

THE PRINCIPLE OF VISIBILITY IN A MODERN SCHOOL

Mirzayunusova Ziyoda Ibragimovna
Kokand state Pedagogical Institute Uzbekistan

Annatation

The article discusses the issues of improving the quality of education through the use of modern computer technologies. The use of computer programs provides a differentiated and individual approach to learning, since they provide for the possibility of providing training work of varying duration, depending on the assimilation of the method of action by specific students.

Keywords: individual approach, information, education, visual aids, skills formation.

The globalization of modern society requires highly qualified workers who quickly adapt to the flow of information. In his message to the Oliy Majlis and the people of Uzbekistan, President Shavkat Mirziyoyev proposed to proclaim 2023 the Year of Human Care and Quality Education. The President stressed that it is necessary to continue reforms in the field of education.

This, in turn, poses serious challenges to the secondary school: improving the quality of education and upbringing of students, increasing the scientific and theoretical level of teaching, improving teaching methods and techniques, strengthening the material and technical base of schools, equipping the educational process with interactive learning tools [1].

More recently, the wordsmith had several tables, flashcards, filmstrips, educational recordings, etc. at his disposal. Today, the arsenal of visual aids has expanded significantly. Modern technologies came to the teacher's aid: projectors, interactive whiteboards, computers. The presence of a large fund of the above-mentioned training tools, which continue to grow rapidly today, raises the question of how to use these funds. What are the possibilities of visual aids for improving the educational process, how to organize a lesson using them, what are the effective methods of working with modern technologies?

The direct acquaintance of students with objects in nature or images of these objects was put forward by the outstanding teacher Jan Amos Komensky in the famous "golden rule" [2].

Visibility as one of the most important didactic principles is developed and implemented in the theory and practice of teaching the Russian language at all stages of the development of school education. The main way of its implementation is the use of visual aids in the educational process. Visual materials can be useful only if they are organically linked to the content of the lesson as a whole, with all its components and tasks. When starting to use visual aids, the teacher must realize for what purpose he is doing this, determine at what stage of the lesson to work with them, how to link this stage with other parts of the lesson. Visual aids help to solve such tasks as mobilizing students' mental activity; introducing novelty into the learning process; increasing interest in the lesson; increasing the possibility of involuntary memorization of material; expanding the volume of assimilated material; highlighting the main thing in the material and its systematization. Thus, visual aids are used at almost all stages of learning: at the stage of explaining new material (presenting information), at the stage of consolidating and forming skills (teaching students certain actions), at the stage of monitoring the assimilation of knowledge and the formation of skills (evaluating the results of students' work), at the

stage of systematization, repetition, generalization material (highlighting the main, most important in the studied material) [3].

Visual aids are divided into visual, sound, visual-auditory. Consider the means of visual visualization. Visual visual aids include so-called printed media (tables, demonstration cards, reproductions of paintings, handouts) and screen media (filmstrips, slides and slides, banners, presentations, videos).

Currently, the arsenal of visual aids is expanding and replenishing. So, computer technologies are used in Russian language lessons for educational purposes. Computer technology can be used at any stage of the lesson: when studying and summarizing the material. If we take spelling as an example, then working on a rule (or a block of rules) at the first stage involves studying or repeating the relevant material of a school textbook. After that, students with the help of a series of computer programs once again study the spelling rules, then train in the choice of spelling based on the algorithm embedded in the program, controlling their actions at all stages of applying the rule, including the last, final stage at which the choice of spelling is made. With the help of a computer, schoolchildren master spelling analysis, the scheme of which is presented by a computer, which allows us to judge the level of mastery of spelling theory by students, as well as the ability to apply this theory in practice.

Using a computer in Russian language lessons is not an end in itself. Its use makes it possible to effectively solve a number of didactic tasks: to intensify the educational process, optimize it, activate the cognitive activity of schoolchildren, arouse interest in academic work, increase their knowledge, achieve tangible results in improving skills and abilities.

Movies are also used to teach storytelling. With the help of a movie, you can clearly show students the compositional features of the narrative genre. For this purpose, such specific techniques are used as showing a series of main episodes of the filmed story at the end of the film (they are restored using a freeze frame); analysis of episodes related to the development of the action of the story; development of the plot at the beginning or ending of the story; analysis of the speaker's text, its addition and transformation; film music analysis, etc. Some films help prepare students for speaking. At the heart of such films is a sample of oral storytelling. At the heart of such films is a sample of oral storytelling. Work on the film will require students to perform a number of special tasks: follow the tone of the narrator's speech; determine how he conveys his feelings and his mood, how he carries himself; think about it why the story turned out to be interesting, why it is easy to listen to.

In order to solve all the problems due to the nature of educational films, it is necessary to follow the following methodological recommendations.

Thinking over the goals and objectives of using an educational film (or film fragment) in the lesson, the teacher must determine the stage at which the film will be shown, methods for correlating the work on the film with the content of the entire lesson. Particular attention should be paid to preparing students for the perception of the film: formulate the tasks of the work, orient the students to fix certain details when watching the film, talk about the creators, characters and actors (if any), etc. In other words, the preparatory work should help to ensure that from the very first minutes of watching the film, students are not distracted from solving the main task of this stage of the lesson. After watching a movie, it is useful to find out the general impression that it made on them: what they remember, what they liked, etc. This will allow you to determine which of the students was attentive when watching the film, which of them more fully realized its content. Consequently, further conversation with students will be more fruitful. In the course of performing special tasks aimed at

the knowledge of linguistic phenomena or the development of speech, the teacher leads students to the necessary conclusions. During a conversation with schoolchildren, it is useful to teach them to take notes that will later facilitate the completion of tasks related to watching a film: outlines of a plan or compositional scheme for a future statement, vocabulary that is new for students and necessary for future work, drafted fragments of text, etc.

Work on a film ends, as a rule, with the performance of independent tasks (at home or in class), determined by the content of the film and its purpose: the preparation of oral and written statements of various genres.

The use of computer programs provides a differentiated and individual approach to learning, since they provide for the possibility of providing training work of varying duration, depending on the assimilation of the method of action by specific students. The program provides for the use in the process of training work of different degrees of difficulty options that can be offered to students taking into account their capabilities.

Turning to cinema art in Russian language and literature lessons is a well-known type of work. But in the modern lesson, the use of video materials is finding more and more use. These are educational films, film adaptations of works of art, excerpts from animated films, video materials created by students themselves, excerpts from TV shows, etc.

Video materials can be used at various stages of the lesson and even at recess. Before the lesson, when students have already entered the classroom, videos help to arouse the interest of children, immerse them in the atmosphere of the future lesson. Creating such a film can be a preliminary task for students. The guys can edit a film based on a demonstration of paintings by famous artists accompanied by music corresponding to the era being studied.

At the initial stage of the lesson, video clips can be used to create a problem situation or predict a topic even in Russian lessons. For example, the study of new material on the spelling of the suffixes EC, IC can begin with a demonstration of an excerpt from the cartoon "In the land of unlearned lessons". The video clip makes the lesson vivid, memorable, activates the cognitive activity of students, teaches them to work with different sources of information. The use of film materials in literature lessons is especially relevant. It can be either an educational video or a film adaptation of a work of art. Educational videos allow us to reduce the time to get acquainted with the biography of the writer, to make this stage of the lesson, which is not always interesting to students, more visual.

In the XX century, many methodists argued that it was possible to turn to cinema and theatrical art only after studying a literary work, because otherwise the visual images created by actors and the director would suppress the activity of the reader's imagination. The traditional path for the methodology — from a verbal work to its cinema or theatrical interpretation - does not give the desired result today, since the main, first link falls out of the chain — reading. But it often happens among modern schoolchildren that interest in literature increases, and literary development proceeds more intensively with a specially organized interaction of reading and spectator activity.

There are certain methodological recommendations for the use of film adaptations of works of fiction in literature lessons. But it is always necessary to familiarize students with the means of cinematic expressiveness in advance. Any discussion of a movie should end with the creation of a problematic situation that motivates schoolchildren to turn to a literary source, therefore, reading activity should ultimately prevail.

Often the teacher has to make a choice: is it worth using video clips in the classroom at all, or is it better to ask students to watch the film in full beforehand, without violating the logic of the script. If, after all, the comparison of the film adaptation and the work in the lesson is appropriate, then how is it better to do it?

There are not so many techniques for submitting a film adaptation in the lesson, and each of them has its own methodological task.

You can also use other methods of working with the video sequence, for example: direct comparison of the video fragment and the text indicating the differences, possible reasons for the differences; search for answers to the questions raised in the fragment; discussion of the reasons for using certain cinematic techniques to reveal literary images (close-up, details, musical arrangement, etc.); location of video fragments in the logical order corresponding to the text, search for the missing fragment in the text; "voicing" of the scene (search for the corresponding video sequence of the monologue, dialogue).

In project and extracurricular activities, you can also turn to cinematography. The guys are happy to take part in the creation of booktrailers, promotional videos for the film adaptation, posters. Of particular interest is the implementation of small projects for lessons, for example, combining several fragments processed in the corresponding program to illustrate the compositional elements of the work, characterization of images, immersion in the era, etc. One way or another, the result of such work will be a return to the text and careful work with it. In addition to the problem of familiarization with reading, the use of film in literature lessons solves a whole range of other tasks: the formation of the media culture of students, fluency in computer technology, contributing to the successful socialization of personality in modern society; the development of logical thinking, imagination (the creative potential of children can be revealed here as much as possible); the development of oral and written speech. The educational impact is also great - the formation of spiritual immunity against the negative phenomena of society through the study of works of various types of art.

Computer support is possible when studying various topics of the school curriculum, primarily when studying punctuation.

Literature:

1. Молчанова Е.Е. Компьютерная поддержка изучения пунктуации в предложениях с обращениями // Рус. яз. в школе. - 1998. - №3. - С. 24-27.
2. Ладыженская Т.А. Сценарии компьютерных задач по речевой этикету // Рус. яз. в школе. - 1992. - № 3-6; 1993. - № 1 -2.
3. Кахарова, Н. Н. Роль информационно-образовательных технологий в обучении русскому языку в неязыковой аудитории / Н. Н. Кахарова // Наука, общество, образование в условиях цифровизации и глобальных изменений: сборник статей II Международной научно-практической конференции, Пенза, 12 июня 2022 года. – Пенза: Наука и Просвещение (ИП Гуляев Г.Ю.), 2022. – С. 128-131.
4. Кахарова, Н. Н. Применение информационных технологий при изучении русского языка в начальной школе / Н. Н. Кахарова // Молодежь и наука: реальность и будущее : Материалы XI Международной научно-практической конференции, Невинномысск, 28 марта 2018 года /

Редколлегия: Т.Н. Рябченко, Е.И. Бурьянова. – Невинномысск: Невинномысский институт экономики, управления и права, 2018. – С. 526-527.

5. Половина, Л. В. (2019). Развитие методики обучения русскому языку у студентов педагогических вузов. Актуальные научные исследования в современном мире, (3-5), 74-76.

6. Botirov, A. A. (2022). Features of the formation of speech competencies of students in Uzbek schools. International journal of social science & interdisciplinary research, 11(12), 240-242.