

## EFFICIENCY OF USING VIDEO LESSONS TO KEEP THE KNOWLEDGE PROVIDED IN THE EDUCATIONAL PROCESS IN THE STUDENT'S MEMORY

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**Annotation.** In order to organize education on a correct, scientific basis, it is necessary to know the specific psychological laws of this process, its mechanisms, the laws of development at different ages, as well as effective ways to structure the process of active, independent and creative thinking. In this regard, information and communication technologies play an important role in the educational process. This article discusses the development of psychological characteristics of students in the education system, the ongoing reforms in the country, the problem of long-term retention of knowledge in the memory of students, as well as the role and importance of video lessons in solving this problem. In particular, the positive opportunities that students achieve when using video lessons in the educational process are revealed.

**Keywords:** Education system, psychological services, video lessons, student memory, textbooks, computer technology.

## ЭФФЕКТИВНОСТЬ ИСПОЛЬЗОВАНИЯ ВИДЕО УРОКОВ ДЛЯ СОХРАНЕНИЯ ЗНАНИЙ, ПРЕДОСТАВЛЯЕМЫХ В ОБРАЗОВАТЕЛЬНОМ ПРОЦЕССЕ В ПАМЯТИ СТУДЕНТА

Резюме. Для того чтобы организовать образование на правильной, научной основе, необходимо знать конкретные психологические закономерности этого процесса, его механизмы, законы развития в разные эпохи, а также эффективные способы структурирования процесса активного, самостоятельного и творческого мышления. В связи с этим информационные и коммуникационные технологии играют важную роль в образовательном процессе.

В данной статье рассматриваются вопросы развития психологических особенностей учащихся в системе образования, проводимые в стране реформы, проблема долговременного сохранения знаний в памяти студентов, а также роль и значение

видео уроков в решении этой проблемы. В частности, раскрываются позитивные возможности, которые студенты получают при использовании видео уроков в учебном процессе.

Ключевые слова: Система образования, психологические услуги, видео уроки, память учеников, учебники, компьютерные технологии.

Based on the results of the analysis of a comprehensive study of the general secondary education system today, it can be seen that the integrity of theory and practice is not sufficiently ensured in the teaching of many subjects taught in the general secondary education system. When teachers used traditional teaching methods in the classroom, it was found that some students mastered the topic completely and deeply, while others did not master the topics at the required level.

This is because it will take a long time for the teacher to review and study the literature in order to select the optimal information on the subject. The qualifications of a teacher in an educational institution should have two sides, which are covered by special and pedagogical disciplines, and it should always be: "Why teach?", "How to teach?" as well as the educational features should be based on the knowledge taken into account. [2, p. 5].

Today, a number of reforms are being carried out in our country in this regard. In particular, the Resolution of the Ministry of Public Education and the Ministry of Higher and Secondary Special Education of the Republic of Uzbekistan on the organization of psychological services in educational institutions in order to improve the system of psychological and pedagogical support of students of general secondary and secondary special education. The resolution identifies the following as the main tasks of the psychological service:

effective and high-quality organization of psychological services in educational institutions, including increasing the effectiveness of work on vocational guidance of students through the use of modern information and communication technologies;

assist students in choosing the right profession based on their abilities, talents, interests and aptitudes;

psychological monitoring of personal, mental and social development of students at different ages, identification of psychological defects in education, prevention of any negative deviations that may occur in their mental development;

- creation and support of a healthy psychological environment in pedagogical communities, correction of emotional states of interpersonal relationships, interpersonal relationships and conflicting behaviors, raising their psychological culture;

- identify talented and gifted students, study their individual-psychological, physiological characteristics and interests, create conditions for the demonstration and development of their abilities and so on. [1, p. 3].

Currently, the amount of information in the education system is expanding over time. The information presented in the textbooks makes it difficult for some students to master. We can also say that the long-term retention of new information in the memory is one of the current problems. Indeed, we can state that the knowledge given is ineffective if the students are not able to use the acquired knowledge in practice, in life activities. As the most optimal solution to such problems, we can say that the use of modern information and communication technologies, especially video lessons, in the educational process. We know from psychology that when a person reads a source - 10%, when he hears information - 20%, when he sees a process - 30%, when he sees a process and hears information about them - 50% memorizes information. Modern education requires the teacher to use any information and

communication technologies effectively and rationally. After all, modern students are the children of high technology, and lessons limited only by the textbook can become uninteresting and incomprehensible to them. So what should a teacher do in such a situation? In such a situation, the teacher must learn to adapt to changing reality, to use digital technologies and their products in the learning process. Currently, we can get video lessons on various topics in geography on the Internet. These video lessons are prepared in sections of topics and are intended for use in a specific part of the lesson. But they do create the following few positive opportunities for students.

- when using computer technology, students can quickly complete a large number of tasks, save time;
- enables teachers and students to work independently in front of a computer;
- helps students to master the topics independently;
- video lesson draws students' attention to the essence of the content of the topics;
- information that is incomprehensible to students during the lesson is mastered more deeply by reviewing video lessons, etc.

From the above considerations, it can be said that the role of the teacher in the acquisition of deep knowledge, skills and competencies by the students is invaluable. In particular, many hypotheses concerning communicative competence are stated in the textbook "Youth and Pedagogical Psychology" by MG Davletshin, Sh. [4, p. 53-54] in order to accomplish productive pedagogical activity.

We know that the information in secondary school textbooks expands and becomes more complex in the classroom. During the lesson, students have different opportunities to listen to topics and memorize them. Such students can acquire the given information only if it is repeated several times. To avoid such complexity, there is a need to re-examine and re-hear the data. In practice, this is almost impossible. Such problems can be solved using modern information technologies, including video lessons on the topic. That is, the teacher distributes these video lessons to the students, a the students watch and reinforce the video lessons over and over again in their free time on their personal computers. Human physiognomy is concerned with hearing information on a new topic and then analyzing it. Some students skip the information given by the teacher with less attention during the analyzed time. As a result, the effectiveness of full mastery of a new topic by students will be lower. By reviewing the video lesson, they will be able to better reinforce the new topic.

Another positive feature of the use of video lessons in the educational process is that it helps to increase the process of mastering topics by students. By watching the video lessons, students become more actively involved in the learning process and it becomes easier for them to complete the interactive assignments given to them on the topics. When video lessons are used in the classroom, the process of receiving new information intensifies not only among students who are interested in science, but also among students who are less interested in science. Watching a video lesson is more fun than sitting with a textbook and just reading the text. When a teacher uses a video lesson, it is advisable to adapt it to a ready-made version of this video lesson or create a similar video lesson himself. Another unique feature of video lessons is that when a student is unable to attend a lesson, they have the opportunity to review the topic independently. There is no need for the teacher and the student to look for a convenient time to fill in the gap on the missed topic, i.e. the student can review and master the topic independently at any time through the video lesson, discussing them with the teacher when difficulties or questions.

Today in the education system there are video lessons on a number of topics, which are used effectively in the teaching process. In the modern educational environment, the development

of independent work and learning activities of students, the development of their creative abilities requires the use of advanced innovative pedagogical technologies and a new generation of electronic video lessons. Thus, although video lessons are used only as part of a lesson, students receive information through digital means, learn to comprehend it, and apply it in practice. In conclusion, a video lesson is a modern way to increase students' interest in science and a topic. In the XXI century - the age of information and communication technologies, the organization of lessons, independent work with the help of video lessons not only increases the effectiveness of geography education, but also provides our country with spiritually mature children with strong knowledge, skills and abilities in geography.

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