

# CREATION OF MODERN LITERATURE IN HIGHER EDUCATION

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**Abstract:** The article considers the problem of reflecting new requirements for the content and methodological apparatus of educational literature for universities. Various principles of presentation of educational material are considered. The methodological support of the textbook should contribute to the active formation of competencies by including cases, practice-oriented tasks, and tests. At the heart of the preparation of textbooks for bachelors in disciplines, formed mainly in the basic foundations of science, is the principle of objectivity. Their structure corresponds to the traditional structure of classical textbooks, in which the principles of progressive and cyclical presentation of the material are observed. The preparation of textbooks and study books for masters is based on the activity principle: the process of mastering, reproducing and processing by students of historically formed knowledge, abilities and functions assumes that the author of the educational book selects scientific and professional knowledge of an advanced level and systematizes (structures) them, taking into account the needs of a particular type and form of activity of the future specialist.

**Key words:** competence-based approach, global integration trends, education, level education, university textbook, educational methodological complex, meaningful subsections, academic discipline.

## **INTRODUCTION**

Within the framework of global integration trends in the field of higher education, there have been changes in views on the essence of language education and on its role in the development of individuality. Education, of course, is not just the acquisition of a certain amount of knowledge, skills, and abilities. This is a functional need inherent in man, one of the most important mechanisms of his

evolution and his “spiritual ascent”. The problem of creating an effective textbook is now becoming especially relevant precisely in connection with the development of new approaches to the theory of teaching foreign languages, such as an integrative approach to teaching various types of speech activity and various aspects of teaching, the unity of teaching language and culture, as well as in connection with the formation of more a broad view of language teaching, the use of many new and previously unused achievements of psychology, linguistics, linguodidactics, new modern teaching technologies.

### **THE MAIN PART**

Newly created textbooks that meet the requirements should:

- develop skills and abilities of a supra-subject nature, which are based on the transfer of knowledge through the analysis, processing and transformation of information;
- substantive in nature. Practical steps to develop such teaching methods should include a significant strengthening of interdisciplinary linkages within and between cycles of disciplines;
- contribute to strengthening the applied, practical nature of the content of training and control;
- activate the cognitive skills of students;
- to intensify the activity-based nature of learning and creative independence of students.

The best experience in creating educational literature seeks to implement the following positive trends:

1. Creation of not just a textbook, but also an educational and methodological complex to it. As a rule, the educational methodological complex includes a workshop for students, a manual for preparing students for seminars, practical and laboratory work, sets of test tasks, tests, cases, etc. It may also include electronic workshops, trainings, etc.

2. The variability of textbooks and educational-methodical complexes for them for each level of the higher education system (bachelor's, master's,

postgraduate studies). To create an end-to-end line of textbooks that implement the study of one academic discipline at different levels of the education system, the following principles are applied: a general approach to the study of the discipline; continuity in the content of educational material; the use of the same principles for the design of educational material; general approach to the construction of a methodological apparatus and an orientation apparatus, to the selection of illustrative material; uniform style and design of textbooks. The development of educational information, as a rule, is achieved in the following way: the complication of the content during the transition to the next stage (level) of education; complication of the content when moving to the study of the next topic; complication of the conceptual apparatus; complication of cognitive tasks.

When creating educational books for masters, the level of their training should be taken into account: existing basic training; knowledge of foreign languages: the possibility of implementing variable (individual) training; the ability to self-study and self-development; the interdisciplinary nature of training.

Authors of textbooks for masters are advised to combine linear and cyclical presentation methods, that is, textbooks should have a combined structure. In addition, the master is a specialist with productive thinking, high information culture. Therefore, he should actively use scientific periodicals and monographic literature.

The available experience in the creation of educational literature demonstrates the variety of approaches to the presentation of educational material in the textbook. Usually one of the three principles of presentation is used:

a) linear - individual parts of the content are lined up sequentially one after another, without duplicating educational topics studied in different periods, semesters, trimesters;

b) concentric - the possibility of referring to the same material in different periods of study is allowed, the complication and expansion of its content is envisaged;

c) spiral - the content assumes that students, without losing sight of the

original problem, expand and deepen the circle of knowledge associated with it.

Currently, there are textbooks or teaching aids for one academic discipline. But the question arises: does an increase in the number of proposed textbooks lead to a change in the quality of educational literature for universities?

The most common disadvantages of existing textbooks include:

1. The complexity of the presentation of educational material and an increase in the total volume of the textbook. The total volume of a significant part of textbooks is unreasonably large. In a number of textbooks, the total number of paragraphs is greater than the number of hours allocated by the curriculum for studying this academic discipline in the framework of this direction of training.

2. Often textbooks contain an unjustifiably large factual material included in the textbook with only one purpose: memorization. The tasks offered in the textbooks are focused mostly on reproducing the information presented in the textbook. Requirements, the maximum involvement of students in the independent acquisition of knowledge, the widespread use of inter-subject and integrative connections, are implemented only in separate textbooks and rather fragmentarily.

3. Often in textbooks there is a lack of realization of one of the fundamental didactic principles - the availability of educational material. The content of textbooks is full of abstract examples, assignments that are not practice-oriented.

4. The methodological apparatus, aimed at organizing the assimilation of educational material, in most textbooks is presented insufficiently variably according to the types of tasks and is currently very far from being perfect. Questions and tasks proposed by the authors of textbooks are, as a rule, of a reproductive nature, and are practically not focused on the formation of general cultural and professional competencies of students.

Many bachelor students express the following wishes for textbooks: one lesson - one paragraph, more connections with professional or personal experience, the modern level of printing, portability (convenient format), placement of statements of famous people (aphorisms, epigraphs). For senior students and masters it turns out to be important that the textbook contains different points of

view, different views, in order to develop their own point of view. Thus, the orientation towards the modernization of university textbooks has two directions: first, the content of education should be adequate to the current level of development of the economy, science and social life, and second, the content of the textbook should have a predominant activity orientation, expressed in a certain methodological support. With the competence-based approach, there is a need for textbooks developed in the logic of the concept of developmental learning and, especially, in the logic of the concept of problem learning.

What recommendations can be given to the author of a textbook, manual, or other educational resource that is focused on the development of a student's competencies?

The main directions of changes in methodological support can be as follows:

- focus on the formation and development of competencies;
- orientation of the textbook and the corresponding educational methodological complex on the organization of independent work of students;
- the possibility of realizing an individual educational trajectory according to the principle of "matryoshka": in the presence of an invariant kernel - a set of variable shells;
- creation of educational methodological complex on electronic media;
- a variety of assessment materials in the educational methodological complex, including those involving self-assessment.

It is known that the strength of knowledge is achieved by its practical applicability: we remember 10% of what we read, 20% of what we hear, 30% of what we see, 50% of what we see and hear, 70% of what we hear what we say, 90% of what we say and do.

The textbook should orient both the teacher and the student towards solving not only subject cognitive problems, but also personal, interdisciplinary and supra-subject ones. Since the formation of communicative competence is possible only in conditions of interaction with other people, the textbook and other manuals should offer tasks that require not only individual, but also joint student activities. In

addition, the variability of the content and tasks for its development will contribute to the formation of the student's personal competence, since the selection of content and the choice of educational tasks will become the conditions for solving individual educational tasks.

To a large extent, it is the textbook and the accompanying materials that provide the student with an educational environment, which is a field of choice for educational situations. The main factor influencing the inclusion of a student in the educational environment is the internal motivation and individual work of the student.

At the present stage of development of means of communication and information transfer, an electronic (virtual) environment must supplement the traditional learning environment. The main advantages of electronic (virtual) learning environments: the ability to access relevant content in real time, access to highly specialized data through secure transactions.

In this regard, the problem arises of constructing a textbook and accompanying materials as a mixed educational environment that includes traditional and electronic means of transmitting educational information. The structure of a mixed educational environment can be represented in the form of a general communicative model of the environment, which includes the following components: teacher, student, environmental functions, information resources, interaction technologies.

When starting to create a textbook, the author must decide for himself ways to solve the following problems:

- Selection and structuring of content;
- Orientation and motivation of the student;
- Representation of knowledge in the textbook;
- Organization of the process of assimilation of the knowledge, skills and abilities of students defined by the program, the formation of their competencies;
- Self-examination and control of the results of mastering knowledge, abilities and skills and formed competencies. [2]

It is obvious that at the initial stage it is important to decide on the title and content of the textbook. In accordance with the Federal State Educational Standard, educational institutions develop work programs for disciplines [4]. Then, on the basis of the course program, the content of the textbook or study guide should be built. A number of publishers, concluding an agreement with the authors for the execution of a textbook, one of the conditions is that the manuscript must be accompanied by a curriculum.

When creating a modern university educational literature that meets the competence-based approach, the following rules can be used:

1. Systematic presentation of the material. The construction of a textbook is possible on the basis of two principles. The first principle is “from general to specific”: placing at the beginning of the textbook an overview of all the topics and sections studied. There is another principle of constructing a textbook - "from the particular to the general."

It is important that all concepts and terms that students must learn with the help of this textbook are given at the beginning (less preferably, at the end) of the book, indicating pages or paragraphs where these terms are explained. In the text of the textbook, it is desirable to indicate the numbers of words presented in the glossary, referring to the necessary definition of a particular term.

2. Introduction of the plot into the textbook. For example, in the textbook from section to section, students are led by a graduate (teacher, tutor) or a working group that solves the assigned tasks in each section.

3. An extraordinary variety of modern illustrative material. It is desirable to illustrate the sections with high-quality plans, diagrams, graphs, tables, reproductions, modern and historical photographs of art and architecture monuments, etc.

4. The main text of the textbooks has been compiled taking into account the current trends in the development of screen culture. In each of the textbooks, the main text is divided into meaningful subsections and fragments. There is no continuous text on multiple pages.

## 5. Establishing content lines between different academic disciplines. [1]

A textbook can be a "minimum minimori", however, it must be supplemented by other educational resources - laboratory workshops, multimedia resources, anthology, illustration albums, etc., as a result of working with which you can "get" the missing information to solve the problem.

It is advisable to formulate the tasks offered to students "in the language of problems", close to real life situations (cases, competence-oriented tasks). It is clear that the educational process cannot be guided only by such tasks, however, it is desirable that problematic tasks be located in direct connection with the issues discussed in the paragraphs of the textbook. Also, when completing the development of a topic, section, block, you cannot do without them.

### **CONCLUSION**

The textbook should provide: a) the adequacy of the understanding of educational information; b) the speed of students' perception of educational information; c) long-term memorization of educational information; d) application of educational information in different contexts.

In order to apply educational information in different contexts, fragments are highlighted in educational information that would encourage students to comprehend the stated results from the point of view of various independent approaches.

A characteristic difference between information that meets this criterion from the formally approving one is the presence in it of phrases such as: "on the one hand ..., on the other hand ...", "consider how to get this result by applying (such and such a method) ", " This is at the same time a consequence of (such and such a law, regulation) ", etc.

Also, in the information for students, along with the formally asserting ones, there may be, in reasonable quantities, search fragments that encourage not to take them on faith, but to critically evaluate the proposed assertions. Such educational information is characterized by the presence of phrases of the type: "let's see if this is always true ...", "We will discuss whether this law is fulfilled under (such and



such conditions)", "we will change (characteristics of the object under study or external influence). What will happen in this case? .. "and so on. [2]

In addition, the textbook should reflect, within reasonable limits, historical scientific knowledge, historical stages in the development of science, during which the scientific knowledge presented in the textbook was formed. At the same time, the process of the formation of scientific knowledge should be represented in the logic of the struggle of various ideas, erroneous views and approaches, historically recorded.

A modern textbook should be aimed at forming the student's conviction that a particular problem from the area of scientific knowledge under discussion is not limited to the material presented in the paragraph, but has many different sides, properties, aspects. In addition, it is important to take the student out not only to familiarize themselves with the finished solutions, but also with those aspects that require further research on the part of the scientific community. The latter can be done both with a link at the bottom of the page such as: "... read more about this ... (in such and such a source, on such and such a site)", and an offer to write an essay, prepare a message or report on a particular topic listing various sources.

The organization of the process of mastering the competencies of students defined by the standard is largely ensured by the fact that the textbook has a certain apparatus for orienting students not only in this manual, but also in the entire educational and methodological complex of the discipline.

Self-examination and control of the results of mastering knowledge, skills and abilities and formed competencies is achieved through the inclusion of a sufficiently large number of various exercises in the textbook. More details about the development of such tasks are described in the manual [4]. It is important to remember that test assignments, tasks, exercises, questions, cases and other means of monitoring and measuring the level of mastering competencies should form an integral system, correspond to the planned results of mastering the educational material (knowledge, skills, skills, competencies).

The selection and structuring of the content of modern educational material (a set of terms and concepts, facts, types of educational and research activities) ensure the interaction of the methodology of science, the subject branch of knowledge and teaching methods.

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