



## ELECTRONIC TEXTBOOKS IN THE EDUCATIONAL PROCESS-NEW REALITY

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### Abstract

Recently the processes of creating digital textbooks in the hyper-text format and their introduction into studying have intensified. Both Russian and foreign educational institutions are engaged in developing guidelines and requirements to digital textbooks, e-learning courses and software. Despite a considerable number of papers, the technology of using a digital textbook in classroom has not been studied sufficiently yet. Since a comprehensive digital textbook is more than an electronic version of a printed book, but rather a set of technical means, i.e. a product that comprises text, sound, video, graphic design and animation, the transition to learning with digital textbooks has its own advantages. Foreign languages stand out from other courses as they require simulating artificial language environment in class. Using classroom technology thus becomes an asset as it allows to make the learning environment more authentic due to the introduction of talks by native speakers. The authors of the article share their experience of applying digital textbooks designed on the basis of the SunRay Book Office software in foreign language classes at the Military (Combined Arms) Institute. The article considers key features of the digital textbook that allow raising the quality of teaching and learning a foreign language, including the visual, multimedia, information search and self-control aspects.

**Keywords:** educational activity, digital textbook, studying process activation, individual approach to learning, digital textbook's key features, connection to open educational sources..

### INTRODUCTION

From January 1, 2015, in the Russian Federation, every textbook that bears the stamp of the Ministry of Education and Science must have an electronic version, because this is required by the enacted new law on education. The need to transform the educational process through the introduction of an electronic component is becoming more relevant every year, since students are now already representatives of " digital natives » - a generation that grew up in an era of rapid development of computer technology. In this regard, many universities have seriously thought about the need to introduce electronic textbooks into the educational process, because.





schoolchildren who are accustomed to working with electronic media will find it difficult to adapt to paper publications. Since a full-fledged electronic textbook is not just a digitized version of a printed publication, but a whole range of technical means - a product that allows you to combine text, sound, video, graphics and animation, the transition to learning from electronic textbooks has its advantages. Their use in the classroom makes it possible to "activate the learning process, individualize learning, increase the visibility of educational material, combine theoretical knowledge with the consolidation of practical skills, increase and maintain students' interest in learning".

## **MATERIALS AND METHODS**

Currently, many foreign and Russian educational institutions are developing standards and requirements for electronic textbooks, electronic training courses, and software. A large number of works are devoted to didactic and pedagogical aspects of the latest educational technologies, methods of their integration into the process of traditional education (O.V. Kolesnikova [4], E.O. Nikitina [5], V.A. Sitarov [6], N.A. Kameneva, L.V. Zenina). There are several attempts to develop a classification of educational web publications, presented in the works of B.Kh. Krivitsky [8], A.I. Bashmakova and I.A. Bashmakova [9] and others. In the works of Medvedeva S.N. [10] describes the main stages of the process of designing an electronic textbook in the SunRav environment bookeditor. The design of an electronic textbook is divided into didactic and software design. Along with the traditional didactic properties (pedagogical expediency of use, accessibility, scientific content and reliability of the material), the electronic textbook has a number of "specific didactic characteristics: non-linearity, openness, multimedia, interactivity, opportunities for self-control, development of one's own individual learning trajectory". The software implementation of the electronic textbook is carried out using built-in automated development tools, which include the ability to create an electronic course in the form of EXE files, in CHM, HTML, PDF formats, as well as in any other (using templates). The possibility of distribution on CD and DVD discs is provided along with a free viewer program that can voice books, automatically flip pages, read text, HTML, RTF and MS Office documents. It also provides the ability to read and write ZIP archives.

## **RESULTS**

Despite numerous works, the technology of teaching with the use of electronic textbooks has not yet been sufficiently studied. In this article, we would like to share the experience of using electronic textbooks in practical classes in a foreign language, created using the SunRav program. bookoffice. A foreign language occupies a special





place among other disciplines, since within the framework of the lesson it is necessary to simulate an artificial language environment. The use of technical teaching aids in this case is of great help, since it makes it possible to make the learning environment more authentic by including not only the speech of the teacher, but also the speech of native speakers in the learning process. Our electronic textbooks are based on teaching aids developed by the team of authors of our department. When transforming them into electronic textbooks, we proceeded from the definition of an electronic textbook as “a new level of presentation of educational material through the use of hypertext, which provides a variety of systems of links between fragments of educational material; the use of multimedia elements that increase the effectiveness of the presentation of educational material; interactivity, which allows for familiarization and training on the implementation of actions and the formation of the prescribed competencies; the availability of self-control of knowledge and skills, as well as the availability of an information retrieval system that ensures the convenience of working with the course” [12, p. 42]. Let us dwell in more detail on these distinctive characteristics of the electronic textbook and illustrate them with specific examples: - the connection between the elements of the textbook is provided by the presence of hyperlinks; In the training text, keywords or the so-called learner's active vocabulary can be represented as hyperlinks that send the learner to a glossary or dictionary. Abbreviations or terms can be explained with a tooltip . Grammar exercises can be preceded by a grammar rule pop-up window, and after the exercise, a link to the section with the keys to this exercise can be offered. The textbook can contain various applications that are instantly opened by clicking on the hypers. The use of multimedia elements increases the effectiveness of the presentation of educational material, and also makes the learning environment more authentic; - an electronic textbook enables students to conduct self-control in the process of preparing for the lesson; For example, questions to the text may contain a link to a text fragment containing the correct answer, translation exercises - a tooltip with the answer. Testing makes it possible not only to get an assessment of your knowledge, but also to see your mistakes and correct them.

## DISCUSSION

The best domestic and international experience shows that electronic textbooks provide not only education using the same technology that students use for communication and entertainment outside the educational institution, but also create conditions for the individualization of the educational process. Exercises with the possibility of self-control can be performed by students at different paces. This is





especially important for weak learners. When working with an electronic textbook, you can make mistakes, you can repeatedly return to the same questions, listen to an audio recording (watch a movie) several times, stop at any place, use a grammar reference and a dictionary. Working with an electronic textbook is also convenient for strong students. They can master the educational material faster than others, without being delayed due to lagging behind the weak, which often happens with the traditional form of education. As noted by practitioners who have created and tested their electronic textbooks, “with this approach ... the teacher has the opportunity to implement differentiated, as well as multi-level learning in the context of traditional teaching”. In addition, since the electronic textbook is an interactive product, it is possible to provide a system of links (hyperlinks) to various electronic text and graphic educational materials not only inside the textbook, but also direct links to resources posted on the World Wide Web, thereby expanding students' access to and information and forming the foundations of search educational activity. One of the undoubted advantages of an electronic textbook is the integration of open educational resources into it, such as a digital board padlet.com, quizlet.com - a site for memorizing terminology and self-control of its assimilation, all kinds of educational podcasts with a developed system of exercises for self-control of understanding foreign speech, zunal.com - a site for the development and use in teaching problem tasks with elements of a role-playing game.

## CONCLUSION

A very important characteristic of an electronic textbook is its flexibility, namely, the ability to supplement, correct, modify during operation (and not wait months for a new edition from the printing house). Thus, the electronic textbook is a technological solution that meets a number of requirements of modern education, namely, an individual approach, the widespread introduction of TCO, as well as increasing the motivation of students. As for the actual methodology for conducting classes using an electronic textbook, it cannot be said that the transition to an electronic product requires a radical retraining of the teacher. On the contrary, this environment seems to be in some way more economical, since the teacher can concentrate on one learning tool, and not “break apart” between the blackboard, tape recorder and textbook.

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