Shopping and food-ordering activities can require participants to make choices under different conditions. Banking and customs activities can use fictional information for questions and answers, including requests for repetition. Discussions of studies, work, and feelings can involve exchanging information and providing brief reports. Cultural notes should relate forms of address and politeness to particular settings, avoiding generalizations from individual practices.

5.3 REVISING THROUGH FEEDBACK AND EVALUATION

Teachers should first establish whether the task outcome has been achieved, then address errors affecting comprehension or involving the current instructional focus. Problems potentially associated with Uyghur-based analogy should be examined through learner explanations or supplementary exercises. After revision, teachers can change the information or participants and observe whether learners apply the feedback in a further attempt.

Textbook evaluation should examine linguistic accuracy, clarity of explanation, and communicative usability. Before publication, teachers familiar with both languages should check example words, translations, and suffixes, retain source-page records, and

independently verify newly written examples. Pilot teaching can combine initial diagnostic activities, task products, interviews, and delayed assessment, documenting information accuracy, use of forms, and dependence on prompts. Comparisons between instructional approaches should also control teaching time, task difficulty, and learners' starting proficiency. This validation remains to be conducted, and the design should be revised through pilot teaching.

6 CONCLUSION

A beginner Uzbek textbook should translate Uzbek–Uyghur comparison into content selection, explanation, and learning support. Focusing on pronunciation, vocabulary, and noun-related grammar, this paper proposes principles based on communicative needs, explanation of differences, differentiated support, and recycling. Learning is organized through contextual understanding, contrastive observation, task performance, and revision following feedback. The suitability of the proposed design still requires linguistic review, needs analysis, and pilot teaching.

REFERENCES

1. 古丽巴努木·克拜吐里; 古丽巴霍尔·伊斯坎达洛娃. Uzbek Language Course [in Chinese]. Beijing: Minzu University of China Press, 2016.
2. 阿孜古丽·阿布力米提. Basic Uyghur Course [in Chinese]. Beijing: Minzu University of China Press, 2006.
3. ODLIN, T. Language Transfer: Cross-Linguistic Influence in Language Learning. Cambridge: Cambridge University Press, 1989.
4. SKEHAN, P. Task-based instruction. Language Teaching, 2003, 36(1): 1–14. DOI: 10.1017/S026144480200188X.
5. **论文格式核对说明**
6. 核对依据：随附会议通知第2页“MANUSCRIPT FORMATTING REQUIREMENTS”及“HOW TO PARTICIPATE”。以下说明是审阅附录，投稿前删除；原论文经当前环境渲染为7页，附录不计入原稿篇幅。
7. **一 明确不符合的地方**
8. 标题对齐方式：原稿标题为居中。通知要求标题大写、从左边界开始、单倍行距。大写与单倍行距已符合，但需将标题改为左对齐。已将原稿标题标黄，未直接改动其对齐方式。
9. **二 文件名规范**
10. 通知要求以作者姓氏和分会场编号命名，例如 Surname_Section-1。原上传名 Ma_Section-5_English(1).docx 包含姓氏与分会场编号，但有额外后缀；建议正式投稿文件命名为 Ma_Section-5.docx。审阅标注版文件名不作为正式投稿名。
11. **三 已符合的主要项目**
12. 文件格式为DOCX；英文属于接收语言；纸张为A4；四边页边距约20毫米（Word内部换算产生微小尾差，可视为2厘米）；拉丁文字为Times New Roman、14磅；正文继承Normal样式的1.5倍行距；标题为大写、单倍行距；原稿7页，处于通常4—7页范围且不少于4页；无页码；文内使用方括号引文，文末列有参考文献。未见自动断字启用或人为行末拆词。
13. 原稿没有图表，因此10×15厘米的图表尺寸要求不适用。已列出作者、单位与第五分会场名称。
14. **四 建议或需要确认的项目**
15. 作者栏：Ma Xuemei 为正常姓名大小写，姓在前；中国作者通常无父称，不宜自行补造。通知所述“in lowercase”可理解为与全大写标题相区别的普通文字排印，不宜机械改成全小写。作者姓名目前居中；为保持题头一致，建议与标题一并改为左对齐，但通知未单独明确作者行对齐方式，故不列为确定违规。
16. 参考文献：前两条保留了作者中文姓名。通知未规定参考文献必须全部使用拉丁字母，也未指定APA等详细格式，故不能据此判定不合格。若主办方要求全英文书目，可核实作者惯用拉丁拼写后统一处理，不宜猜写姓名。

17. 主题范围：第五分会场为“高等与职业教育国际合作”。本文研究高校语言教材，具有教育关联；是否充分符合分会场选题范围仍由主办方决定，不能仅凭版式检查保证录用。
18. 本次只核对格式与通知的一致性，未重新审查全部语言例证和参考文献内容。