



## The Peculiarities of Educational and Scientific Popular Literature

Latofat Ismatovna Tashmukhamedova

Candidate of Philological Sciences, Associate Professor, Journalism and Mass Communications University of  
Uzbekistan, Uzbekistan

<http://dx.doi.org/10.18415/ijmmu.v10i6.4905>

---

### **Abstract**

This scientific work provides information about the peculiarities and functions of educational and scientific popular literature, which is considered as special types of certain types of literature. The certain types of literature include such categories as educational literature, scientific and popular literature, reference book, encyclopedic literature, scientific and technical literature, public and political literature, fictional literature, reprinted literature, classical literature. Each of these literatures has its own features and individualities. As a result of our studies, we can see that the text, editing, power of influence, essence of some types of literature have found their scientific proof as narrow meaning in the text. In this article, we strove to perfectly analyze educational and scientific popular literatures, their place in science, power of influence, value and functions in the development of society, and made a number of scientific conclusions.

**Keywords:** *Literature; Certain Types of Literature; Educational Literature; Scientific and Popular Literature; Editing; Analysis; Influence; Classical Literature*

### **Introduction**

The primary purpose of educational literature is to train and retrain personnel within the context of a particular educational system. The scope of educational literature is so extensive that it encompasses not only all scientific disciplines, but also all forms of social activities.

First, educational literature differs in that its purpose is to convey to the student not the entire science, but only the subject of study. The educational subject should elucidate the fundamental laws and methods that facilitate mastery of all the fundamental scientific materials.

Literature for schools of higher education, secondary special education, primary and secondary general education, vocational education, and all schools (training and retraining of personnel, etc.) is distinct.

Based on the type of education (primary, general, university), educational publications offer a diverse range of subject matter, content, and structure.

The dissemination of scientific knowledge is largely facilitated by popular scientific literature. Included in this category is literature that promotes scientific and technical achievements to the general public, who are not experts in a specific field of science.

### **Main Part**

Program–methodical publications, such as programs (official, temporary, “working”), methodological instructions for programs, and methodical letters and instructions, are sometimes classified as official–documentary literature rather than educational. This is not quite correct. These publications provide educators and students with necessary scientific and methodological guidance. In addition to regulating, they must also educate.

The purpose of educational publications–textbooks, training manuals, lectures, lecture texts, and lecture collections–is to teach the subject matter and the theoretical and practical methods of science.

Auxiliary publications–chronostomies, collections of documents, practicums, sets of exercises and tasks, sets of practical and seminar exercises, atlases, sets of drawings, workbooks, laboratory journals, educational posters and images, publications intended for reading outside the auditorium to reinforce, deepen, and broaden, serve to develop certain practical skills and professional thought in students. They are based on programs and educational publications, so they should be included in the educational literature.

The language of the textbook. Language comprehensibility, accuracy, and efficacy are the primary requirements for an educational literature editor, along with the ability to overcome one or more deficiencies. However, there are particularities in the work on the language and style of textbooks that pertain to the educational level (age of students) and the characteristics of the subject being studied.

Graphic materials of the textbook. Illustration of the textbook is a collaborative creative process. This is why the editor–in–chief’s role in the preparation and production of graphic materials is so crucial. A textbook illustration serves multiple functions. This is the “subject” exercise, which entails the student–student forming an idea about unknown subjects, objects, and events. The significance of the subsequent duty of “demonstration” is not diminished. In it, the graphic image illustrates the connections and relationships between the existing events, as expressed in words: quantitative relations (diagram, graph), distance relations (map, plan, map–scheme, mapgram), temporal relations (synchronistic, chronological scheme–tables), and classification (structural, subordinate schemes) modeling.

Types of educational literature. Due to the close relationship between educational literature and one or more types of school or university educational tasks, this characteristic also pertains to the major groups of this type of literature.

Literature for schools of higher education, secondary special education, primary and secondary general education, vocational education, and all schools (training and retraining of personnel, etc.) is distinct.

Based on the type of education (primary, general, university), educational publications offer a diverse range of subject matter, content, and structure.

Popular scientific literature serves as a resource for a student’s labor or independent education. In our country, the struggle for the advancement of scientific knowledge, the consolidation of a strictly scientific worldview, and the improvement of scientific productivity are gaining social significance.

The dissemination of scientific knowledge is largely facilitated by popular scientific literature. Included in this category is literature that promotes scientific and technical achievements to the general public, who are not experts in a specific field of science.

Progressive scientists, i.e., representatives of culture and education, have always regarded the propagation of scientific knowledge as a crucial and prestigious duty. The names of scientists who were imprisoned for their innovative, forward-thinking scientific ideas are lost to history. Galileo Galilei authored the renowned work "Dialogue," which contributed to his untimely demise in an understandable and intriguing manner. The description demonstrates the great scientist's desire not only to defend the scientific image of the world, to refute the obsolete Ptolemaic system, and to demonstrate the correctness of Copernican views, but also to communicate these new scientific views to a large audience of readers.

The editor-in-chief of scientific-popular and juvenile literature develops and implements a thematic plan. The plan demonstrates the intention to distribute the popular scientific book to a large readership, including employees, collective farmers, and students. Scientific and popular literature should disclose the secrets of science and technology to the reader in an engaging and straightforward manner, without being a production book or a training manual. The form and manner of statements in popular scientific literature must take into account the student's level of knowledge. The design of the book should make it easy for the intended audience to locate it among other scientific and technical publications.

Popular scientific literature is necessary not only for the general reading population, but also for scientists in numerous fields. Modern science and technology are so vast and specialized that their fields and facets are so distant from one another that scientists cannot be aware of scientific advancements in related and distant fields without scientific and popular literature. Obviously, a popular scientific book on biology written for physicists, astronomers, or mathematicians should be organized differently than a book written for students with less training in this subject. However, this is a separate issue regarding the characteristics of various student categories. There is no question that scientific and popular literature is essential for everyone in the modern world.

Nowadays, it is important to highlight two aspects of science and technology that enlarge the responsibilities of scientific propaganda. The first is integration, which results in the perception of science as a singular, complex system. Scientists acknowledge that modern science is advancing at such a rapid rate, becoming increasingly complex and exciting, that for a person to live in accordance with the times and to live a complete life, popular scientific knowledge is as essential as oxygen.

As for the second characteristic, modern science is distinguished not only by its expansive scope, but also by its unprecedented velocity. What was once accomplished by a generation of individual researchers is now accomplished in extremely brief periods of time by a team of scientists. At the same time, hundreds of investigations are being conducted in large, well-equipped institutes and laboratories.

The author of scientific and popular literature should avoid oversimplifying the science while also avoiding confusing the reader by using difficult-to-understand language. And this is the greatest obstacle that science advocates find difficult to surmount.

It is the editor's responsibility to assist the author in avoiding the abstraction of digital information and in locating more credible and specific examples.

Numerous popular science publications contain documentary content. They contribute to the statement's precision and credibility.

Results and discussion section. In science literature, factual material should be carefully chosen and subjugated to the core topic. Based on tests and study, the author draws important conclusions that

serve as the foundation for science and produces rules. It is crucial for the author of popular literature not to be a dry truth in and of itself, but to be a part of a specific manifestation of natural law.

When discussing the material description system in scientific and popular literature, it should be mentioned that popular novels should be created with a well-thought-out design. The author of popular writing should not stray from the core theme, nor should he or she clutter the narrative with secondary components. A popular book should be divided into smaller segments. The syllables of the statement are clearly delineated in this manner. Tags can be used to break lengthy chapters into sections.

Works that are understandable to a student of one category are presented in each part. As a result, they are listed alphabetically.

As we can see, the information apparatus in a popular science book fulfills two functions: it explains the content of the book, organizes it, and specifies the path of further scientific study. Let us now discuss mass literature and mass readers.

In book studies, popular literature is described as literature written for a large audience rather than for a specific audience. It is not the same as a public publication, which is only issued in many copies or is annotated accordingly.

## **Conclusion**

The revision theory defines the public reader as individuals who are literate but lack particular expertise in the topic of knowledge addressed in the work.

Mass production-readers of technical literature are also classified as a distinct group. They have no particular education in higher education or secondary vocational education. This type of literature is required for people to develop their production skills and understand best practices in industry or agriculture.

The scientific nature of the works is exemplified by the text's abundance of facts and evidence and its function of informing readers about new scientific discoveries and ideas. The works' popularity stems from their ability to convey this scientific information to the general public in an understandable manner. Popular scientific literature is therefore a leader in the dissemination of scientific information to the general public. They can include all literature that promotes scientific and technical achievements to the general public who are experts in a particular scientific field. First and foremost, when considering the language and style of popular scientific literature, it is necessary to organize and sequence the ideas about science contained therein without oversimplification or the addition of difficult-to-understand materials. Writing scientific and popular literature based on firm knowledge and a well-thought-out plan is recommended. Also, when writing scientific and popular works, documentary materials must be cited because they are essential to establishing the credibility of a statement.

## **References**

1. Toshaliyev I. Turli nashrlar tahriri. – T.: Universitet, 2001. 34–bet.
2. Tohirov Z.T. OAV reklamalari uslubiyati nazariyasi va amaliyoti. – T.: Universitet, 2006. 48–bet.
3. Tohirov Z.T. Ijod laboratoriyasi. O'quv qo'llanma. – T.: Fan va texnologiyalar markazi, 2013. 66–bet.
4. Tohirov Z.T. Adabiy tahrir. Darslik. – T.: Tafakkur–Bo'stoni, 2012. 319–bet.

5. Qo‘chqorov Ya. Kitob bor. Kitobxon yetarli, ammo... Kitob va kitobxonlik masalasi bo‘yicha // Xalq so‘zi, 13–may, 2004.
6. Шамаксудова С.Х. ОАВда ёзма матн. Нутқ ва мунозара. Ўқув қўлланма. – Т.: Иқтисод–молия, 2018. 184–бет.
7. Шамаксудова С.Х. Медиа тили ва услуби. Ўқув қўлланма. – Т.: Университет, 2022. 180–бет.

### Copyrights

Copyright for this article is retained by the author(s), with first publication rights granted to the journal.

This is an open-access article distributed under the terms and conditions of the Creative Commons Attribution license (<http://creativecommons.org/licenses/by/4.0/>).