

USING MODERN TEACHING METHODS IN THE EDUCATION SYSTEM

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DOI: 10.5958/2249-7137.2022.00147.1

ABSTRACT

The purpose of modern education is the development of the child's personality, the identification of his creative abilities, the preservation of physical and mental health. There are a lot of positive trends in modern education: there is a variability of pedagogical approaches to teaching schoolchildren; teachers have freedom for creative search, author's schools are being created; foreign experience is actively used.

KEYWORDS: *Modern Education, Education System, Modern Methods, Education Quality, Innovation, Game Technologies.*

INTRODUCTION

The application of modern educational technologies is at the forefront. Traditional ways of teaching are gradually becoming a thing of the past before our eyes. Active teaching methods come out in the first place, which provide students with the opportunity to actively participate in the educational process themselves. The problem of personal activity in learning is one of the most relevant both in psychological, pedagogical science and in educational practice. [1]

The success of the educational process largely depends on the teaching methods used. Teaching methods are orderly ways of interrelated activities of teachers and students aimed at achieving educational goals.

Teaching methods perform many functions. The main ones are educational, motivational, developmental, educational, organizational, which means that with the help of methods teachers not only teach, but also solve motivation issues, carry out educational influences, influence the organization of the educational process. [2]

A method can be not only a way of activity, but also a way of organizing activities, that is, a meta-method. Teaching methods consist of techniques - separate one-time actions. The objective and subjective parts are clearly visible in the method. Where the teacher makes specific changes to the method, his creativity manifests itself. [3]

Active teaching methods are a system of methods that ensure the activity and diversity of students' mental and practical activities in the process of mastering educational material. On practical orientation, game action and the creative nature of learning, interactivity, various communications, dialogue and polylogue, the use of students' knowledge and experience, the

group form of organizing their work, the involvement of all sensory organs in the process, an activity-based approach to learning, movement and reflection. Confucius said, "Tell me and I'll forget, show me and I'll remember, let me do it and I'll understand." Research by scientists has shown that a person remembers only 10% of what he reads, 20% of what he hears, 30% of what he sees; 50-70% is remembered when participating in group discussions, 80% - when independently detecting and formulating problems. And only when the student is directly involved in real activities, in the independent formulation of problems, development and decision-making, formulation of conclusions and forecasts, he remembers and assimilates the material by 90%. For younger students, the real activity is a game. In a rapidly developing world, it is unacceptable to use your time and energy by only 5-10%. [4]

A very good reason why it is important to use in training is related to the process of increasing the amount of information and the amount of knowledge. It is impossible to indefinitely increase the duration of training. The solution to this contradiction must be sought in the way of changing the receipt of information during training. Active teaching methods allow, through new forms, analysis, generalization, to improve the efficiency of assimilation of new material and increase its volume. [5]

The development of methods is based on a serious psychological and methodological basis. This explains the effectiveness of the process and learning outcomes using active learning methods. Studying the motivation of learning, scientists were convinced that the value of motivation for successful study is higher than the value of the student's intelligence. Positive motivation can play the role of the most important subject in learning. Of course, it's harder to play in the senior class than in the junior class. But there are ample opportunities here, too. For example, you can abandon the frequent use of presentations made by schoolchildren. They can be replaced with a costumed report with props and musical accompaniment. Such a mini-performance. Of course, it is necessary to prepare and carefully select the topics of the report. But, as practice shows, this form of work is very popular. The material presented in this form is remembered better. [6]

Teamwork, joint research activities, defending one's position and tolerant attitude to other people's opinions, taking responsibility for oneself and the team form the personality qualities, moral attitudes and value orientations of a small person. [7]

Simultaneously with teaching and upbringing, in the educational process it allows students to form and develop soft or universal skills. These are the ability to make decisions and the ability to solve problems, communication skills and qualities, the ability to clearly formulate messages and clearly set tasks, the ability to listen and take into account different points of view and opinions of other people, leadership skills and qualities, the ability to work in a team. In modern life, this is necessary to achieve success in professional and social activities, and to ensure harmony in life. [8]

Analysis of educational material in the form of a game, the ability to move and talk during the lesson, creativity in preparation, competition, excitement, a share of independence in the lesson, responsibility for how correctly and accessible you presented the material - all this makes it possible to develop students' motivation, interest and desire to learn. The learning process ceases to be boring and imposed on the child, it becomes a part of the student's life. And organic and desirable. [9]

The transfer of some of the powers to children to master the educational program, recognition of their role in achieving the success of learning, changes the attitude of students to the teacher and to teaching in general in a positive way. This helps to create a favorable climate in the classroom. We should never forget that children do not hear us, they look at us. If the teacher himself is bored in class, then what can you expect from the students. Therefore, it is no less important to increase the interest and motivation of the teacher from the use, which give room for creativity and development of the potential of the teacher. He can use his creative potential more actively by developing and implementing author's game methods, mastering existing active methods and technology of their application. [10]

Active teaching methods include: Problematic situations, learning through activity, group and pair work, business games, dramatization, theatricalization, creative game "Dialogue",

"Brainstorming", "Round table", discussion, project method, methods of surprise, admiration, confidence, success, dialogue, method of heuristic questions, game design, simulation training, thinking games (OMI), discussion and others.

The most acceptable methods of active learning in primary school is success.

Active teaching methods are a set of methods and techniques that cause qualitative and quantitative changes occurring in thought processes due to age and under the influence of the environment, as well as specially organized educational and training influences and the child's own experience.

Active methods perform a guiding, enriching, systematizing role in the mental development of children, contribute to the active comprehension of knowledge. Active learning technology is learning that corresponds to the strengths and capabilities of schoolchildren. [11]

Modern didactics faces the problem of humanization of learning, a fundamental rethinking of the role of teachers and students in the educational process, the need to create conditions for the organization of educational cooperation in teacher -student interaction. Educational cooperation can develop with a certain organization of training, when the formulation of educational tasks requires the search for new ways of action. The inability to act on a ready - made model creates the need to interact with adults. [12]

By entering into new relationships with the teacher and with each other, children gradually become subjects of educational activity, acquiring the most important skill - the ability to learn independently. In addition, they are distinguished by good orientation in situations requiring new ways of action, the ability to discuss, reason, prove, the presence of creative, critical, independent thought, the manifestation of personal traits, beliefs and positions. Working in small groups, pairs, has a great influence on the formation of a children's team, educational motivation and arbitrary acceptance of an educational task in any subject area. [13]

The framework assumes the use of active and interactive methods as more effective and efficient, including:

Case method. The situation is set (real or as close to reality as possible). Students should investigate the situation, offer options for its resolution, choose the best possible solutions.

The project method involves an independent analysis of a given situation and the ability to find a solution to the problem. The project method combines research, search, creative methods and teaching techniques. [14]

Problem method - involves the formulation of a problem (a problematic situation, a problematic issue) and the search for solutions to this problem through the analysis of similar situations (issues, phenomena).

The method of developing critical thinking through reading and writing is a method aimed at developing critical (independent, creative, logical) thinking.

Heuristic method - combines a variety of game techniques in the form of contests, business and role-playing games, competitions, research.

The research method has something in common with the problem method of teaching. Only here the teacher formulates the problem himself. The task of the students is to organize research work on the study of the problem. [15]

The method of modular training – the content of training is distributed in didactic blocks-modules. The size of each module is determined by the topic, learning objectives, profile differentiation of students, their choice.

We offer you to get acquainted with a group of interesting author's methods that can be used both in elementary school and at other stages of education.

The activity of the class in the lesson is led not only by the teacher, but also by the student, thinking out loud and leading the whole class. Commented management begins from the first day of school, from the first steps (writing elements of letters, numbers, pronouncing words, solving the simplest examples, tasks). A clear rhythm, a brief description, argumentation of elements when commenting ensure the availability of the task by each student of the class. The term "lead" entered the lesson instead of the traditional and very scary for little ones "answer". [16]

Another important factor of the method of advanced learning is the teacher's use of reference schemes. The scheme is the support of the student's thought, his practical activity, the connecting link between the teacher and the student. Reference schemes are conclusions drawn in the form of tables, cards, a typesetting canvas, a drawing, a drawing, which are born at the moment of explanation. The reference schemes differ from the traditional visualization, being the supports of thought, action. Another aspect of the method of advanced learning is the implementation of the principle of prospective learning. The material for advanced training is taken from the textbook, and additional micro-exercises are used, which concretize and develop the topic. [17]

The study of difficult topics is carried out in three stages sequentially, from simple to complex with all the necessary transitions, and ends with the development of the skill of practical action. So, at the first stage there is an acquaintance with new concepts, the disclosure of the topic. Evidence-based speech develops on the basis of reference schemes, various exercises are performed using commented management. At this stage, as a rule, strong students are active. At the second stage, the concepts are clarified and the material on the topic is summarized. Children are guided by the generalization scheme, master the achievements, successfully cope with tasks that are offered as independent for the first time at this time. It is at this stage that the advance occurs. At the third stage, the saved time is used. During this period, the reference schemes are

removed, the skill of practical action is formed and there is an opportunity for further perspective. The difficulty of the question is carefully dosed in compliance with the wave principle — easy questions are replaced by questions of medium difficulty, and the latter are very difficult. Easy questions contain more suggestive information than questions of average difficulty, in difficult questions it is even less. In order to answer a difficult question correctly, the student must mobilize all his creative potential. The main condition is compliance with the interconnection of neighboring issues, i.e. each subsequent question should take into account not only the content of the previous one, but also those questions and answers that formed the essence of the dialogue much earlier. When using this method of teaching, new knowledge is formed as a set of small discoveries made by the student himself, and the teaching technology consists in directing all these small discoveries. The method of micro-discoveries harmoniously combines all methods of inventive creativity: brainstorming, collective discussion, synectics and the induction of psycho intellectual activity.

These are not all the effects that manifest themselves when used, but they already convincingly show the advantages of using active learning methods. Active methods provide solutions to educational problems in various aspects:

- * Formation of positive learning motivation;
- * Increase of cognitive activity of students;
- * Active involvement of students in the educational process;
- * Stimulation of independent activity;
- * Development of cognitive processes - speech, memory, thinking;
- * Effective assimilation of a large amount of educational information;
- * Development of creative abilities and non-standard thinking;
- * Development of the communicative and emotional sphere of the student's personality;
- * Disclosure of personal and individual capabilities of each student and determination of conditions for their manifestation and development;
- * Development of skills of independent intellectual work.

Therefore, the use of active teaching methods allows for the effective organization and implementation of the game educational process. This achieves high interest and involvement of students, confidence and motivation of the teacher. And as a result, the school's activities correspond to the expectations and needs of students, parents, and society.

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