

PEDAGOGICAL MECHANISMS OF INTRODUCING INTERACTIVE TECHNOLOGIES TO STUDENTS IN PRACTICAL AND SEMINAR CLASSES

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Abstract

This article provides information about the lesson, practical training and its types, as well as pedagogical mechanisms of introducing interactive technologies in practical and seminar training for students.

Keywords: lesson, practical, interactive, solution, student, pedagogical, content, goal, method.

Dars is the organization of regular content of teachers and students who are systematically used to solve the problems of teaching, developing and educating students over a period of time is the form of development.

The lesson is to train with a group of students of the same age, with doibrain content, a strictly defined schedule and a single curriculum for everyone form of organization. All components of the teaching process in this form: purpose, content, vocabularydogs, methods, organizational and management activities, and all its didactic elements is provided. The birth of any lesson begins with its ultimate goal - to understand and correctly, accurately define what the teacher wants to achieve; the installation of keyin tools - what will help the teacher in achieving the goal, and only then determines the method - how the teacher will try to achieve the goal.

The objective of the lessons, the purpose of organizing the lesson, the content and methods of conducting the lesson, the main stages of the learning process, the didactic tasks to solve in the classroom, teaching methods are classified based on ways to organize students' learning. events.

In accordance with this approach, the following five types of lessons are allocated: lessons for studying new learning materials (Type 1);

lessons for improving knowledge, skills and skills (this includes the formation of skills and skills, the purposeful application of what has been learned, and so on) (Type 2); umumlashtirish va tizimlashtirish darslari (3-lap),

birlashtirilgan darslar (4-turn);

Lessons in monitoring and correcting knowledge, skills, and skills (Type 5)." Special attention should be paid to the effectiveness of individual forms in the process of studying the topic "Forms of organizing the learning process". The so-called

pyramid of student learning, which American studies found was proposed by the journal "School Principal":

Ma'ruza-monologue

Study (independent)

Audio-video tracksuit

Ko'rsatish (demo)

Discussion group (discussion of learning material in a small group)

Practice in the process of activity

Teaching others (a child teaches a child). To assist individuals desiring to benefit the worldwide work of Jehovah's Witnesses through some form of charitable giving, a brochure entitled Charitable Planning to Benefit Kingdom Service Worldwide has been prepared.

Practical lessons are one of the main forms of the learning process in higher education institutions, where students' ability to work independently is developed. Deepens and strengthens their knowledge. Practical training classes can be divided into two types: classes from subjects (foreign languages), where there is a lecture lesson and there is no lecture lesson. The courses will be held in strict accordance with the fan's programs and thematic plans.

The teacher is required to prepare very carefully for the workshop classes. He should have the ability to explain to students all the problems that arise during practical workshopping. The teacher should carefully draw up a plan for each practical training lesson. It should be determined by what new teacher will use k technologies or new interactive methods.

The main participants in the interfaith teaching process are cooperation, heated opinions, and the ability to exchange views between teachers, students, and students based on free thinking, unquestionable explanation of personal views, joint search for solutions in problematic situations, and the development of learning materials to create closeness, to respect, understand and support each other, to have a sincere relationship with one another, is characterized by the likes of achieving spiritual unity.

The interfaith TT is based on the organization of the conversation in the form of "student - information and communication Zion technologies" means the integration of skills and skills.

With the help of interactive education, the teacher develops students' abilities, independence, self-control, self-government, effective conversation, working with their peers, listening to and understanding their opinions, independent, creative, critical thinking, promoting alternative proposals, freely expressing their opinions, protecting their views it manages to form qualities such as doing it, trying to find a solution to the problem, being able to get out of complex situations. Most importantly, through the use of interactive TT, the teacher organizes, directs,

manages students' cooperation-based efforts to achieve a specific educational goal, obtains the opportunity for an objective assessment by monitoring and analyzing.

In the course of the workshop, the new teacher will have great opportunities to use technologies or interactive methods. The teacher enters the classroom and conducts organizational work, identifies the availability of tools for writing and vengeance for the classroom, and the attendance of the students. Questions, discussions are organized in practical workshops, encouraged by students who are actively involved. Students should regularly monitor the quality of their courses on the program, and the teacher who lectures on the fair and objective evaluation of their knowledge at the right time should regularly monitor them. Also, in order to implement the program, the teacher and I should be particularly interested in practical lessons, which parts of the topics are highlighted in the lecture, and whether they should consult on other educational and methodological issues.

In a nutshell, as a structural element for students to independently learn new knowledge, it occupies a different place in the classroom and is carried out in a variety of ways. The lesson can begin with an independent study of the learning material, and then the teacher's explanation focuses on clarifying and deepening the knowledge gained independently by the students. Independent study of the educational material available to students can be combined with the teacher's presentation, as well as after the presentation to understand and systematize the knowledge gained but always students' independent work on mastering new knowledge. instructions of the teacher. He regularly cares about organizing student activities, directs them, makes additions in the work process, i.e. manages students' academic activities.

At the stage of understanding and understanding new knowledge, it is important to properly deliver students to integrate and systematize them.

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