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**ЎЗБЕКИСТОН РЕСПУБЛИКАСИ
ОЛИЙ ВА ЎРТА МАХСУС
ТАЪЛИМ ВАЗИРЛИГИ**

**НАМАНГАН ДАВЛАТ УНИВЕРСИТЕТИ
ИЛМИЙ АХБОРОТНОМАСИ**

**НАУЧНЫЙ ВЕСТНИК НАМАНГАНСКОГО
ГОСУДАРСТВЕННОГО УНИВЕРСИТЕТА**



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Таҳририят манзили: Наманган шаҳри, Уйчи кўчаси, 316-уй.

Тел: (0369)227-01-44, 227-06-12 **Факс:** (0369)227-07-61 **e-mail:** ilmiy@inbox.uz

Ушбу журнал 2019 йилдан бошлаб Ўзбекистон Республикаси Олий аттестация комиссияси Раёсати қарори билан физика-математика, кимё, биология, фалсафа, филология ва педагогика фанлари бўйича Олий аттестация комиссиясининг диссертациялар асосий илмий натижаларини чоп этиш тавсия этилган илмий нашрлар рўйхатига киритилган.

“НамДУ илмий ахборотномаси–Научный вестник НамГУ” журнали Ўзбекистон Матбуот ва ахборот агентлигининг 17.05.2016 йилдаги 08-0075 рақамли гувоҳномаси ҳамда Ўзбекистон Республикаси Президенти Администрацияси ҳузуридаги Ахборот ва оммавий коммуникациялар агентлиги (АОКА) томонидан 2020 йил 29 август куни 1106-сонли гувоҳнома га биноан чоп этилади. “НамДУ Илмий Ахборотномаси” электрон нашр сифатида ҳалқаро стандарт туркум рақами (ISSN-2181-1458)га эга НамДУ Илмий-техникавий Кенгашининг 11.02.2021 йилдаги кенгайтирилган йигилишида муҳокама қилиниб, илмий тўплам сифатида чоп этишга рухсат этилган (Баённома № 2). Мақолаларнинг илмий савияси ва келтирилган маълумотлар учун муаллифлар жавобгар ҳисобланади.

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INGLIZ TILI DARSLARI SAMARADORLIGINI OSHIRISHDA MULTIMEDIYALI ELECTRON DARSLIKLARDAN FOYDALANISH TIZIMINI RIVOJLANTIRISH.

Valiyev Shaxlo Akmalovna
Namangan Davlat Universiteti
Ingliz tili va adabiyoti kafedrasida o'qituvchisi

***Annotatsiya:** Maqola Ingliz tili darslari samaradorligini oshirishda multimediyali elektron darsliklardan foydalanish tizimini rivojlantirishga bag'ishlanadi. Shuningdek elektron darslik tuzulishi, ulardan samarali foydalanish usullariga alohida to'xtalib o'tiladi.*

***Kalit so'zlar:** elektron darslik, boshlang'ich sinflar, didaktik ta'lim animatsiyalar, interfaol, component, raqamli, samara, dars jarayoni.*

DEVELOPMENT OF SYSTEM FOR USING MULTIMEDIA ELECTRONIC TEXTBOOKS (E-BOOKS) TO INCREASE THE EFFECTIVENESS OF ENGLISH LESSONS

Valiyev Shaxlo Akmalovna
Namangan State University
department of English language and literature
teacher

***Annotation:** This article explores the role and importance of e-textbooks in improving the quality of education in elementary school. It also recommended the shortcomings and problems that we currently facing and necessary actions to be taken.*

***Key words and expressions:** e-textbooks, components, tendency, textbook, interactivity, didactic study, primary school, lesson process, animation*

**РАЗРАБОТКА СИСТЕМЫ ИСПОЛЬЗОВАНИЯ МУЛТИМЕДИЙНЫХ УЧЕБНИКОВ
(ЭЛЕКТРОННЫХ КНИГ) ДЛЯ ПОВЫШЕНИЯ ЭФФЕКТИВНОСТИ УРОКОВ
АНГЛИЙСКОГО ЯЗЫКА.**

Валиева Шахло Акмаловна

Наманганский государственный университет

кафедра Английского языка и литературы

преподаватель

***Аннотация:**Статья посвящена разработке системы использования электронных учебников с мультимедиа для повышения эффективности уроков Английского языка. И также главное внимания предназначены разработке электронных учебников и способам их эффективного использования.*

***Ключевые слова:** мультимедиа, электронных учебников, эффективность, дидактика, интерактивный.*

The development of modern education trend is the widespread use and dissemination of information technology in the educational process. One of the main tasks in this direction is to create a set of knowledge covering with different subject areas. The introduction of new information technologies in the education system will ensure the transition from traditional teaching to a new process that determines the progress of the learning process and can make great changes in the education system. Most intelligent students have the opportunity to learn independently according to their abilities and interests. In such a system of education, school and higher education teachers had to overcome many difficulties in communicating their knowledge to students. Currently, not all educational institutions have computer-based education. Although much work has been done to create e-textbooks, there is still no open system for textbooks, such as having a simple library of books.

We can say that with the development of the education system, such shortcomings will gradually disappear. Creating an e-textbook is a very complex process. At the centre of the learning process, which uses educational technology, is the development of students' ability to learn independently in the context of the use of technology, as well as teacher-student collaboration based on learning activities. The e-textbook is not for abstract beings, but for individuals. The student should choose the method of teaching depending on his abilities, interest in science and his level of preparation. An e-textbook does not limit students' time to learning. [1,120]

Therefore, the material can be shortened or extended according to the discretion of the student. The e-textbook allows students to read information, listen to lectures, perform tasks for practical and laboratory classes, check their knowledge and if supplement necessary to them, the self-monitoring which form of knowledge can be recommended. The e-textbook should include simulators, tasks for practical and laboratory classes, taking tests and simultaneous teaching and software to determine the level of students' knowledge. In other words, it requires three components: a presentation that describes the main informative part of the course, an exercise designed to reinforce the knowledge gained, and a test that allows pupils to assess their knowledge rationally.

Electronic textbook, as well as scientific and visual description of educational materials ;analytical –synthetic capability ;problem –solving ,such as presenting information in a complete ,systematic ,and logical sequence, presenting and activating learning material in a single system ; robustness of learning material; differentiated and individualized education ;psychological and pedagogical ,such a flexibility and emotional sensitivity ;periodicity of full didactic education ,interactivity of education the ability to perform feedback, self-management tasks, as well as work with the textbook in the process of independent activity in and out of the classroom; ease of operation; organizational and technological capabilities, such as the ease of storing large amounts of information and the availability of special technical equipment (for example, computers) necessary to work with educational literature. [2,80]

When the above-mentioned didactic possibilities of the published educational materials are compared in practice with traditional textbooks, programmed textbooks, electronic textbooks and manuals, the most visible signs are the last type (multimedia) confirmed in the applications . In short , e-textbooks for using in the educational process of educational institutions should have the following features : good structure of information in the subject; correspondence of the main topics of hypertext, demonstration ,audio, and video commentary to the structural elements of the subject; the relevance of the main themes in the video commentary; in addition to the text and demonstration , teachers will give video or audio transcripts of the teaching materials for the main sections of the textbook.

What’s an e-book device? E-books can be read on any digital screen: computers, tablets, I -Pads, smart phones and e-readers. To ensure portability, bigger companies (including Amazon and Kobo) provide you with all-platform apps: you can start reading on your computer while drinking your morning coffee, continue where you left off on your e-reader and finish on your smart phone. [3,110]

Reading is a critical element in learning. How can we make reading more accessible and fun for students? E-books might be the answer. In this lesson, we will discuss how to use eBooks in the classroom. How many books do you think a classroom should have? Your answer might depend on the age of the students or even the size of the classroom. Can you imagine a classroom with a virtually unlimited supply of books? You might be envisioning a library with rows and rows of jam-packed shelves. That isn't practical in an individual classroom though, is it? E-books provide endless options for students yet require no physical space.

E-books, or electronic books, are digital copies of books. E-books can be accessed online or can be downloaded to a device. They often include images, animations, sounds and interactive components. Because eBooks go beyond words on a page, they appeal to a wide variety of readers and learners. [4,85]

The simplest e-books are simply a digital version of the actual physical book. They are no more than a PDF or some such. They don’t come with any extra features other than what you get with the platform on which you are reading the e-book. These may include a dictionary to check terms or the capacity to annotate the book or take notes separately.

In other e-books, there are interactive activities incorporated into the process to check whether the reader has comprehended the material, or whether there has been any improvement in their grammar or vocabulary.

Now that we know what eBooks are, let's see how they can be used in the classroom. How would you use eBooks in the classroom? Your answer will likely depend on many different factors including the grade level of the students and resource availability.

E-books in the Elementary Classroom : a smart board serves as a whiteboard and computer all in one. It projects digital content for group viewing. Many smart boards have speakers to integrate sound into presentations as well as integrated touch technology. A student can turn the pages of an eBook by swiping his or her hand across the screen of a smart board. Of course, eBooks are not limited to smart boards. Students can access them on classroom computers, laptops, tablets or e-readers, small, portable, tablet style devices designed strictly for reading. The options are nearly endless for the use of eBooks in primary education. [5,90]

The use of media to enhance teaching and learning complements traditional approaches to learning. Effective instruction builds bridges between students' knowledge and the learning objectives of the course. Using media engages students, aids student retention of knowledge, motivates interest in the subject matter, and illustrates the relevance of many concepts.

Media can be a component of active learning strategies such as group discussions or case studies. Media could be a a film clip, a song you hear on the radio, podcast of a lecture or newspaper article. Students can also create their own media. For example, student video projects can be a powerful learning experience.

The use of media to enhance teaching and learning complements traditional approaches to learning. Effective instruction builds bridges between students' knowledge and the learning objectives of the course. Using media engages students, aids student retention of knowledge, motivates interest in the subject matter, and illustrates the relevance of many concepts.

Existing media resources can also be used to engage students and facilitate active learning strategies which promote deeper learning. For example, media provides a useful platform for teaching with cases, cooperative learning, problem solving, and for giving more interactive lecture demonstrations. Student-created media involves a high degree of engagement; promotes individual learning, social interaction and immersion; and is highly customizable and collaborative (Yowell and Rhoten, 2009). [6,100]

Research suggests that people learn abstract, new, and novel concepts more easily when they are presented in both verbal and visual form (Salomon, 1979). Other empirical research shows that visual media make concepts more accessible to a person than text media and help with later recall (Cowen, 1984). In Willingham's (2009) research he asks a simple question to make his point, "Why do students remember everything that's on television and forget what we lecture?" -- because visual media helps students retain concepts and ideas. Bransford, Browning, and Cocking (1999, p 194) also note the crucial role that technology plays for creating learning environments that extend the possibilities of one-way communication media, such as movies, documentaries, television shows and music into new areas that require interactive learning like visualizations.

Many media sources (feature films, music videos, visualizations, news stories) have very high production quality capable of **showcasing complex ideas** in a short period of time. This helps develop quantitative reasoning. Learn more about this technique using the Teaching Quantitative Reasoning with the News module. Media offers both cognitive and affective experiences. It can **provoke discussion, an assessment of one's values, and an assessment of self** if the scenes have strong emotional content. The use of media sources help **connect learners**

with events that are culturally relevant. As a result, a positive consequence of utilizing media is that instructors must keep their materials and examples up-to-date. [7,90]

News stories can be used to **connect theories taught in the classroom with real world events and policies.** Popular media (films, music, YouTube) are a familiar medium to students that helps gain attention and **maintain student interest** in the theories and concepts under discussion. Students can see the theories and concepts in action. In more than a figurative sense, theories and concepts leap from the screen. Students can **hone their analytical skills** by analyzing media using the theories and concepts they are studying.

The use of media in the classroom **enables students to see concepts and new examples** when they are watching television, listening to music, or are at the movies with friends. Students can **experience worlds beyond their own**, especially if the media is sharply different from their local environment.

Students will be reading these apps on a smartphone or tablet, or some other kind of smart device. These have various capabilities, like voice recording capabilities, or video recording capabilities. They are also able to support many free apps that can turn what is basically a passive and receptive lesson into something where the student interacts continuously with the book and even engage the creative process to come up with their creations as part of the learning process. Once students create their own work, they can share them in the form of an email or a blog that is dedicated to classroom activities.

Many schools have begun to use ipads, Google Chromebooks and other portable touchscreens in lessons, giving children more opportunities to access digital books and storyapps. Accessing an interactive digital book is a different experience from clicking through an e-book on the desktop PC and many teachers, especially those in primary schools, are legitimately questioning the value of using these resources in their literacy lessons. Digital books with interactive features such as games and hotspots (areas in the digital text or image which act as hyperlinks, activated by tapping on the screen) have been found to impede children's story comprehension and vocabulary learning. Yet, there is also evidence to suggest that children are attracted to and motivated to read those digital books which are fun and personalisable and that children do access such books at home.

Teachers are keen to explore the dual purpose of digital books and literacy apps to entertain as well as educate. This means the best ones in an educational context have high-quality texts as well as a digitally enhanced narrative and open up the world of imagination, with possibilities for children to be creative and explore their own ways into a story or literacy activity. Digital books which can meet both objectives are therefore likely to be successful. [8,78]

Conclusion

With the variety of interactive content in e-books, learning becomes easier for all types of learners: auditory, visual, kinesthetic and even tactile learners. E-books are the future of the classroom, alongside many other kinds of digital technology. While physical reading materials will always have their allure, e-books add a new and revolutionary dimension that your students will definitely come to enjoy. It will also make your life easier as a teacher.

Although using digital books is different from printed books, the basic principles of effective implementation of a new resource in the classroom still holds. Teachers need to get familiar with the technology before they can explore the different features embedded in the app. They need to get familiar with the particular digital book and the content of the story.

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ТЕХНИКАОЛИЙ ТАЪЛИМ МУАССАСАЛАРИДА АХБОРОТ ТЕХНОЛОГИЯЛАР ЁРДАМИДА ТАЛАБАЛАР КАСБИЙ КОМПЕТЕНЦИЯЛАРНИ ШАКЛЛАНТИРИШНИНГ НАЗАРИЙ АСОСЛАРИ

Адилов Бобуржон Бахриддин ўғли

Жиззах политехника институти стажёр-тадқиқотчи

Аннотация: Ушбу мақолада математик фанларнинг материаллари бўйича ахборот технологиялар ёрдамида талабаларда касбий компетенцияларни шакллан-тиришнинг моҳияти, таркиби ва мазмуни очиб берилган.

Калит сўзлар: Педагогик моделлаштириш, веб-квест, кластер, мотивацион, когнитив, рефлексив.

ТЕОРЕТИЧЕСКИЕ ОСНОВЫ ФОРМИРОВАНИЯ ПРОФЕССИОНАЛЬНЫХ КОМПЕТЕНЦИЙ СТУДЕНТОВ ТЕХНИЧЕСКИХ УЧРЕЖДЕНИЙ С ИНФОРМАЦИОННЫМИ ТЕХНОЛОГИЯМИ

Адилов Бобуржон Бахриддин угли

Джиззакский политехнический институт, стажёр-исследователь

Аннотация: В статье разработана теоретическая основа формирования профессиональных компетенций у студентов высших учебных заведений с помощью информационных технологий, которая состоит из целевого, методологического, содержательно-технологического, критериально-оценочного и эффективного компонентов.

Ключевые слова: педагогическое моделирование, веб-квест, кластер, мотивационный, когнитивный, рефлексивный.

THEORETICAL BASIS FOR FORMING PROFESSIONAL COMPETENCIES OF STUDENTS OF TECHNICAL INSTITUTIONS WITH INFORMATION TECHNOLOGIES

Adilov Boburjon Bahriddin oglu

Jizzakh Polytechnic Institute, Research Assistant