The Peerian Journal
Open Access | Peer Reviewed
Volume 19, June, 2023.
ISSN (E): 2788-0303
Website: www.peerianjournal.com
Email: editor@peerianjournal.com

Visual Methods of Teaching Younger Schoolchildren as A Way to Develop and Improve Learning Activities.

Davidova Ekaterina Pavlovna
Student, Fergana State University, Fergana, Uzbekistan

Abstract: Any area of subjects of an is natural-mathematical cycle cannot do without graphic preparation because our language is insufficient for concrete and simultaneously volume representations of visual perception. Necessity of expression of cognizable subjects is basic in thought process of training in the field of these subjects. Practical application of knowledge, skills on performance of graphic representations takes place not only in system of school training, but also gets high-grade sense after its termination.

Key words: training visual teaching methods, graphic display, the pedagogical drawing, graphic preparation, presentation, drawing language, preparation of the future teachers.

The formation and development of educational activity among younger students is so important for their subsequent education that it is difficult to overestimate it. Improving educational activities is an almost endless process, since new conditions, the concept of education and requirements determine the need to revise existing teaching methods, search and develop new, effective didactic methods. This makes the modern teacher take a different look at the problem of visual teaching tools, change the strategies for their use.

Teaching methods are tools with which the teacher develops students' cognitive abilities, personal qualities, forms a scientific worldview, equipping them with the basics of science. Because of this, the problem of teaching methods is one of the most important in pedagogical science and in the practice of school education.

The arsenal of pedagogical methods is quite diverse - visual, verbal, reproductive and search methods, inductive and deductive methods, practical, methods of independent work. Methods are classified into different groups depending on the didactic tasks and sources of perception, they are combined and combined into certain learning models that make it possible to intensify the learning (cognitive) activity of students. Any teaching method, along with an informative and educational impact, performs a stimulating motivational function.

Psychological and pedagogical studies have shown that knowledge and methods of activity can be assimilated at three levels: 1st level - conscious perception and memorization, externally manifested in accurate and close to the original reproduction of educational material; 2nd - application of knowledge and methods of activity according to the model or in a similar situation; 3rd - creative application of knowledge and methods of activity.

The use of teaching methods should provide all levels of assimilation, but in practice it most often provides the first two levels. One of the reasons for the insufficient provision of the third level

The Peerian Journal
Open Access | Peer Reviewed
Volume 19, June, 2023.
ISSN (E): 2788-0303
Website: www.peerianjournal.com
Email: editor@peerianjournal.com

is the lack of development of the theoretical concept of teaching methods, which is characterized by descriptiveness and empiricism.

Visual teaching methods as ways of organizing students' activities using visual aids perform a number of important functions:

- visual-sensory - obtaining information through analyzers;
- developing - development of attention, observation, thinking, speech;
- aesthetic - learn to see beauty, find it and be able to apply it in life;
- emotional - respond emotionally to what you see, empathize, feel the mood;
- educational - education of taste, sense of beauty, harmony.

Emphasizing the importance of visual aids, pedagogues-theorists note that the effectiveness of teaching any academic subject depends not so much on the personality of the teacher, but on those teaching aids that he freely disposes of, because. without them, he does not have the opportunity to satisfy many pedagogical requirements for knowledge.

It is obvious that visualization as a means of teaching influences the nature of assimilation of educational material. However, the teacher must take into account that overloading the lesson with a variety of teaching aids leads to a decrease in the effectiveness of the learning process due to scattering the attention of students, diverting them to minor details. Research by psychologists and the study of the pedagogical experience of teachers show that the principle of visibility has not only a positive, but also a negative value. Excessive passion for clarity and improper use of visual aids, diverting students' attention from the essential features of the observed objects and phenomena, makes it difficult to form concepts and often leads to erroneous generalizations and conclusions. Given this circumstance, it is necessary and important for the teacher to remember that visibility is not the goal, but a means of successful learning.

Visual teaching aids and their classification.

One of the main didactic principles - the principle of visualization is implemented with the help of visual aids, which are understood as the ways by which the teacher demonstrates the object of knowledge to students. The necessity of this principle is substantiated by the dialectics of the transition from sensory perception to abstract thinking in the process of cognition. According to the principle of visibility, learning is based on specific images that are directly perceived by students. The effectiveness of training depends on the expedient and conscious "inclusion" of the senses in the perception and processing of educational material, which determines the nature of the learning process.

Visual teaching methods are methods in which the assimilation of educational material in the learning process depends on the use of visual aids. Visual teaching methods should be used when working with children in elementary school, which is determined by the psychological characteristics of the attention and memory of younger students. Visual teaching aids rely on visual, auditory, kinesthetic perception. In the learning process, visual aids should form the basis on which the cognitive activity of students will be built.

Visual methods and visual aids are so interconnected that they are sometimes identified, which leads to some ambiguity and uncertainty when trying to systematize and classify them. This is a certain difficulty for a novice teacher.

It should be noted that in pedagogical theory there is no unambiguous, generally accepted solution on the issue of classifying teaching methods and visual aids. An analysis of the relevant

The Peerian Journal
Open Access | Peer Reviewed
Volume 19, June, 2023.
ISSN (E): 2788-0303
Website: www.peerianjournal.com
Email: editor@peerianjournal.com

literature allows us to conclude that there are quite a lot of approaches to the systematization of visual teaching aids. So, Menyaev L.F. proposes to divide visual aids into such groups as: printed materials - posters, paintings, graphics, portraits, tables, etc.; voluminous manuals - collections, models, instruments, devices, etc.; projection material - video films, films, slides, etc.

According to the classification of Kodzhaspirova G.M., visual aids can be divided into two groups - subject and visual. The carriers of objective visualization are natural objects and their substitutes. Graphic visualization, in turn, is divided into the following types: verbal, symbolic and figurative. Verbal visualization is "verbal drawing" as a living, figurative description of events using details, excerpts from works of art depicting images of heroes, life, and era. The purpose of visual aids is to form emotional impressions, ideas, vivid images. Figurative means include paintings, dummies, models, drawings, illustrations. Symbolic visual aids are diagrams, drawings, maps, symbols.

The famous teacher Shatalov V.F. is the author of a methodology for intensifying the learning process, including new methods of teaching and preparing visual aids. The most important component in it is the reference signals. Compared to classical visualization, these are not some images, but peculiar codes of things, processes, phenomena, events, concepts that are arranged in a certain sequence and space, form some kind of picture, poster or illustration, and also contribute to faster and stronger memorization . The psychological basis of this technique is called mnemonics. [22]

Classification of visual aids and their presentation, according to D.E. Denisov and V.M. Kazansky, may include five groups:

The first group - Means of presenting information: classroom board, chalk; posters; projection devices with appropriate information carriers; overhead projectors, epiprojectors, codoscopes, film projectors; television equipment; means of sound recording; handout graphic material; textbooks and teaching aids (printed in the form of microfilms).

2nd - Means of knowledge control: special control machines; feedback classes; means without machine control.

3rd - Training machines and simulators.

4th - Lecture demonstrations and natural display of objects.

5th - Means used in the educational process as auxiliary: computer technology; statistical drives; reference devices, etc.

V.A. Kobzarev divides all educational visual aids into two types: traditional and new. He refers to traditional means: textbooks, printed teaching aids; Handout; natural samples of materials, products, posters, diagrams, layouts, etc., and for new ones - transparencies, filmstrips, educational film documents; magnetic tapes, learning machines, simulators, etc.

The types of classification existing in the pedagogical literature may overlap with each other, may coincide, in essence, but differ terminologically (formally), be repeated at certain moments. The classification of visibility in different approaches may have some differences, but most authors distinguish the following types of visibility:

- natural (natural) - real objects, phenomena or processes, devices and devices, models;
- pictorial - drawings, drawings, graphs, diagrams, pictures, diagrams, etc.;
- three-dimensional - geometric figures, dummies, globe;
- conditional (symbolic) - cards;

The Peerian Journal
Open Access | Peer Reviewed
Volume 19, June, 2023.
ISSN (E): 2788-0303
Website: www.peerianjournal.com
Email: editor@peerianjournal.com

- projection-interactive - slides, videos, movies, educational games, electronic applications for textbooks.

Some authors single out a special group - sound-visual means, which include sound-recording and sound-reproducing devices (tape recorders, etc.).

The most complete and detailed classification was presented in their works by G.F. Suvorov, V.S. Selivanov and V.A. Slastenin. Along with the above, they also distinguish such types of visibility as:

- experimental - experiments, experiments;
- verbal-figurative - verbal descriptions or stories about interesting cases, circumstances from life;
- practical demonstration - demonstration of actions, performance of physical exercises;
- internal - representation in the mind of students of any studied subject, image, process or phenomenon.

The enumeration of the types of visibility allows you to understand its place and meaning. nie in the learning process.

One of the most common classifications of visual teaching aids is the classification according to their exact content. It distinguishes the following types:

- Natural monumental visibility - real monuments of the past and memorable places (Pyramids of Ancient Egypt, Colosseum, Red Square, etc.);
- Genuine objects of material culture - archaeological finds, remains of objects (money, fruits, jewelry, weapons, etc.);
- Graphic visualization - educational pictures and reproductions;
- Conditional-graphic visibility - schematically depicted drawings, maps, diagrams, diagrams, graphs, applications, printed and handouts;
- Specially created subject visualization - models, models, reconstructed household and labor items;
- Technical teaching aids (TUT) - filmstrips, films, transparencies, audio recordings, author's videos, CDs, etc.

There are other options (author's positions) of classification - less or more general and detailed. Among the visual teaching methods, teachers and psychologists distinguish observation, illustration and demonstration. Thanks to observation, younger students learn: to focus on the main thing; highlight general and particular features of objects, phenomena and processes; independently analyze natural and social phenomena. Thanks to the demonstration, the attention of younger students in the lesson is directed by the teacher to the studied characteristics of the objects, phenomena, processes under consideration. The illustration is used by the primary school teacher to explain the educational material. The illustration method allows the younger student to better understand the object of study. Thus, due to visualization, younger schoolchildren form specific images of the perceived object, which prevent the excessive use of verbality in teaching children.

References:

1. Mirzaxolmatovna, X. Z. (2021). The role of logical issues in teaching mathematics to primary school pupils. *ACADEMICIA: An International Multidisciplinary Research Journal*, *11*(5), 465-467.

The Peerian Journal
Open Access | Peer Reviewed
Volume 19, June, 2023.
ISSN (E): 2788-0303
Website: www.peerianjournal.com
Email: editor@peerianjournal.com

2. Rakhimovich, F. I., & Ibrokhimovich, F. J. (2021). The Use of Information Technology in Primary Schools. *Texas Journal of Multidisciplinary Studies*, *2*, 7-10.
3. Хурсанова, З. М., Фозилов, Ж. И., & Давыдова, Е. П. (2021). ВАЖНОСТЬ РАЗВИТИЕ ЛОГИЧЕСКОГО МЫШЛЕНИЯ В ПРЕПОДАВАНИИ МАТЕМАТИКИ УЧАЩИХСЯ НАЧАЛЬНОЙ ШКОЛЫ. *Интернаука*, (24-1), 87-88.
4. Фозилов, Ж. И. (2021). СОВРЕМЕННЫЕ МЕТОДЫ И ТЕХНОЛОГИИ ПРЕПОДАВАНИЯ В НАЧАЛЬНОЙ ШКОЛЕ. *Студенческий вестник*, (1-1), 55-56.
5. Fozilov, J. I., & Toychiyeva, M. M. (2021). THE ROLE OF MENTAL ARITHMETICS IN THE DEVELOPMENT OF ATTENTION AND THINKING IN ELEMENTARY SCHOOL. *Студенческий форум*, (12), 101-102.
6. Ibrokhimovich, F. J. (2022). Teaching Mathematics in Elementary School: Issues and Solutions. *Eurasian Journal of Learning and Academic Teaching*, *4*, 84-87.
7. Fozilov, J., & Davidova, E. (2020). ON THE FORMATION OF TOLERANCE IN FUTURE PRIMARY SCHOOL TEACHERS. *Студенческий форум*, (27), 79-81.
8. Ibrokhimovich, F. J. (2022). The Importance of Mother Tongue and Children's Literature in Primary School. *Eurasian Journal of Learning and Academic Teaching*, *5*, 1-3.
9. Fozilov, Z., & Sharobidinova, S. (2020). INFLUENCE OF COMPUTERS ON THE DEVELOPMENT OF COGNITIVE ABILITIES OF PRIMARY EDUCATION PUPILS. *Студенческий вестник*, (25-3), 86-88.
10. Ibrokhimovich, F. J. (2022). Development of Intellectual Abilities of Primary School Students in Mathematics Lessons. *Journal of Pedagogical Inventions and Practices*, *6*, 136-140.
11. Ibrokhimovich, F. J., & Mirzaxolmatovna, X. Z. (2022). THE MOST IMPORTANT ROLE OF MATHEMATICS IN PRIMARY SCHOOL. *Galaxy International Interdisciplinary Research Journal*, *10*(3), 652-655.
12. Ibrokhimovich, F. J. (2022). Application Of Some Teaching Methods in Mathematics Lessons in Elementary Grades. *Journal of Pedagogical Inventions and Practices*, *5*, 15-17.
13. Rakhimovich, F. I., & Ibrokhimovich, F. J. (2022). Methodology of Teaching Arithmetic Practices in Primary School Mathematics. *Texas Journal of Multidisciplinary Studies*, *7*, 5-7.
14. Mirzaxolmatovna, X. Z., & Ibrokhimovich, F. J. (2022). Methods And Techniques of Teaching in Mathematics Lessons in Primary School and Their Positive and Negative Aspects. *The Peerian Journal*, *5*, 70-73.
15. Mirzaxolmatovna, X. Z., & Ibrokhimovich, F. J. (2021). DEVELOPMENT OF CRITICAL THINKING IN THE LESSONS OF MATHEMATICS IN ELEMENTARY CLASSES. *EPRA International Journal of Environmental Economics, Commerce and Educational Management*, *8*(11), 1-1.
16. Фозилов, Ж. И., & Давыдова, Е. П. (2020). ВАЖНОСТЬ СОБЛЮДЕНИЯ ГИГИЕНЫ ДЕТЕЙ В НАЧАЛЬНЫХ КЛАССАХ. *Студенческий вестник*, (30-1), 20-21.