

LINKING A MODERN INTERACTIVE METHOD TO THE METHOD OF AUDIO SLIDE PEDAGOGICAL TECHNOLOGY

Termez State University
senior teacher **Dusbekov To'ychi**,
teacher **Umedulloev Munirbek**

Annotation: The modern method is steadily reforming the education system of the Republic of Uzbekistan, which has chosen the path of independent socio-economic development. Especially after the adoption of the Law "On Education" and the "National Training Program", the work in this area has become widespread. The emphasis on acquiring knowledge and skills based on the requirements of these documents has intensified. Due to this, new scientific and methodological approaches began to enter the education system.

Keywords: Method, education, introduction, process, educator, student, listener, feedback.

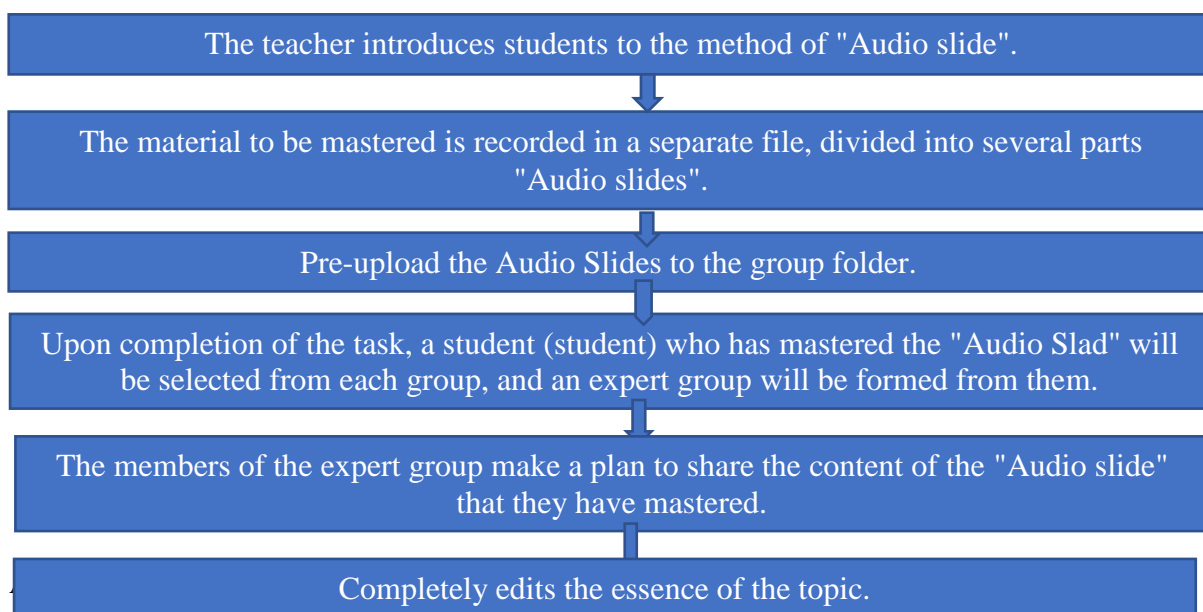
Expanding the scope of introduction of new pedagogical methods and information technologies in the educational process, the introduction of best practices in this area.

Appropriate, purposeful, effective use of interactive methods by teachers in the process of teaching and learning. provides ample opportunity to nurture their skills.

“SLIDE METHOD”

SLIDE - a white or color photographic image drawn on a transparent base (glass plate or film). (Photographic image from one side to the other) method allows the student to illuminate the essence of the topic by dividing a particular topic into several parts.

The application of the method in the training is carried out as follows:



Audio slide tools allow you to learn and master information through hearing and seeing. Nowadays, more and more audiovisual means are used, which are simultaneous means of hearing and seeing: movies and other audio-visual images. In fact, in practice, a complex use of existing tools based on a creative approach can give the best results, depending on the existing conditions and situation.

AUDIO SLIDE COMMUNICATION TRAINING

This audio slide communication training is designed to help students think independently, express themselves freely, and develop a culture of debate in the classroom, usually in small groups.

AUDIO SLIDE COMMUNICATION TRAINING STAGE

Before the lesson, the teacher introduces the students to the rules of communication, discussion.

STEP 1 - The teacher determines the state of mastering the work of students in the course of the previous lesson. It raises the topic and assesses the level of mastery, taking into account the views of the audience.

STEP 2. - The listeners in each group will be provided with the necessary materials, evidence, examples, clear ideas, visual aids to prove their point, if possible, a video, articles, speeches of thinkers and scientists, etc. They choose one

person from the group to defend, while the rest can add their own opinions. The teacher gives time to the group taking into account the preparation opportunities of the students.

STEP 3. -When the groups are ready to defend, the teacher gives the floor to one of the groups to defend (defense can be voluntary). The representative of the group, speaking on behalf of the group, begins to defend the topic given to them on the basis of prepared materials, evidence. When the group representative finished, the rest of the group can comment further.

STEP 4. At this stage, as in Stage 3, the teacher gives the floor to the next group member. The second group, like the first group, defends its subject. When the defense is over, the teacher moves on to the next stage of the lesson. During both defenses, the teacher tries as much as possible not to express his / her opinion and questions, not to ask questions, to manage the communication without favoring any group, the requirement to maintain order and conduct communication during the group defense, tries to achieve full compliance with the rules. At this stage, basically, the two groups will have to operate freely, independently.

STEP 5 — The teacher begins to ask students additional questions.

Questions asked by groups can be asked in order to further clarify the arguments, examples, opinions expressed during their defense, as well as to further emphasize and prove the views of their groups and encourage others to agree with them.

The audience freely tries to influence everyone with their speeches, to approve their opinions. The teacher creates the conditions and opportunities for such a situation, that is, he leads the discussion sincerely.

STEP 6.-The teacher summarizes the opinions expressed by both groups after the questions, comments, and affirmative statements of both parties to each other and expresses his / her opinion and comment on the issue and tries to give the necessary answers to the questions received by the group listeners.

At the end of the lesson, the teacher concludes the lesson by analyzing the activities of both groups during the lesson.

The duration of this training is determined by the circumstances.

FROM THE INDEPENDENT PREPARATION OF STUDENTS

NEXT LECTURE METHOD

Students will be fully provided with audio slides, social literature, lecture notes, hands-on activities, and other necessary materials. Materials related to the course process without abbreviating, we present the method of delivery to students with relevant proofs and a sufficient number of problem solving in the example of the following topics.

These audio slide topics were given to students for independent study at the beginning of the school year.

Stages of work:

1. Preparatory stage.

1. Lessons are conducted in an interactive way on the basis of strict requirements, students are taught to perform tasks systematically, to use modern computer technology, to work on audio slide methods, programs.
2. Students summarize the topics using the suggested resources.
3. Each student composes 5 questions using the basic phrases and control questions on the literature, especially the lecture slides.
4. Each student independently or using the relevant literature composes his own problem on the topic.

2. Regulation phase

1. The leader, together with the students of the small group, reviews the questions they have created and creates another new slide instead of the repetitive questions.
2. All leaders compare the lists of questions prepared together and add new ones instead of repetitive questions.
3. Issues created by students are considered and regulated in the same way.
4. Compiled questions and issues are reviewed by the teacher and corrected and supplemented.
5. A final list of structured questions and issues will be made.

3. Active phase

1. Students begin the exercise of answering structured questions aloud without stopping.
2. Begin the exercise of creating an algorithm for solving structured problems and solving it.
3. In addition to homework in practical classes, the above topics are asked one after another, and students are given points, taking into account the overall result. Misunderstood questions will be answered.

4. The final stage

1. The teacher entering the auditorium must first make the students stand upright as in the pamphlet, keep them upright for a moment after greeting them, stare at them and exert their spiritual influence, and only then allow them to sit down.
2. While the teacher is checking the audience's readiness for the lesson, visiting the students, filling out the journals, a beautiful student writes a beautiful letter in the right corner of the board, the date, the topic and its plan. It is better if the theme and plan are displayed on the screen using a technical tool.
3. The teacher directs the repetition of past and present lessons, linking them to new ones, explaining a new topic, and summarizing by constantly asking students questions (brainstorming) and getting answers from them. It is important to ensure that all students answer the questions in a chorus. If a student answers incorrectly, the overall tone is distorted and suddenly felt by the whole audience. This situation encourages the student to work better on themselves in the future.
4. Demonstration and demonstration materials are widely used in the lesson.

We called such an audio slide lesson "Lecture after independent preparation of students." If the audio slide is conducted in this way, it will be possible to deliver it to students in a short time without cutting a large amount of educational material, with relevant evidence and a sufficient number of examples and problem solving.

The study material is mastered by students at a high level of consciousness.

Students will develop the skills to work on the book and its text, to write questions and find answers to them, to formulate and solve problems, to develop logical,

algorithmic thinking and oral speech. The ideas of collaborative pedagogy will be realized.

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