



## **Typical Gaps in the Visual Activity of Students in the Lesson**

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**Abstract:** *This article describes the visual activity as well as feedback on the typical gaps that occur in the activities of students when using it during the course of the lesson. Appropriate conclusions have also been expressed about measures to eliminate gaps in this activity.*

**Keywords:** *student, visual activity, typical spaces, pedagogical education, lesson training, lesson purpose.*

### **INTRODUCTION**

Reforms in higher pedagogical education and its modernization require teachers to take initiative in the course of the lesson, a creative approach, independent thinking from students. The lesson in higher pedagogical education is the main field of pedagogical creativity. The main pedagogical need of the teacher - teaching, delivery - is carried out precisely in the course of the lesson. Therefore, the lesson requires an innovative approach to the organization of the educational process, a new attitude.

In the process of standardized lessons, an important issue stands before the teacher-that is, to attract students to receive advanced modern knowledge, to advance them towards innovative education. This brings together teachers and apprentices to work together. To do this, it requires students not to be forced when teaching. One of the features of pedagogical cooperation is the loss of fear in the student in the lesson, ensuring his freer, bolder participation, persuading his own strength, treating him as a serious, capable person of creativity.

In the lesson, it is advisable to announce the idea of a specific goal. Working with these students in the spirit of cooperation, putting a specific goal on them, convincing them of the complexity of this goal and doing so, forms in them their self-confidence, that a clear, difficult issue can also be overcome.

During the course of the lesson, it is advisable to develop the formation of the reader's memory, the ability to think, not limited to just conversation. Because, the formation of creative thinking of students helps to eliminate irregularities, defects in personal qualities. Freethought matures in them. As a result, while the students know little about the topic to be taken, when discussing, the active teacher, no matter what lesson to take, should not dwell on any unnecessary, superfluous things, explain each topic clearly, clearly, succinctly, and at the same time teach the students to evaluate individually and collectively, on their own.

During the course of the lesson, the teacher should use such methods so that students feel as individuals. This is the fact that every student receives his grade in each lesson, manifests itself in the selection of issues on his own. Everyone is under protection in his group, no one doubts his knowledge.

On the basis of the innovative activity of the teacher, oratory skills occupy a primary place these:

- Questioning skills;

- Hearing skills;
- Explanatory skills in body language;
- Storytelling skills;
- The skill of storing information in memory and transmitting it, etc.

The role of designing educational jarën is important in the pedagogical skills of the teacher. Training jarëni is such a center that every thought and action of the teacher revolves around this center and returns to it again. Each lesson contributes its own, only inherent in it, to the teaching process.

The modern lesson is not limited only to methods and forms of teaching, but also requires the implementation of educational and Educational, Development Goals, the realization of their joint interaction in the activities of the teacher and the student.

The lesson requires creative pedagogical thinking, pedagogical skill from the teacher. The teaching tools of the teacher are based on his creativity, multifaceted knowledge, love of students, activity. The success of a teacher when teaching depends on his theoretical and professional training.

In the process of preparing for the lesson, the teacher should regularly read the subject, psychological and pedagogical, methodological literature, magazines and newspapers, use fiction, all kinds of Motion Pictures. In the course of teaching, the tools can be different. It depends on the specialty of the teacher, his curiosity, needs, intellectual activity. Of course, it is important in this to analyze the content of the material under study. The lesson consists of several factors. The main of these is the material adopted by state programs, the teacher should know the main directions of the curriculum. Each lesson should focus on 3 issues. These are:

1. Educational issues-shape the worldview of students towards what is happening, about the environment. It fosters a humanistic, patriotic spirit in them.
2. Issues that increase their scientific potential-include arming students with knowledge, skills and qualifications.
3. Cognitive issues-the formation in students of the ability to distinguish the main, important places from the materials studied, to be independent in educational activities and thinking, to overcome difficulties in reading.

It is determined by experienced teachers what are the important, necessary places of students in the lesson, which place to remember, which place to simply be aware of.

Creating an interest of students in reading, when developing it, the teacher should pay attention to the following main situations.

It is important in readers that he forms his interest in the subject being studied, his love for it, is attracted to inquisitiveness, to “open up” new knowledge, to solve issues from a problematic character. Therefore, training will be interesting when there is a variety. The same information and the same methods of activity will quickly get bored.

In order to gain interest in the subject being taught, it is necessary to mean that it is necessary, important, purposeful in general or in separate departments. The more new material is associated with the previous material, the more interesting it will be. A material that is not so easy or so difficult is not of interest. Training should be difficult, but feasible.

The faster a student's work is examined and evaluated, the more interesting it will be for the student to work. The brilliance of the teaching material is of interest to students.

Experienced teachers approach the choice of teaching methods creatively and with great responsibility. If the same methods were used in the process of working with a group, then in the process of upbringing there will not be even a masterpiece of creativity left.

It is desirable if the teacher uses various interesting tools, Games, issues, examples in the teaching process.

Not everything is interesting in teaching. Therefore, the teacher must form willpower, determination in students.

A variety of forms of work in the lesson. Experienced teachers focus on conducting lectures, seminars, discussions, conferences, excursions, independent work, concursions. The skill of an educator is also manifested in the technique of being able to use such types in the course of classes.

In turn, there is very little preparatory material, best of all, the themes are limited to 2 - 3 sketches, marking moments that are not characteristic of the composition. According to the drawings of readers, an effective tool for the development of creative thinking, imagination, observation, focuses the attention of adolescents on certain aspects of objects and phenomena of reality, helps to study them closely and understand creatively. In the process of working on a sketch for a thematic picture, the format of the pictorial surface is selected, the method of separating the image bodies from the observed reality, the image is viewed in a still life, the main tonal relationships and color are selected. Of course, in order to find the best solution to the composition, a series of sketches will be needed, in which the idea will take different emblems, and the image will turn with different faces. The number of drawings is not specified to determine the extent to which adolescents are aware of sketching tasks.

Interactive techniques can be used in the course of the lesson to fill in the typical gaps in the formation of visual activity of students in the lesson. An example is "Zinama - zina technology".

Description of the technology. This activity teaches students to think individually and in a small community on a topic that is or should be passed on, and to remember, to memorize acquired knowledge, to be able to summarize the accumulated thoughts and to express them in the form of writing, painting, drawing. The technology is conducted and presented in writing with students either alone or in groups within the same group.

The purpose of the technology. Teaching students to think freely, independently and logically, to work as a team, to search, to form a theoretical and practical concept from them by summing up thoughts, to influence the team with their own opinion, to approve it, as well as to be able to apply the knowledge acquired in commenting on the basic concepts of the subject can be applied in

The tools used in the exercise are: handouts, felt-tip pens (or colored pencils), made on a-3, a-4 format papers (corresponding to the number of small subjects allocated to the subject) with small subjects on the left.

Procedure for conducting training:

the teacher divides the students into subgroups of 3-5 people, depending on the number of subjects (it is desirable that the number of groups is 4 or 5);

students are introduced to the purpose of the training and the order in which it is conducted. To each group, on the left side of the paper, sheets with a small topic inscription are distributed;

the teacher gives the group members the task of familiarizing themselves with small topics written in the disseminated material, and using a felt-tip pen what they know on the basis of this topic, to write down in a joint thought with the team on a blank space on paper and set a time;

together, the members of the group express a small subject given in the distributive material in the form of a written (or picture, or drawing). In doing so, the group members will have to provide as complete information as possible on a small topic.

once the distribution material is filled in, one person from the members of the group of the giver will make a presentation. The material prepared by the groups at the time of the presentation will definitely be attached to the audience board logically tagma-tag (in the form of a zina);

the teacher comments on the materials prepared by the groups, evaluates them and completes the training.

Note: such an organization of the training session teaches students to think independently, remember

the topics mentioned and assimilated, State them in writing (or in the form of a picture, drawing), summarize thoughts

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