

INNOVATION KOMPYUTER DIDAKTIKASI TEKNOLOGIYALARI ASOSIDA
YARATILADIGAN YANGI AVLOD DARSLIGI MODELI

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Annotatsiya: Maqolada metodikasi boshqa elektron ta'lim tizimlariga ekstrapolyatsiya qilinadigan darslikning yangi modelining xossalari va tuzilishi bayon etiladi, o'qituvchilarni innovatsion kompyuter didaktikasi muhitida ishlashga o'qitishni internet orqali qo'llab-quvvatlashni tashkil etish foydasiga dalillar keltiriladi, ta'lim sohasidagi klaster siyosatining afzalliklari ochib beriladi.

Kalit so'zlar: darslik, metodik asos, elektron ta'lim tizimlari

МОДЕЛЬ УЧЕБНИКА НОВОГО ПОКОЛЕНИЯ, СОЗДАННАЯ НА ОСНОВЕ
ИННОВАЦИОННЫХ КОМПЬЮТЕРНЫХ ДИДАКТИЧЕСКИХ ТЕХНОЛОГИЙ

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Аннотация: В статье излагаются свойства и структура новой модели учебника, методика которого экстраполируется на другие электронные обучающие системы, приводятся аргументы в пользу организации интернет поддержки обучения учителей работе в среде инновационной компьютерной дидактики, раскрываются преимущества кластерной политики в сфере образования

Ключевые слова: учебник, методическая основа, электронные обучающие системы

MODEL OF A NEW GENERATION TEXTBOOK CREATED ON THE BASIS OF
INNOVATIVE COMPUTER DIDACTIC TECHNOLOGIES

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Abstract: The article outlines the properties and structure of a new textbook model, the methodology of which is extrapolated to other electronic training systems, arguments are made in favor of organizing Internet support for training teachers to work in an innovative computer didactics environment, and the advantages of a cluster policy in the field of education are revealed

Keywords: TEXTBOOK, METHODOICAL BASE, ELEARNING SYSTEM

The currently developed textbook model has become the basis for the development of innovative computer didactics technologies in almost all academic disciplines. The textbook was called technological because it consists of almost new educational technologies, this model combines a book with a computer (mainly a tablet) for the student, in which the book controls the computer and organizes the entire learning process. The article describes the features and structure of a new model of a textbook, the methodology of which can be extrapolated to other electronic learning systems, provides arguments in favor of organizing online support for training teachers to work in an innovative computer didactics environment, and reveals the advantages of cluster policy in the field of education. In this regard, To clarify the term extrapolation, extrapolation means to predict, to project, to predict theoretically. Extrapolation is a kind of reasonable assumption or hypothesis. It is an assessment of value based on facts that go beyond a certain area.

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Justification of the new model . The urgency of creating a new educational product is based on the tasks of informatization of the education system, the solution of which is largely due to the introduction of new information technologies (NIT) into the structure and content of the textbook as the main textbook that determines the quality of the educational process. In the 90s of the last century, the process of creating variable textbooks began in earnest, while many authors declared their publications as new generation textbooks. However, an analysis of these textbooks shows that they were distinguished by innovations in style, external decoration, division of educational topics into sections, and selection of practical tasks. Their structure remained traditional (paragraphs, questions, exercises), there was no apparatus for effective mastering of subject content through innovative teaching technologies, including computer technologies. As a result, there was a need for the widespread introduction of new generation textbooks that include innovative educational technologies. The initial model of such a textbook could be a technological textbook, which reflects the content of the lesson and the methodology for its active mastery in the form of teaching blocks. The combination of a technological textbook and a computer made it possible to implement the scheme: content + methodology + computer.

Attempts to use new information technologies as "supplements" to traditional teaching methods and tools lead to a violation of the integrity of established methodological systems and a decrease in their effectiveness. An analysis of software products entering schools has shown that if earlier these educational tools constituted a certain conglomerate of programs, then recently large publishing houses have begun to publish textbooks with electronic applications.

If the technological quality of these applications is high enough, there will be practically no innovation in the methodology of presenting educational materials. In fact, these applications are digitized textbooks built according to old methodological schemes, with the addition of interactive images. In addition, these textbooks do not teach, but only display educational information, since the student is given the opportunity to observe how the computer describes some regularity and performs the necessary operations. Interactive technologies for independent mastery of the theories studied in the reproduced textbooks are still absent. Therefore, the practice of computerization and informatization of the education sector has shown the existence of contradictions between: - the absolute structure of textbooks in innovative forms with expanded functional, informational and didactic capabilities and the need for practice;

- the need for the creation of a set of textbooks for each subject (textbooks of various directions, sets of tasks, workbooks, etc.) that are age-appropriate for each subject, and the need for holistic, compact didactic structures that integrate book and computer forms and represent all components of educational literature in a single system, with the former playing a dominant role.

The textbook is not about filling them with content, not about the text itself, but about what can be done with this text. Therefore, when developing a new generation textbook, the task of ensuring its maximum technological level was set and solved.

Thus, when compiling the textbook, the task of integrating educational information, didactic innovations, new information technologies was solved, the formula "information + innovative didactics + computer" was implemented. Traditional textbooks have one component - information, electronic textbooks - two: information + computer. Therefore, it is necessary to structurally change the textbook: the traditional three-component structure of the classical textbook (paragraphs, questions, exercises) should be replaced by a multi-component structure that allows the introduction of new teaching technologies and their computer versions into the textbook.

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The new model is aimed at solving educational problems. Conservatism in the form of textbooks has become an obstacle to their development, because the previous form of the textbook does not meet new requirements. What problems do new generation textbooks solve?

1. Traditional textbooks do not demonstrate the methods of active assimilation of the presented educational information. New textbooks, in addition to information, include technologies for organizing effective cognitive activity, placed in the methodological part in the form of didactic blocks that combine basic educational information and methods of its study and deepening. While students receive information ready-made when working with traditional textbooks, the new textbook directs students to independent learning, self-control and self-assessment of knowledge.

2. Traditional textbooks offer the same material for students with different levels of subject preparation. In the new textbook, the material is differentiated by complexity, which allows everyone to choose.

3. In traditional textbooks, paragraphs are overloaded with secondary and illustrative materials. The technological textbook reduces the size of educational paragraphs (which makes it easier to memorize the main content), the material is combined into large modules, which contributes to a holistic perception of the theories being studied. Additional, reference and illustrative materials are included outside the paragraph in a set of didactic blocks that accompany it.

4. Most traditional textbooks are based on the principle of monographs, and the new textbook uses a method of communication with students: it is proposed to formulate a task, find an algorithm for solving an educational problem, participate in a didactic game, etc. In this case, the textbook does not impose a strict program of action on the student, but offers various types of educational activities. To develop interest in science, the new textbook includes computer educational games, competitions, crosswords, relay races, interesting tasks, etc. The principle of humanism in teaching is implemented through new textbook technology, which makes it possible to appeal not only to intelligence, but also to the feelings of students.

5. One of the obstacles to reforming a modern school is the overload of teachers and the lack of conditions for creative work. The existing textbooks do not contain a methodological component, so the teacher himself must develop the necessary educational technologies. The new textbook offers various forms of active learning activities, from which the teacher can build lesson models, taking into account the cognitive capabilities of each student. The didactic and computer technologies of the textbook provide the conditions for the creative application of the methods of working on the subject content proposed in the textbook.

6. The technological textbook helps to reduce the existing gap between school and higher education institutions, as it includes problematic and expanding blocks that go beyond the scope of the general education school program. (Not all students can review this material). Thanks to this approach, the textbook lays the foundation for working with additional educational and scientific literature, and the textbook itself, together with the electronic application, acquires the properties of an open system that provides access to the global information network.

7. The technological textbook relies on the rich educational potential of the computer, its electronic application is a qualitatively new educational tool that integrates didactic innovations and computer technologies. It is technologically variable: in the form of a USB drive, a website on the Internet, stationary, mobile, tablet computers necessary for teaching.

Thus, the textbook, through innovative computer didactics technologies, acts as a materialized carrier of educational content and an organizer of the process of active assimilation of this content.

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In such a textbook, about 20% of the volume of educational information is occupied by activity technologies, and 80% of the active assimilation of this information is occupied by activity technologies. At the same time, the computer does not displace the book from the educational process, but organically complements it and creates a positive emotional background for educational activities.

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