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Nilufar Maksudovna Koshanova  
Chirchik state pedagogical institute of Tashkent region  
Phd

## DIDACTIC REQUIREMENTS FOR TEXTBOOKS IN MODERN PEDAGOGY (on the example of the subject «Education»)

**Abstract:** This article discusses the problems associated with improving the quality of textbooks in modern pedagogy, the didactic requirements for the textbook, the role of the textbook in improving the quality of education.

**Key words:** Textbook, modern pedagogy, quality of education, scientific character, didactic principles, function, individual growth, teaching methods, educational content.

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### Introduction

Human experience has shown that a high level of attention to education in the world is the basis of development. The attention paid by developed countries to education and science is undoubtedly the basis for the development of all areas. Today, new scientific and methodological approaches are entering the education system in our country, and it is natural that these approaches will bring positive changes in various organizational and methodological aspects of the educational process. A complex and multifaceted task, such as teaching and educating the younger generation at the level of society's requirements, can be accomplished only by highly qualified and pedagogical teachers. However, the effectiveness and success of the teaching process is in many ways closely related to the quality of the textbooks and the textbook as well

The main type of educational literature is the textbook - an important source of knowledge for students, one of the main tools of education. It reflects the theory and methodology of teaching, the knowledge, skills, general culture and experience of human activity that ensure the formation of the spiritual essence of the child's personality. The textbook is required to be both stable and mobile, and to meet the sustainability requirements, the textbook must have a solid foundation. The blockchain design

of the textbook allows for the rapid introduction of new knowledge based on mobility.

The text of the textbook structure is in the following forms:

- descriptive texts;
- story texts;
- Thinking texts

The textbook should ensure that students are consciously and actively involved in the learning process. In solving these problems, the textbook performs the following didactic functions:

- Encourages students to study this subject, creates a positive attitude towards science, creates interest, motivates them to learn;
- allow students to expand their knowledge on the basis of all available methods of providing information;
- training exercises must meet these requirements in order to check the learning process and results, self-assessment and correction, as well as the formation of the necessary skills and competencies;

According to its content and structure, the textbook should be fully consistent with the curriculum of a particular subject. The textbook may not cover a number of topics in the program, but there may be sections that are not covered in the program.

One of the important challenges in improving the quality of education is to improve the quality of the

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textbook. A good textbook not only increases students' motivation to learn, but also eliminates shortcomings in teacher training, i.e., the teacher organizes the lesson based on a specific methodological direction based on the textbook. Even if the teacher is of average capacity, the teacher can organize the lesson effectively if the textbook is prepared in a quality manner. According to the researchers who conducted the fundamental research, textbook developers should have a deep scientific knowledge and worldview, a thorough knowledge of the age characteristics of the child and the didactic requirements for the textbook.

One of the important challenges in improving the quality of education is to improve the quality of textbooks. The famous French teacher A. Shoppe once said: "A textbook is a phenomenon that shapes a nation." Well-known scientist MN Skatkin says that the textbook includes a certain level of teaching methods, and the textbook is a unique scenario for future training [2]. Well-known theorists I. Ya. Lerner, VV Kraevsky, N.F. Talizina assess the development of the textbook as the design of the educational process [3; 212-221]. Russian pedagogue D.D. Zuev identifies the following components of the textbook:

1. Texts as the main component of the textbook are in the following forms:

- descriptive texts;
- story texts;
- Thinking texts [4].

2. Non-text auxiliary components:

- Organization of assimilation: questions and assignments, notes, teaching materials, tables, pictures and exercises and their titles;

- Demonstration materials;

- Orientation part: introduction, notes, appendices, table of contents and indexes.

The school textbook performs the following tasks for the student in education:

1. The task of providing information. The textbook provides students with necessary and sufficient information on a particular subject.

2. Systematization task. The textbook requires a logical, systematic and consistent presentation of the subject material.

3. Transformation task. In connection with the pedagogical processing of acquired scientific knowledge, the materials in the textbook are pedagogically adapted to the didactic principles of a scientific nature, taking into account the age characteristics of the student. One of the most important areas of adaptation of learning material is the introduction of problematic, emotional expressiveness. The word "expressiveness" in Latin means expression, manifestation. This term was introduced in 1927 by the Russian scientist NV Timofeev [5].

4. Reinforcement and self-management function. The textbook provides an opportunity to re-learn the material. The formation of solid knowledge

in students serves as a basis for further improvement of the process of self-education.

5. Integration function. The textbook helps the child to learn more about the sciences related to it. In particular, the subject "Education" will have information on the subjects "History", "Economics", "Ethics", "Law", "Psychology".

6. Coordinating function. A variety of textbooks, including reference books, problem books, maps, pictures, and documentaries, are involved in the process of working on the study material.

7. Educational function. The textbook content has a strong spiritual impact on students.

8. The task of teaching. When working with a textbook, the student develops skills such as generalization, comparative analysis, distinguishing good from bad, logical memorization, which are necessary for self-education. Requirements for the textbook.

The textbook should ensure that students fully master the learning material. However, the textbook text (unlike the textbook text) serves not only to provide information, but primarily to clarify the content of the science topic. Therefore, the textbook should be interesting, concise and convenient, meet the requirements of scientific character, the tasks of forming a scientific worldview, patriotism, internationalism. The textbook is the main tool of education, in which the subject or its parts corresponding to the program are methodically indicated. It must be suitable for the development of specific scientific knowledge, skills and abilities, contribute to the development of the individual, meet the modern requirements and principles of forms of education. The textbook contains scientifically reliable and up-to-date information, which is formed taking into account the laws of didactics, such as regularity, consistency, consistency, digestibility. It is important for the textbook to create general scientific perceptions of the world around them, to express the system and scope of knowledge to be mastered by the student, to include tasks and examples to help students develop the necessary skills and competencies, to suit students' age and level of preparation [4].

In order to form an emotional-sensory attitude to real-life events, the textbook includes emotion-provoking materials that take into account the intellectual age characteristics of the students. In addition, the textbook should include a high level of summary material and at the same time be equipped with specific, basic factual information. The school textbook should realize the connection between learning and life practice, the practical application of knowledge in educational activities, the relationship between individual academic disciplines. It should be provided with the necessary illustrations in the form of pictures, maps, diagrams, photographs.

The following rules should be taken into account when compiling the textbook:

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- to ensure communication, ie to create a dialogue between the reader and the book;
- replenishment of auxiliary teaching aids to increase student interest;
- modeling, creating a model to obtain the necessary information about the topic or event under study;
- if special terms are used, they should have a brief definition and explanation, as well as an index of terms, a system of questions and assignments to work with them;
- the formation of names, concepts, descriptions of laws, explanations of events are required to correspond to the generally accepted in science and practice;
- The use of many unfamiliar concepts in the textbook is prohibited, etc.

The level of complexity of the textbook includes:

- awareness, ie the number and new content of new concepts;
- The complexity of sentences, ie their length, structure, abstraction, etc.

Russian pedagogue V.V. Kraevsky outlines three basic principles for choosing a study material:

1. The principle that the content of education corresponds to the basic requirements of modern science, the level of production and a developing democratic society.

2. The principle of taking into account the unity of aspects of the curriculum in all disciplines, which implies the expression in the relationship of human activity;

3. The principle of integrity of educational content in the formation of educational material, taking into account the individual development of the student. This implies the interdependence, balance and harmony of all components of education

When choosing the content of additional textbooks in science, the teacher should ensure that the selected material is relevant to the learning objectives, while the selected additional material is complex, vital and important enough to arouse the student's interest in science. In order for a lesson to be of high quality, effective and interesting, the teacher must constantly analyze the study of relevant information in order to provide additional information to students in addition to the science textbook. Including interesting and statistical data from various credible sources, biographies of scientists and practitioners, can be enriched with various exemplary stories. But in this case, the combination of theoretical, statistical, illustrative and practical connections that do not stray from the topic will have to be done consistently and beautifully. While the textbook is a presentation of a true science, it should also be open to students, taking into account their age, cognition, memory, level of development of thinking, developing cognitive and practical interests. This should be consistent with the tasks of developing students' cognitive abilities. The

textbook must meet the aesthetic requirements, that is, the location of the material in the textbook should be of interest to students the specifics of the perception of the new, the level of mastery of the previous, and most importantly. The textbook should be moderately colorful, the textbook should have an emotional impact on the reader, interest in the topic under study should emerge. Therefore, it is advisable to use different metaphors, especially in the early stages of learning. Hygienic requirements of the textbook are related to the quality of the text, paper [4]. The single subject "Education" combining the disciplines "Idea and Fundamentals of Spirituality" and "History of World Religions" will be gradually introduced in grades 1-9 from the 2020/2021 academic year, and in grades 10-11 from the 2021/2022 academic year. was put into practice [1]. In the current dangerous situation of globalization, the introduction of the science of "Tarbiya" plays an important role in educating the younger generation in accordance with the requirements of society. Since this subject is based on a combination of several disciplines, there are specific didactic requirements for the textbook.

Methodological requirements for the development of the textbook "Education":

- Achieving full mastery of ethics, knowledge, skills and competencies by students in accordance with the requirements of state educational standards;
- Development of independent and free thinking and creative abilities of students;
- formation of students' scientific worldview and global thinking competence;
- Ensuring the continuity and continuity of education on the basis of a fundamentally new methodology of teaching general education subjects.

Requirements for teaching the subject of education in general secondary schools should be developed at the following stages:

1. Each class lesson should include the types of spiritual and moral, thinking, legal, civic, economic, physical, environmental, aesthetic education;
2. Educate students at each stage in the spirit of respect for national and universal values;
3. Strengthen the effective interaction of the family with the school in the education of students, support the formation of respect for parents, people of other nationalities and cultures on the basis of universal principles;
4. Protection of children's rights and ensuring their legitimate interests;
5. To adapt students to social life through comprehensive, physical, mental, spiritual and moral development and to teach them to make the right decisions in various complex situations;
6. Formation of active civic positions in the child.

Principles of development of a new generation of educational and methodical complex in the education

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system of the country, as well as requirements for their content and quality:

- Formation of basic competencies in students (competence of formation as an individual, general cultural competence - knowledge of national values and rules of etiquette, reading books; communicative competence - social flexibility. process developed: ability to work, teamwork; competence to work with information - access to information sources; awareness and use of scientific and technical achievements;)

- To inculcate the content and essence of the principle "From national revival to national progress" in the minds of students;

- preparing students for successful social life;  
- strengthening active civil positions;  
- Defines the tasks of forming such qualities as responsibility, obligation, legal consciousness and legal culture, deep worldview, sound faith, deep enlightenment, tolerance.

The preparation of the textbook of education is aimed at forming an active civic position in students, promoting their comprehensive socialization, effective cooperation, meaningful organization of time, respect for national, spiritual and universal values, the realization of their intellectual and creative potential. At the same time, the groundwork has been laid to increase the effectiveness of the following preventive measures aimed at identifying and preventing the root causes of negative situations among young people, and drastically reducing delinquency and crime. In this regard, to instill in students a sense of national pride and dignity, a sense of humanity aimed at preserving the material and spiritual heritage, to achieve full mastery of knowledge and life skills by students in accordance with state educational standards, to develop students' independent and free thinking and creative abilities. - Improving the effectiveness of education on the basis of the creation and implementation of methodological complexes, improving the methodology of teaching general education

Principles of development of educational-methodical complex:

1. Aesthetically decorated, interesting, aimed at providing students with quality knowledge in this subject, directing them to the right path of education, helping them to acquire the necessary knowledge and life skills, to adapt to independent living, to form decision-making skills based on legal and moral criteria in different situations and requires the following complex of educational and methodical complexes rich in psychological and pedagogical materials;

2. The educational and methodical complex is created on the basis of the basic principles of the state policy in the field of education;

3. Taking into account the mental and physical capabilities of students, age, psychophysiological characteristics, level of knowledge, interests, abilities;

4. aimed at instilling in students a sense of patriotism and national pride;

5. The necessary volume of general secondary education is provided, aimed at developing students' independent creative thinking, organizational skills and practical skills;

6. Consistency of topics, advanced pedagogical technologies, effective use of media products

Didactic requirements for the textbook:

- Ensuring full mastery of learning materials by students;

- texts do not serve to provide information, but to serve the purpose of understanding and applying the content of the subject by students;

- interesting, concise and convenient for everyone;

- formation of a scientific worldview, meeting the requirements of patriotism and interethnic harmony, consisting of materials based on concrete evidence;

- education is aimed at ensuring the connection between everyday life and practice, the formation of the ability to apply the acquired knowledge in practice, to ensure an integral connection with other disciplines;

- Illustrations in the form of pictures: decorated with media products, including maps, drawings, diagrams, tables, diagrams, photographs, infographics;

- new concepts, terms, rules, definitions and similar vocabulary should be expressed in accordance with the level of psycho-physiological development of students.

### Conclusion.

The quality and effectiveness of education is directly related to the fact that the textbook meets the modern requirements, the age characteristics of students, the corresponding didactic requirements. Therefore, the complete reform of textbooks in the education system, the emphasis on the development of students' logical thinking, is closely linked with the demands and needs of the time. The textbook should be designed in such a way as to ensure the conscious and active participation of students in the learning process, to motivate them to learn, to develop specific scientific knowledge, skills and abilities, to promote personal development, to meet modern requirements and principles of education.

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