ISSN NO: 2770-2367
Date of Publication: 29-11-2021

Technologies For Developing Textbooks of a New Generation, Both in Printed and Electronic Form

Nigina Alimdjanovna Ashurova
Senior teacher of Samarkand State Institute of foreign languages

Annotation: This article discusses technologies for developing a new generation textbook for professionally oriented teaching of a foreign language to students of humanities universities. Having analyzed a number of textbooks and materials containing some components important in the organization of the learning process, we have identified the specific features of textbooks of the new generation, which can be positioned as requirements for them, and ways to implement them. Also, the views and opinions of many scientists on the definition of the main technologies of textbooks of the new generation in the modern world were commented on.

Key words: Textbook, technology, professionally oriented textbook, foreign language textbook, e-textbooks.

Introduction.

It is necessary to give some of the numerous interpretations of the concept of "technology" presented in the scientific literature, before proceeding to the definition of the concept of technology for developing a professionally oriented textbook. The Merriam-Webster dictionary provides the following definition: "Technology – the practical application of knowledge especially in a particular area" and "a capability given by the practical application of knowledge". A. M. Novikov offers more broad definition of the notion, which is transferred to the sphere of intellectual support and is considered as a system of conditions, forms, methods, and means of solving the problem [10; 23].

Literature Review.

Generalizing the existing definitions of the educational technology of such scientists as, M.E. Kapitonova, Korotaeva E. V., Kukushina V. S., it can be concluded that pedagogical technology can be considered as a science that studies the most rational ways of teaching. Within the framework of educational technology as a science, systems of principles, regulations, methods used in teaching, and forms of organizing the learning process are formulated and justified. In addition, educational technology is understood as the processes of scientific design of optimal training systems, educational processes, programs of academic disciplines, training modules, textbooks and teaching aids.

Following L. P. Tarnaeva we understand educational technology as a complex of integrative system that includes an ordered set of operations and actions that provide pedagogical goal-setting, content, information-subject and procedural aspects aimed at mastering knowledge, acquiring professional skills and forming personal qualities of students [12; 154]. In a narrow sense, the concept of technology is interpreted as a system of teaching methods, specially selected in accordance with the tasks that the teacher and students face, and arranged in a certain order.

Research Methodology.

This paper deals with educational technology in its broadest sense, in addition to the actual teaching methods, the issues of determining the goals and objectives of training, developing the content of training, selecting methods and teaching tools are considered. If we talk about the design of pedagogical processes, we should keep in mind that, as A. M. Novikov points out, the object of design in the framework of the development of educational technology is extremely complex due to many factors that affect the final result [10; 234]. Therefore, it is difficult to achieve absolutely accurate compliance of design results with the developer's idea of the final

ISSN NO: 2770-2367
Date of Publication: 29-11-2021

product, which guarantees the achievement of training goals. Nevertheless, as O. E. Lomakina points out, the technological approach becomes relevant, since it provides the developer of a particular pedagogical object (educational process, educational and methodological support) with tools and methods that allow "building a logically consistent structure of the elements of the designed system" [9 ; 21-22] . The concepts of "technology" and "algorithm" are considered as an instrumental basis for the development of pedagogical objects.

Using a technological approach, scientists seek to identify systemic patterns of interaction between all elements of the learning process: students, teaching staff, content, forms, methods, means and sources of learning, as well as systematize the existing practical experience in designing various pedagogical objects [8 ; 267].

Thus, projecting the above-mentioned interpretations of educational technology on a particular field of activity of a university teacher in the preparation of a textbook, we consider it reasonable to propose the following *definition* of the technology of developing a textbook. The technology of developing a professionally oriented foreign language textbook *is an ordered set of actions, operations, and procedures that take into account all components of the learning process*: students, teachers, goals, content, forms, methods, and means of teaching, and lead to the creation of a textbook with specified methodological characteristics. As A. R. Arutyunov pointed out, the textbook theory is based on the modeling method [5 ; 120]. Novikov A.M. asserts that the model is an auxiliary object in pedagogical research. It is also characterized by the fact that it simulates the functions of a real object, showing the most important connections and relationships. [10 ; 322]. Thus, the goal of the technology of developing a textbook is to obtain the same result as in the process being studied. However, the actual design process may differ from the model.

Considering the issues of development of pedagogical technologies, A.M. Novikov states that there are no general approaches to describing technologies in the field of pedagogy, general principles, and rules for their construction yet. The application of certain principles is determined by the specific content of each project [10 ; 326].

From our point of view, the basis for determining the content of the technology of developing a textbook can be formulated by G. K.Selevko generalized structure of pedagogical technology, which contains the following three components: scientific, formalized - descriptive and active in process. The inclusion of the scientific component is due to the fact that educational technology is a scientifically developed solution to a particular problem, which is based on the achievements of pedagogy [11 ; 87]. The scientific component, in turn, can be considered as a system of knowledge about the learning process, its regularities and the results of pedagogical experience. The formalized descriptive component is a model, a description of the goals, content, methods and tools, and algorithms of actions used to achieve planned results. The process-activity component describes the very process of activity of objects and subjects, where we define the goals, then organize the work process and at the end of testing, analyze the results.

It should be borne in mind that creating an electronic textbook also has its own requirements and principles. Table 1.1 below discusses in detail the principles and specific features of electronic textbooks, as well as their requirements.

ISSN NO: 2770-2367
Date of Publication: 29-11-2021

Table 1.1. Principles and requirements for electronic textbooks

№	Principles of developing electronic textbooks	Specific features of electronic textbooks and requirements
1	principle of visibility	Electronic textbooks differ from traditional books by the ability to immerse themselves in the language environment because innovative materials are used, so students can see, hear and feel the speech of a native speaker. Electronic textbooks should provide virtual reality, which is achieved through bright, dynamic graphics, video and animation. An electronic textbook should include an extensive set of multimedia (audio-videofiles), as well as interpret the "visual abstraction".
2	the scientific principle	An electronic textbook has no information boundaries and should contain links and hyperlinks to other electronic sources, scientific articles, and textbooks. The electronic textbook should include the essential verified content of the material, the information should contain the correct representation and precise definition of various terms, it is necessary to disclose the history of the phenomena studied, this information should take into account the interaction with other sciences and phenomena, it is necessary to give an idea of the scientific methods by which the phenomenon was discovered.
3	The principle of accessibility	implies the possibility of free use of an electronic textbook in the presence of a computer, as well as the application of the degree of theoretical complexity of the material according to individual and age characteristics of students. An electronic textbook allows you to choose the level of complexity of information (classes), repeated repetition of what you have learned and control of knowledge.
4	The principle of consciousness and activity.	The electronic textbook is aimed at independent study of the subject. Conscious and active activity requires a plan, presentation of goals and objectives, which is possible thanks to

ISSN NO: 2770-2367
Date of Publication: 29-11-2021

		electronic textbooks. Students ' activity can be achieved by conducting test tasks, self-tests, and animation tasks (training games).
5	The principle of systematicity and consistency	The material of the electronic textbook should be systematized and consistent in the following cases: study of the curriculum. Links and hyperlinks are arranged in a convenient and logically correct sequence, and self-checking is also possible after each completed material.
6	The principle of strength	is the strength of assimilation of knowledge, meaningful understanding and memorization. This is achieved through repeated repetitions, test final tasks, the ability to go back to previous classes, assessment and verification of the acquired knowledge. Testing programs should contain not only information about a particular topic, but also general sections.
7	The principle of connection between theory and practice	The electronic textbook should contain a practical orientation of the studied theoretical information for applying the acquired knowledge in specific situations. Currently, computer technologies allow you to create models of the studied situations to consolidate new information.

Thus, an electronic textbook must meet psychological and pedagogical requirements, such as accessibility, visibility, scientific content, activity and consciousness in the learning process, the strength of knowledge acquisition, systematic and consistent learning, and the connection between theory and practice.

The methodological concept of a foreign language textbook is considered as a scientifically based definition of a teaching method that corresponds to the purpose of learning, based on a specific approach to learning [7 ; 103]. The concept of a learning method is interpreted here as a tactical model of the learning process that implements a particular approach. The requirements for textbooks formulated in the methodological literature are mostly fragmentary or too general in nature and do not represent a sufficiently complete and systematic design base. At the same time, publications on the problems of creating educational literature raise a large number of diverse issues.

Equally important is the consideration of teaching principles that have a direct impact on the teacher's actions at all stages of preparing the textbook. It should be recognized that the rules for implementing the principles of teaching identified by most authors mainly guide the teacher's actions in the classroom, only fragmentally affecting the creation of educational materials. A. R. Arutyunov draws attention to the need to "translate the principles of teaching into the language of specific methods and forms of work" [5 ; 24]. We can say that even today this statement of A. R.

ISSN NO: 2770-2367
Date of Publication: 29-11-2021

Arutyunov has not lost its relevance. On the contrary, due to the current changes in the approach to the formation of content and the choice of methods of training university students in a foreign language, interest in the problem of implementing the principles of teaching has significantly increased. In this regard, in the light of the objectives of this study, the author considers it necessary to pay attention to the formulation and justification of ways to implement the principles of teaching when developing a textbook.

Conclusion And Recommendations.

Summing up the above, we will briefly formulate the main requirements for the technology of developing a professionally oriented foreign language textbook and its components.

The technology for developing a professionally oriented foreign language textbook must meet the following ***requirements:***

1. connection of methodological theory and practical recommendations;
2. ability to integrate various methodological ideas;
3. checking the results.
4. objectivity;
5. availability of feedback, the ability to adjust the results at all stages of development;
6. adaptability, provided that certain changes are made to it that take into account the specifics of training.
7. optimality, achieving the planned result with the least time spent.

Thus, the presentation of the technology for developing a foreign language textbook in the form of a system of the components listed above corresponds to the one developed by G. K. Selevko generalized structure of pedagogical technology, which was considered in this article. The theoretical foundations of creating a textbook relate to the scientific aspect and are considered as a system-forming element in the technology. The practical significance of this component is that, based on the basic provisions that determine the principles and content of training, the teacher has the opportunity to integrate his own teaching techniques into the technology and implement them in educational materials.

References:

1. Brown D. Teaching by Principles. An Interactive Approach to Language Pedagogy. – London: Longman, 2007. – 569 p.
2. Dubin F., Olshtain E. Course Design. Developing Programs and Materials for Language Learning. – Cambridge: Cambridge University Press, 1991. – 194p.
3. Jordan R. R. English for Academic Purposes: A guide and resource book for teachers. – Cambridge: Cambridge University Press, 1997. – 404 p.
4. Nuttall C. Teaching reading skills in a foreign language. – Oxford: Macmillan, 2005. – 282 p.
5. Арутюнов А. Р. Теория и практика создания учебника русского языка для иностранцев. – М.: Русский язык». 1990. – 165 с.
6. Змеёв С. И. Технология обучения взрослых: Учеб. пособие для студ. высш. учеб. заведений. – М.: Академия, 2002. – 128 с.
7. Кочергин И. В. Очерки лингводидактики китайского языка. – М.: Восточная книга, 2012. – 184 с.
8. Кукушин В. С. Современные педагогические технологии. Начальная школа. – Ростов н/Д.: Феникс, 2003. – 448 с.
9. Ломакина О. Е. Теория и практика проектирования методических систем обучения иностранным языкам: на матер. становления будущего учителя иностранных языков: Автореферат дис. … д-ра педагогич. наук. – Волгоград, 2002. – 44 с.
10. Новиков А. М. Методология образования. – М.: «Эгвес», 2006. – 488 с.

ISSN NO: 2770-2367
Date of Publication: 29-11-2021

11. Селевко Г. К. Педагогические технологии на основе активизации, интенсификации и эффективного управления УВП. – М.: НИИ школьных технологий, 2005. – 288 с.
12. Тарнаева Л. П. Обучение будущих переводчиков трансляции культурно-специфических смыслов институционального дискурса: дис. … д-ра педагогич. наук. – СПб., 2011. – 545 с.