Processes of Organizing the Creation of Electronic Textbooks for Students of the Pedagogical Institute

Achilov Utkir Isomitdinovich

Assistant of the Uzbek-Finnish Pedagogical Institute of Samarkand State University

Annatation: The process of creating electronic textbooks, the structure of the educational process, functional components of the structure of electronic textbooks, the use of electronic textbooks, individualization and differentiation of the educational process, opportunities, the typical structure of electronic educational resources, requirements for their creation, principles and stages of creation are all covered in this article. We can also point to a recently built distance learning environment as an example of how e-learning tools might aid in the achievement of these objectives. This paper compiles and analyzes data on the didactic principles for developing electronic information educational resources for pedagogical university students.

Keyword: tendencies, working methods, feedback, individualisation of the educational process, stratification, scenarios, information and communication technologies, content management systems.

Consider the process of creating an e-textbook from the perspective of a pedagogical institute student who will graduate with a "Pedagogical" qualification in a specific field. Most academic disciplines that students master during their years of study, such as mathematics, physics, electrical engineering, and many others, have a leading component, 'ways of doing things,' which is both a structure of the learning process and a functional electronic part of the textbook.

It is necessary to structure the selected teaching material according to normative didactic principles, pre-functional, even at the design stage, determining how it should be incorporated into educational activities, in order to create an active learning environment and to implement all possible options for the use of e-textbooks in the learning process. As a result, structuring necessitates not only the e-learning textbook's material (content), but also the functional aspects that can be determined based on the various situations for using the e-textbook.

Let's take a deeper look at the attribute of an e-didactic textbook's cycle's completeness, which separates an e-textbook from a traditional printed form, among other things. L.Ya. Zorina developed a model for organizing teacher-student interaction in the learning process that includes the following stages of the didactic cycle: setting a general didactic goal and its acceptance by students, presenting a new part of the study material and making it consciously understood by students, cohesiveness and self-organization of students in the process of learning the material, providing feedback, monitoring and self-monitoring of learners. It can be challenging, but not impossible, to ensure that all of the above stages are followed and that a customised active-learning environment is established utilizing only the books we've studied. This is especially true of the ability to organize feedback, control, and self-monitoring, as well as the ability to discriminate and individualize learning.

We are based on the following:

1) the modern information educational space includes the subjects of the teaching process (students, teachers, administration) and teaching aids (electronic textbooks);

2) for each subject of the learning process, i.e. for each category of e-textbook users, it is necessary to define the possibility of different scenarios of pre-use at the stage of its creation;

3) the selection and development of the structure of the e-textbook content should be done in accordance with the intended scenarios that correspond to certain stages of the didactic cycle and specific categories of users.

Considering all of the above rules is called a scenario-based approach to the construction of an e-textbook for students of a teacher training institute. The didactic principles that normalize not only the process of compiling the textbook, but also the e-textbook are based on this approach. One of these principles is the multifunctional principle of e-textbooks.

The e-textbook, together with the actively developing e-government shells, is a multi-functional system aimed at solving many problems facing all subjects of the educational process, which are its users in relation to the e-textbook. For these three categories of users, we will look at different scenarios for using an e-textbook and its structure that allows you to implement these scenarios.

It should be noted that an e-textbook is first and foremost a textbook, a teaching aid designed for the student with a modern person-centred approach in mind. Following the cultural concept of educational content developed in the eighties of the twentieth century under the leadership of V.V. Kraevsky, I.Ya. Lerner, M.N. Skatkin, we consider the textbook as a program of educational activities leading to the goal of the subject, and the author of the textbook organizes the process of mastering the learning material.

An e-textbook makes it possible to build learning pathways more dynamically, in real time, due to the possibilities of modern information and communication technologies. The student can complete all stages of the didactic cycle using the electronic textbook installed on his/her personal computer or by working remotely in a client-server system. Note that complete feedback is only possible in the second case, when working on the Internet.

As mentioned above, the set of possible scenarios for the practical use of an electronic textbook depends on the subject to which it belongs, as each type of subject has its own system of tools for organizing the transmission and assimilation of its content .

In the current context of vocational education there is still "a tendency for the leading role of the teacher in shaping students' independent learning activities to diminish". An e-textbook can only be considered as a means of organizing students' independent work with individualized dosing pedagogical assistance, which is difficult to achieve with the help of print media. If we look at the subjects that are the main components of an e-textbook, "methods of action," it includes not only the basics of science, but also the typical problems used in the process of mastering methods of activity as an element of direction. The scenario of the process of mastering the learning material by the student can generally include the study of the theoretical part and the completion of a series of three types of practical tasks: test, independent study and control tasks. The first type of assignment is needed to assess the user's readiness to master the next part of the study material, to understand the basic rules of the theoretical part. Skills and competencies are developed through educational issues, which can include pedagogical assistance in solving problems, references to theoretical rules, references to typical examples, and, finally, a complete solution to the problem. Issues related to

control and self-control have no "advice". The system of questions of the student's choice can be supplemented with creative assignments.

Therefore it is advisable to read the theoretical part, which focuses on the topic and describes the main theoretical rules, before studying each new part of the teaching material. The use of various visual forms of presentation of problem-based learning can also serve to shape the cognitive motivation of the student. The e-textbook allows the student to choose the path that best suits his or her personal qualities and desires.Modern media allows for the creation of "multi-layered" text in an e-textbook, with additional material only visualizing the general outline of the narrative when downloaded, without loading or complicating it.

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