

## FEATURES AND ADVANTAGES OF E-TEXTBOOKS IN THE EDUCATION SYSTEM

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### Annotation

This article provides a reference on the changes in the training system and the work carried out on them. The main essence of the article is this.

**Keywords:** block, concept, elements, modular training, module

### Introduction

The term "training" refers to an international concept—a module, in the sense of which one means - a node consisting of interconnected elements that can operate. In this sense, it is understood as a block of completed information, as the main means of modular training.

Modular training is one of the promising systems of training because the human brain adapts best to its mastering system. Modular training relies mainly on the modular arrangement of the human brain tissue.

The first official mention of the modular system of teaching was made in 1972 year, at the UNESCO conference in Tokyo. Modular teaching technology is derived from the general theory of functional systems, neurophysiology of thinking, pedagogy and psychology.

Modular teaching is a form of organizing the learning process, in which the logically completed units of the instructional material mean the mastering of modules, stages. Modular technology of teaching is produced and implemented in accordance with the accepted principles of teaching.

Modular training is the organization of teaching on the basis of curriculum structured on modules. The module covers the course content in three levels: complete, abbreviated and deepened. The software material can be provided simultaneously in all possible viewed codes: picture, test, symbols and word.

The teaching module is an autonomous (independent) part of the teaching material and consists of the following components:

a learning objective (targeted software) with a clear expression;

information Bank: the same educational material in the form of training software;

methodical guide to achieving goals;

practical activities on formation of necessary skills;

strictly consistent control work for the purpose of the installed module.

@The system of elementary units of pedagogical Technologies consists of modules.

Modul – it is a concept that forms pedagogical technology, representing its constituent parts. Such pieces will consist of such types as a small module, a primary module, a set

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of modules, the level of modules and a complex structure of modules.

Modules can be small, medium and large according to their scale. The fact that they are not fixed in relation to each other, their interaction can be different in the general process.

Modular training-serves to carry out the pedagogical process scientifically and methodically orderly and purposefully. The mutual arrangement of the components of any pedagogical technology and the sequence of implementation of the processes of pedagogical technology are called the algorithm of predetermined procedures.

The smallest part is a special part of pedagogical technology, and from such small modules make up the primary module. A set of modules is applied to the scientific organization of the training process and to ensure its quality and effectiveness. Due to the changeable and modernized nature of the modules, they are used dynamically. Modular training means orderly training. In this, the teaching material can be taught in the volume of one training session, at the level of one subject or another department of the subject, and sometimes in the size of a large component of the teaching science, that is, even in the style of blocks, with the help of modules. In higher and secondary specialized, vocational education institutions, training in the style of modules (blocks) is widely used, which is the organization of structural subdivisions of several types of Educational Sciences, as well as the technology of teaching certain disciplines. Blocks that correspond to the components of state educational standards are also being used. There are also modules that serve the components of training plans and programs, as well as technology that ensures their implementation. Modules applied to teaching methods, techniques and tools are also being created. Modules primarily serve to effectively understand concepts, rules, theories, laws that relate to educational content and the laws that represent a common link between them. Modules are also used in the educational and cognitive activities of cognitive learners and in the control of their mastering.

In the following years, scientific and pedagogical research on the modulation and technology of the educational process is being conducted. But in this regard, the work on the modulation and algorithmization of the educational training process is not completed. It is possible to apply a modular approach to the educational process through a thorough study of the pros and cons of this situation and relying on the rigorous conclusions of the experimental and pedagogical experiment. When the culture of modulation and algorithmization is fully penetrated into educational processes, the possibility of significant achievements in the creation and application of pedagogical technologies increases.

The following principles form the basis of modular teaching technology:

1. Principle of activity. This principle means that the modules are formed according to the content of the specialist's activity. According to this principle, modules can be built on the basis of a science activity approach or a systematic activity approach. In the field of activity approach to modular teaching technology, it is necessary to establish

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modules as a result of the analysis of the curriculum and programs. In a systematic activity approach, a block of modules is formed on the basis of an analysis of the professional activity of a specialist.

2. Equality, the principle of equality. This principle determines the nature of the subject - subject of the interaction of the educator and the student. This shows the relevance of modular learning technologies to the category of individual-oriented technologies. That is, modular training technology will be adapted to the individual psychological characteristics of the individual.

3. Systematic quantization method. This principle is based on the requirements of the theory of information compression, the concept of engineering knowledge, the theory of didactic unit approximation. Shular along with this principle, it is necessary to take into account the following psychological and pedagogical conjunctions:

a large amount of educational material, with difficulty and reluctantly (unintentionally) is remembered;

educational material, given in a certain system with an abbreviation, is more easily assimilated;

in the study material, the separation of the base parts has a positive effect on the functioning of memorization.

At the same time, the basis of the study material should be established by the knowledge and the foundation.

4. Motivation (arousing interest) principle. The essence of this principle will be to stimulate the student's educational and cognitive activities. This is a founding rule. It is the functions of the historical and problematic elements of the module that provoke interest in the educational material of the module, stimulate the acquisition of knowledge, encourage active creative thinking during training.

5. The principle of modularity. This principle serves as the basis for the individualization of training.

First, the dynamic structure of the module gives the opportunity to display the fan content in three different ways: complete, condensed and deepened. The choice of this or that type of teaching is up to the student.

Secondly, in mastering the content of the module, modularity is also manifested in the variety of methods and forms. And this can be both active forms and methods of teaching (dialogue, independent reading, educational and imitation games, etc.), as well as problematic lectures, seminars, professions.

Thirdly, modularity is provided in the mastering of the new material in a leap, that is, in each Science and in each module the teaching is oriented from simple to complex.

From the four, due to the adaptability of the training elements included in the module, the possibility of regularly updating the training material is foreseen.

6. The principle of problem. This principle allows for an increase in the effectiveness of the assimilation of the instructional material due to the problem situations and the practical oriented principle of training.

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During training, the hypothesis is hypothesized, its justification is indicated, and a solution to this problem is given. In most cases, our teachers only provide evidence in the lessons, (even if they are new) but for example, in the US, the teacher shows and understands the method of studying the issue, the ways of solving the problem posed by him, the nature of the experience, its consequences.

In the first place, especially this is what makes the student interesting, gives birth to creative thinking and activity in it.

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