



CLASSIFICATION OF TECHNICAL TEACHING AIDS AND THEIR FUNCTIONS

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Tayanch so'zlar: munozaralar, loyihalar, chet tillari metodikasi, kommunikativ kompetentsiya, usullar va uslublar, o'quv materiallari.

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Introduction. Among the problems theoretically and experimentally solved by the methodology of foreign languages, communicative competence and methods of achieving it are one of the most relevant. It is very difficult to master communicative competence in English without being in the country of the language being studied. Therefore, an important task of the teacher is to create real and imaginary communication situations in a foreign language lesson, using various methods and techniques (role-playing games, discussions, creative projects, etc.). In solving this problem, a huge role is played by technical teaching aids, which make it possible to provide students with more complete and accurate information on the topic being studied, increase the visibility of learning and evoke a desire for further improvement of language culture [2;20].

No less important is the task of introducing schoolchildren to the cultural values of the native language people. For these purposes, the use of authentic materials (drawings, texts, sound recordings, etc.) is of great importance. Getting to know the life of English-speaking countries occurs mainly through text and illustrations, watching film fragments, slides, filmstrips, etc.

Hence the importance and relevance of studying the use of video materials is obvious. The main means of teaching a foreign language is the language environment, and all other means are auxiliary, their purpose is to create a more



or less pronounced illusion of familiarizing students with the natural environment. Conducting a lesson entirely in a foreign language creates a prototype of a foreign language environment and brings the educational process closer to the conditions of genuine communication in a given language.

Discussion and results. There is a foreign language lesson in progress. In the first minutes of the lesson, having barely greeted the pupils, the young teacher turns on the tape recorder. The dialogue is in English. However, the quality of the recording is such that it is almost impossible to make out what is being said. This circumstance does not bother either the teacher or the students. After listening to the soundtrack, students reproduce the dialogue in pairs from memory.

The question inevitably arises: for whom was the phonogram shown? For students? But they, of course, listened to it more than once, having the printed text (otherwise they would not have been able to memorize it from such an illegible recording). For guests: the lesson was open, and the teacher wanted to show those present that she uses technical teaching aids (TTA). She did not take into account that TTAs are auxiliary means, and therefore should help in conducting the lesson, and not serve as its decoration.

The question of whether or not to use TTA should be decided, first of all, based on the purpose and objectives of a particular lesson. In addition, you need to know the capabilities of various types of TTA and their combinations, as well as the requirements that they must meet. In the above case, the most important requirement was violated - the exemplary nature of the phonogram [14;186].

The use of technical means for training and education of the younger generation is one of the characteristic features of the modern development of school and pedagogy. Technical tools are necessary to improve the quality of learning and reduce student fatigue. Technical means make it possible to present the material visually, in a figurative, and therefore easily perceived and well-remembered form [1;23].

Modern technical means can be extremely helpful to the teacher and are also necessary to improve the quality of teaching. They help solve the following problems:

- give students more complete and accurate information about the phenomenon or object being studied and thereby contribute to improving the quality of education;
- increase the visibility of learning and, as a consequence, make available to students such material that is inaccessible or inaccessible using conventional methods of presentation (a five-minute film can make objectively compiled educational material accessible to students)
- increase the pace of presentation of the material
- satisfy the needs and curiosity of students as fully as possible;
- make the work of teachers and students easier.

The use of certain means in the lesson depends on the teacher and on the presentation methodology adopted by him. However, once they appear in a lesson, technical means behave very actively and have a strong impact on the methods of presenting educational material, on the entire course of the educational process, and on the entire activity of the teacher. The environment in which they are used is of great importance for the effectiveness of the use of technical means. For example, when preparing to conduct a lesson using video materials, the teacher should carefully watch the video fragment, having in front of him the proposed narration texts in a foreign language. While watching the film, you should note frames to which the teacher should draw the attention of students and explain new vocabulary. Some new words may not be explained in advance if the objects, phenomena or concepts they denote are well known to students and their meaning is easy to guess from the context.

A lesson using technical means is a qualitatively new type of lesson in which the teacher is forced to coordinate the methodology of his explanation of educational material with the methodology adopted in a television program, film, sound recording, etc.

However, this does not exhaust the features of a lesson using technical teaching aids. Technical means change the structure of the lesson and its form. Numerous observations of teachers' activities in lessons using technical means show that the higher the teacher's professional training, the higher the effectiveness of his use of technical teaching aids.

Teachers have traditionally used filmstrips, transparencies, and recordings quite widely in the teaching and educational process. However, today we can talk about a qualitatively new stage in the use of technical means for teaching and educating schoolchildren - about their systematic use, about their organic inclusion in the lesson. This new stage is associated, on the one hand, with the intensive development and creation of screen, sound and screen-sound means of teaching and cultivating interest in foreign language lessons. On the other hand, it is associated with the new tasks of the school, in which technical means of teaching and upbringing serve not only the goals of increasing the level of the educational process, but also the goals of practical and psychological preparation of students for life and work in the conditions of scientific and technological progress, their education interest in technology and technical creativity.

The results of research and the experience of the best school teachers show that in order for the use of screen aids in the classroom to really contribute to increasing the effectiveness of teaching, the following conditions must be met: the presence in the school of a set of technical teaching aids and manuals for them, teachers' knowledge of the fund of aids, proper planning of them use, selection of a set of teaching aids, including on-screen ones, which will most effectively help the



teacher to cover a particular topic, and, finally, the main thing: methodological and technical training of the teacher.

When using technical teaching aids, one should not forget the basic methodological provisions:

- the best film, filmstrip, recording, television program is correctly perceived and comprehended by students only under the guidance of a teacher;
- technical teaching aids are effective only if they are used in organic connection with all educational material of the lesson and are strictly subordinated to its target setting;
- technical means, organically included in the educational process, help the teacher solve a number of cognitive and educational problems. But neither films, nor filmstrips, nor slides, nor the use of an overhead projector (overhead projector) are universal means of teaching; It is advisable to use visual aids comprehensively in lessons [3;58].

The intensive penetration into the practice of educational establishments of new sources of on-screen presentation of information (overhead projectors, projectors, movie cameras, educational television, video players and video recorders, as well as computers with display information) allows us to highlight and consider the use of video materials as a separate teaching method. The use of video materials serves not only to present knowledge, but also to control, consolidate, repeat, generalize, systematize, and therefore successfully fulfill all didactic functions. The use of video materials rests primarily on the visual perception of information. It assumes both inductive and deductive ways of acquiring knowledge, varying degrees of independence and cognitive activity of students, and allows for various ways of managing the cognitive process. In fact, we are talking about a complex didactic technology [13;5].

The use of audiovisual teaching aids in the classroom is not only the use of another source of information. Compared to other means of visualization, audiovisual aids undoubtedly cause more diverse mental processes, and also imply a significant restructuring of mental activity, students, and, above all, such aspects as attention and memory. By using video materials, many didactic and educational tasks are effectively solved [4;41]. They are useful:

- for the presentation of new knowledge, in particular very slow processes that cannot be observed directly, as well as fast processes when direct observation cannot reveal the essence of the phenomenon.
- to explain in dynamics the principles of operation of complex mechanisms and machines;
- for teaching algorithms for performing various types of activities and organizing tests;



- to present video documents in lessons, strengthen the connection between learning and life and create a specific language environment in foreign language lessons;

Conclusion. In conclusion, the effectiveness of using video material in teaching speech depends not only on the precise definition of its place in the teaching system, but also on how rationally the structure of the video lesson is organized, and how the educational capabilities of the video material are coordinated with the learning objectives.

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РЕЗЮМЕ

Bu maqolada videomateriallardan foydalanish chet tilini o'rgatishning asosiy texnik vositalaridan biri ekanligini va xususan uning nutqiy tomoni ekanligini isbotlashni maqsad qilib oldik. Shunday qilib, tadqiqotimiz ob'ekti o'qitishning texnik vositalaridan foydalanish, predmeti esa chet tili darslarida videomateriallardan foydalanish hisoblanadi.

РЕЗЮМЕ

В данной статье мы ставим цель доказать, что использование видеоматериалов является одним из основных технических средств обучения иностранному языку, а в частности - его речевой стороны. Таким образом, объектом нашего исследования является использование технических средств обучения, а предметом - использование видеоматериалов на уроках иностранного языка.

SUMMARY

In this article, we set a goal to prove that the use of video materials is one of the main technical means of teaching a foreign language, and in particular its speech side. Thus, the object of our research is the use of technical teaching aids, and the subject is the use of video materials in foreign language lessons.