

THE RELEVANCE OF DEVELOPING FUTURE SPECIALISTS' SKILLS IN WORKING WITH NEXT-GENERATION TEXTBOOKS

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Abstract: This scientific article highlights the relevance of developing future specialists' skills in working with next-generation textbooks, the pedagogical significance of effectively using modern educational literature in the educational process, and priority areas for improving this process. The content of new generation textbooks and their role in forming students' independent thinking, critical analysis, creative approach, and practical competencies are also analyzed. Particular attention is paid to training future specialists in independent work with textbooks and developing their skills in searching, sorting, analyzing, and applying information in practice.

Keywords: future specialists, new generation textbooks, educational process, professional competence, independent learning, pedagogical technologies.

Today, researchers on fundamental didactic problems and specialists in specific fields of science are working on the problem of how to modify subject textbooks to form theoretical foundations and demonstrated skills in working with students, as well as how teachers work with existing textbooks. The concept of "key skills for a 21st-century person" itself is largely metaphorical and differs from the concept of "skills" in classical didactics[1]. In it, skills are understood as a skill where a person automatically, without thinking, performs the necessary actions. Key skills for a 21st-century person are understood as the abilities, competencies, literacy, and personal qualities that will help them survive and successfully realize themselves in the 21st century[2].

Within the framework of the study, we identified five core competencies for working with textbooks: constructive-critical thinking competence, creativity, communication, teamwork, and subject competencies. This implies the ability of the younger generation to become the "author" of their own life, to choose the direction of development, to make a choice, and to take responsibility for it.

When considering the basic skills of a 21st-century person and how they can be presented in a textbook, we could not ignore what is meant by a modern textbook. How does it differ from a classic textbook? It should be noted that we understand the textbook not only as a book describing the content of the subject, but also as a model and scenario of the educational process.

[1]Иванова Е.О., Осмоловская И.М., Шабалин Ю.Е. Конструирование учебников для реализации процесса обучения в информационно-образовательной среде: монография. – М.: Институт стратегии развития образования РАО, 2017. 188 с.; Осмоловская И. М. Учебники нового поколения: поиск дидактических решений //Отечественная и зарубежная педагогика. 2014. № 4 (19). С.42-51.

[2] Учебник как модель мира и общества: Коллективная монография / Под ред. Т. В. Артемьевой, М. И. Микешина. СПб.: Санкт-Петербургский центр истории идей; Издательство «Политехника Сервис», 2021. 446 с.

According to our analysis, although proposals for the fundamental revision of textbooks in didactics, their construction based on a systemic activity approach, their orientation toward the formation of educational activity, and the posing and solving of educational and cognitive problems for students have been voiced several times, certain aspects of these proposals are not being taken into account. What is meant by a modern textbook when we consider how it can be presented in a textbook to develop basic skills for a 21st-century student? How does it differ from a classic textbook? It should be noted that the textbook should be understood not only as a book describing the content of the subject, but also as a model and scenario of the educational process.

An examination of the historical aspects of the textbook problem showed that in didactics, it is necessary to radically revise textbooks, build them based on a systematic activity approach, orient them toward the formation of educational activity, and submit proposals for posing and solving educational-cognitive problems for students. Today, textbook creation is viewed as a problem that covers many subjects. The participation of educators, psychologists, cognitive linguistics specialists, and programmers in working on next-generation textbooks is desirable.

Traditionally, the textbook is interpreted as a unique phenomenon and has special functions for the preservation, reproduction, and assimilation of the spiritual culture of society. The textbooks reflect the social experience that each generation strives to pass on to its descendants. This is especially important in the modern socio-political situation, where the main thing is not just the acquisition of knowledge and skills by students in the 21st century, but the formation of a patriotic worldview and national identity in them. The textbook should help the new generation master the country's cultural and historical traditions, integrate them into the state unity, and identify themselves as citizens of Uzbekistan. Therefore, school textbooks always attract the attention of specialists and society. In this case, not only is the local education system implemented during periods of sustainable development, but also during periods of social and educational reforms and modernization. In this regard, when creating textbooks, it is necessary to apply the most important results obtained as a result of the effective development of the scientific foundations for creating a "modern textbook" in national pedagogy in the second half of the 20th and early 21st centuries, taking into account the context of the modern development of education in Uzbekistan.

Analyzing the methodological foundations of school textbook development allows not only for identifying approaches that correspond to different interpretations of the school textbook but also for researching its current state and identifying the stages and trends of this process. Below are the stages of textbook development:

1. The implementation stage is the second half of the 1960s, during which work was carried out to substantiate the new concept of school textbooks in accordance with important party and government decisions. Officially, scientific and methodological activities to create a system of textbooks began on June 3, 1967, with a special decree No. 502. No This resolution provides for "measures to improve the preparation and publication of school textbooks and their delivery to students." The resolution specifies "the development of scientifically grounded requirements for the content and volume of school textbooks, and the organization of the

preparation of manuscripts for stable textbooks on the core subjects of the general secondary school curriculum"[3].

The process of theoretically substantiating the purposeful, value-based, didactic, content-based, and process-based foundations of textbooks was carried out at the analytical stage in national pedagogy and didactics during the period from the second half of the 1960s to 2021. These measures led to a significant increase in the theoretical level of the school textbook preparation process. At that time, preparing a new textbook was a complex and multi-stage process that involved not only obtaining official approvals but also numerous expert discussions and mandatory large-scale testing, which ultimately ensured the high quality of the textbooks[4]. However, it was soon realized that creating a model of modern educational literature required purposeful, coordinated, scientifically grounded, and methodologically defined activity. This was due to the fact that although the reforms of the general secondary school carried out at the end of the 1960s set themselves the task of increasing the theoretical level of educational content, the practical possibilities and consequences of this activity were not sufficiently taken into account under the conditions of compulsory secondary education for all. As a result, programs and educational literature were overloaded with redundant information and secondary material in the process of processing educational content.

2. Scientific-methodological stage: In the 1970s–1980s, researchers and scholars effectively implemented the creation of the theoretical foundations of school textbooks in didactic activities. Methodological, didactic, methodological, and technological approaches to creating a school textbook are substantiated. During the period under review, a comprehensive and large-scale activity aimed at developing school textbook theory was carried out, and a comprehensive scientific group on school textbook issues was formed, consisting of psychologists, methodologists, and publishing staff, whose goal was to substantiate all problems related to the preparation and publication of school textbooks.

From 1974 to 1991, the scientific group considered various issues related to the theoretical foundations of "School Textbook Problems," such as the structure of the school textbook, didactic problems of improving textbooks and teaching aids, the language and style of school textbooks, the scientific foundations of textbook illustration, functional approaches to evaluating school textbooks, and publishing and book studies. Thanks to this research work, a paradigm shift occurred in the concept of a textbook. While previously the textbook was viewed as a manual that reveals the subject of the subject in a strict system, as a result of the scientific achievements of the period under review, the textbook began to be interpreted as a textbook intended for the general public, outlining the content of education and defining the methods of activity that must be mastered. The creation of fundamental works made it possible to further research the general theoretical foundations for improving the textbook and determine ways to realize its content potential for the student's personal development.

3. The conceptual period covers the 1990s. It is mainly characterized by the task of creating a modern textbook and defining its scientific foundations in accordance with new socio-

[3] Учитель. Ученик. Учебник: материалы IX Международной научно-практической конференции: сборник научных трудов / под ред. Г.Г. Молчановой. М.: «КДУ», «Университетская книга», 2019. Б.516.

[4] UNESCO. (1995). Planning the development of school textbooks: A series of twelve training modules for educational planners and administrators. UNESCO International Institute for Educational Planning.

political realities. In 1991, effective work at the state level on the development of scientific and methodological foundations for school textbooks was suspended due to certain socio-political events. Ideologically, this is explained by the fact that the principle of variability of textbooks prevailed, which did not require the authors' teams to take any scientific recommendations into account.

Scholars U. Tolipov and M. Usmonboyeva expressed the opinion that "a textbook is the primary didactic tool for implementing educational content, and its scientific, systematic, and methodological excellence directly affect the quality of education."

During the period under review, it became clear to domestic pedagogical scholars and the pedagogical community that the traditional textbook, following changes in socio-political conditions, no longer fulfills all the functions assigned to it, which can be seen even in the results of new educational and methodological complexes and the emerging innovative teaching aids. Therefore, the task of creating a modern school textbook-a 21st-century textbook-has arisen.

A modern textbook must correspond to a new didactic model aimed at dialogue-based learning, reveal the personal potential of each student, and support the student's positive, effective, and independent activity. Publications also note that a modern textbook can be considered as such if it possesses the following characteristics:

new content has been introduced into it, which significantly expands and enriches the didactic possibilities of the teaching aid;

the selected educational material reflects the latest trends in science and serves the humanization of school education;

existing new scientific knowledge, various didactic tools of the educational tool create the opportunity to work based on the principle of a differentiated approach depending on the individual characteristics of students;

the formation of intellectual methods for mastering new knowledge using the didactic tools of the educational tool and the development of students' abilities for intellectual self-development;

unified principles of methodological foundations, an educational tool implemented in the content of the academic discipline and process, is an open pedagogical system that allows for the use of various pedagogical technologies depending on specific conditions.

The textbook expresses the unity of the objective and subjective, and allows for the manifestation of the personality of the author, the student, and the teacher.

4. At the didactic stage-in 2000–2010, the didactic foundations of modern educational literature were being formed. Modern school educational literature was viewed as a multifunctional system, the core of which was the content of education, while its components were aimed at implementing the main functions of educational literature. Educational literature, as a humane system, begins to be built with qualitatively new functions.

According to R. Juraev, "Educational literature must be developed in accordance with the requirements of state educational standards and ensure the effectiveness of the educational process"[5].

As noted in the publications, a modern textbook should be able to establish a creative dialogue between the teacher and the student as a permanent "Master-Apprentice" system. From

[5] R.H. Jo‘rayev, Ta'lim menejmenti. – Toshkent: Fan, 2008.

this point of view, it should be created taking into account the comprehensive development of the student's personality, aimed at mastering knowledge, acquiring skills, upbringing, development, and the practical use of acquired knowledge and skills. Furthermore, the sharp intensification of the interdisciplinary approach is of great importance in developing the theory of creating a "new textbook" for this period. In this regard, school textbooks function as a high-quality humanitarian system with new functions, as a means of transmitting priority values and organizing students' mastery.

According to M. Ochilov, "The quality of education depends on the scientific validity of curricula and textbooks, as well as their close connection with practice." Thus, it is evident that a modern textbook constitutes a single supertext, a single educational space that includes not only educational materials but also students' life experience, living knowledge, and technologies.

5. Technological stage - from 2010 to the present.

Not only have paradigms changed (from informative to competency-based), but there has also been a shift in the paradigms of systemic activity. In textbooks, the task has shifted from transmitting socio-cultural experience and culture to developing targeted content tasks aimed at mastering the competencies of 21st-century students, forming national identity, and fostering patriotism among youth. During this period, the problem of the "modern textbook" was characterized by a strong socio-cultural and, subsequently, technological context. At the same time, approaches aimed at combining personal and fundamental character were dominant. Based on this, the purpose of compiling textbooks has changed: they are no longer primarily used as a carrier of information, but as a means of organizing the independent activities of teachers and students. It should be noted that the uniformity of the opinions of educators is that the main task of a modern textbook cannot be carried out separately from the information function of the system. In the process of forming a new generation of school textbooks in the modern context, systematizing tasks come to the fore.

According to the Uzbek scholar N.A. Muslimov, "When creating educational literature, it is necessary to take into account the age and psychological characteristics of students, as well as the achievements of scientific and technological progress"[6].

As previously noted, the modern textbook constitutes a unified supertext educational space that encompasses not only educational materials but also students' life experiences, live knowledge, and technologies. Based on the educational and methodological place and role of a modern textbook, the structure of the textbook, its conceptual foundations, ensures the continuity of scientific knowledge, while some of its elements provide for additions and specific research aimed at relevant material.

The consensus of educators is that the primary task of a modern textbook is to teach how to learn how to acquire knowledge. The informational function of a modern textbook cannot be realized in isolation from its systemic function. The formation of a new generation of school textbooks occurs in a process within a modern context, and systematizing tasks emerge in this process. The structure of the textbook and its conceptual foundations ensure the continuity of

[6] Muslimov, N. A. Kasb ta'limi o‘qituvchisini kasbiy shakllantirishning nazariy-metodik asoslari.Darslik – Toshkent: Fan, 2007. B.43-56

scientific knowledge; at the same time, certain elements provide for additions and specific research aimed at relevant material.

At the current stage, the digitalization of textbooks has entered an intensive stage. What was previously merely a supplementary or alternative format has now become a central part of the educational experience in many parts of the world. Digital core textbooks provide clear benefits. They're easy to update instantly, and you can add multimedia features like video lectures, animations, and quizzes. These opportunities increase students' interest and support different reading styles. Digital platforms for teachers allow for real-time feedback and data analysis, allowing for greater individualization of learning. Publishers are developing comprehensive platforms that go beyond simply duplicating printed books as PDFs. Platforms such as Pearson+, McGraw Hill Connect, and WileyPLUS are transforming educational literature into learning ecosystems. These systems combine content delivery, assessments, dashboards, and sometimes even tutoring services. The textbook has begun to turn from a product into a service. Nevertheless, the transition to the first level is not without problems. There were major issues regarding screen fatigue, digital parity, and long-term use. Students in areas with unreliable internet connectivity or limited digital infrastructure were often left behind. While digital textbooks may be cheap in the short run, subscription models and platform linkage and ownership have accelerated. One of the innovations in academic publishing is the increasing adoption of Open Educational Resources (OER). OERs are freely accessible, openly licensed teaching and learning materials that can be legally adapted and redistributed. This move will make a big difference in democratizing knowledge and reducing educational costs.

The high cost of textbooks has long been a barrier for many students. According to surveys in the United States, students regularly reported spending hundreds of dollars on necessary course materials every semester. This forced some to postpone purchases or not buy at all, negatively affecting their learning outcomes. OER helped to solve this problem because it provides quality content for free[7].

The application of OER is of great importance for developing countries and emerging markets. Organizations such as OpenStax, MERLOT, and BCcampus are producing peer-reviewed open textbooks that are equivalent in quality to commercial textbooks. Teachers who value flexibility and control over course content are beginning to use these resources. However, sustainability remains a challenge. Creating and maintaining OERs requires time, experience, and often funding. Many OER initiatives are at risk of becoming obsolete or not receiving support if they do not have a financially sustainable model. There are increasing calls for educational institutions to play a greater role in financing and supporting OER projects. A truly ready-for-the-future academic textbook should be accessible to all learners, including those with disabilities or different learning needs. Digital technologies offer powerful tools for inclusivity, but their application must be planned consciously and carefully. Inclusion goes beyond physical accessibility. There is also a growing awareness of cultural inclusion, representation, and significance. For decades, academic materials were criticized for presenting Euro-centric per-

[7] Универсальные компетентности и новая грамотность: от лозунгов к реальности / под ред. М. С. Добряковой, И. Д. Фрумина; при участии К. А. Баранникова, Н. Зиила, Дж. Мосс, И. М. Реморенко, Я. Хаутамяки; Нац. исслед. ун-т «Высшая школа экономики». — М.: Изд. дом Высшей школы экономики, 2020. С.10.

spectives. Therefore, in the future, textbooks must reflect different voices, experiences, and systems of knowledge. This includes language-specific access. In multilingual regions, textbooks that support local languages alongside global ones can significantly expand participation in education. Additionally, AI-powered translation and transcription tools are opening up new opportunities in this regard, although human control remains crucial for accuracy and cultural nuance, while inclusivity only enhances physical access. There is also a growing awareness of cultural inclusion, representation, and significance. This includes language-specific access. In multilingual regions, textbooks that support local languages alongside global ones can significantly expand participation in education.

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