



**METHODOLOGY OF USING EDUCATIONAL TOOLS IN THE
EDUCATIONAL PROCESS**

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ANNOTATION

This article presents theoretical ideas about the types of interactive methods and the level of students' mastery by using interactive methods in teaching, quality organization of the educational process, using new pedagogical and information technologies, and applying modern methods of teaching. Cultivation is discussed.

Key words

interactive, pedagogic, competence, skill, instructional manual, didactic, compositional, communicative, graphic, drawing, diagram, scheme

Based on the requirements for foreign languages, it indicates the increasing role and importance of interactive methods in the development of speech and language competences in teaching languages. Therefore, it is necessary for foreign language teachers to have the skills and abilities to use interactive methods with pedagogical skills in their activities.

The didactic principle of demonstrability plays an important role in the use of educational tools. Teachers use one of the important principles of didactic art - the principle of instructiveness - in explaining the educational material to students.

In didactics, the principle of indicativeness is considered based on the rule of the unity of the concrete and the abstract. Perception of the original or image of a thing or event is the first and simplest act of knowing the surrounding existence, a reality for a person, and serves as the basis for creating clear ideas and abstract concepts about the studied things, processes, events.

Instructional manuals are tools used to train students in the method of creating clear (mainly visual) ideas about the studied objects, events, and processes. Depending on the nature of the knowledge to be acquired, the students' imagination, understanding, life and work experience, and the specific tasks of the lesson, instruction manuals play a different role in teaching.

They can serve as a source of knowledge, as well as a picture that the teacher uses during the presentation, explanation, conversation. Often, these two tasks can come together in a complex way.



Education. Natural objects. Natural objects include animate and inanimate objects of nature, students get acquainted with them in the form of materials that are distributed or displayed during classes. Visuality is one of the main requirements for the selection of natural objects or the design of various manuals that include natural objects as a component. For this purpose, objects are selected that help to clearly express some typical signs needed to reveal the content of the concepts being studied.

To strengthen the handwriting of natural objects, various coding methods are used: colored, numerical, letter. In the process of teaching natural objects, the main methods of working with them are observation and experimentation. Natural objects used as visual aids must first of all be specially processed for their equipment and devices.

Composite painting and photographs;

Graphic: (drawing, diagram, scheme, etc.);

Symbolic formula, represented by letters and words. Recently, electrified tables are widely used, that is, stands, safety equipment.

Among teaching tools, the most used tools are posters.

Screen and screen-to-sound teaching aids.

Information and communication technologies are a new era. In addition, the development of the methodology was not random, and the approaches were related to the technologies. Learning through the theories at the center of the process finds the legitimacy of these technologies, methodologies, from their introduction, assigns them the role of artefacts, elsewhere and in this concern for adaptation, these methodologies seek to set, ambitious goals aimed at providing new knowledge and development to students, is a communication skill.

Innovative methods. They believe that learning to read involves two different activities: identifying words and understanding their meaning in the verbal and non-verbal context of a text. They combine reading combinatorics and working on comprehension in reading activities. They can be done with or without a manual. There are "mixed global primer" methods that allow children to learn a certain number of words before beginning to learn the correspondences between graphemes and phonemes.

Most of the teachers work without textbooks. They rely on their own sources and various texts: excerpts from albums, social records (posters, invitations, recipes, etc.) Whose reading is based on a class project, or texts written by teachers based on children's life stories, even texts. Written by the children themselves.

A consensus on learning to read has emerged over the years around a few key areas:



- the need to teach decoding or decoding early and systematically;
- parallel need to work on understanding texts; the need to encourage the discovery of written culture;
- the need to combine learning to read and write. The 2008 official guidelines reflect this guidance.

In short, learning a foreign language means learning the linguistic knowledge of this language, as well as getting news that allows anyone to communicate at any time.

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