

# Improving the Activities of Teachers for Primary School Students Through Didactic Tools Based on The Experience of Developed Foreign Countries

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**Abstract:** This article is dedicated to exploring the effective use of didactic tools in teaching primary school students by examining foreign experiences and adapting them to the local education system. The research analyzes innovative didactic tools used in developed countries, their impact on students' learning processes, and their significance in enhancing teachers' professional activities. Additionally, methodological recommendations have been developed to make the educational process more engaging, interactive, and effective. The article takes into account the age and psychological characteristics of primary school students and proposes practical solutions to improve teachers' activities. As a result, the application of modern approaches to organizing the educational process through the use of didactic tools is outlined, contributing to the improvement of national education quality and defining promising directions for its advancement.

**Keywords:** Didactic tools, primary education, innovative teaching methods, foreign experiences, local adaptation, learning processes.

**Introduction:** This study examines the effective use of didactic tools in teaching primary school students by exploring international experiences and adapting them to the national education system through various methods. Primary education is considered a foundational stage in the educational systems of all countries. At this level, developing students' learning skills, logical thinking, broad worldview, creative abilities, and interest in independent learning is crucial. Effective use of didactic tools plays a key role in achieving these goals. This research pays special attention to studying best practices from developed countries regarding the use of didactic tools in primary education and adapting them to local conditions.

## METHODOLOGY

Didactics (from the ancient Greek *didaktikos* — "teaching", "instructive") is a branch of pedagogy dealing with the theory of education. The term "didactics" was first introduced in 17th-century Europe by scholars who wrote about teaching and learning processes. Czech educator John Amos Comenius, in his 1657 work *The Great Didactic*, developed didactic principles for educating children and adolescents.

German pedagogue Adolph Diesterweg, in his "Guide for Teaching German Teachers" (1834–35), emphasized that didactics is a specific part of pedagogy focusing on educational theory. Since then, didactics has widely been recognized as a science concerning the theory of education. From the late 19th to early 20th century, specialized monographs on didactics began to appear.

In modern pedagogy, didactics is considered a separate field dealing with the theory of teaching and instruction. Its primary goals include defining educational content, identifying the laws governing the teaching process, and determining the most effective teaching methods.

The main goal of this article is to develop methods to increase the effectiveness of using didactic tools in teaching primary school students by studying international experience. The following tasks are identified as appropriate:

- Studying modern didactic tools used in the primary education systems of foreign countries.
- Analyzing the opportunities and existing conditions of the local education system.

- Identifying didactic tools suitable for primary students and adapting them to the learning process.
- Developing methodological recommendations for English language teachers on the effective use of didactic tools.

#### Examples of Innovative Didactic Tools Used in Foreign Countries

1. **Interactive Technologies:** Widely used in developed countries like the USA, Germany, and Finland.

- **Electronic boards:** English teachers use multimedia materials (images, videos, animations) to make lessons engaging. For example, using magnetic images to teach topics like "days of the week," "parts of the body," and "English tenses" helps develop students' logical thinking.

- **Mobile apps and platforms:** Tools like Moodle, Duolingo, ClassDojo, and Seesaw engage students actively. These apps allow students to complete tasks, see immediate results, and revisit challenging concepts.

- **Educational games:** In Japan, the gamification method is widely applied in foreign language teaching, encouraging learning through interactive play.

2. **Use of STEM and Visual Materials:** In Finland and South Korea, STEM (Science, Technology, Engineering, Mathematics) approaches are popular.

- **Construction kits:** LEGO Education sets help students learn engineering basics. First graders build simple models like bridges or vehicles, helping them understand physical principles.

- **Laboratory tools:** Tailored lab tools in subjects like biology or chemistry help primary students strengthen their knowledge through experiments. For instance, German students observe the water cycle through mini labs.

3. **Individualized Learning Tools:** In countries like South Korea and Singapore, didactic tools are chosen according to each student's specific needs.

- **E-books and digital textbooks:** Allow students to complete tasks at varying levels.
- **Differentiated cards:** Customized according to students' abilities and interests, helping them better grasp subjects.

#### Local Adaptation Considerations

- **Appealing visuals:** Use of colorful cards and playful materials attracts children's attention.
- **Active learning:** Since young learners prefer learning through movement, integrating games and hands-on activities is necessary.

- **User-friendly technology:** Digital tools should be simple and intuitive for children to use.

#### RESULTS

To improve teacher performance, it's essential to train them in using innovative tools through workshops and specialized courses. Developing instructional guides on using didactic tools such as digital presentations, interactive platforms, video lessons, and virtual labs is also important. These resources should include clear strategies and step-by-step methods, explaining their educational benefits.

Establishing resource centers in schools equipped with didactic materials can significantly enhance outcomes. Children learn more effectively when they see and interact with visuals—body language and facial expressions also play a crucial role.

Conducting experiments in selected classes can help evaluate how well students absorb knowledge using these tools and make assessment easier. Not only do such tools boost learning outcomes, but they also increase student engagement and create a foundation for long-term success.

Given the unique features of Uzbekistan's education system, it's vital not to blindly adopt foreign practices, but to adapt them to local conditions. This includes integrating didactic tools into local curricula, balancing printed and digital resources, ensuring accessibility, and improving teacher readiness.

#### CONCLUSION

Today, utilizing foreign experience in teaching primary school students presents a great opportunity to improve the quality of education in Uzbekistan. Innovative didactic tools make the learning process more engaging, interactive, and effective. Adapting international practices for local use can develop future generations with stronger knowledge and skills. This also increases students' interest in English and supports the training of passionate, skilled professionals. Effective use of didactic tools in primary education can significantly enhance both the quality and enjoyment of learning.

By studying global experiences and adapting them to local realities, the national education system can be meaningfully improved. Ongoing research and practical efforts in this direction will ensure a well-educated and competent future generation.

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