GENERAL SECONDARY SCHOOLS IMPROVING TECHNOLOGIES FOR THE USE OF DIDACTIC TOOLS IN CLASSROOM PROCESSES

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Annotatsiya
The article discusses the use of didactic games and its methodology in teaching technologies for the use of classroom processes in secondary schools.

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Before analyzing these problems, it is necessary to pause on the following information, concepts, and terms. The essence of modern pedagogical technologies is to educate and fully study the student. The main requirement for teaching in schools based on pedagogical technologies is to provide new knowledge based on the student's life experience, previously acquired knowledge and interests. The effectiveness of the use of pedagogical technologies in teaching is reflected in its versatility. It depends on the solution to the questions, "How are the student's spirituality, its future development (or decline) taken into account?" In this regard, pedagogical technology has the ability to design, diagnose, and differentiate the stages of individual development. It depends on the teacher's ability to use teaching technologies. The use of modern pedagogical, information technology in a continuous education system will increase the effectiveness of accepting and mastering textbooks by the student.

Therefore, personal computers are becoming an educational tool. This does not mean that the PC took over all the functions of the teacher, of course. Perhaps the student's work with a personal computer will provide an opportunity to organize the teaching process effectively.

Unlike traditional education, the unique aspect of didactic-playing teaching technology requires the organization of academic activities in cooperation, not by investigating the integrity and academic activities of their students in schools. Consciously directing them to their activities is considered to stimulate students' interest in learning the basics of science by organizing activities without performing an activity by order, but effectively, and authorizing them to choose freely without limiting a person's needs and interests. 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. The teacher should be generous and kind toward the student, taking into account his interests and abilities and treating them as a teacher. Thereafter, the didactic-playing technologies used in the classroom activate students' knowledge activities, develop a culture of speech and communication, guide them intelligently to the profession, correctly address the difficulties that arise

during the didactic game, analyze various situations, and prepare the ground for the right conclusion. From years of experience and observation by Methodologists, didactic games are considered one of the most convenient and effective methods of content in natural science classes and extracurricular activities, among other subjects. The lesson will show that the use of didactic games improves students' skills and skills aimed at deepening their interest and knowledge of their presentation. It also discussed the need to use a number of innovative technologies, including role-playing games, classrooms, business games, and so on, in order to improve the effectiveness of the teaching process. Each social structure puts its own goals and responsibilities before education. Such tasks varied from time to time. Changes in society, science, technology, and social relationships will lead to the renewal of these goals. While the objectives set before the ancient Athens, Sparta, and Roman education systems were to develop military, physical, and aesthetic disciplines in young people, by the Middle Ages they were designated as the main objective of studying mathematics, astronomy, philosophy, and geography. During the Awakening period and especially in the post-Middle Ages era, special attention was paid to the functions of education, not only teaching but also the development of a teacher as an individual. Today, just as a variety of methods are being used for the improvement and development of each industry, a variety of methods are being used in education. Since then, it is desirable to use the methods of didactic-playing technologies to teach natural science classes because the diversity of methods used in natural science classes increases the student's interest in knowing science.

Didactic playful methods are based on activating and accelerating the student's activities. They play a major role in identifying and implementing practical solutions for the realization and development of creative opportunities in the student's personality. The main types of didactic games are intellectual (mental) and moving and mixed games. These help students develop their mental, physical, moral, spiritual, educational, psychological, aesthetic, artistic, entrepreneurial, creative, labor, and professional skills. This method leads the reader to start their innermies, think, think freely, communicate, and be creative. It especially increases interest in the environment, life, develops difficulties, obstacles, how to overcome and critical thinking skills. In the educational process, it is intended to use didactic games that increase students' motivations for learning, their abilities and interests in various fields, their inclinations to pursue a profession. Didactic games are divided into theoretical, practical, physical, role-playing, working, and other types. They develop the activities of students to analyze, think logically, research, calculate, measure, make, count, observe, compare, draw conclusions, make independent decisions, work within a group or community, grow speech, learn a language, and gain new knowledge. According to the theory of general games, when classifying all existing types of games, they are divided into functional, thematic, constructive, didactic, sports, and military games. When choosing didactic gaming types, following the following criteria gives good results:

• Games by the composition of the participants, namely, boys, girls, or mixed groups;

• by the number of participants - single, paired, small group, large group, class team, inter-class team and public games;

• by the gaming process - focused on thinking, thinking, heeling, movements, competitions, etc.;

• by time - classes, a planned portion of the training time, games that last until the goal of the game is determined by the winners.

The didactic-playing technologies used in the classroom prepare the ground for activating the student's knowledge activities, using textbooks and additional literature independently, developing a culture of speech and communication, intelligently promoting them to the profession, correctly addressing the difficulties that arise during the didactic game, analyzing various situations, and drawing the right conclusions.

It is also known that in traditional education, many processes, such as teaching purpose, content, teaching styles, and evaluation of monitoring results, have been carried out without a particular system, i.e. they have not been designed before execution. Education does not include the idea of achieving a guaranteed outcome in old education, which involves providing ready-made information to students and ensuring that students keep them in their memories. In primary education, a deep approach to each issue focuses not only on the teacher but also on the student's independent work, exchange of ideas with the teacher in the classroom, comparing traditional and non-traditional education and revealing their advantages.

Specific tools are needed to implement pedagogical technologies. The tools used in each pedagogical technology are generally similar, and there are many types of them. They can be conditionally divided into the following types: verbal, noverbal, visual, studio, natural, educational equipment, and school equipment. Information forms the basis of verbal tools. These are information that is expressed in words, and to express them in words, the teacher must have mastered it, that is, have knowledge of that information. In other words, verbal tools of pedagogical technologies are information at the level of a teacher's knowledge. Therefore, it was not enough for only teachers and students to participate in modern education. Another prerequisite for the implementation of modern education is the creation of conditions where every teacher and student can freely access information sources in academic subjects, including the types of new information technologies that allow them to quickly and conveniently use them. That is, to provide quality education now, it is necessary to organize activities consisting of a service that provides the necessary information to the teacher. This direction is called the direction of introduction of information technologies into the educational process. Expressing this information in logical forms that students can understand constitutes verbal communication between the student and the teacher.

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