

TOOLS USED IN PEDAGOGICAL TECHNOLOGIES

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Abstract: This article analyzes the main tools used in the implementation of pedagogical technologies and their role in the educational process. The importance of verbal, nonverbal, visual, audio, and natural teaching tools is scientifically discussed. The psychological characteristics of students' perception of information are also examined. The effectiveness of active learning methods such as lectures, round-table discussions, and debates is justified. The necessity of integrating information technologies into modern education is emphasized. The comprehensive use of pedagogical tools is considered an important factor in improving the quality of education.

Keywords: pedagogical technologies, educational process, verbal tools, nonverbal communication, visual aids, information technologies, lecture method, round table discussion, debate, learning effectiveness.

СРЕДСТВА, ПРИМЕНЯЕМЫЕ В ПЕДАГОГИЧЕСКИХ ТЕХНОЛОГИЯХ

Аннотация: В данной статье анализируются основные средства реализации педагогических технологий и их роль в образовательном процессе. Рассматривается значение вербальных, невербальных, визуальных, аудио и естественных средств обучения. Особое внимание уделяется психологическим особенностям восприятия информации учащимися. Обосновывается эффективность активных методов обучения, таких как лекция, круглый стол и дискуссия. Подчеркивается необходимость использования информационных технологий в современном образовании. Комплексное применение педагогических средств рассматривается как важный фактор повышения качества обучения

Ключевые слова: педагогические технологии, образовательный процесс, вербальные средства, невербальная коммуникация, визуальные средства, информационные технологии, лекционный метод, круглый стол, дискуссия, эффективность обучения.

PEDAGOGIK TEXNOLOGIYALARDA QO'LLANILADIGAN VOSITALAR

Annotatsiya: Mazkur maqolada pedagogik texnologiyalarni amalga oshirishda qo'llaniladigan asosiy vositalar va ularning ta'lim jarayonidagi o'rni tahlil qilinadi. Verbal, noverbal, vizual, audio hamda tabiiy vositalarning pedagogik faoliyatdagi ahamiyati ilmiy jihatdan yoritilgan. Shuningdek, o'quvchilarning axborotni qabul qilish xususiyatlari hamda ularning psixologik farqlari ko'rib chiqiladi. Ma'ruza, davra suhbat va munozara kabi faol ta'lim usullarining samaradorligi asoslab berilgan. Ta'lim jarayonida axborot texnologiyalaridan foydalanishning zarurati ta'kidlangan. Pedagogik vositalardan kompleks va samarali foydalanish ta'lim sifatini oshirishning muhim omili sifatida baholanadi.

Kalit so'z: pedagogik texnologiya, ta'lim jarayoni, verbal vositalar, noverbal muloqot, vizual vositalar, axborot texnologiyalari, ma'ruza usuli, davra suhbat, munozara, o'quv jarayoni samaradorligi.

INTRODUCTION

Modernizing the education system and increasing its efficiency is one of the important tasks. In this process, the effective introduction of pedagogical technologies into the educational process is of particular importance. The use of various didactic tools in the implementation of pedagogical technologies serves to increase the quality of the educational process. In particular, verbal, non-verbal, visual and audiovisual tools help to organize the process of acquiring and acquiring knowledge more effectively. At the same time, the use of modern information technologies makes it possible to further improve the educational process. This article analyzes the tools used in pedagogical technologies and their role in increasing the effectiveness of education.

DISCUSSION

Specific tools are necessary for the implementation of pedagogical technologies. The tools used in each pedagogical technology are generally similar, and there are many types of them. They can be conditionally divided into types: verbal, non-verbal, visual, audio, natural, educational materials and school equipment. Verbal tools are based on information. These are information expressed in words, and in order to express them in words, the teacher must have mastered it, that is, he must have knowledge of this information. In other words, the verbal tools of pedagogical technologies are made up of information at the level of the teacher's knowledge. For this reason, the participation of only the student and the teacher in the educational process is no longer enough. Another necessary condition for the implementation of modern education is the creation of conditions in which every student and teacher can freely use the sources of information on educational subjects, including the types of new information technologies that allow quick and convenient use. That is, now, in

order to provide quality education, it is necessary to organize the activities of a third party, which consists of two traditional parties - a service that provides the necessary information to the student. This direction is called the direction of introducing information technologies into the educational process. The expression of this information in language forms that students can understand constitutes the verbal communication between the student and the teacher. There are different forms of verbal communication, the main of which include speaking, lecturing, interviewing, asking questions, answering questions, talking, discussing, negotiating, informing, advising, advising, reprimanding, congratulating, greeting, saying goodbye. Speech intonations used in these forms of verbal communication allow to deepen the meanings of the speaker's thoughts in accordance with his purpose. The teacher introduces and explains new information based on concepts known to the student. In this process, students are busy with activities of concentration, listening, hearing, understanding, understanding, perceiving, thinking (analyzing, comparing, summarizing), memorizing, recalling. In this case, the student's interest, desire, interest, ability, talent, talent will be the basis of his success. As evidence of our above opinion, we will dwell on some of the forms of verbal communication. Conducting lectures in an active way. Any lecture delivered at a high level, even if it is rich in facts, if it goes on for a long time, the student's hearing will weaken and tire. This situation turns the reader into an indifferent listener. The longer the lecture, the less effective it will be. Therefore, it is convenient for students to organize the lecture at the level of small pedagogical technology as follows. The speaker divides his speech into several blocks. During the lecture, he reveals some problems. During this period, he determines the reaction of students to this problem and listens to their opinions.

Gives every commenter a chance. But he listens to the opinions of others without criticizing him. This situation changes the attitude towards the lecture in a positive direction, makes one indifferent to the lecture and not watching it. Interviewing students individually lasts up to 5 minutes. The lecturer monitors the growth of students' physical fitness, aspirations, and responsibility. During the lecture, regular active participants and those who express deep opinions become the support of the speaker. During the lecture, the topic is gradually explored with examples of the student's daily activities, and appropriate solutions are found through short discussions. In this case, in late lectures, students will not know how time has passed. The continuation of the lecture is replaced by indifference, alertness, inner desire, search for a solution, they strive to contribute to the personal participation in finding a solution. Such lectures increase the mutual activity of both sides and invite further discussions. The speaker-teacher will be the main organizer of the round talk. Round conversations are often held on topics familiar to students or close to them. The topics, plans, and questions of the round interview will be distributed to the students a few

days in advance. This will create an opportunity for students to prepare independently, exchange ideas with each other in advance, collect some information from the library and the Internet, process it, and edit a small text. The advantage of the round interview is that each student prepares for it individually. Each side comes prepared for the round. The conversation can be conducted by the teacher, sometimes leading students. Round interviews are organized in advance on the basis of the class schedule. Another advantage of the round interview is that every student is given the opportunity to freely demonstrate his knowledge, oral speech, and personal opinion. The teacher's personal responsibility increases during the student's leisure time, leisure reading and leisure learning continue together. The motivation to read and learn the material, exchange ideas, and master it increases. Gaining knowledge and its assimilation are guaranteed. At the beginning of the academic year, students are given time to prepare for the discussion topics. School management, community activists, experts are invited to the discussion. A moderator will be appointed for the discussion. The beginner should have a very wide range of knowledge. Experts who have the ability to deeply analyze problematic issues that arise during the debate, especially complex thoughts, are invited. In conducting the debate, it is important to interest, unite, manage and give the necessary incentives to its participants. It is in the process of discussion that making the right conclusions requires great responsibility. Discussions include classes that are interested in the topic, and on the contrary, they are divided into groups, and in some cases, they are held in large halls. Debate teaches to think freely and to justify one's own opinion. Most importantly, it leads the student to independent reading, to increase his knowledge and skills through the exchange of ideas. Non-verbal means are to express or emphasize a meaning through gestures, hand and body movements. Non-verbal communication tools are very important and cannot be replaced by anything else. Every movement of a person has a certain meaning, and these movements are understood differently in different nations. It is accepted to call these actions non-verbal speech. Non-verbal speech is carried out through the movement of one or another human muscle. At this point, it is appropriate to mention that any movement of a person, including his thinking, consists of the movement of certain muscles in him. Visual (visual) tools include all tools designed for students to see with their eyes in the process of pedagogical technology. These include writing and other images on the blackboard, writing and images in books, handouts, educational posters, photographs, visual art works, videos, film images, animals, plants, natural objects, various objects, etc. Currently, more audiovisual means are used, that is, means that serve to hear and see at the same time: movies and other sound video images. In order to effectively use these pedagogical tools, it is appropriate to take into account the student's abilities, opportunities, and characteristics. It is known that students are divided into the categories of those who organize information from a psychological point of view, see

or hear more, and remember it better through other senses or movements. These categories are distinguished by the following characteristics: Those who store in memory by viewing - well remember, store and restore text, scheme, diagram, tables. Auditory mnemonics - keep the text and its content in their memory through someone's voice. Motivated memory loggers store in memory by writing, drawing, picturing, or repeating over and over again. In fact, in practice, taking into account the characteristics of all these categories, in each situation, the best result can be achieved by the integrated use of existing tools based on an appropriate creative approach. They consist of people and animals, plants and nature, equipment, objects, machines, mechanisms, structures and the like. The educational materials necessary for the student and the teacher are currently the necessary tools of the pedagogical technology of the school equipment. In general, the quality and efficiency of pedagogical technology nowadays depends to a large extent on the quality of all kinds of necessary tools and the ability to use them with high efficiency. The correct and efficient use of these tools depends on the teacher's qualifications, skills, creativity and curiosity.

CONCLUSION

In conclusion, the use of various tools is important in the effective implementation of pedagogical technologies. Verbal, non-verbal, visual, audiovisual and natural means serve to increase the effectiveness of the educational process. These tools further activate the process of receiving, understanding and consolidating knowledge of students. In particular, the use of information technologies is an important factor in improving the quality of education. Complex and purposeful use of pedagogical tools develops students' independent thinking and ensures the effectiveness of the educational process. Therefore, the effective use of modern tools in the application of pedagogical technologies is an urgent task.

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