Boshlang'ich Ta'lim Tabiiy Fanlarni O'qitishda Vizual Ta'lim Muhiti

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A B S T R A C T

This article provides an understanding of the condition of visual education and its elements. At the same time, considerations were made about the role of the visual educational environment in the process of teaching natural sciences.

Ushbu maqolada vizual ta'lim sharoti va uning elementlariga tushuncha berib o'tilgan. Shu bilan bir qatorda vizual ta'lim muhiti tabiiy fanlarni o'rgatish jarayonida qanday rol o'ynashi haqida mulohazalar olib borilgan.

The topic of education is important for every era and has not lost its relevance in the era of globalization and the rapid development of technology. The process of knowledge acquisition, tools, factors affecting it, cognitive and psychological conditions of students during the learning process are always in the attention of world scientists, and a lot of research is being conducted in this regard. In the educational process, the main factor that helps to provide quality education to students and students to acquire this knowledge is a properly organized educational environment. Different definitions of learning environment are given. The educational environment is understood as a set of conditions and influences (pedagogical and psychological) that create an opportunity to reveal the existing abilities and personal characteristics of students, as well as the abilities and interests that have not yet been manifested. [1]

As a result of the development of computer technologies and science of the 21st century, the field of pedagogy, along with many other fields, has also developed, and various new terms have appeared in science. Among them are the terms "visual learning environment", "visual literacy". Before learning about the conditions of visual education, let's explain some terms. The word "Visual" is derived from the English word "visual" ("relating to seeing or sight") and means "visual", "pertaining to seeing" [2]. Visuality is a non-verbal form of communication. The word "visual" has been actively used in the world since 1950. By this time, the development of the word "visual" is directly related to media, animation, and computer technologies. Technologies are widely used not only in everyday life, but also in educational processes. In educational institutions of our country, mostly digital technologies are used in the educational process: projector, interactive whiteboard, television, laptop, tablets. But the visual educational environment is not only provided with information technologies, it also has other elements. The term visual educational environment is defined by N.A. Reznik in his article "Visualnaya sreda obucheniya" as follows: "Visual educational environment is a network of conditions that encourage the student to think visually and develop his visual thinking ability

during the educational process. it is said to the plami". According to Jamal Raiyn's definition, visual education is the acquisition of information through visual means. We define visual education environment as: "Educational environment aimed at developing students' visual thinking with the help of traditional exhibitions and information technologies. ", we described.

What is the visual learning environment? What tools does it consist of? In such an educational environment, information is provided through both modern media and traditional exhibitions. In the visual educational environment, information and knowledge related to the subject is given in the following form:
- Illustration
- Conditional character
- Documentary film
- Presentation
- Diagram
- Animation
- Scheme

1. An illustration is a visual representation such as a painting, drawing, photograph, or other work of art that emphasizes subject matter rather than form. The purpose of an illustration is to illuminate or embellish a story, poem, or textual information (such as a newspaper article) by providing a visual representation of what is described in the text.
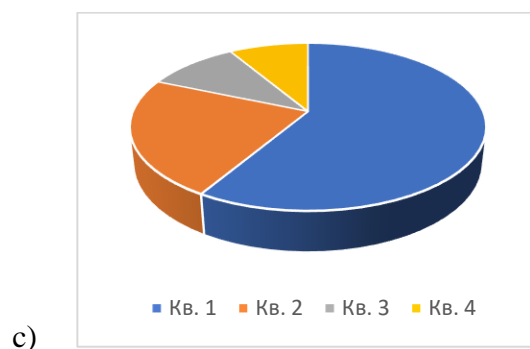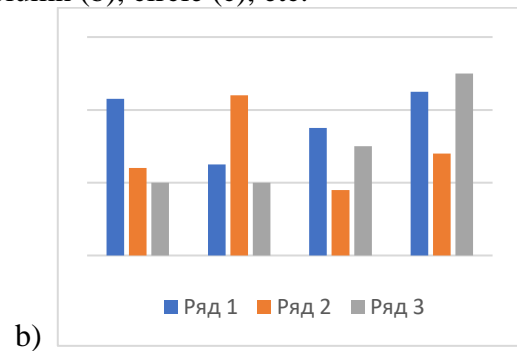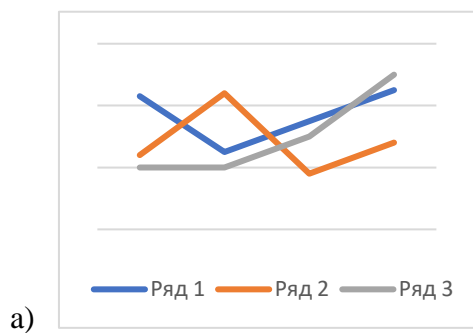

2. Information can also be given through symbols. Semiology is a science that studies symbols used to transmit and receive information. In particular, in the field of natural sciences, signs are widely used, signs of weather, wind, current directions, mineral signs, etc. Symbols look the same all over the world and have the same meaning. Below are the conventional signs that inform about the weather:

3. Documentary film - a real event, a video interpretation of scientifically based information. Documentary films are mainly used in classes such as history, geography, literature, zoology. They can be of 2 types: educational, experimental. It is necessary for the creators of documentary films to approach their work with extreme responsibility, to use accurate, scientifically based information.

4. Presentation - presentation of information through information media using various videos, images, graphics based on a plan. The use of slides in the course of the lesson has greatly expanded. It is very useful for providing the basic information of the subject, and it is also a convenient tool for the teacher to express his opinion. The presentation will consist of the title of the topic, plans, the main part, a conclusion and a list of references.

5. A diagram is a means of displaying data through graphics. It is mainly used to display statistics, numbers, and percentages. The diagram has different forms: line (a), column (b), circle (c), etc.

a)

b)

c)

6. Animation is moving images and pictures using computer technology. In animation, characters, scenes, events are drawn and created by animators. Currently, it is very common to provide information, knowledge

about a field through animated videos. Currently, the Edu-kids project of the Ministry of Public Education of the Republic of Uzbekistan is presenting short, educational animations for schoolchildren.

7. Schemes are also a means of visual representation of the main information of the topics. In the scheme, information is presented in an easy-to-read, understandable and concise manner. Schemes are mainly used to reveal the difference between types of things and concepts.

Basic knowledge of a certain topic is given using the above elements. For example, the 3rd grade "Natural Sciences" textbook "Raznoobrazie jivotnyx. Pay attention to the scheme given in the topic "Nasekomye":

This diagram of a butterfly's life cycle is illustrative, colorful, and provides clear and concise information. The information provided in such a format will not only remain in the student's memory for a long time, but depending on this scheme, the student will easily absorb the information independently, thinking. The main goal of the visual educational environment is to independently receive information presented by visual means. In order to receive the information given in the form of text, the student thinks visually, but when receiving the information presented visually, not only visual thinking is formed in the student, but also logical thinking is formed in the student. The process of learning through images, diagrams and animations is interesting. The student carefully looks at the scheme-puzzle, tries to find out what the given signs and images mean, and at the same time, the child's mind undergoes a process of visual and logical thinking.

To prove the above hypothesis, Dr. who studied brain activity and became the author of several bestsellers. To quote John Medina: "The more visual the information, the more likely it is to be recognized and accepted." According to the research of scientists, a person receives 75% (in some sources 70%) of information through the organs of vision. Visual information sticks better in the minds of readers [3]

Just as learning in a visual learning environment is effective and easy for students to master, it is also convenient for teachers to organize and conduct such lessons.Teachers present the basic knowledge of the subject and the knowledge that is a little difficult for students to master through various assignments in the form of schemes, diagrams, videos, images, animations, and documentaries. Such lessons for the teacher:

- individual work with students who are lagging behind;
- ensuring that the subject is mastered by students;
- Facilitation of knowledge that is difficult for students to master;
- to increase students' ability to think critically, logically, and visually during the lesson;
- achieves positive results such as being able to properly allocate the time given to the subject.

List of used literature:

1. Yasvin V.A. Maktab ta'lim muhitini tekshirish: V.A. Yasvin; javob. ed. Ph.D. S.A. Ushakov. - M .: "Sentyabr". -2000.