

## Tools Used in Pedagogical Technologies

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### **Abstract:**

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 the following types: verbal, non-verbal, visual, audio, natural, educational materials, etc.

**Keywords:** pedagogical technologies, audio, verbal, non-verbal.

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 about this information. In other words, the verbal tools of pedagogical technologies are made up of information at the level of the teacher's knowledge. Therefore, it is no longer enough for the student and the teacher to participate in the educational process. 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, to provide high-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 and teacher. This direction is called the direction of introducing information technologies into the educational process. Expressing this information in logical forms that students can understand constitutes verbal communication between the student and the teacher. There are various forms of verbal communication, the main of which are speech, lecture, conversation, asking a question, answering a question, arguing, debating, negotiating, reporting, advice, advice, admonition, reprimand, congratulations, greeting, includes things like saying goodbye. Speech intonations used in these forms of verbal communication allow deepening and clarifying the meanings of the speaker's thoughts in accordance with his purpose. The teacher introduces and explains new information based on the concepts known to the student. In this process, students are busy with concentration, listening, hearing, comprehension, understanding, perception, logical thinking (analysis, comparison, generalization), memorization, and recall activities. In this case, the student's interest,

desire, need, interest, ability, talent, talent will be the basis of his success. As proof of our above opinion, we will dwell on some of the forms of verbal communication.

Conducting lectures in an active way. Any high-level lecture, even if it is packed with facts, if it goes on for too long, the student's hearing will be dulled and tired. 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. Each block lasts 15-20 minutes, and after each block, he stops and conducts a short question-and-answer session on the topic.

He reveals some problems during the lecture. During this period, he determines the students' attitude 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, causes not to look at the lecture indifferently. Interviewing students individually lasts up to 5 minutes. The lecturer observes the growth of students' interest, aspiration, 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 connected 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. Wanting the lecture to continue, indifference is replaced by vigilance, inner aspiration, search for a solution, and they themselves strive to contribute to personal participation in finding a solution. Such lectures increase the mutual activity of both sides and invite further discussions.

Roundtable discussions. The speaker-teacher will be the main organizer of the roundtable discussion. Roundtable discussions are often held on topics familiar to students or close to them. Topics, plans, and questions of the roundtable 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 create a small text. The advantage of the round discussion is that each student prepares for it individually. Both sides come prepared to play the round. The conversation can be led by the teacher, sometimes by student leaders. Roundtable discussions are organized in advance based on the lesson schedule. Another advantage of the round discussion is that every student is given the opportunity to freely demonstrate his knowledge, oral speech, and personal opinion. The personal responsibility of the student and the teacher increases, both reading and learning continue together. The motivation to study the material, exchange ideas, and master it increases. Gaining knowledge, its assimilation is guaranteed.

Holding discussions. Organizing and conducting debates requires serious preparation from the organizer and creation of a creative environment. The teacher agrees on the topic of the discussion, the plan of its holding, and the time with the students. At the beginning of the academic year, students are given time to prepare for the discussion topics. The management of the educational institution, neighborhood activists, specialists are invited to the discussion. A moderator will be appointed for the discussion. A beginner should have a very comprehensive knowledge. Experts with 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, guide and provide the necessary referrals to its participants. It is in the process of discussion that making the right conclusions requires a great responsibility. Discussions include groups interested in the topic, and in the opposite cases, they are divided into small groups, and in some cases, they are held in large halls, in large groups. Debate teaches to think freely and to justify one's personal opinion.

Most importantly, it leads the student to independent reading, improving 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 extremely important and cannot be replaced by anything else. Every action of a person has a certain meaning, and these actions are understood differently in different nations. It is accepted to call these actions non-verbal speech. Non-verbal speech is carried out by 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 a wall hanging on a blackboard, writing and images in books, handouts, educational posters, photographs, visual arts, video, film footage, animals, plants, natural objects, miscellaneous items, etc. The use of visual aids in pedagogical technology provides an opportunity to quickly, accurately and correctly explain the content of the information to be taught to students by showing it in various forms and methods. In this process, the student's activity consists of concentrating, seeing, observing, imagining, thinking (analysis, comparison, generalization), perception, memorizing, and so on. Audio tools can be learning information by hearing, mastering tapes, various discs, as well as the sound of musical instruments and other natural sounds. Currently, more and more audiovisual media are used, that is, media 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 psychologically absorbing external information by seeing or hearing more, as well as remembering it better through other senses or actions. These categories are distinguished by the following features:

By viewing, those who store in memory - text, scheme, diagram, tables - remember well, store in their memory and can restore it. Auditory memorizers - keep the text and its content in their memory through someone's voice. Those who retain memory through motivational force - retain it in their memory by writing, drawing, illustrating, or repeating it over and over again. In fact, in practice, taking into account the characteristics of all these categories, a comprehensive use of existing tools based on an appropriate creative approach in each situation can give the best results.

Natural means include all natural objects related to the content intended for learning in the process of pedagogical technology. These consist of people and animals, plants and nature, equipment, objects, machines, mechanisms, structures, and the like. Necessary educational materials and school equipment for students and teachers are necessary tools of pedagogical technology. In general, the quality and efficiency of pedagogical technology today largely depends on the quality of all kinds of necessary tools and the ability to use them with high efficiency. The correct and effective use of these tools depends on the teacher's qualifications, skills, creativity and curiosity.

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