

THE DIFFERENCES BETWEEN PEDAGOGICAL FACTS AND HIGHLIGHTED FACTS

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Abstract

There is a world of difference between pedagogical facts and highlighted facts. Pedagogical communication refers to the ways in which a teacher communicates with students in order to facilitate their learning. The ipology of teachers' professional positions refers to the various justifications that teachers offer for their practices. In this article, we will explore each of these concepts in more detail.

Keywords: pedagogical facts, highlighted facts, teaching language, pedagogical purpose

Teachers communicate with students in order to help them learn. This is done through the transmission of knowledge, which is often packaged in the form of pedagogic facts. Pedagogical facts are statements that are designed to teach or inform students about a particular subject. They are usually presented in an objective and unambiguous manner, and they are intended to be accepted by students as true statements. So, what is a pedagogical fact? It is a statement that is designed to teach or inform students about a particular subject. They are usually presented in an objective and unambiguous manner, and they are intended to be accepted by students as true statements.

According to McGonigle and Knowles (1991), pedagogical facts are statements that are designed to teach or inform students about a particular subject and that are presented in an objective and unambiguous manner.

Objective: They are intended to happen to anyone with any background, knowledge, experience, or even no idea about the subject in question.

Unambiguous: They are generally presented in the form of facts, or obvious logical statements, or concrete observations.

Universal: They can apply to any subject or any type of study.

The pedagogical purpose of a highlighted fact in a handout is to focus students' attention on the most important points they should be considering when evaluating what they have been taught. The highlights look for to indicate that there is more information available outside of what is written there, even though it is not explicitly stated.

Contrast and highlight are often used when presenting pedagogical facts in order to make them more easily understood. Contrast can be used to illustrate aspects of pedagogical facts that are believed to be problematic. For instance, a high school teacher might draw attention to the fact that nine to ten weeks of their semester are spent in the classroom teaching physical education. The teacher wants to emphasize how much this year alone is spent getting students ready for the physical education curriculum. Contrast is most commonly presented through highlighting.

The highlighted segment of the text can often be changed or modified to illustrate the professor's point or bring out the benefits of the pedagogical facts. A simple, direct change could be made to a compliment (e.g. “Many school buses do not have front doors, which makes it unsafe for bus riders.”—all caps, move sentence to upper case, add emphasis “Many school buses do not' have front doors, which makes them unsafe for bus riders”), or, more complex changes may include the introduction of an opposing thought.

Another way to illustrate various pedagogical facts is by highlighting parts that are said to be in need of a correction, clarification or modification. These types of corrections, clarifications or modifications are typically accompanied by

a note attempting to explain the action taken (usually in the form of italics or heavy emphasis).

Putting too much work into creating an illustrated or motion-graphic brief can cost you a huge amount of time, ultimately. Your drawings are positioned to be placed on a page, but who gets to choose that page? Only you, usually. All the while, it's your job to get the brief to someone who can actually make and deliver your illustrations. An illustrated brief, even if it looks like a radio flyer, can be an enticement for marketers, advertisers, brand managers, and designers.

Inductive science has always been a central tenet of teaching students in all disciplines and pedagogical facts are indisputably necessary in order to deliver the message. Most of us have been taught that this and indentation must go in a ways. That's because lecturers need these elements for clarification, and that means there must be some order to protocol. Some text must be formatted differently to sections of the text. However, you need to parse the text carefully. The orderline is not just for the sake of neatness - it's there because it's 50-odd years since text was created. They were put there to help you. And I'm not saying don't use them. However, when you are in this habit, you drift from the unstated tactic of making sense in the text.

And while doing so, you can ensure the best model of learning. Think of the classroom as a battlefield. The class was full of angry potassium ferrocyanides still not labelling where each other were. The teacher then asked someone to pass the page they were reading, and it was delivered to them by a separate, hungry group. These were hungry for the lecturer's specification, morphed itself to a slightly different specification, and then turned rushing to the whiteboard to take notes. The first group then worked out how the teams communicated with each other.

Videos are a great tool for teaching new information to students, stimulating their minds and engaging them in learning. Students of either age or level (elementary/middle/secondary school) can benefit from watching them.

When educators ask students to watch videos online or on the TV, they should be connected to valid resources. However, for this to happen, organizations need to make decisions and prepare the resources for this purpose.

Teachers can play videos to students in order to maintain the discipline and organization during the learning process, and, in addition, the role of games during the process becomes important.

Thus, projects should be prepared ahead of time in the subjects and the videos, which are meant for students, are to be played. However, some direct connections of videos to learning can be made if the learning topic is not directed with materials or if the video itself is not established. Studying from a higher education institution's course outline can be a great source of this kind of information. If you're a pedagogical facts combination, then the ability to show the progress and outcomes of the process with the purpose of explaining such findings is excellent for world languages and several subjects.

Conclusion

A pedagogical fact will often have an implicitly authoritative source, yet this authority never actually belongs to that source. It is usually constructed with some of the following ingredients:

- "pedagogical facts are statements that are challenging"
- " Pedagogical facts are meant to be shared"
- " A pedagogical fact or facts form one or more of these knowledge structures"

Finally, a pedagogical fact tells you the answer to one of x number of questions. In addition to creating pedagogical facts, it is also the teacher's duty to practice questioning. This is done through interrogatories, which are questions presumed serious enough for the students to not easily provide an acceptable answer unless prompted. They also instruct the student to respond truthfully, even if a given interrogatory is troublesome.

Whenever the teacher poses a question and there is no immediate answer, the pedagogical facts are poised to provide a kind of background gestural support—"it may be phrased innately telegraphic," or by indicating its form.

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