

**EFFECTIVE OF INSTRUCTIONAL MATERIALS OF THE PROFESSIONAL  
PEDAGOGY****PhD of psychological sciences, D.B.Mirkhodjaeva****Tashkent institute of textile and light industry**

**Abstract:** *The article considers effectiveness of instructional materials, aids, medias in the education.*

**Аннотация:** *В статье приведены применяемые средства обучения и их положительные стороны в учебном процессе.*

Materials in teaching are items, examples, scenes, songs, pictures, or books that aid the teaching-learning process. Most of the materials for teaching local language can either be bought or made by the teacher. The teacher should tailor his/her materials to the ability of the learners, the concept and the competences to be developed and the learning situation at hand. The teacher-made materials are therefore specific and tend to answer the needs of the lesson more accurately. This chapter focuses on the materials used when teaching in local language in Primary schools. Most of the teaching materials can be got from the environment. The teacher needs to look out for the resources such as banana fibres, bottle tops, boxes, natural colours, counting sticks and empty plastic bottles. Examples of the teacher-made materials for teaching in local language include: pictures, cards, letter cards, flash cards, work cards, alphabet cards/charts, jig saws, writing cards/papers/booklets, reading cards, rhymes, simple readers and stories. All these should be made carefully, used effectively and stored well. In order to do this, the teacher needs some specific skills in developing, using and storing these materials. The benefits of using teacher-made materials include:

- They aid comprehension, perception and retention They are cheap and handy
- They are readily available
- They are tailored according to audience
- They can be adjusted to suit the different abilities in the class
- They promote fast-track literacy achievement
- They promote creative writing in local languages
- They help improve teacher-pupil relationships
- They help the teacher to use more than one of the learners' senses

- They can be put into multiple usage in teaching different concepts relevant to prevailing situations and other things that may be unique to that audience
- They promote teacher's creativity Development The developed materials may differ in content, size or design. They require time, creativity and skills when making them. They must be attractive and well made[1]. There is need for the cooperation of the learners and school administration to provide the raw materials. After they have been made, they must be used according to the topic for which they were intended and the teaching/learning situation. However, materials can be adapted such as using a science chart in teaching parts of the body in reading. Instructional materials which a teacher can make in the teaching/learning process include: Pictures These are drawn on papers or manila with the use of pencils, crayons or markers. In circumstances where materials are scarce, the teacher may use charcoal pieces or sharpened bamboo pens with colour squeezed from flowers or leaves to work as ink

Letter cards These are made by cutting manila sheets in cards to the size of the teacher's choice with letters printed on. These can be single letters or a number the teacher may decide on. The letters must be well-shaped and correctly written according to their cases: lower and upper cases. Flash cards These are made by cutting a manila sheet into the length and shape matching with the use. If the cards are for words, they are short; and if they are intended for sentences, then they are made longer. They can as well be shaped otherwise for arousing interest in the learners. The printed words or sentences must be written in correct shapes of letters. If the teacher has the time, he/she could put a binding line around it to make it attractive and to help the word (sentences) stand out. If there is masking tape, the card can be bound to protect it from getting torn easily. Work cards These are pieces of papers cut from manila or card board with exercises on. The making of these cards like flash cards, is cut according to the length of the exercise. Writings on such a card can be made with a ball pen, felt-pen or a marker. The choice of colour of the print should have some level of contrast from that of the manila sheet[2].

Jig-saws Jig-saws can be made from cards, plastics and wood. They have well printed words, or pictures that have been cut and can be joined to make sense. They are usually cut into two or more pieces to make the exercise of joining challenging to the learner. The more pieces a jig-saw has, the more complex the joining exercise is to the learner. The complex jig-saw requires learners' higher competence to build them correctly. Jig-saws can be used to assess learners' organisational, manipulative and observational competences as well as critical thinking, problem-solving and skills of discovery. Picture cards These are also cards like those described above but bear only pictures without words. In order to develop such cards, the manila sheet is cut into pieces

of a size of the teacher's choice. Pictures are drawn and a frame is put at the edge of the card. These cards may have one picture, two or several on the same card. Writing cards/papers/booklets These differ from the above in terms of content on them. These cards have lines and sample letters, words or patterns for the pupil to copy from. Alternatively, these can be papers instead of cards. However, the space between the lines on such a card or paper are smaller so that the writer is guided by the lines in terms of shape, size and length of the sticks and tails of letters. The completed writing cards can be put together into a booklet. This helps the teacher to make a follow-up of the progress of the learner.

#### Reading Materials

- Reading cards are made like writing cards but the difference is that reading cards have words, sentences and sometimes short stories. They may also have pictures to support the content being read.

- Readers: These are booklets of between 4-20 pages. They have pictures and stories which are within the learner's experience. The language used is gauged according to the level of the learners. The size of letters also depends on the level of the learners the material is being prepared for, so is the number of words on a single page. By P3, children should be able to write simple story books with pictures in their local languages.

Story books: These are books with stories of two to three pages. They are sometimes with pictures. Usage The teacher should plan when and how to use the materials in the lesson. The materials made can be used at the beginning of the lesson, in the middle, at the end of the lesson. Correct judgement of when to use the material during the lesson is important. Picture cards, letter cards and alphabet cards are used for learners who are beginning to read particularly in P1. Flash cards, work cards, reading cards, writing cards are used for learners who have started to read and need practice. Readers are used when the learners have learned to read sentences. These materials can be used as a whole class e.g. when learners read aloud, in groups, in pairs or individually as the teacher may have prepared. Children with special learning needs should be taken care of when preparing the materials[3].

#### Literature

1. A Handbook for Teaching and Learning in Higher Education. Heather Fry, Steve Ketteridge, Stephanie Marshall. UK 2009.
2. Pedagogy and Practice: Teaching and Learning in Secondary Schools. 2004 year.

3. Effective curricula for at-risk students in vocational education: a study of teachers' practice

Fix, G.M., Ritzen, H.T.M., Pieters, J.M., Kuiper, W.A.J.M.