

# Proceedings of International Educators Conference

Hosted online from Rome, Italy.

Date: 25<sup>th</sup> April, 2024

ISSN: 2835-396X

Website: [econferenceseries.com](http://econferenceseries.com)

## THE PROCESS WHERE CADETS MASTER THEIR IMAGINATION FORMED IN THE LECTURE AS KNOWLEDGE AT MATH'S PRACTICAL CLASSES

Yunusova Gulnoza Abduxalikovna

PhD, associate professor of the Academy of the  
Armed Forces of the Republic of Uzbekistan

e-mail: [gulnozaunusova653@gmail.com](mailto:gulnozaunusova653@gmail.com)

### Abstract

Cadets occupy mathematical objects, mathematical examples in the study of processes, and methods for solving problems. In this process, cadets are required to know, understand the corresponding mathematical concepts, apply them in the implementation of practical actions. This thesis examined the same process.

**Keywords:** knowledge, lecture, practical training, material, science, didactics, system, dependent, imagination, exercise, cadet, process.

Practical class (or training) is planned didactic action aimed at a specific goal and directed by a teacher, with the aim of forming skills and skills based on the special knowledge gained in the theoretical lesson required to complete a specific task.

Practical classes can be divided into two types. These are practical exercises that are performed from subjects where a lecture session is available and a lecture session is not available (e.g. foreign languages).

Practical classes are held in strict accordance with science programs and working programs and calendar plans. A list of the necessary literature on the conduct of practical training is given. In practical classes where there is a lecture session, the materials that are mainly mentioned in the lecture sessions are reinforced using exercise performance.

Practical training is used to achieve the following goals:

- regulation of theoretical material;
- generate skills;
- knowledge control.

Practical classes from subjects in which there is a lecture course will be held after the lecture is given. The main conclusions of the materials mentioned in the lecture



## Proceedings of International Educators Conference

Hosted online from Rome, Italy.

Date: 25<sup>th</sup> April, 2024

ISSN: 2835-396X

Website: [econferenceseries.com](http://econferenceseries.com)

are explained, practical training is associated with the lecture. Practical classes can be conducted on the basis of various methods and tools, depending on the characteristics of science, even topics.

In practical classes, questions and answers, discussions are organized, cadets who actively participate are evaluated with encouragement. It is imperative that the quality of practical training is carried out according to a strict program, timely assessment of the knowledge of Cadets is regularly supervised by the teacher who lectures from the subject. It is also necessary to carry out a program with a practice teacher, pay special attention to what is done in practical classes, what parts of the topic are more or less covered in the lecture, and consult and think about other educational and methodological issues.

If in the organization of practical classes on the basis of a systematic approach, the structure of the system of the process of teaching math in a higher educational institution is considered to consist of the structure of the working program of educational science, its goals, objectives, connection with other disciplines, requirements for the knowledge, skills and qualifications of cadets, calendar plans of lectures and practical classes, the system of control and evaluate cadet's knowledge, recommended references list of formation educational discipline, it consists of its directly and indirectly connected components.

In the process of practical classes in math in higher educational institutions, conditions are created for cadets to master the concepts they have met in a lecture session, their formed imagination as knowledge. Cadets occupy mathematical objects, mathematical examples in the study of processes and methods for solving problems. In this process, cadets are required to know, understand the corresponding mathematical concepts, apply them in the implementation of practical actions. The role of an active approach in this is incomparable. In an active approach, for example, the activity of the teacher in the process of practical training is aimed at achieving the educational goal that is pursued by managing the activities of cadets in the process of cognition, in the implementation of their training project. Let's take a look at a list of methods and technologies of an active approach.

### Discussion method

With this method, full information is delivered to cadets on a particular problem, cadets "fight" the topic chosen for the discussion without fail, and, ultimately,



## Proceedings of International Educators Conference

Hosted online from Rome, Italy.

Date: 25<sup>th</sup> April, 2024

ISSN: 2835-396X

Website: [econferenceseries.com](http://econferenceseries.com)

thoroughly study the information related to the problem. The methodology for conducting the discussion is as follows:

1. The debater-presenter (teacher, journalist, chief, etc.) chooses the topic in advance and offers cadets.
2. The presenter assigns cadets a "Mental storm" and explains its rules:
  - offer as many options as possible regarding the goal-problem solution from "attack";
  - try to centralize your intelligence and make thoughts, focusing on the solution of the problem. While the ideas expressed contradict the general opinion, none are rejected;
  - develop other cadet's ideas too;
  - do not try to evaluate the invited, you will deal with this work later.
3. The chief appoints his secretary and records all the ideas that have arisen. At the time of the discussion, the order of speakers was established, all cadets were involved in the discussion, and they were given opportunities to express their opinions. If the rules for conducting a "Mental storm" by someone are violated, the presenter immediately interferes with the discussion. The first stage will continue until new ideas appear.
4. The presenter announces a brief break for the "hierarchization" of critical thinking of cadets. Then the second stage begins. Cadets of the "Mental storm" are grouped and strengthen the ideas expressed in the first stage. The ideas were grouped together by group, and the authors proceeded to analyze them, and as a result, only the infected thoughts related to the solution of the problem put in the middle are separated. The presenter ends the discussion.

### Frame technology

As a second example, frame technology can be cited. The term "frame" is derived from English (frame), and according to K. Muller's dictionary: means base, carcass, skeleton, border, frame, system, structure. In 1974 Cambridge published "A framework for representing knowledge" by noted American scientist, artificial intelligence expert Marvin Lee Minsky. The book describes a new approach to solving the problem of knowledge presentation in artificial intelligence systems static and dynamic frames. In didactics, a frame is understood as a periodic repetitive form of organization educational information (frame as concept) and training time



## Proceedings of International Educators Conference

Hosted online from Rome, Italy.

Date: 25<sup>th</sup> April, 2024

ISSN: 2835-396X

Website: [econferenceseries.com](http://econferenceseries.com)

(frame as scenario) of the educational discipline. Each frame is connected with different information. One part of it reflects how to use this frame, another - what its execution will lead to, and the third - what to do if the assumptions are not confirmed. Forms a system of frames based on frames in semantic close connection with each other.

Frame pedagogical technology is a technology of studying educational material in a specially organized periodic time sequence (scenario), arranged in a certain way. The main feature of this technology is an increase in the volume of knowledge learned without increasing the time of study.

From the point of view of an active approach, the process of teaching the subject of study leads to different results depending on the purpose, content, form, method and means of activity of cadets in this process.

### REFERENCES:

1. G.A. Yunusova. Monitoring the quality of knowledge in the person -oriented education system. - International conferences, V 1, Issue 2. 2023, P. 641-643.
2. G.A. Yunusova. Teaching methodology for interactive methods in the exact and natural sciences. - Toshkent davlat pedagogika universiteti ilmiy axborotlari. P.249-254.
3. G.A. Yunusova. Educational projects as a means of a comprehensive assessment of the methodological training of future teachers. - Science and innovation, V 1, Issue 8. 2022, P. 2448-2452.
4. Pazilova Sh. A. Electronics and its Role in Modern Discipline // Open Herald Periodical of Methodical Research 2(3), 2024, P. 68-71.
5. Yunusova G. A. Improving The Methodology of passing practical classes in Math on the basis of an active Approach // Open Herald Periodical of Methodical Research 2(3), 2024, P. 65-67.

