

## USING OF GRAPHIC ORGANIZERS IN FORMING VISUAL-METHODOLOGICAL SUPPORT OF TEXTUAL EDUCATIONAL MATERIALS IN LAW EDUCATION

Bekbergenova Guljamila Saparbaevna

Doctoral Student at Nukus State

Pedagogical University named after Ajiniyaz

### ABSTRACT

Graphic organizers play a special role in the visual presentation of educational information. This type of interactive methods, which are graphic in nature, provides the opportunity for students thoroughly, to assimilate educational information quickly and effectively. The article examines the visual presentation of textual educational materials in the process of organizing law education.

**Keywords:** law, educational material, visibility, support, visual and methodological support, graphic organizer.

### INTRODUCTION

In the conditions of globalization, there is a need for rapid acquisition of specialized knowledge, effective assimilation of professional competence qualities in the field of information with a large flow. In the field of information, the process of updating is so intense that information is becoming outdated very quickly. This requires the need to consistently update educational information and data during the teaching process. However, at the same time, educational practice shows that this method is becoming less effective. So, in that case, what should be done in the organization of modern education?

As a result of studying the experience of foreign countries on improving the quality of education, increasing its effectiveness, and analyzing the results of personal observation, it is possible to come to the following conclusion: the most effective way to organize modern education that is useful and practical for the individual in the conditions of global information is the development of certain competencies on students. Such competences include working effectively with educational material, being aware of innovative methods that ensure the success of this process and using them purposefully and appropriately, achieving thorough assimilation in a short period of time, independently searching for important and necessary information, summarizing, analyzing, synthesizing, sorting and systematizing them, and also, effective learning competencies can be included.

### MATERIALS AND DISCUSSIONS

Graphic organizers have a special place among the innovative methods of working effectively with educational information.

In economically developed countries, in the 60s of the last century, students and pupils at various stages of education experienced a decline in interest in learning, a decrease in learning activity. This created the need to search for a completely new format (size), ways, forms, methods and means of organizing the teaching process. As a result, a series of scientific researches were carried out in order to meet this need in scientific research centers and

educational institutions in different countries. As a result of such studies, teaching technologies such as problem-based, developmental, innovative and computer education [6, – pp. 76-101] were based.

Scientific research has not stopped which aimed at establishing new pedagogical technologies that allow the application of the mentioned educational technologies to the teaching practice to actively involve pupils and students, to sharply increase their learning and learning activity. On the contrary, the scope of research was expanded and this measure paid off.

In 2003, the results of 29 scientific studies were announced that carried out under the leadership of the "Adult Education and Literacy Association" operating on the basis of the Institute for Educational Research of the USA. In most of these studies, issues of graphic organizers and their didactic possibilities, types, and influence on increasing the learning activity of learners have been studied [9].

According to the researcher H.K. Boymirzaev, graphic organizers are interactive methods with a graphic (visual) appearance, with the help of which students can organize information about the educational material or its specific part [3, – p. 56].

Pedagogical sources have other views on the meaning of the concept of "graphic organizer". In particular, "a pedagogical tool consisting of visual symbols used to express knowledge, understanding, thoughts or ideas, as well as the relationships between them" [5]; "a visual method of ordering large amounts of information on the basis of logic" [5].

Graphic organizer: presentation of information in a graphic form (visual form), which serves to develop students' skills in working with text, based on these skills, they can express the main idea, distinguish key words, divide the studied text into specific components, use secondary sources of educational information transferring it to a form (plan, algorithm, table, scheme form), converting it into another form ("reading" a text converted into a formula or equation), transferring the information presented in the content of the text from a visual form to a verbal form or, on the contrary, from a verbal form to a visual form [4].

In the course of education, based on the essence of the educational material, the nature of educational information, the involvement of students in working with graphic organizers ensures their thorough assimilation of academic knowledge. Therefore, working with a graphic organizer allows you to achieve a number of positive results.

For example:

by dividing concepts or ideas, which are large in size and difficult in content, into separate and easy components, there is a possibility of visualization, which ensures easier assimilation of educational information;

students' activity in the course of the lesson increases;

develops in them the skills of critical and creative thinking, putting forward ideas by performing "brainstorming", categorizing them and placing them in a certain order according to their priorities, reflection;

helps to update knowledge on the subject and supplement existing knowledge with new information;

creates the possibility of self-development, independent education [10];

in order to achieve efficiency in memorizing, assimilating, analyzing or applying educational information, it serves to illuminate it on a sheet of paper or computer screen" and to facilitate the process of acquiring and strengthening knowledge [8].

One of the electronic sources shows that graphic organizers of a didactic character that can be used in the educational process can be divided into several groups. They are the following groups:

**I. "Consistency Diagram".** This diagram provides a visual representation of one or another process or the steps of the historical chronology in a certain circle (bounded area). The diagram can be used to prepare drafts based on educational material, to develop a plan of training, as well as to prepare speeches, lectures and reports [4].

**II. "Evidence-Based Framework" ("Evidence Map").** In it, the educational material is illustrated based on its content and evidence. This map is clear, concise and concise for the teacher and students in the presentation of the essay, for the audience in lectures and debates. makes it possible to clearly explain [4].

**III. "I know. I want to know. I found out."** This graphic organizer allows learners to "assess their level of knowledge on specific topics. When applying it, students can work in groups or teams. When working in a group, at the end of the training, the work done by the groups is analyzed" [11, - p. 38].

**IV. "Periodic scale".** This graphic organizer is an interactive method that presents the sequence of reality/process in chronological order. The "Periodic Scale" graphic organizer can be effectively used when giving educational tasks for independent work to students in the subject "Fundamentals of State and Law". For example, students can use this method to learn information about the dates of adoption of laws and codes that form the basis of the legislation of the Republic of Uzbekistan [4].

Students were given a task to chronologically place information about the dates of adoption of laws and codes that form the basis of the legislation of the Republic of Uzbekistan.

As a result of students' work with the "Periodic Scale" during the research process, the following collection of visual data was obtained:

Students' actions aimed at completing the task take place in the following steps (stages):

Step 1. Acquaintance with the assignment.

Step 2. Use of the "Periodic Scale" template provided by the teacher to complete the task.

Step 3. Supplementing basic information with additional information when necessary.

## CONCLUSION

Thus, a creative approach to the presentation of educational materials is appropriate in the conditions of global information, where rapid and effective assimilation of knowledge is required. Presenting learning materials visually rather than textually, or encouraging students and pupils to use graphic organizers when working on learning tasks ensure the expected results.



## REFERENCES

1. Ўзбекистон Кодекслари // <https://www.lex.uz/docs/106136>.
2. Ўзбекистон Кодекслари // <https://www.lex.uz/docs/97664>.
3. Боймирзаев Х.К. Инновацион таълим муҳитида тарих ўқитиш методикасини такомиллаштириш (“Ўзбекистонда давлатчилик тарихи” фани мисолида): пед.фанл.бўйича фалс.фанл.докт. (PhD) ... дис. – Наманган: 2022. – 56-б.
4. Графические органайзеры в помощь ученикам и педагогам <https://edu.mcfr.kz/article/3796-graficheskiy-organayzer-v-pomoshch-uchenikam>.
5. Графические органайзеры // <https://multiurok.ru/files/graficheskie-organaizery-eto-chto-ssylki-na-grafic.html>.
6. Инновацион таълим технологиялари / Н.А.Муслимов, М.Ҳ.Усмонбоева, Д.М.Сайфулов, А.Б.Тўраев. – Т.: “Сано-стандарт” нашриёти, 2015. – 76-101-б.
7. Ismatova N., Karimova O. Davlat va huquq asoslari / Oʻrta taʼlim muassasalarining 11-sinfi va oʻrta maxsus, kasb-hunar taʼlimi muas.uchun darslik. Birinchi nashr. – Т.: Yangiyul Poligraph Service, 2018. – 14-18-б.
8. Как графические органайзеры помогают организовать себя и свою учебу? // <https://masam.by/graficheskie-organajzery>.
9. Мансурова В.Х. Возможности графических органайзеров в структуризации учебной информации // <https://ru.bilimainasy.kz/возможности-графических-органайзеров>.
10. Полный список наглядных средств визуализации для учителей и студентов // <https://creately.com/blog/ru/диаграммы/polnyj-spisok-graficheskikh-organizatorov>.
11. Usmonboyeva M., Aripova M., Moʻminova D. Taʼlim jarayonida interfaol metodlardan foydalanish. – Т.: “Lesson Pres” nashriyoti, 2019. – 38-б.