

Definition and structure of electronic textbooks.

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ANNOTATION:

This article discusses the Didactic requirements must comply with the specific laws of teaching and, accordingly, the didactic principles of teaching. The following are the traditional didactic requirements for an electronic textbook.

Keywords: constructive learning, electronic textbook, modern information, telecommunication technologies.

Psychological-pedagogical, technical-technological, aesthetic and ergonomic requirements are set in the process of creating an electronic textbook. It must meet the didactic requirements set for traditional textbooks such as e-textbooks, textbooks and manuals.

didactic requirements



Taking into account the latest achievements of science, science, engineering and technology in teaching, the content of the training material provides a sufficient depth and reliability.



The process of transferring learning material using an electronic textbook should be built in accordance with modern teaching methods.



For example, experiment, experiment, comparison, observation, abstraction, generalization, rounding, similarity, analysis and synthesis, modeling method, as well as mathematical modeling, as well as systematic analysis method.

Teaching achievement requirements

Is carried out through an electronic textbook and emphasizes the need to determine the level of complexity and depth of study of the study material specific to the age and individual characteristics of students.

It is not possible to over-complicate and overload the study material, in which case the learner will be unable to master this material.

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Requirements to ensure the constructiveness of teaching, the need to take into account the objects studied by students, their sensitive perception and personal observation of their models or models.

Requirements for ensuring the awareness of students, the independence and activity of the learner - the provision of students with independent textbooks on the involvement of educational information in achieving the ultimate goals and objectives of educational activities.

In this case, for the student means the content of educational activities. The e-textbook should be based on a systematic approach. Therefore, a thematic model of student activity should be followed in the e-textbook.

Requirements for the structure and sequence of teaching in the use of electronic textbooks - means that the sequence of assimilation by students of a particular system of knowledge in the field of study. Knowledge, skills and abilities must be formed in a logical order in the education system and find their place in life. The following is required for this

- to recommend the study material in a structured and structured way;
- to take into account the development of knowledge, skills and abilities formed in the organization of each part of educational information;
- to take into account the interdisciplinary relevance of the studied material;
- Deep understanding of the sequence of transmission of educational material and educational effects;

Requirements for the introduction of computer visualization of educational information provided by the electronic textbook. The analysis of the capabilities of modern tools in relation to the quality of presentation of educational information in the electronic textbook.

In addition to the didactic requirements for traditional publications in the field of education, there are specific didactic requirements for the electronic textbook, such as the use of modern information and telecommunication technologies in its creation and movement:

The e-textbook should meet the following methodological requirements:

Due to the diversity of real technical systems and devices and the complexity of their movement, the presentation of educational material in an electronic textbook should be built on the basis of the interaction and interdependence of conceptual, figurative and mobile components.

Flexibility requirements - means the adaptation of e-textbooks to the individual lessons of the learner, the knowledge, strength and physical support that affect new learning disorders. There are three levels of e-textbook flexibility. The first level is the opportunity for students to choose an individual pace of learning that is convenient for them. The second level is a diagnostic analysis of the student's condition, based on the results of which the content and method of teaching are proposed. The third level is based on an open approach, in which the grouping of users is not caught in the fall, and the authors of the program are advised to develop as many options as possible for the contingent of trainees.

Literature

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