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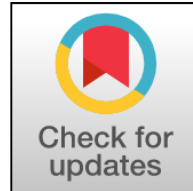
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**In the World Community of Primary School Textbooks Tested
Conceptual Foundations**

Di Komunitas Dunia Buku Teks Sekolah Dasar Menguji Pondasi Konseptual

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Abstract

This paper makes analyzes of the in the world community of primary school textbooks tested conceptual foundations. On this case primary textbook XXII in Geneva, by 69 countries and each country were learned. Moreover, both advantages and disadvantages discovered and described its primary school textbooks based on the above criteria gave According to him, the organizers of the conference are 69 appealed to the state Ministries of Public Education with the following questionnaire.

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Introduction

International Standards and Basics of Primary Textbook Development Criteria are studied in 4 groups:

1. Preparation and publication of textbooks.
2. Selection of textbooks.
3. Conditions for the distribution of textbooks to students.
4. Use textbooks in education.

Primary textbook XXII in Geneva, 1959 The international conference was attended by 69 countries and each country describing its primary school textbooks based on the above criteria gave According to him, the organizers of the conference are 69 appealed to the state Ministries of Public Education with the following questionnaire.

To prepare and publish textbooks:

1. Who composes textbooks? (by a sole author or elected body? Are they appointed by the Ministry of Education or by themselves? will they start this work because of their personal initiatives?)
2. Textbooks created for use by schoolchildren Is there a regulation that controls the publication?
3. Who publishes textbooks? (State, Ministry of Education, private publishers or other organizations?) At the expense of the state, or independently Is it financially viable?
4. Between textbook authors or publishers Is there competition to improve textbook content?
5. Textbooks are based on students' regional traditions Is it created in the native language?
6. Damage to international, religious, racial and social concepts in textbooks how to avoid introducing any elements to the supplier What measures have been taken?
7. Textbooks fully reflect the current situation and the development of science how to review quickly enough to make it happen steps taken?
8. How long does it take for textbooks to be republished on average?
9. The internal structure of the textbook is different from the requirements of the curriculum and others develop specific criteria to ensure compliance with regulatory documents is it out
10. The process of direct learning of forms and illustrations in the textbook content and how to ensure that it is age-appropriate for student's work done?
11. A printer used to create a textbook from an aesthetic point of view Are there any formal requirements for type, illustrations, and presentations?
12. Whether a separate textbook is created for each subject or one textbook is all Does it reflect the content of science?
13. From experience in test schools before submitting the textbook to the final edition will it be held The data collected from this questionnaire are statistically significant in about two-thirds of the world elementary school textbooks are individual authors who work individually and collectively will be formed on their own initiative.

Also the world Education initiative to create new textbooks in a quarter of countries

ministries or departments and create a new textbook from these competent public education institutions as needed created by its own special committees or experts in the field to the group and thus manages the textbook creation system.

In less than a third of the world, the above two the method is observed in the mixed state. The purpose of asking these questions is to improve the textbook system

we must first find answers to these questions that are common to all. To do this, we need to determine whether our textbooks meet international standards. What we don't pay attention to when it comes to textbook creation we need to do an in-depth analysis. We are qualified to develop our education system a quality teacher, given that it depends on a specialist and a quality textbook acknowledging that creating a quality textbook is easier said than done need and, of course, it's just a matter of flying high Putting aside the issue of training qualified personnel for the remaining —industry, an easier way is to focus on creating a quality textbook we need to think about how to get to the finish line faster.

We are a quality textbook let's face it, teachers have their own way to use that textbook works on. Plus, if the textbook is as good as we'd expect it to be There is no need for a teacher to learn, even among students you will be able to work independently with these textbooks. Zero, world Dr. Richard Bamberger, an Austrian textbook specialist as said: —We cannot change the attitudes and ways of one hundred teachers overnight. However, you can change one million textbooks. This sentence Translated into Uzbek, it means: We are a hundred we may not change the teacher's (teaching) methods and attitudes (teaching) all at once, but you can change millions of textbooks you get!

Here's a question about how our national textbooks are created Let's answer. The process of publishing textbooks and manuals regulated on the basis of a number of documents. Including:

- By the Resolution of the Cabinet of Ministers No. 548 of November 22, 2004 Regulations on the selection of approved textbooks and authors;
- By the Resolution of the Cabinet of Ministers No. 281 of April 5, 2019 regulations on approved alternative textbooks;
- Minister of Public Education Resolution No. 291 of November 26, 2018 "State Secondary publish textbooks and teaching aids for secondary schools

on Improving Procedures Worldwide selection of textbooks for use in education there are generally accepted criteria that a particular state The researcher who aims to study this system first reads this questionnaire should be studied.

1. Who is responsible for the selection of textbooks? Officials in charge What do they pay attention to when choosing textbooks? What criteria based on? What is the work schedule?
2. Textbook selection Teachers of a particular area, public education to representatives of the department or the administration of schools in the area do you rent If so, these are the books that the people in charge want can be selected as a textbook? Or their choice is a specific official list limited on the basis of?
3. Approved textbooks and manuals for selection if there is an official list, that list is some official authority (Ministry of Public Education or Department)? This list What are the criteria for creating?
4. The difference between textbooks created for public and private schools Are there any, if any?

The responsibility of selecting a textbook requires a great deal of experience. 1959 based on conference proceedings, more than half the world textbooks for schools by higher education institutions in the states be responsible for selection and schools are among those selected we have to use it. According to him, if more than one textbook is selected for a single subject, the Ministry of Education of course, announces a list of selected jobs, and thus they are the schools provides an alternative choice.

In 10 countries, the government has not prepared an official list of textbooks, even to recommend. In countries where there are private schools around the world

more than half, general differences in private and public school textbooks not observed. Private and public in a quarter of the world schools are given the right to independently choose textbooks. Each in one state a private school is said to be self-sufficient in textbooks. To this day, the tradition is widespread and even private and the emergence of healthy and strong competition between school textbooks, and this provides excellent textbooks.

Conclusion

International Association for the Study of Educational Media and Textbooks (IARTEM) According to the world today the right to choose a textbook for schools in about 60 percent of countries based on that textbook, given only to the teacher, such countries include the United States, Britain, France, and the like states. This is due to the large number of private schools in these countries and that their control over the education system is not in the hands of the state. Each private school has its own curriculum and textbook. In these schools, the selection of textbooks in a particular subject is based on the decision of the school on the recommendation of the teacher of that subject.

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