TYPES AND CONTENT OF INTERACTIVE AND DIDACTICAL TOOLS USED IN ENGLISH LESSONS IN PRIMARY CLASSES OF GENERAL EDUCATION SCHOOL

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ANNOTATION
This article discusses issues related to teaching English in the primary grades of secondary schools.
KEY WORDS: *English language, teaching methods, teaching aids, visual aids, textbooks, learning process, visibility.*

ВИДЫ И СОДЕРЖАНИЕ ИНТЕРАКТИВНЫХ И ДИДАКТИЧЕСКИХ СРЕДСТВ ИСПОЛЬЗУЕМЫХ НА УРОКАХ АНГЛИЙСКОГО ЯЗЫКА В НАЧАЛЬНЫХ КЛАССАХ ОБЩЕОБРАЗОВАТЕЛЬНОЙ ШКОЛЫ

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Аннотация
В данной статье рассматриваются вопросы, связанные с обучением английского языка в начальных классах общеобразовательной школы.

Ключевые слова: английский язык, методы обучения,методические средства,наглядные пособия, учебники,процесс обучение, наглядность.

Today, the creation of new educational content that promotes new thinking of the younger generation, the formation of a worldview, and mastery of knowledge bases of foreign languages is one of the pressing problems in the general education system.

Conducting English lessons in a new way not only improves the quality of students' learning, but also develops their thinking abilities. Therefore, the main goal of the educational process at school is to purposefully and systematically shape the activities of students using special pedagogical methods, plan to organize training to deepen the natural qualities of the student, level of education, and lay the foundation for the development of independent learning skills [1, p. 24]

One of the ways to increase the effectiveness of an English lesson and awaken students' interest in the subject is to introduce methods into an already known situation that has not previously been paid attention to.

In the history of pedagogy, three types of teaching are distinguished: explanatory and illustrative, problem-based and programmatic.

The peculiarity of explanatory and illustrative teaching is that the teacher uses various teaching methods, teaching aids, technical means and textbooks, as well as auxiliary educational and methodological tools to equip students with a well-known teaching system, and only under the guidance of the teacher are the goals and objectives of teaching and delivering it realized content. On the part of students, they accept, present, practice and remember the content of the acquired knowledge [3, p. 11-13].

Visual teaching methods are teaching based on relevant observations of students, but visual teaching methods should not be understood as the use of visual aids only. As mentioned earlier, we improve the quality of learning through visual learning, promoting deep, quick and easy understanding of the material.

The principle of visibility occupies a special place in the education system. The worldview of students is realized mainly through visualization. It allows you to directly see and control the objects themselves or their image and size.

The purpose of the visual principle is to deepen English students' knowledge of the topic being studied, to create their interest and strengthen their memory.

The task of the principle of visibility is, first of all, to convey to students, with the help of clarity, images, sizes and colors of things or phenomena and events.

Students see shape, color, size, image and hear the sound of various objects directly through the organs of perception, vision and hearing. Based on this, thoughts appear in them through intuition, the desire to observe and perceive specific phenomena awakens, and skills are formed [4, p. 50-51].

During the learning process the following are used:
>   a) models and layouts,
>   b) tables,
>   c) slides, didactic materials, filmstrips,
>   7) movies [5, p. 48].

Didactic materials. As mentioned above, the educational process uses a whole complex of closely interconnected textbooks, visual aids and interactive teaching aids. Among them, one of the most important is "Didactic Materials", which are printed individually for each class.

The curriculum and textbook "English Language" determine the focus and content of "didactic materials". "Didactic materials" primarily help the teacher in performing exercises and independently completing course assignments [6, p. 37-41].

At the same time, "Didactic materials" are widely used when performing group or collective-individual work in the classroom, when conducting individual work with low-performing or high-achieving students, and organizing tests.

Didactic materials are a type of visual aids; used by students in their work, necessary to achieve language goals. Didactic materials provide great assistance to teachers in organizing students' independent work and help them complete exercises.

Thus, didactic materials cover all stages of the educational process.
From a didactic point of view, the project of classification of educational materials proposed by S.G. Shapovalenko:
>   1. Natural objects include objects of objective reality for the purpose of real research. These are: various materials, raw materials, tools, parts, plants, herbariums, animals, stuffed animals, etc. models and collections. This group of teaching aids includes natural visual aids, production and educational, demonstration and laboratory equipment, as well as production and educational equipment that enhances the professional experience and skills of students.
>   2. Material objects related to the group of pictures and images: layouts, layouts (reliefs), layouts (models), tables, illustrative materials (photos, pictures, portraits), screen-sound media (films, TV series) slides, films, sound - and video recordings, phonograms, radio and television broadcasts)

Teaching aids that depict objects and phenomena of objective reality using conventional means (words, symbols, graphs) include test tables, diagrams, graphs, diagrams, plans, maps, textbooks: textbooks and teaching aids, sets of problems, instructions for independent work, didactic materials, etc. includes.

In turn, interactive learning tools form a special group. These teaching aids are a means of disseminating information during the learning process and require special technical equipment. These include: films and films, videos, audio recordings, computer programs and the like.

Natural objects. Natural objects include various living and non-living objects of nature, which are usually introduced to students through distributed or demonstrated materials.

The most important method of working with natural objects in the learning process is observation and experience (experiment).

Study of models, layouts (signs).

Models are artificially adopted natural objects and their structure, properties, connections, etc. are considered visual educational visualization tools that can provide. The most common models are material, (material) models. They are divided into volume and content.

Mannequins (models) are visual tools that make natural objects closely resemble themselves. When creating mockups and designs, objects are accurately depicted. Their size, color, shape and texture should be conveyed very accurately.

Depending on how models, mannequins (models) are used, natural objects are divided into two types: demonstrative (ostentatious) and distributed.

Study the tables (poster, chart, diagram, graph, etc.). All these are material means of education. They can provide, in a visual and visual form, a lot of scientific information about the methods and techniques used in performing various operations and activities necessary for the formation of certain concepts, skills and experience.

In order to convey the necessary messages, tables are divided into several types: objects depicting various objects and phenomena (pictures, photographs) and their mutual compatibility (posters) - composite objects; graphic (drawings, graphs, diagrams, diagrams, etc.); signs, formulas, letters, known (symbolisms), given by words of artificial and natural languages.

There are various interactive means of teaching English: audio radios and audio recordings, screen-audio media combine educational' film textbooks, educational television programs, video recordings and audio slides. A film textbook is a positive photographic image of moving objects transmitted in sound form onto film.

Films and clips are included in the fund of educational film textbooks. A video recording is a video and audio recording using a special tape recorder and television camera [7, p. 144].

Screen-based teaching aids include slides, objects, silent clips, and moving images.

Slide films. It is also one of the static educational tools. Slides are a very effective screen tool. The introduction of computer technology into the education system is one of the prerequisites for learning. In practice, they make it possible to widely use psychological and pedagogical processes that ensure the transition from mechanical assimilation of knowledge to independent acquisition of new knowledge.

Students can work on a computer based on four interrelated components:
        1. Active acquaintance with the outside world;
        2. Gradual development of ways to solve game problems and complex game methods;
        3. Changing the plot and character environment on the monitor screen;
         4. Students are encouraged to interact with adults and other children. The computer is an interactive teaching tool as well as an object of research.

There are two different directions of computerization of education:
        a) studying computer science;
        b) the use of computers in teaching other subjects [8, p. 2-3].
        Functions of computer training in the learning process.

In addition, the computer is a powerful tool for increasing the effectiveness of teaching foreign languages. The innovation of the computer not only increases interest in learning a foreign language, but also allows you to adjust the attached learning tasks according to the level of complexity, and has a positive effect on the prompt praise of correct decisions.

In addition, the computer allows you to completely eliminate the most important reason for a negative attitude towards learning - failure in knowledge and misunderstanding of the student [2, p. 224]. Using an interactive whiteboard in the learning process The Law of the Republic of Uzbekistan "On Education" states: "One of the main tasks of the education system is to create conditions for the development of educational programs" [9, p. 33].

One of them is the computer, which is a didactic and teaching tool in the process of informatization of education. Among the technical innovations entering schools today, interactive whiteboards occupy a special place - they make the teaching process of teachers visible and understandable, and also provide high-quality feedback. Using an interactive whiteboard captures students'

attention by explaining the lesson in a new way and increases their interest in the subject as a whole. Students actively begin to prepare for lessons, which develops their skills of creative activity in educational and research work [10, p. 45-49].

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