Conceptual Framework for the Design of Electronic Textbook for EFL Students

Nigina Ashurova
Samarkand State Institute of Foreign Languages

Nargiza Suleymanova
Samarkand State Institute of Foreign Languages

Abdugani Amanov
Samarkand State Institute of Foreign Languages

Firdavs Aslonov
Samarkand State Institute of Foreign Languages

The relevance of creating new educational products is justified by the tasks of informatization of the education system, the solution of which is largely determined by the extent to which new information technologies are introduced into the structure and content of the textbook, as the main educational book, which in turn determines the quality of the educational process. Several reforms have been implemented to develop textbooks and manuals of a new generation and introduce information and communication technologies into the educational process, as well as e-learning in general. The insufficient equipment of higher educational institutions with modern educational and scientific aids prompted to reconsider this problem based on the study of foreign experience and the introduction of an innovative approach because the textbook is a necessary tool, without which it is impossible to obtain deep versatile knowledge.

INTRODUCTION

The improvement of teaching technologies has been one of the priority areas for education development over the past few decades. The active inclusion of information and communication technologies in the educational process allows for organizing educational activities in a new way and, in particular, developing systems that could easily and adequately respond to changes in society.

This article discusses the properties and structure of a new generation of teaching aids for professionally oriented foreign language teaching to students of humanities universities. After analyzing several textbooks and materials containing some components that are important in organizing the learning process, the properties and structure of the new model of the textbook were proposed, the methodology of which is compared to other e-learning systems.

The university textbook is always at the center of the educational process. Both the teacher and the student constantly refer to his text in preparation for classroom lessons and exams. The university textbook still performs an important function in education. But the development of books in general, and educational books in particular, is connected with the process of computerization of society.

Every year, the use of paper textbooks and teaching aids becomes more and more problematic, the content of which often ceases to be relevant. The way out of this situation can be using and developing electronic learning tools. This conclusion is based on the possibility of dynamic changes and additions to the content of electronic learning tools in accordance with changes in science and culture. The process of digitalization of the education sector has been going on for more than a dozen years, and significant results have been achieved on its way.

The principles of building electronic publications for educational purposes have already been considered by many authors R.A. Faiziev, A.A. Sobirov, D.Sh. Ziyadullaev E.S. (2019), Polat (1998), A.A. Grechikhin (2000), V.N. Ageev (2003), I.A. Bashmakov (2003), I.Ya. Lerner (1992). We want to share our own experience in creating interactive electronic publications.

MATERIAL AND METHODS

The electronic textbook is a new generation of literature which combines the advantages of traditional textbooks and the possibilities of computer technology. L. Kh. Zainutdinova (1999) gives the following definition: electronic textbooks are "a training software system for complex purposes that ensures the continuity and completeness of the didactic cycle of the learning process, provides theoretical material, provides training activities and level control, simulation modeling with computer visualization and service functions for a condition for the implementation of interactive feedback" .

The first teaching computer developments with the functions of automatic checking of tasks appeared in the eighties of the last century. They were auxiliary applications to textbooks and educational and methodological complexes in various areas.

New features have appeared: bright pictures, the ability to manipulate objects with the mouse, etc. The multimedia programs were intended for local use by one or more users in the classroom/audience. When compiling them, video and audio clips were used; they included hypertexts and tests for self-examination.

With the development of the availability and speed of the Internet, multimedia programs gave way to online distance education courses. In online courses, teacher and student feedback began to develop. Compared to local access programs of previous decades, distance education courses provide an opportunity for online communication between the teacher and the student and reporting on the progress of both an individual student and the entire contingent of students. Massive open online courses (MOOCs) are leading among distance education solutions. The international platform Coursera is widely known. In general, experts predict a large increase in the share of online learning and online courses in the education market, including in higher education.

In parallel with distance education courses, the direction of electronic publications is developing. Electronic editions are well known to any modern reader. They are often published in PDF format developed by Adobe. This format allows you to save the book's fonts, text and layout markup, illustrations and reference apparatus, so it has found wide application in book publishing. Electronic publications can be read on users' digital devices, printed, and transmitted over the Web. The disadvantages of all these formats include weak protection of files from piracy.

From electronic textbooks in PDF format, electronic library systems of universities are formed. It is quite easy for students to find the necessary resources with free access to the Internet in addition to electronic university libraries.

Thanks to the development of modern publishing technologies and information communications in the modern world, there is a process of convergence between traditional book publishing and online learning. Major international publishing houses are developing their own projects that combine the sale and distribution of textbooks both in traditional printed form, electronically, and in interactive networks through special portals.

A book published in printed form can be offered to students in PDF form and posted on a special portal in an interactive form that allows you to conduct an online course on it. We can talk about stable trends in the transition to creating interactive teaching aids that are not inferior in quality to modern online learning systems.

It is worth paying attention to the nature of the author's work on a traditional textbook and a distance education course. Even if the author already has a ready-made text of the textbook, the system of distance education needs to develop a special scenario (design) of the course, taking into account the software used in a particular university. Authors have to spend a lot of hours with programmers and methodologists in order to achieve satisfactory results.

The next feature of modern online courses is that the starting point for them is the visual range of content, i.e. video lectures and presentations. The online course is based on a teacher's video lecture, the duration of which varies from the usual academic pair to 15–20 minutes. Then, as an attachment, presentations made in PowerPoint are offered, files for download and reading. Tests and assignments are developed for each video lecture.

The types of tests and tasks are strictly limited by the requirements of the software. The purpose of teaching a foreign language is to teach a set of skills. To develop a skill, two conditions are necessary - practice and feedback. Feedback and reporting in distance education systems are an integral part of them.

Each textbook, workshop, and laboratory work can be implemented as an electronic publication with interactive services.

The textbook is published and distributed on the Web in electronic form; it is ready for use in online learning. The tutorial does not require any special software to be installed on the user's computer. All work with the publication goes through a special website of the publisher. Publications are available to users after registering on the site and obtaining access around the clock and wherever there is access to the Internet.

The reader of a printed textbook can study the text in the sequence established by its author. He can also refer to additional and reference sections using bibliographic references, and use other sources and literature, including audio and video materials, as separate applications.

The electronic textbook retains the structure and design of the publisher's layout, fonts, links, italics, and emphasis. Applications - both textual and multimedia - are logically integrated into the structure of the online publication.

For the reader's convenience, a rich toolkit is provided that allows you to underline, highlight, comment, and leave, where necessary, bookmarks in the margins of the electronic publication.

Traditional questions and tasks at the end of a section or chapter are transformed into interactive tasks of an open type (requiring verification by the teacher) or closed type (having a key for self-testing). Types of tasks range from multiple-choice tests to "fill in the missing word", "complete the phrase", "find a match", "write an essay or abstract on a given topic". The author does not have to worry about implementing a set of exercises and tasks included in the practical part of the manual. They are published in the order he intended for his manual. In our opinion, this is extremely important for the preservation and adequate implementation of the author's methodology of teaching the discipline.

Unlike the preparation of a printed textbook, when creating an electronic version in the process of developing exercises that have keys for self-examination, the author simultaneously creates a database of answers, the presence of which allows you to further save time on checking tasks that are performed automatically and pay more attention to the organization of the educational process. Automatic calculation of the percentage of correct and incorrect answers also allows you to save significantly time both when checking assignments performed in the classroom and when working independently. The teacher, having an assessment system for each type of assignment, can evaluate the work of each student individually with minimal time costs. The reduction in the number of classroom hours allocated for mastering the discipline "Foreign Language" is increasingly encouraging teachers to use a combined teaching model, which combines traditional classroom work and distance learning methods. A modern electronic textbook makes it possible to use this model with maximum efficiency, which is achieved if some of the tasks, mainly of a communicative orientation, are performed in the classroom and some (for example, exercises aimed at processing lexical skills) are assigned to independent work of students.

The interactivity of the electronic edition is primarily expressed in the presence of tasks for checking and commenting by the teacher. The teacher and the student can comment on assignments, exchange information, and enter into correspondence. Assignments can be checked automatically using the response database. The teacher also can self-assess.

Note that, unlike printed manuals and most distance education systems, the author and the teacher can constantly replenish the answer base with the correct options. This feature is important for foreign language courses, where the ambiguity of concepts and the variability of translation are far from uncommon.

The resource provides the teacher with the opportunity to see both the general statistics of the group and the systematized data on the progress of each student individually. This creates additional benefits when setting the final grade. An undoubted advantage of such publications is the ability to determine the time for completing homework, which reduces the risk of doing it "at the previous lecture", or "during the break immediately before class". Knowing about the features of monitoring the implementation of tasks, students become more organized, allowing them to acquire better knowledge.

RESULTS AND DISCUSSIONS

Thus, the system of interactive educational publications is designed taking into account modern requirements for university books, electronic publications, and online courses of open education. The text of the university textbook is accompanied by interactive services that allow you to conduct online classes immediately after the publication of the publication on the website and the registration of interested users.

Obviously, the electronic educational edition allows you to choose the best approach to the so-called "digital generation", to find a common language with its representatives.

Teachers also note the positive practical results of using interactive electronic publications in the classroom and extracurricular work.

First of all, this is an increase in motivation and interest in the subject, which is expressed in the growth of classroom attendance, better and more timely completion of homework, as well as more active participation in classroom work.

It is also important that the electronic textbook is becoming one of the tools for developing the skills and abilities necessary for passing international exams, most of which are conducted online and involve performing tasks on a computer (reading texts, listening to notes, answering questions, etc.).). Thus, electronic publication contributes to the development of not only professional but also non-professional competencies.

The advantage of an electronic textbook is the ability to increase the efficiency of traditional and distance learning, which is becoming increasingly popular.

Another undoubted advantage of electronic textbooks is the possibility of arranging task components in a different sequence when each user can receive different options for similar tasks, which will significantly increase the degree of individualization of learning, which is one of the main requirements of modern education.

The combination of traditional and innovative teaching tools, associated with the use of both printed and electronic textbooks, allows universities to meet such requirements for the education system as digitalization, individualization, as well as democratization, which is associated with the self-organization of learning, the creation of equal opportunities in obtaining education, etc.

CONCLUSION

Thus, the development of programs and electronic textbooks, in particular for teaching a foreign language to EFL students, can also play a role in modernizing the education system: due to the need to increase the proportion of independent work of students at all stages, as well as contribute to the intensification of the educational process.

All of the above determines the relevance of our study, which resulted in the creation of a model of the e-textbook in English developed within the framework of a communicative approach, taking into account all above-mentioned principles.

REFERENCES

Anthony, N. (2006). Teaching Foreign Languages at a Distance: Faculty Development Course. *Informacionno-Kommunikacionnie Tehnologiiv Obuchenii Inostrannim Yazikami Mejkulturnoi Kommunikacii*, pp. 21–27.

Bennett, S., Bishop, A., Dalgarno, B., Waycott, J., & Kennedy, G. (2012). Implementing Web 2.0 Technologies in higher education: A collective case study. *Computers and Education*, pp. 524–534.

Garrett, N. (2009). Computer assisted language learning trends and issues revisited: Integrating innovation. *The Modern Language Journal*.

Holmberg, B. (1994). *Theory and practice of distance education*. Retrieved from http://www.general-ebooks.com/book/75199390-theory-and-practice-of-distance-education

Lerner, I.Ya. (1981). *Didakticheskie osnovi metodov obucheniya*. Moscow: Pedagogika.

Rudenko-Morgun, O.I. (2009). *Principi modelirovaniya i realizacii elektronnogo uchebno – metodicheskogo kompleksa po russkomu yaziku na baze tehnologii gipermedia*. Moscow: RUDN.

Salmon, G. (2004). *E-Moderating: The key to teaching and learning online* (p.229). New York: Routledge Falmer.

Zaynutdinova, L.X. (1999). *Sozdanie i primenenie elektronnih uchebnikov*. Astraxanь: Izdvo SNTEP.