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Modern Technologies and Steps of Using Didactic Tools in Lesson Processes of General Secondary Schools

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Annotation. This article discusses modern technologies and stages of using didactic tools in the educational process of a general education school.

Keywords: General education schools, educational process, practical classes, didactic aids, educational and didactic materials, audiovisual aids, modern technologies of the didactic process, stages of implementation.

Teaching students to think independently and freely in the pedagogical processes organized by our government in schools today, expanding their worldview, heads of educational institutions and teachers to direct the activities of employees to the formation of a capable, entrepreneurial, motivated, dilient, achieving, spiritually perfect person, i.e. quality of the education system there is a special emphasis on raising the gate.

For example, at each stage of the process of preparing qualified personnel, it is necessary to carry out certain tasks in order to effectively organize the educational process, elevate it to higher levels, and at the same time elevate it to the level of world education.

Another factor in the successful solution of these tasks will be the awareness of the nature of modern teaching technologies by employees of the continuous education system, teachers and teachers, the effective application of them in teaching, the decision of an artistic approach to organizing the teaching process, and the efficient use of didactic tools in teaching.

Organizing the didactic process of teachers and teachers in non-traditional forms, achieving perfect standardization of the teaching process, developing forms of objective control of the didactic process, and acquiring the skills to use textbooks to a wise mother can be a guarantee of the careful, in-depth integration of theoretical knowledge by teachers, the formation of practical skills and materials in them.

Today, in continuous education, the teaching profession has become the most popular profession. This, in turn, prohibits the involvement of experienced and talented teachers in the pedagogical process. In solving this current problem, namely, the preparation of textbooks at the level of the requirements of state educational standards, can be carried out effectively by teachers only by organizing andobjectively managing the didactic process using modern teaching technologies and textbooks and visual tools.

The use of modern technologies of the didactic process provides an opportunity to uniformize the teaching process and achieve high efficiency. The main stage of designing the learning process is to create and implement objective monitoring forms and styles of objective control of the achievement, i.e.:

- students will have the opportunity to visually study theoretical materials;
- a motivefor learning materials by visualizing them ;
- achieving the expected results from education will be adequate for all teachers.

When it comes to educational tools, we understand any information providers who provide knowledge that needs to be taught and studied. They are used to obtain information and process information.

1. Assess the current situation and initial conditions.
2. Preparation of uv-didactic materials.
3. Defining educational goals and teaching content.
4. Create a loyix of theoretical lessons and guidelines plans.
5. Conduct theoretical lessons and guidelines.
6. Evaluation of theoretical knowledge.
7. In theoretical lessons, they are made up mainly of text visual aids, such as textbooks and cartridges. In practical workshops, they may consist of course materials, manual books, and tables.

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In addition to such textbooks and didactic materials, visual tools (photographs, pictures, drawings, graphics...) are also used. They make it easy for students to create a general and comprehensive vision.

Here are some examples of educational and didactic tools:

- Original items used in mehnat sohasida;
- Object (predictive), text, image, or audio-visual tools.

Textual visual tools for obtaining information and processing data:

- Special literature;
- Educational and didactic distributionmaterials;
- Curriculum;
- Evaluation and control valves.

Image-visual tools for creating a general imagination:

- Photos and images;
- Eskiz, chizma sxemalar;
- Symbolic images, plans, symbols;
- Diagram va grafiklar.

Audio-visual tools to create real perceptions of processes and mechanisms of operation:

- Videofilmlar;
- Movies;
- Dia-tovushli mahsulotlar;
- It consists of compact discs.

The functions and types of visualization tools for educational purposes will include:

Audio and audio, as well as audio-visual instruments that shape visual imaginations, create broad qamrovli real assumptions about shoutingand functions.

Their predictive tools allow you to record and store images and texts otherwise. They are files, flipcharts, projectors.

The original objects related to the field of work, namely products, tools, and others, can be used as a learning tool if they have a didactic function during classes or instructions.

When using these tools, it is important to select them in accordance with certain goals, targeted groups, special areas and methods. Finally, the practical workshop should be that the qpusher knows how to use the learning and visual tools and use them in a well-established and reasonable way, and that he or shecan solve the technical problems that arise when using t exnik tools.

Of course, their presence plays a major role in the use of textbooks and didactic materials. Apractitioner should have a general understanding of what materials, what innovations are available for his or her own utmology industry, as well as in which special areas he or she should make innovations. Often teachers develop visual tools such as file images, flipchart images and projector slides themselves.

To create a real picture of the size and appearance of labor tools:

- uskunalar;
- tools;
- tools ortools;
- ready mahsulots.

To capture the image and text and saqlash:

- doskalar, "flipchart"lar, "invand"lar;
- proektor doskalari, proektor;
- video magnitophone, camera;
- Computer and monitor likes will be necessary.

Give instructions for the preparation and development of educational and didactic materials below.

As a result of preparation, the practitioner will have educational and didactic materials that fully cover his or her specialty.

To do this, he needs to make a list.

Preparation of educational and didactic materials.

Here's how we differentiate between the tools we use as source material for lessons and instructions:

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Educational materials – they are used by practitioners to conduct classes in an exhibition manner and to provide knowledge.

Didactic materials – they are used for learning by students and are prepared by a practice teacher.

Often, learning materials are also didactic materials at the same time. They are used for both teaching and learning.

To develop these materials, the practice teacher should pay attention to the following, taking into account the limited time and technical capabilities:

Worksheets, handout materials(copies of printed text), slides, sketches for file images

- Request papers for written assignments, written and oral tests;
- Evaluation sheet,control qson;
- Work plans, organizational documents.

Educational and didactic materials are prepared by the practice teacher as follows.

The taskof the practicing teacher is to check whether the first gallery also has information resource centers and industry-related materials.

If there are textbooks and didactic materials, then the practice teacher should check whether these existing topics match the planned goals and content.

When adapting , it is worth paying attention to the followingquestions:

1. Do the sources contain such content as evidence, concepts, principles, and methods for the spheres of employment?
2. Do the sources have the content at the level of "Knowledge That Must Be Integrated" and "Knowledge That Can Be Integrated"?
3. Are the materials focused on knowledge or are they intended to develop skills?

After these considerations, the practice teacher determines whether the material is suitable for classes or instructions. It is important that the materials (specified in the curriculum) should make it possible to accomplish their goals.

Of course, their presence plays a major role in the use of textbooks and didactic materials. The practitioner should have a general understanding of what materials are available for his field of science, what innovations are available, as well as in which fields of science he or she should update , and prepare the materials himself using books.

Bosqichlar:

1. The objectives set out in the curriculum will be analyzed.

2. Topics arising from goals are regulated by the types of knowledge, including: evidence, concepts, principles, and methods.

3. Teaching - developing theoretical lessons and skills - you will need to separate instructions and exercises. This always takes into account the levelof "knowledge that must be improved" and "knowledge that can be integrated."

4. There is at least one job for each topic, and then graphics and images, as well as additional text, are not prepared. In this way, the material in the step-by-step fan papers increases.

5. Based on the pictures depicting the work processes of the practical lesson obtained using the camera, you can create a source of images and attach them to the course folder.

Instead, it can be said that in the use of didactic tools, it is important to select them in accordance with certain objectives, targeted groups, science, and methods. Finally, the practice shooter should know how to use training and visual aids and use them in a successful and reasonable way. It should also be able to solve technical problems that arise when using technical means.

The Bible's Viewpoint

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