

THEORETICAL FOUNDATIONS OF THE USE OF DIDACTIC MATERIALS IN THE EDUCATIONAL PROCESS

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INTRODUCTION

Currently, conducting classes in accordance with the requirements of world educational standards means organizing classes based on pedagogical technologies. Therefore, pedagogical technologies as a discipline are deeply embedded in the education system, starting from the higher education system, because the implementation of innovative educational technologies in the pedagogical process through a technological approach to education is showing its effectiveness. Therefore, providing students with knowledge based on new and latest pedagogical technologies and training them as mature individuals on this basis is a requirement of today. In the context of accelerating scientific and technological progress, didactic materials are gaining special importance.

LITERATURE ANALYSIS AND METHODOLOGY

There are many branches of pedagogical theory, and didactics is a relatively independent part of it, which reveals the general laws of the teaching process. The term "didactics" was first used in the lecture of the German pedagogue Wolfgang Ratke entitled "Didactics, or the Art of Education" (1613). The fundamental scientific foundations of didactics were first developed by J.A. Comenius. The literal translation of didactics means "theory of education". Didactics comes from the "Greek" word "didacticos" - teaching, teaching. Jan Amos Comenius wrote the work "Great Didactics" in Czech in 1657, in which he explained didactics as "the art of teaching everyone everything."

The search for effective methods for improving the quality of the process of teaching a foreign language in primary grades of secondary schools has been ongoing for a long time and in several directions. According to V.V. Kraevsky and I.Ya. Lerner, didactic teaching aids are all objects and processes (material and materialized) that are information sources and tools aimed at helping students master the content of the educational material¹. One of the great contributions of digital technology to science and technology was the formation of 3D and virtual technologies.

T.S. Nazarova, E.S. Polat, didactic teaching aids are considered as material objects and carriers of educational information used within the educational process to achieve educational, upbringing and development goals².

Although researchers working in this field work in different directions, according to S.K. Lelyushkina, their only goal is to ensure effective mastery of speech acts in a foreign language by students, to create new and innovative solutions, to quickly memorize words, and to find new

¹ Абакумова И. В. Дидактические методы: структурно-смысловой анализ: учебник / Абакумова И.В. - Ростов-на-Дону:Издательство ЮФУ, 2008. - 224 с.

² Аверичев Ю. П. Нужна ли трудовая подготовка школьников? / Ю.П. Аверичев // Педагогика. – 1991.- № 12. - с. 34–39.

ways to form language and speech tools³. Based on the opinions of researchers, we believe that innovative methods of using didactic materials during the pedagogical activity of an English teacher in primary grades determine the effective organization and easy mastery of the lesson.

It should be noted that in turn, the use of didactic materials, based on certain theories, helps to further increase the effectiveness and efficiency of the lesson. For example, if we take the theory of cognitive load, it means that students have limited working memory and organize learning by slightly reducing cognitive, that is, mental overload. In this case, as a result of the didactic materials transmitting information in a clear and orderly manner, the cognitive load of students is reduced and it becomes easier to master. The next is the situational learning theory, which, unlike others, this theory accelerates and facilitates the learning process when students are engaged in activities that are appropriate for their future profession when placed in a real context. That is, the existing didactic resources require learning using words and language skills related to this field, imitating a real situation. Whether we accept it or not, this theory somewhat limits language learning because it is focused on a specific area. If we turn to the next theory, it is called communicative language learning, and this approach is considered more natural and effective, and in this case, the language is learned on the basis of mutual communication and external influences. This process takes place not only through the interaction of students, but also under the influence of the teacher and student, family, and community environment. Learning a language by using it in situations where we have to perform various tasks and assignments in real life, sometimes mandatory, sometimes voluntary, is called task-based language teaching in this subject.

As a result of our studies, didactic materials can be both unambiguous in terms of educational goals and very versatile (in terms of the possibilities of designing individual actions and achieving the goal set for the lesson) in pedagogical purposes. The teacher is given the opportunity to organize the lesson process and this process is carried out in a simplified approach in the form of a sequence of lessons in the form of a table. It is important for the teacher to find the optimal individual approach for each student. The process is laborious, but achieving the goal is extremely attractive^{4, 5}.

Didactics is a theory of education, a separate branch of pedagogy, scientifically substantiating the educational process, its content, laws and principles, forms, methods and means.

Any psychological-pedagogical, foreign language teaching is built on a single didactic basis and is carried out in full compliance with the didactic principles developed in the theory of pedagogical education (E.G. Azimov, B. Adizov, B.A. Golub, Sh.E. Kurbanov, A.N. Shchukin, E.A. Seytkhalilov). However, at the same time, the teacher should also pay attention to specific methodological principles, taking into account the specifics of medical education. In this regard, E.G. Azimov and A.N. Shchukin expressed their opinion, emphasizing that “the system of

³ Лелюшкина, К.С. Инновационное направление в обучении иноязычному общению [Текст] / К.С. Лелюшкина // Вестник ТГПУ. - Томск: изд-во: ТГПУ, 2009. - Вып. 7. - №85. - С. 144-146.

⁴ Грановская, Р.М. Элементы практической психологии. 2-е изд. / Р.М. Грановская. - Ленинград: Издательство Ленинградского университета. - 1988. - 560 с.

⁵ Зимняя, И.А. Педагогическая психология / И.А. Зимняя. - Ростов-на-Дону: Феникс, 1997. - 480 с.

teaching principles is open, allowing for the addition of new principles and the revision of existing ones”⁶.

Basic concepts of didactics: Teaching is the regulated activity of a teacher aimed at implementing the educational goal (informing, educating, identifying and applying knowledge in practice).

Learning is the process of developing a new form of behavior and activity through the acquisition of knowledge, exercises and experiences.

Education is the activity of a teacher and students in cooperation, directed towards a specific goal and regulated.

Information is a specific system of knowledge, skills, abilities and ways of thinking acquired in the educational process.

Knowledge is the acquired form of a person's concepts and ideas about the material world, society, culture.

Skills are the acquired form of knowledge, methods and techniques for applying knowledge in practice.

Competence is a system of skills that have been learned, improved, and whose implementation has been forgotten.

Goal is a system of educational and educational problems that are solved in the educational process.

Content - a system of scientific knowledge, practical skills and competencies, methods of activity and thinking that students must acquire in the educational process.

Organization - a didactic process aimed at achieving a set goal.

Form - a style of activity that corresponds to the internal essence, logic, and content of the educational process.

Method - a way to solve educational goals and objectives.

Means - a factor that supports the educational process (teacher's speech, skills, textbook, classroom equipment)

Result - (educational product) - the final result of the educational process, the level of achievement of the set goal⁷.

DISCUSSION AND RESULTS

Any didactic materials such as computers, overhead projectors, video equipment, CD players, electronic boards, speakers and other technological resources are considered essential in language learning, and when planning a lesson, the teacher often acts as a complement to didactic materials. Linguist Morales (2012) defines didactic materials as "a set of material tools

⁶ Азимов Э.Г., Щукин А.Н. Словарь методических терминов (Теория и практика преподавания языков) / Э.Г. Азимов, А.Н. Щукин. – СПб: «Златоуст», 1999. – 252 с.

⁷ Qaxorova Tursunoy Ulug’bek qizi Tibbiy ta’lim jarayonida 3D interaktiv didaktik materiallardan foydalanish metodikasini takomillashtirish texnologiyalari (ingliz tilida o’qitish misolida)

that interfere with and facilitate the process of teaching and learning.⁸ Didactic materials used during the lesson can be obtained in various ways and from different places, such as textbooks, educational materials, online sites and resources, and even materials created based on the teacher's creative abilities. Didactic materials help to facilitate language teaching and learning, whether the teacher has access to technological resources such as computers, overhead projectors, CD players, video equipment and others.

Linguist scholars, including E.F. Zeer, S.A. Novoselov, N.N. From the Davydovas' point of view, in their opinion, the effectiveness of the educational process largely depends on the methods and tools used, and since didactic tools are part of the pedagogical system, they perform certain functions that help achieve the main educational goals⁹.

Textbooks often provide teachers and institutions with didactic materials intended for classroom lessons. These materials include cards, posters, games, worksheets, etc.

On the other hand, teachers develop didactic materials when they create them to give meaning to their explanations or when their students create them as part of an activity. Being aware of the diversity of didactic materials and equipment, teachers can decide which didactic material to use, adapt or, most importantly, to the context in which they teach the subject.

In our opinion, modern approaches to the educational process are aimed at highly effective teaching of specific subjects, which is achieved through the use of a wide range of educational materials. The professional competence of a teacher consists not only in deep knowledge of the subject being taught, but also in the competent combination of various pedagogical forms, methods, tools and teaching algorithms.

Since students' learning styles include cognitive and socio-affective aspects that help students learn in different ways, teachers are expected to be creative and innovative in order to accommodate these styles as much as possible (Dreyer and van der Walt, 1996). Some students learn better by performing, listening, reading, doing, or working individually or in groups, etc.

Tomlinson (1998) believes that developers of didactic materials should accommodate all learning styles and provide them as follows:

Visual (e.g., the learner prefers to write down language);

Auditory (e.g., the learner prefers to hear language);

Kinesthetic (e.g., the learner prefers to do physical things, such as following instructions);

Studial (e.g., the learner likes to pay conscious attention to the linguistic features of the language and wants to be correct);

Experiential (e.g., the learner likes to use language and is more concerned with communication than accuracy);

Analytical (e.g., the learner prefers to focus on discrete bits of language and learn them one by one);

⁸ Alarcon, J.B & Morales K.N.S. (2011). Grammatical Cohesion in Students Argumentative Essay. Journal of English and Literature. Vol. 2 (5). pp. 114-127 June 2011.

⁹ЗеерЭ.Ф.,НовоселовС.А.,ДавыдоваН.Н.Институциональноеобеспечениеобразовательныхинноваций//Образованиеинаука.2011.№9(88).С.3–20.

Global (for example, the student is happy to answer all language blocks at once and chooses the languages he wants from them);

Dependent (for example, the student prefers to learn from the teacher and from the book);

Independent (for example, the student uses his own language experience and autonomous learning strategies).

Based on the above considerations, during our research, we found that didactics covers general issues of organizing education, the essence of the learning process, the content of education, the laws of teaching, the principles and methods of teaching, its organizational forms. In our opinion, in addition to taking into account different teaching styles, teachers should also think about other aspects that exist in learning situations and affect students' learning styles.

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