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Analysis of Modern Requirements for the Creation of New Generation Textbooks and Proposals for Their Improvement

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Abstract:

In recent years, in our country, much attention has been paid to improving the quality of education, improving the material and technical base of educational institutions, creating textbooks and teaching aids of a new generation that incorporate the latest achievements of modern science and technology and advanced world experience. This article is devoted to the improvement of a new generation of textbooks on distance learning of German as a second foreign language, methods of learning the German language and related literature, and their significance.

Keywords: German language, second foreign language, material and technical base, textbooks and manuals, modern system of teacher education, didactic value, Slatina, information society, integrated textbooks.

Introduction

We know that the textbooks used in the education system in every country are created on the basis of certain normative and regulatory documents. Decree of the President of the Republic of Uzbekistan No. PP-3775 dated June 5, 2018 “On additional measures to improve the quality of education in higher educational institutions and ensure their active participation in the comprehensive reforms ongoing in the country” when creating textbooks used in the education system of the Republic of Uzbekistan Decree of the Cabinet of Ministers Republic of Uzbekistan dated October 10, 2018 No. 816 “On providing higher educational institutions with textbooks” is of great importance as a legal document. Most of the textbooks created in recent years and used in the education system should be based on the tasks, functions and students defined in these two basic normative documents.

¹ <https://www.lex.uz/docs/3765586>

¹ <https://lex.uz/docs/3970451>

If you pay attention to the content of textbooks, textbooks, teaching aids, teaching aids, manuals, methodological recommendations, data sets (databases), a course of lectures, a set of lectures, a set of exercises (tasks), a dictionary, a collection, etc. reaches

When creating a textbook, we must first of all pay close attention to what subject it is suitable for. The form of classes usually includes lectures, seminars, practical classes, including lessons in social sciences, in particular, teaching a foreign language. Lectures on foreign languages provide theoretical information on such theoretical subjects as language theory, grammar, lexicology, stylistics, comparative typology of foreign languages and Uzbek languages. The language skills of students are developed by effectively teaching students the theoretical aspects of a foreign language. The main purpose of the seminars is to reinforce the topics covered in the lectures. The practical sessions will provide materials for developing students' four language skills and will focus on their development.

Literature editing

Today, speaking about the international experience of requirements for textbooks and manuals, A. Gunningvorts notes that there are four criteria for evaluating textbooks, namely:

- 1) Textbooks should be adapted to the needs of students. They should reflect the goals and objectives of the language learning program;
- 2) textbooks should serve as a basic program in solving the problems of current and future activities of students in the field of language;
- 3) textbooks should take into account the needs of students and facilitate their learning process, abandoning the principles of rigidity;
- 4) Textbooks should play a clear role in supporting learning. They, like teachers, should be an intermediary between the language being studied and the student. This means that the content of textbooks should fully take into account the needs of students, focusing on the improvement of all their language competencies.

Research Methodology

D. Tukhtasinova in her methodological manual "Creation and design of electronic textbooks" focuses on the didactic, methodological, psychological and pedagogical, technical and technological, aesthetic and ergonomic requirements associated with the process of creating an electronic textbook. The author classifies these requirements as follows (see Table 1.1):

1.1. Table Basic requirements for e-textbooks

No	Electronic textbook requirements	Features of requirements
1	General requirements	<ul style="list-style-type: none"> -compliance of the structure and content of the textbook with the curriculum; -reflection of science; -availability in teaching; - the presence of a problem; - Ensuring the exhibition; - awareness of teaching; - reflect systematization and sequence; - developmental and educational functions; - compliance with educational standards and so on.
2	Didactic students	<ul style="list-style-type: none"> -compatibility; -interactivity;

		<ul style="list-style-type: none"> - Availability of visualization; - development of intellectual abilities; - structural and functional dependence.
3	Methodological requirements	<ul style="list-style-type: none"> - the interdependence of cognitive, figurative and behavioral components; - interdisciplinary logical interdependence; - step-by-step control; - demonstration of the interdependence of the studied objects or processes.
4	Psychological requirements	<ul style="list-style-type: none"> - compliance of the cognitive process with the conditions of sensory and demonstration; - Taking into account the age of students, basic knowledge; - focused on the development of figurative and logical thinking; - Ensuring the visibility of teaching.
5	Technical and technological requirements	<ul style="list-style-type: none"> - movement on local and other media and in a network mode; - modern multimedia and telecommunication technologies - maximum use of tools; - soundness and stability of performance; - heterogeneous (provided in the electronic textbook specification - Stable in a variety of computer and other similar media - performance); - resistance to defects; - efficient and proper use of resources; - tested.

It would be expedient to divide the textbooks and manuals created today into two, ie textbooks for theoretical and applied sciences. Because there is a big difference between the textbooks and study guides used for these two different courses.

Textbooks and manuals prepared by the author are usually discussed at the department, faculty and university councils, and after positive conclusions are sent to the Coordinating Council under the Ministry of Higher and Secondary Special Education of the Republic of Uzbekistan. The Coordinating Council, on the other hand, sends textbooks and manuals to leading higher education institutions for final conclusions on textbooks and manuals, depending on the direction and specialization in which they are prepared.

Professors with scientific potential in leading higher education institutions review textbooks and manuals based on specific requirements. If the textbook or study guide fully meets these requirements, it will be given a positive review and recommended for publication.

If the textbooks do not fully meet these requirements or deficiencies are observed, they are sent for processing by the Coordinating Council to the higher education institution where the author works.

Research and results

1. Today, the requirements for textbooks by the Coordinating Council under the Ministry of Higher and Secondary Special Education are 21, 19 of which are basic requirements of textbooks, and 2 reflect the shortcomings of the textbook and the positive or negative opinion of the expert. Below we review the

requirements for textbooks and manuals today. The name and size of the textbook should correspond to the standard curriculum and working program of the subject. At the same time, the main focus is on the relevance of the topics covered in the sample science program to the topics covered in the textbooks. It would be expedient if this requirement was shown to check the completeness of the topics for the textbook, from 30% to 100% for the textbook. For example, in the preparation of a textbook on the subject of lexicology of a foreign language, it is possible to prepare a textbook on semantics or phraseology, which is a branch of lexicology. These areas of lexicology make up 20-30% of the topics identified in the sample science program.

2. Describe in detail the use of foreign literature (in%) in the list approved by the OOMTV. There is some ambiguity in the statement of this claim. It involves the preparation of a textbook or manual, using the financial and foreign literature specified in the sample program approved by the OOMTV. Typically, a professor who compiles a sample syllabus for a subject will review foreign literature that may be used in the course process for that subject. If the topics and content of this textbook correspond to the content of the sample syllabus of the subject, that textbook can be used as an alternative guide to the subject. In our opinion, it would be expedient to specify in this paragraph the phrase "specified in the list approved by OOMTV".

3. The introductory part of the manuscript of educational literature highlights its educational significance. This requirement stipulates that the introductory part of the subject should contain information that has a positive impact on the education of the user of educational literature. However, in our opinion, the educational significance should be absorbed not from the introductory part of the textbook, but from the introductory part to the glossary. It is also expedient to include in each chapter information on the customs, traditions, customs, worldview, culture of our people, based on the theme of the chapter. For example, if the title of a chapter is "Family", then in addition to words and phrases on the topic of "family", family values, the role of father and mother in Uzbek families, the value of a sister to brothers and sisters are covered on the basis of various examples. would be appropriate. The educational literature is intended for which educational direction, specialty and specialization. In this case, it is required to indicate the area of study in which the study of literature is planned, for example, philology or foreign language and literature, or the specialty code, the field of knowledge, which is planned to be taught. For example, if the textbook is called "Methods of teaching a foreign language", the textbook "Methods of teaching a foreign language" is designed for students of the 3rd stage. 5111400 - philology and language teaching.

4. Coverage of chapters, sections and topics in a certain sequence. This is one of the most basic requirements of the educational literature. The chapters and topics of each written textbook should be written in a certain sequence. Also, chapters of educational literature should be created on the principle of simple to complex. In addition, information on a course of study literature should be integrated with the information specific to the subject of that course. If the information provided for Lesson 1 of the textbook is based on an integrated approach, that is, if the assignments are designed to develop reading, listening, speaking, and writing skills in sequence, the content of the last lesson in the textbook should be in the same sequence.

5. The number of deficiencies indicated by the reviewer will be of great importance.

6. Conclusion (it should be clearly indicated by the expert whether the textbook, textbook corresponds to the line and the code of the specialist, intended (bachelor, master), to publish or not to publish). This paragraph once again emphasizes the direction and specialization of the textbook, and after reviewing all the above paragraphs, it is recommended to publish the textbook by a reviewer, or if there are many shortcomings, it is recommended to revise the textbook.

Conclusion

Hence, the last two paragraphs focus on deciding whether to publish or rework the textbook. In this regard, we would like to highlight some of the ideas that have emerged from our study of today's requirements for the creation of educational literature. The main purpose of this is to focus on improving the literature of the new generation and on this basis to further improve the quality of education. Given that our research is devoted to the creation of a new generation of textbooks for teaching German as a second language, and the fact that the second language aspect of the curriculum is in the block of applied sciences, we mainly comment on the above requirements for textbooks and manuals. We present our proposals for improving the textbooks of the new generation. It is advisable to specify the relevance of the textbook and the textbook in accordance with paragraph 1 to the topics in the model program separately for the textbook and the textbook. The requirement specified in paragraph 3 should be defined not only in the introductory part, but also in all lessons of educational literature within the subject to inculcate our national spirituality, culture, values. It is also advisable to specify the name of the claim in paragraph 6. Because it is expedient to use a combination of modern pedagogical technologies instead of modern technologies in the phrase "reflecting the use of modern technologies."

In paragraph 12, it is advisable to remove the limitation of a particular year. This is because there are publications in some fields that, even if they were published 20-30 years ago, remain one of the main literatures in this field. For example, Professor J. Buronov's textbook "Comparative Grammar of English and Uzbek" was published in 1973, but is still used as a basic textbook for the science of comparative typology.

In our opinion, the requirement of paragraph 14 can be applied to the educational literature created for the theoretical sciences. This is because textbooks, manuals, and lecture notes for theoretical disciplines provide a brief summary after each topic, as well as questions for self-monitoring and discussion.

We also studied many international experiences in creating a new generation of textbooks on foreign languages and their teaching. In this regard, we have reviewed the textbooks and manuals for practical lessons in German and English, and make the following suggestions for the creation and structure of a new generation of textbooks: The new generation textbooks will have the following structure in terms of structure and they will consist of four parts. Below we will dwell on each of them separately. The first part is the main part of the textbook, which includes lessons on topics, which will show 30 or 40 course materials, depending on the number of hours allocated to science. Each lesson is prepared on four language skills.

The second part will consist of a set of exercises on the formation of students' language skills, including rules on the subject of teaching language grammar and strengthening these rules. This section also provides the answer keys to the exercises structured for each topic.

The third part consists of a teacher's book instructing the teacher on how to use the textbook in the classroom and outside the classroom. will be. The fourth section is a set of exercises for self-examination in order to study each topic of the study literature and the information provided in it and to develop the intended skills. In this section, there are about 10 exercises consisting of 10-15 tasks on each topic, and the student will be able to reinforce the topics covered by performing these exercises independently.

Therefore, in preparing our educational literature, which is being created today, it is necessary to first understand the content and essence of the above-mentioned decisions. Given that the new generation of textbooks used in the teaching of German as a second language is designed primarily for practical use, it is

advisable to create some comments on the requirements set by the Coordinating Council, taking into account the location and content of new generation textbooks based on international experience. would be.

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