

USE OF DIDACTIC TOOLS IN TEACHING LESSONS

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Abstract:

The integration of didactic tools into the teaching process has become increasingly prevalent in contemporary educational settings. This scientific article examines various methods of employing didactic tools to enhance the teaching and learning experience across diverse disciplines. By synthesizing research findings and pedagogical practices, we aim to shed light on the effectiveness of different approaches, providing insights for educators seeking to optimize the use of didactic tools in their lessons.

Keywords: *continuing education, individualization of teaching, educational technologies, didactic tools, quality of education, computer programs, video materials, knowledge, skills, qualifications.*

Introduction:

The term "didactic tools" encompasses a wide array of instructional materials and resources designed to facilitate learning. From traditional chalkboards to modern digital platforms, educators have a rich palette of tools at their disposal. This article explores the strategic deployment of didactic tools to maximize educational outcomes, fostering engagement, comprehension, and retention among students.

Historically, didactic tools have evolved from simple visual aids to sophisticated multimedia resources. We delve into the historical progression of didactic tools, tracing their development from early educational practices to contemporary classrooms. Understanding this evolution provides valuable context for educators seeking to leverage the benefits of didactic tools effectively.

Socio-economic developments in society the goals, objectives and content of the educational process change in accordance with the requirements of the time, and as a result, the forms and methods are improved. At present, the widespread introduction of information and communication technologies in all spheres of society is influencing changes in the forms of education. Today, the use of advanced methods of teaching

technologies in the system of continuing education and their targeted use in the classroom is showing effective results. This plays a special role in the individualization of the learning process, ie teaching, strengthening the creative potential, the realization of personal interests and individual characteristics of learners. Improving the quality of education, increasing its efficiency serves the purpose of providing mentally stable, competitive professionals with high intelligence. This is a practical help to fully realize the inner potential of the learner.

Active Learning Strategies:

Didactic tools serve as catalysts for active learning, promoting student engagement and participation. We explore research-backed active learning strategies that capitalize on the interactive nature of didactic tools. From collaborative activities to problem-solving exercises, these strategies empower educators to create dynamic and immersive learning experiences.

Today, the modernization and automation of industrial production technologies, the transformation of scientific discoveries and equipment into a direct production force requires professionals to independently and regularly deepen, update, supplement and expand their knowledge. The training of qualified specialists in the higher education system largely depends on the professional knowledge, skills and abilities of special science teachers and pedagogical engineers, as well as pedagogical skills. At the same time, it is important to conduct laboratory and practical classes in accordance with modern requirements in order to improve the skills of students to apply theoretical knowledge in practice. In view of the above, conducting laboratory classes in stand and virtual laboratories, and practical classes using computer programs will further develop students' innovative outlook.

In this type of training, the theoretical knowledge acquired by students is applied and strengthened in practice. Therefore, the materials used in these sessions are designed to work with students individually or in small groups. At the same time, students practice examples and problems, assignments, exercises based on the theoretical knowledge acquired. Therefore, the didactic tools used in practical classes, in contrast to theoretical classes, should be mainly focused on the practical activities of students. To do this, practical training rooms are equipped with computers that use a variety of schemes and drawings, cards and information materials, methodological and traditional and electronic versions of textbooks. It is also widely available in a variety of photo, projection, television or video materials. For example, if we take practical lessons on the subject of "Theoretical Electrical Engineering". The training should take place in a computer room, on an electronic board with the appropriate software and didactic materials on the topic. Such an equipped computer room serves as a complex. The classroom should have visual and handout materials, textbooks,

flipchart, pins and computer sets, electronic board. The training will be more effective if there are short audio and video materials on the topic and tools to use them. Based on this, the teacher can develop a lesson plan and a set of applications. For example, case studies on the topic of practical training will be distributed. Once students are familiar with the cases, they rely on it to discuss. As a result of the discussion, the parameters of the problem from a separate case are written on the electronic board. Students solve examples using formulas. Once the answer to the problem is found, a program for this problem is developed by computers. After that, a video on the practical application of the topic will be shown. In the video material, students discuss how well the problem worked and where it can be used in practice. As a result, the final points are written on a flipchart. This complex will look roughly as follows:

Conducting practical classes through modern innovative computer programs will serve to further develop students' scientific-innovative outlook and knowledge potential.

Students will develop professional skills and abilities in the laboratory classes on specialization in the field of energy. In these classes, students practice a variety of technological operations on specialized machines and equipment. That's why they make more use of lab stands in these sessions. It is advisable to compare the laboratory results with the laboratory results, which are carried out through virtual laboratories, along with stands, and conducted in real conditions. Laboratory training is conducted in specially equipped rooms, otherwise the goal can not be achieved. Students work in the laboratory to test, measure, test, identify, generate, and obtain results to put their theoretical knowledge into practice. For this, the necessary conditions, specially equipped room and the necessary laboratory equipment are used. For this lesson, the teacher should develop a set of didactic tools so that each student can achieve the assigned task. For example, in the laboratory classes on the subject "Theoretical Electrical Engineering" students will have to check the elements of various electrical circuits, measure their parameters, determine the absolute errors through the measurement results, find the parameters of the electrical circuit and show them in graphs. Students are divided into groups and each of them is given a separate methodical instruction, assignment and sample scheme. Students perform classes through laboratory stands as well as virtual labs. At the end of the session, the results obtained through the laboratory stand are compared with the work done through the virtual laboratory and the measurement accuracy is reviewed. They then compare the results with the technical documentation. Video materials on the work done will be provided. In the video you will learn about the use of laboratory work on the subject in the field of energy and what it does. The set used in this lesson can be described as follows:

The organization of laboratory classes through a stand and a virtual laboratory to study and analyze the processes taking place in real production serves to further develop students' scientific and innovative outlook. In addition, students explore real-life examples on the topic through videos.

One of the necessary conditions for the training of qualified specialists is to integrate education with production. Although we give students a good education and do not develop in them enough skills and competencies related to their profession, in the future they will not develop into professionals who can meet the requirements of modern production. Therefore, it is very important to conduct specialized disciplines in production enterprises and departments. This is done in the form of laboratory and practical training or internships in accordance with the agreements concluded by the departments of higher education with industrial enterprises. At this time, too, have to use various didactic tools. Therefore, according to the agreement between the educational institution and the affiliated enterprise, the necessary conditions are created in the enterprise for conducting qualifying internships or laboratory and practical training. There is a separate study area and a classroom. These areas will be provided and equipped with appropriate materials and tools. A closet-module for storing didactic materials, a video projection workplace will be created. Technical safety, work procedures and other relevant instructions are provided here. In addition, qualified specialists from manufacturing enterprises can also be trained. In order to carry out this work effectively, the teacher must prepare the necessary didactic materials here, plan the work so that the subject and the production process are properly linked in order to study the technological processes. As a result, students implement the technological processes they learn directly in the production process, develop a scientific and innovative worldview, apply their theoretical knowledge in practice and collect information for future work. Photo, video and information technology are widely used for this purpose. They also study computer programs used in the automation of industrial enterprises.

By examining the methods of using didactic tools in teaching lessons, this scientific article contributes to the ongoing dialogue surrounding effective pedagogical practices and the integration of technology in education. Educators, researchers, and policymakers can benefit from the insights provided, ultimately enhancing the quality and efficacy of teaching in diverse learning environments.

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