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# MODERN DIDACTIC TEACHING METHODS

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**Abstract: The modern didactic concept sets as its main objective the realization and self-realization of the potential inherent in a person. Today's higher education is characterized by mass character, on the one hand, and individualization on the other, when the emphasis is shifted from teaching to directed learning. The teacher is becoming less and less a person who transfers knowledge and controls the process of mastering it, and as a person who plans the learning process and provides students with methodological materials that contribute to its easier memorization and deeper learning.**

**Key words: didactic, objective, realization, potential, emphasis, contribute.**

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The relevance of the study scientific and technological progress is global in nature, and Uzbekistan is an integral part of this process. The integration of the national higher education institution into the global university system and the academic community requires the formation of a flexible training system that is able to quickly adapt to the changing conditions of professional activity, expanding and replenishing knowledge.

The modern didactic concept sets as its main objective the realization and self-realization of the potential inherent in a person. Today's higher education is characterized by mass character, on the one hand, and individualization on the other, when the emphasis is shifted from teaching to directed learning. The teacher is becoming less and less a person who transfers knowledge and controls the process of mastering it, and as a person who plans the learning process and provides students with methodological materials that contribute to its easier memorization and deeper learning.

In connection with the changing role of the teacher in the modern system of university education, the importance of teaching aids used by students in independent cognitive activities is growing. The university teacher is faced with the task of keeping up with the times and following the changes that are taking place, selecting and adapting innovations to the learning process, taking into account the university's capabilities.

Modern education is becoming increasingly free, implying its openness and accessibility at any age. More and more often, teachers are required to teach large groups of students with a low level of training in combination with a large time gap in training in a shorter time[1]. Modern didactics has its own theory related to the achievements of both pedagogical science and other sciences aimed at the scientific validity of the educational process based on the widespread use of technical teaching aids, including computers, audiovisual materials, active teaching methods and modern didactic technology. The use of new complex and expensive technologies does not exclude the use of previously developed ones. One of the most common ways of teaching is the combination of the teacher's speech with visual aids. Teachers have always attached great importance to illustrating their words. The Golden Rule by J.A. Comenius said: "everything that can be provided for the perception of feelings.[2]" I.G. Pestalozzi established the highest basic principle of learning, recognizing contemplation (visualization) as the absolute basis of all knowledge. He was echoed by

[1] Rivers, Wilga M. Comprehension and production in interactive language teach-ing//The Modern Language Journal. 1986. - v.70\l.

[2] Published in final edited form as: Annu Rev Psychol. 2009; 60: 1–25.doi: 10.1146/annurev.psych.60.110707.163539;

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A. Disterweg, who assigned the leading place to the rule: "Teach in a visual way!". But if both I. G. Pestalozzi and A. Disterweg considered the formation of concepts as the result of passive contemplation, then F. Frebel already sounds the thought, that a person by nature is not a passively contemplating creature, but an active one. K.D Ushinsky and his student P.F Kapterev saw the basis of the visual method in human mental activity. P.F Kapterev assigned a large role to activities learner, rightly believing that if the person himself will not process the acquired knowledge, then he will not be able to develop.

The question of the place and role of visibility was considered in pedagogy, starting the works of P.P. Blonsky, A. Dysterweg, J.A. Comenius, I.G. Pestalozzi, J.J. Russo, C.D. Ushinsky, F. Frebel, and also found a continuation and improvement in the development of modern domestic scientists B. Zankova,
S.I. Zmeeva, I.Ya. Lerner, H.A. Menchinskaya, E.I. Passova, E.S. Polat,
B.N. Skatkina, D.V. Chernilevsky, L.M. Friedman[3]. Psychological and pedagogical problems of using visual aids are considered in B.G. Ananyeva, L.S. Vygotsky, P.Ya. M.Halperin, H.A. Winter, A.N. Leontiev, N.F. Talyzina and others, in which they consider the psyche as activity, and the person acts as an active principle, and not just a receptacle of the psychic. The results of their research are widely used in pedagogical practice[4].

Speaking of visual aids, one should note their enormous variety. Since visual aids have two main functions, a different classification exists depending on the functions. The first visualization function is the concretization of concepts, otherwise we call it illustration. The second much more important task is psychological and pedagogical in nature and consists in the fact that visual aids help to reveal the essence of a phenomenon or concept, create conditions for understanding the connections between phenomena, and the transition from phenomenon to essence. From this point of view, visual aids should not only contribute to the perception of educational information, but also direct the thought process to the processing and systematization of this information. Undoubtedly, each of these functions is implemented using various types of visibility. In domestic and foreign pedagogy, there are a large number of classifications of visual aids. The most commonly used classification of visual aids is classification based on the content and nature of the image. The existing classifications do not take into account the fact that each individual perceives educational material in his own way, has his own individual style of activity. The best results were obtained when training not only took into account, but also developed an individual style of activity. In this paper, we will consider and present a classification that takes into account a possible way of presenting a visual training tool, which allows you to take into account individual methods of activity[5].

Conditional graphical visual aids, namely curriculums to the maximum extent, contribute to the subjective organization of information by students taking into account their individual style of activity, as a result of which favorable conditions are created for the development of independent and creative activity. Learning becomes developing when it develops an optimal way of thinking, observation, for which the most valuable personality traits are used to the maximum and persistent shortcomings are compensated. The pace of learning will be significantly higher if the student is passionate about the learning process, which largely depends on whether the organization of the

[3] M. R. Heafford, *Pestalozzi: His Thought and Its Relevance Today* (1967); K. Silber, *Pestalozzi: The Man and His Work* (2d ed. 1974).

[4] Международная конференция «Теория иетодика обучения и воспитания в России и за рубежом», Россия, г.Москва 28-30 октября 2014;

[5] Teaching vocabulary with Visual Aids. TESOL Journal, 2000.

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process corresponds to the characteristics of his personality, that is, whether the individual style of activity is taken into account. This work is limited to the consideration of improving the effectiveness of teaching by improving the interaction of visual aids with the teacher's speech.

The study of possible combinations of visual aids and the teacher's speech should go along the lines of varieties that are found in the practice of teaching and which can appear in all kinds of varieties. One of the objectives of the study is to highlight the available varieties based on their inherent differences. It is necessary to highlight the main elements that in a generalized form reflect the similarities and differences in the ways of combining different types of visual aids and the words of the teacher.

Isolation of combination methods serves as a necessary step in tracking their effectiveness. The fulfillment of this task is possible if we identify the characteristic features inherent to one or another typical method of combination. It must be borne in mind that the effectiveness of different types of combinations of teacher speech and visual aids has a number of sides. Our task is not only to simply establish a connection between the use of a certain combination of visual aids and the teacher's speech, the process of mastering knowledge and the result achieved. The main task is to open patterns, find ways to use these patterns to improve learning practices, to show the possibilities of using research results in order to improve the learning process.

Thus, the objectives of this study can be formulated as follows:

1. Based on the system-pedagogical analysis of domestic and foreign experience in the use of visual aids in universities, determine the didactic capabilities of conditionally graphic visual aids and factors affecting their choice and application. 2. To consider the psychological and pedagogical features of students and teachers and their impact on the organization of the educational process when using visual aids.

3. To analyze individual classifications of visual aids and identify possible ways to improve the classification and methods of choosing visual aids, allowing to take into account the psychological and pedagogical features of the subjects of the educational process.

4. To experimentally establish and justify the didactic effectiveness of various combinations of graphical visual teaching aids with the oral presentation of educational information.

The use of visual aids in training has always been widespread. Visual aids were especially widely used in the initial and secondary stages of training. As for higher education, less attention was paid to this issue, obviously based on the premise that visualization is especially important in the early stages of life. But, according to psychological studies, regardless of age, information perceived with the help of visual analyzers becomes more meaningful and better stored in memory.

It should be noted that in the process of growing up, as a result of education, the acquisition of life experience, the influence of culture, the rationality of conclusions increases, solidity, a tendency to analysis appear[6]. Thus, an assumption can be made: educational information should be presented in a concentrated form, which requires a large number of tables, charts, graphs, posters, i.e. visual teaching aids that can be designated as conditionally graphic tools.

An analysis of the literature on the use of visual teaching aids in Russian universities has shown some lag behind the world teaching practice. Russian scholars and university practitioners, as a rule, consider the problems of using audiovisual teaching aids, and more recently, teaching computer programs. The didactic capabilities of conditional graphic tools and their use in the classroom were not fully considered, while conditional graphic visual aids (training tables, maps, charts, organizers, etc.) received practical application in foreign universities, in particular American universities and quite wide coverage in the scientific literature since the mid-90s. Many of the

[6] Ellis, R. Understanding Second Language Acquisition. Oxford: Oxford University Press, 1986. — p.18-128.

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failures in learning are related to the inability to isolate the most essential information, to single out the main thing, to correctly construct one's statement, and to justify one's thought.

To improve these skills, there is a need for teaching aids that can, on the one hand, help the teacher in the formation of these skills and abilities in the classroom, and, on the other hand, allow students to apply them with independent cognitive
activity.

According to the encyclopedic notion of a graphic organizer, also known as a knowledge map, concept map, story map, cognitive organizer, advance organizer, or concept diagram. It is a pedagogical tool that uses visual symbols to express knowledge, concepts, thoughts, or ideas, and the relationships between them.[1] The main purpose of a graphic organizer is to provide a visual aid to facilitate learning and instruction. As shown by pedagogical practice, conditionally graphic visual aids to the greatest extent meet these requirements of modern didactics. Possessing a number of valuable didactic characteristics, if used correctly, they can significantly increase the effectiveness of training and contribute to the training of modern highly qualified specialists. Although, as the observations showed, there are positive examples of competent selection, timely application and careful execution of visual aids, a lot of irrational, ill-considered use and careless execution. There are frequent cases when improperly or untimely used visual aids, instead of the expected positive effect, bring in the best case zero, and in the worst negative effect, turning out to be distracting or annoying.

The effective use of visual aids is not limited to simply selecting or using a particular technique. The main thing is to try to answer the question of how to combine the various visual aids and the teacher's speech in order to achieve maximum learning efficiency, taking into account group and individual characteristics of students. An analysis of the literature showed that if there is a huge amount of material on the use of certain visual aids, the didactic capabilities of conventional graphic tools and the question of their application in the classroom at universities was practically not considered; there is also no analysis of the impact of the combination of visual aids with the teacher's speech on the effectiveness of learning the material and the system of recommendations for choosing the most didactically significant combination of the oral and graphic presentation of educational information, taking into account the psychological and age characteristics and professional orientation of students in the system of universities.

The methodological and theoretical basis of the study was:

-psychological, sociological, philosophical and pedagogical ideas about the role of education and pedagogy (B.G. Ananyev, Yu.K. Babansky, Yu.G. Baskin, J1.C.
Vygotsky, B.S. Gershunsky, I.A. Zimnyaya , EA Klimov, AA Kochin, AA Leontiev, Guy Lefranois, BC Merlin, L.G. Pochebut, S.L. Rubinstein, N.F. Talyzina, K.N. Khabibullin, Chernoles V.P., V .A. Schegolev);

-modern concepts of pedagogical didactics (V.P. Bespalko, N.G. Vinokurova, S.I. Zmeyev, L.I. Konovalova, CB Litvinenko, E.I. Passov, E.S. Polat, A.B. Trofimov L.S. Uzun);

-studies in the field of using visual teaching aids (L.V. Zankov, V.P. Zinchenko, G.M. Kodzaspirova, G.I. Krasnova, B.F. Lomov, L.M. Fridman);

-studies of foreign educators and psychologists (Tony Buzan, Karen Bromley, John D. Clark, Rita Dunn, Howard Gardner, David Haerley, Joseph Nowak, Angus Reynolds).

The relevance, theoretical and practical significance of the problem under consideration, the need for pedagogical practice in scientifically substantiating the educational process with didactic materials that can not only effectively transfer educational information, but also meet the needs of students.

The presentation of educational information with the help of graphical visual aids will help to improve the quality of training of specialists in higher educational institutions, subject to the following provisions:

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-when choosing a visual aid, the content of the presented information and the purpose of its presentation will be taken into account; the conditions in which the visual aid is used are taken into account;

- the effectiveness of the entire visual aids will be evaluated taking into account the didactic significance of the individual elements;

The combination of oral and graphic presentation of information will most likely correspond to the psychological and pedagogical characteristics of students.

L.V. Zankov and his group consider it necessary to combine the teacher's speech with visual aids, since visual aids themselves provide one, albeit a very important aspect of the learning process, namely, enhance the perception of educational information, which largely determines the quality of information assimilation. Mastering requires the formation of concepts in the process of active mental activity of the student himself.

A necessary condition and means of enhancing the effects of visual aids, the perception of students of educational information, management of their cognitive activities is played by the teacher's speech. When verbal conversions are combined with visual aids, the students' mental activity is characterized by a combination of thinking in concepts and direct perception. The combination of speech and visualization refers to the internal relationship between the use of the teacher's speech and the use of visual aids. This internal relationship is found in the correlative role that the teacher's speech and the visual aids used to carry out a particular educational task play it. The ratio of visual images in the consciousness of students depends on a particular ratio of visual aids and speech. As L.V. Zankov notes, there are differences in the course of a person's mental activity when certain knowledge is presented only in verbal form, and then visual aids are introduced or vice versa.

Visual communication tools that use visual means of expressing content are called graphic (visual) organizers. Graphic organizers are all that somehow helps to organize information on a piece of paper (or a computer screen) in order to improve its memorization, assimilation, analysis or application. In the process of visualizing information, the student ponders, comprehends, passes information through himself, presenting it in a visual-conceptual manner. Students master the methods of searching, confirming, systematizing and reasoning information, finding intersubject communications. The graphical presentation of information contributes to the development of the ability to work with text, as allows you to learn to formulate the main idea, highlight keywords, divide the text into structural parts, collapse information in the form of secondary sources (plan, algorithm, table, diagram), expand it ("read" formulas, equations), transcode from visual to verbal and vice versa.

The use of this tool in education was proven in 2003. Institute for the Advancement of Research in Education (USA), which published a review of 29 studies on the use of visual teaching aids. In most studies, it was about graphic organizers. Scientists have found that their use improves students' performance in several areas. Namely:

- The memorization of information is improved - when it is presented both visually and in text form;
- Improves reading comprehension;
- Academic performance is growing, including among students with learning difficulties;
- Improving critical thinking skills.

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