TECHNOLOGY OF SYSTEMATIC COMPOSITION OF INFORMATION IN HUNTERS

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Annotation
This article is written about modern methods and principles of the technology of systematic content of information for readers. It is known that the lesson is the main form of teaching. And the lesson is done through methods. The method means the way used to achieve the intended goal; a method is a way chosen knowingly to achieve goals such as solving a problem or teaching a subject; the method is the way chosen by the teacher to create work skills in students.

Keywords: pedagogy, technology, educational technology, teaching, methodology, creativity, didactics.

Introduction
Currently, the term "method" is widely used along with the terms "method" and "method". In fact, both terms mean the same thing. Because "method" is a Greek word that means "way". In the 1920s and 1930s, the "Pedagogical Encyclopedia" defined "Method - a predetermined way to achieve a set goal." Later M.N. Danilov and B.P. Yesipov interpreted the concept of method as a method of work of teachers and students. In 1978, the Greek translation of the word[1] "Method" means "study, method, way to achieve the goal". In the dictionary of philosophy, this concept is generally described as "methods of achieving the goal". The concept of method has been interpreted differently by researchers. For example, in the textbook "Didactics" by O. Rozikov and others, T. A. Ilina: "The method of organizing students' cognitive activities", V. A. Slastyonin: "Teacher and students' professional educational tasks solution-oriented professional action method", S.K.Islamgulova stated: "Organization of the student's educational activity is also a method aimed at increasing the level of education." Thus, the concept of method as a regulated activity in a certain sense arose. In philosophy and literature, a method is defined as a set of methods leading to the achievement of specific goals of activity. It appears that the method is part of the method[3].

In the theory of education, teaching (education) methods occupy the main place. According to the pedagogical encyclopedia, the educational method is a system of activities of the teacher and the student in a certain sequence, aimed at mastering the educational content. It can be seen that educational methods mean methods of achieving the goals of teaching and ways of theoretically and practically directing the educational material[27].

That is, educational methods determine how the activities of the teacher and student should be during the teaching process, how to organize and conduct the teaching process, and what actions students should perform in this process. Therefore, the method is a set of methods for achieving the goal set in the teaching process organized in cooperation between the teacher and the students. Methods, including teaching methods, are divided into several groups and subgroups. In particular, the method of oral presentation, the method of demonstration and the method of practical training are widely used in teaching. In this case, the method of oral presentation is one of the most widely used methods in the school education system, and it can be used at various stages of education in all subjects[4].

Analysis and Results

In this case, the information is presented directly through the live speech of the teacher, and it differs from other methods of education by this feature. The method of oral presentation is carried out in the form of narrating educational material, conversation, explanation, school lecture, working with textbooks and books. It is known that storytelling is a concise, short and coherent presentation by the teacher of evidence, phenomena and events related to the newly taught topic, as a whole or into parts, by means of figurative description (narration is taught in grades I-IV, 10- 12 minutes, 15-20 minutes in V-VII classes, 30-355 minutes in VIII-IX classes). In order to attract the attention of students to the topic, to ensure that they think about the topic, it is very important to periodically ask them questions and use various exhibitions[5]. Pedagogical literature describes types of stories such as introduction and conclusion. For example, an introductory story is conducted to prepare students for learning science-related learning materials. Because the introductory story is important in forming the initial idea of students about a new science or one of its sections, and in getting them interested. A story in the form of a narrative is used to convey new educational material to students and ensure their mastery. In this, the teacher explains the educational material in full, explains its main and secondary features. At the end of the lesson, you can tell a final story to reinforce the learned topic[6]. The conversation method of oral presentation is in the form of dialogue between the teacher and the students, usually in the form of questions and answers. In this, the students are asked questions that are logically related to each other on the topic, and by searching for and answering these questions, the activities of the teacher and the students are coordinated, as well as in the process of finding answers to the given questions. students think, express their personal opinion, try to prove and prove it[28]. This improves students' thinking skills. This method also has its downsides. For example, lectures and stories are considered the most effective ways to save time, but the fact that they take up a lot of time is the disadvantage of the interview method[7].

A lecture is a method of monologic presentation of a large amount of educational material for a relatively long time, in which an attempt is made to reveal the true nature of the subject being studied to the students, and to convey knowledge in a certain consistency based on the ideas presented in it. Lectures are rarely used in school practice, that is, presentation of educational material in the form of lectures is mainly carried out in upper classes. The method of instruction is important in using the oral method. This can include demonstrations, illustrations and tours. In the method of demonstration, students are introduced to events, processes, objects in their natural state, visually and emotionally[8]. The purpose of this method is to achieve the integration of educational materials through the perception of students using their sensory organs (hearing, sight, smell and taste, skin sensations). And illustration is to show students events, objects, processes related to the topic in a pictorial form, that is, with the help of pictures, drawings, schemes, flat models. Various pictures, tables, color maps, technological maps, working drawings, albums, atlases, etc. are the means of illustration. In short, the use of "Hypermedia books" (an improved form of multimedia books, in which the user can refer to various additional sources (reviews, explanations of terms, corrections) in addition to the main text) is also widely used. is getting married[9]. The video method is also important in teaching. The video method is based on more visual assimilation of information, it uses overhead projector, slide projector, film projector, television, VCR, and computer equipment. In particular, more attention is being paid to the use of computer technology in the teaching process.

Written teaching methods are aimed at developing students' written speech and logical thinking, thereby expanding their knowledge. With the help of this method, we can suggest to the students, "Write down the names of the tools and equipment you know and have worked with." Through this method, the student writes down the names of the tools, devices and equipment that he used, even if it is not organized[10]. In this, the Teacher learns the students' knowledge levels and is used for didactic analysis. In this place, the students' written speech is checked and their written speech is formed in some sense. For this purpose, school practice uses such types of writing methods as test, dictation, statement, essay, report. Practical methods of teaching are used in order to show students the practical application of theoretical information. Practical methods include laboratory work, practical training, practice, and performance of labor assignments. In the method of laboratory work, the student conducts experiments under the guidance of the teacher based on a predetermined plan[32]. In the process of performing such practical tasks, students understand and understand new knowledge. The method of training is of particular importance in the formation of work skills. Because in order to master work actions, it is necessary to repeat them again and again, that is, to practice[11]. Exercises are divided into commented, oral, graphic, laboratory - practical, production-labor exercises.

Professor Y.K.Babansky said: "The limits of application of practical methods are wide, they include such methods as assigning tasks, planning their execution, checking the result, making corrections, and evaluating." In the science of pedagogy, the issues of classification of educational methods and methods are also studied as a separate problem[12].

Educational methods have been classified in different ways by different researchers who worked in different years. That is, there are different views on the classification of teaching methods in pedagogy, some scientists took into account the sources of knowledge in the classification of teaching methods, while some took into account the activity of the teacher, and the third group of scientists took into account the students' activities. It is natural that there are many and diverse views on teaching methods[13]. Because teaching methods are a phenomenon rich in content, they are related to the content of information, the activities of teachers and students, knowledge and skills, as well as the development of creative abilities and relationships. is a concept. Therefore, there is no unified approach to the classification of educational methods. In didactics, there is a distinction between educational methods based on the source of knowledge, didactic goals, and the level of cognitive activity. Classification of educational methods by sources of knowledge is a simple process, and they are widespread in school practice. For example, one of the famous pedagogic scientists S.I. Perovsky, YE.Y. Golant and others took into account educational resources when classifying teaching methods[14].

The teaching literature "Didactics" compiled by O. Rozikov and others emphasized that the teacher's speech, visual aids, textbooks and additional literature are a source of education. In didactics, there is also the idea of classifying teaching methods based on the content of the work performed at different stages of the educational process. For example, in the textbook edited by Y.K.Babansky, M.A. Danilov, B.P. Yesipov classified teaching methods as follows: methods of learning knowledge, methods of forming skills and abilities, methods of applying knowledge and abilities , methods of creative work, methods of strengthening knowledge and skills, checking[35]. M.N.Skatkin, I.Y.Lerner, while classifying teaching methods, divided them into the following groups, taking into account the characteristics of students' activities: descriptive and demonstrative methods; standard recall methods; problem statement method; heuristic method; scientific research methods[15].

M.I. Mahmutov "in the classification of teaching methods, according to mutual opinion, teaching methods and reading methods: combined with teaching and reading methods, they form the following teaching methods: message-generalization type methods; descriptive and recall methods; instructional-practical methods; explanatory motivational methods; partial search methods; exploratory methods. M.I. Mahmutov's views on problem-based education are summarized in the books "Theory and Practice of Problem-Based Education" (Kozon, 1972) and "Organization of Problem-Based Education at School" (Moscow, 1977):

"We need to determine the type of education we approach from the point of view of the principle of interaction between the teacher and the student", he emphasizes, - depending on the mastery of knowledge by the teacher's ready presentation of knowledge or the organization of children's independent activities dogmatic of education[16]. A law, a rule, an opinion, which is blindly accepted as truth without critically examining its correctness; aqida) demonstrative statement, problematic types are distinguished[29]. The creative activity of students lies in the ground of problematic education. Three forms of problem-based education are distinguished on the basis of types of creative activity: theoretical creativity is a new rule for students, searching for, finding and justifying a regularity theorem. Problem-based education in this form is carried out by solving creative tasks in a theoretical form; practical creativity, mastering the method of applying learned knowledge to new conditions[17]. The above methods of stimulation and control are divided into groups. Currently, one of the most perfect systems of teaching methods is Y.K. Babansky's classification. At the same time, Uzbek scientists have conducted and are conducting a number of scientific research works in this field. Based on the most convenient opportunities for imparting knowledge to students in the educational system, A.K. Munavvarov in his works uses teaching methods such as oral, demonstrative, practical, problem-research and reproductive (one type of problem or exercises at the level of mastery)[18] questions) according to the sample (readily solved), inductive ((lat. inductio to correct, arrange) thinking from simple to complex) and deductive, independent work, encouraging students' educational activities divided into ways of encouraging and justifying, working with the book. I. Tursunov and U. Nishonaliyev are oral methods (story, lecture, interview); practical methods; problem-based inquiry methods of education (heuristic and problem-based inquiry conversation); expressed his thoughts on using educational methods such as independent work with books. Methods of activating the students' educational activities are also presented[19].

Literature Analysis

It can be seen from the information presented above that most researchers have paid special attention to problematic, active methods of education. "Actually, the first signs of active methods of education appeared in the 14th-16th centuries. Great humanists - F. Rable, M. Mantain, F. Bacon recommended independent acquisition of knowledge through practice, experience, discussion, and not on the basis of ready-made information. Later, the educational methods of Y.A. Komensky, I.G. Pestalossi, F.A. Disterverg, Dj. Dewey, K.D. Developed by Ushinsky, P.F. Kayerov. They are advanced in didactics, that is, they scientifically based the idea of independent acquisition of knowledge. P.P. Blonsky, S.T. Shasky, P.M. Kerjentsev, A.K. Gastev[34], M.M. Rubinshteyn and others denied the slow methods of education and called for the use of research, practical, laboratory, heuristic and logical methods as active methods in the educational process[20].
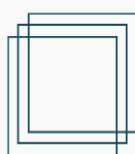
Also, the psychological factors of play, work and teaching activities - knowledge acquisition, formation and acquisition of skills and qualifications, the main factors of knowledge acquisition, laws related to the student's age and individual characteristics A.V. Petrovsky, M.G. Davletshin, N.N. Nechayev, E. Goziyev and other psychologists have studied it in detail[30]. Although the idea of using active methods in the educational process was scientifically based in the 14th century, it gained its practical expression only in the 1950s with the use of the concept of "continuous education". Today, innovations are being used based on the experience of problem-based and informative lectures, visual teaching (two teachers of different subjects organize lessons on the same topic in a certain sequence) and press conferences. Currently, the issues of using active methods of education in the teaching process are also an important object of pedagogical research[21]. A number of research-pedagogical scientists in our republic are studying the issues of introducing pedagogical technologies into the educational process. It should be noted that serious scientific-pedagogical research is currently being conducted in our Republic on the introduction of pedagogical technologies into the educational process. As a result, a number of candidate and doctoral dissertations were defended in this field, monographs and other manuals were created[22].

These include, among others, "New Pedagogical Technologies" by M. Ochilov, "Advanced Pedagogical Technologies" by B. L. Farberman, "Advanced Pedagogical Technology: Theory and Practice" by B. Ziyomuhammedov and Sh. Abdullayeva, "Biology Education" by J. Tolipova and A. Forurov. technologies", manuals such as "New Pedagogical Technologies" by N. Saidakhmedov, "Basics of Pedagogical Technology" by J.G. Yoldoshev and S.A. Usmanov; The monograph[31] "Pedagogical technology: theory and practice" by O'.Tolipov and M.Usmonboyeva, the educational manual "Practical foundations of pedagogical technologies" by O'.Tolipov and M.Usmonboyeva, the scientific book "Education and technology" - a collection of methodological articles and other similar literature can be included. Some of the works carried out in this field are discussed at the conferences held in many educational institutions of our republic, and attention is paid to the theoretical and practical issues of using pedagogical technologies[23]. Also, the work carried out in this field is widely covered in magazines and newspapers published in our Republic. In particular, in the study guide "Pedagogical Technologies Applied Foundations" by O'.Tolipov and M.Usmonboyeva, the problems of the development of pedagogical technology and the theory of education, the technology of designing the pedagogical process, modern technologies of education, the process of teaching special subjects issues of the technological approach to the implementation of educational technology and the organization of educational events are covered in detail[24].
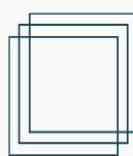
Conclusion:

Teaching technologies serve as the basis of the article. It is effective to study the literature related to teaching technologies, pedagogic technologies and educational technologies in the form of bibliographies.

Types of differentiation (lat. Differentia - difference, difference) are determined based on the characteristics (fundamentals) that are the basis for dividing students into groups. The traditional types of differentiation are differentiation according to general and special abilities, interests, and the proposed profession (when learning something, distinguish its components from each other; divide this thing into classes, components)[25]. Differentiation is divided into vertical and horizontal. By vertical differentiation, we mean finding the optimal combination of pedagogical paradigms at each age stage of children's education and development. By horizontal differentiation, we mean the construction of the entire educational process taking into account the individual psychophysical characteristics of children, their abilities and inclinations. Thus, if the vertical differentiation that determines the configuration of pedagogical paradigms is focused mainly on age norms, horizontality takes into account the individual personal characteristics of children in a wide range: from the emotional-volitional sphere of the person to knowledge[26]. Differentiation of education includes mandatory consideration of individual typological characteristics of students, the form of their grouping and different construction of the educational process in selected groups.

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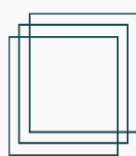
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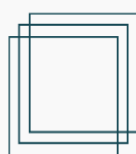
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