



USE OF MODERN TEACHING METHODS IN EDUCATION OF STUDENTS IN PRIMARY SCHOOLS

Khazratkulova Shoira Noralieвна

Pedagogical Institute of Termez State University, teacher, Uzbekistan

ANNOTATION

The search for new ways and forms of organizing education has created a new term in the methodology of learning “modern lesson” as opposed to traditional lesson. The requirements of the subject of pedagogy for the lesson, the effectiveness of the pedagogical process is constantly growing and changing. In addition to non-traditional lessons, non-traditional teaching technologies are used in school practice in conjunction with modern teaching methods. The article discusses the use of modern teaching methods in teaching students in the primary grades.

KEYWORDS: *pedagogy, education, method, teacher, student, skill, ability, tool, education.*

In independent Uzbekistan, special attention is paid to the activities of teachers, their pedagogical skills, aimed at reforming the system of continuing education and the organization of the educational process on the basis of new state educational standards. Recommendations for the application of pedagogical technology in the teaching process, which have begun to take place in the pedagogical thinking of teachers working in the educational process, are very important for teachers.

There is a growing interest in the use of interactive methods and information technology in education. One of the reasons for this is that so far in traditional education, students are taught only to acquire ready-made knowledge, while the use of modern technology allows them to search for their own knowledge, independent learning and thinking, analysis doing so teaches them to draw even the final conclusions themselves. In this process, the teacher facilitates the development, formation, acquisition and upbringing of the individual, and at the same time serves as a manager, a guide [1].

One of the key areas in improving current teaching methods is the introduction of interactive teaching and learning methods. All science teachers, including primary school teachers, are increasingly using interactive methods in their teaching. As a result of the use of interactive methods, students develop the ability to think independently, analyze, draw conclusions, express their opinions, defend them reasonably, and develop healthy communication skills. Indeed, certain interpersonal relationships between students are inevitable and depend on the success of their learning activities. The skillful organization of student interaction based on learning materials is a powerful factor in increasing the effectiveness of educational activities in general.

The transition to new textbooks in schools, the introduction of new subjects, especially in modern education, makes it necessary to solve modern problems of education.

Since the primary lesson of the primary school students is the lesson, the specific features of the lesson are the work of the students under the guidance of the teacher with a group of regular students in a strictly defined order for a specified period of time. performance. As science and textbooks change, so do the methods and nature of science teaching. Therefore, modern educational technologies aimed at organizing the activities of students, the development of their abilities, quality knowledge through these activities are very relevant [2].

The appropriateness of using interactive forms of teaching is determined separately by the tasks of the whole lesson and its stages. There are many methods of interactive learning. By using interactive teaching methods in the classroom, we are creating new opportunities to establish interpersonal relationships through external communication, primarily in the process of mastering learning materials.

Interactive means that the interaction between teacher and students increases the effectiveness of the lesson, the student learns a new lesson through independent action, reflection, discussion, the student in the lesson independently of the set goal actively tries to find answers in small groups, that is, thinks, evaluates, writes, speaks and listens, and most importantly, actively participates. Students who understand the content of the task based on interactive methods will enter the learning process with unknowing interest.

Not everything can be taught, putting the most important achievements of different disciplines on children's heads is not the power of teachers. It is more important to give children a “fisherman, not a fish”, to teach them to acquire this knowledge, to teach them their intellectual, communicative, creative abilities, to form a scientific worldview.

In a modern school lesson, all the key elements of the learning process interact: its goals, content, tools, methods, and forms of educational organization. The creative



approach to a lesson involves a good knowledge of its normative principles. Any technology, whether manufacturing or pedagogical. It is characterized by a combination (combination, combination) of any components; logic, the sequence of components; methods, techniques, actions.

The relevance of the work is that the current transition to new educational technologies depends on changes in the existence and development of society, which requires new approaches and methods to the education of young students. The object of research is the child and the learning process.

The research topic is modern methods of teaching in primary school. The aim of the work is to study the methods of teaching in a modern school in primary schools. Objectives: Review the theoretical foundations of teaching methods; to study the peculiarities of some methods of teaching in a modern school; consider using them in lessons;

1. Classification of teaching methods. 1.1 The concept of teaching methods and their classification

Teaching methods (Greek. "Way to something") - methods of interaction between teachers and students aimed at solving educational tasks is one of the main components of the learning process. If you do not use different methods, it will not be possible to achieve the goals and objectives of teaching.

Teaching methods include not only methods, but also how to organize learning activities. And any method can be chosen for learning, it all depends on the goals he wants to achieve. Sometimes a certain method is required to achieve success in education, while others are ineffective, the methodology of organizing training in vocational education was studied by A. Khodjabyev, Sh. Kasimov and others [3 ; 4; 5; 6; 7; 8].

Depending on the method of teaching: the purpose of the lesson; from the course stage; from the content of education; availability of textbooks; from the teacher's personality;

Tasks of teaching methods, techniques and tools: Education; Purpose; Development; Education; Organizational

Classification according to the source of knowledge. Oral teaching methods: it is used to prepare for the study of new material in the process of explaining, assimilating, generalizing and applying it.

- Widely used in the formation of students' theoretical knowledge. Ensuring the exchange of information between teachers and students.

- Facts and presentations are given in a ready form. There are not enough opportunities to solve the problem and solve the problem, to do creative work. Development of logical thinking, knowledge of independent activity.

Story-events, processes, phenomena in nature, society, in the life of an individual, in a group of people. Management function training. Relevant functions: development, nurture, encouragement, control and correction. Pedagogical requirements:

The didactic objectives of the lesson should be achieved: To present new material. In order to generalize. To

strengthen the material. To prepare for material comprehension. Contains only reliable and scientifically proven evidence. Being emotional. Have a clear logic of the expositions. Define a simple and convenient language. The type of bright and convincing examples includes facts that prove the validity of the proposed proposals. Continue for 10-15 minutes.

The structure must be taken into account: The beginning. The course of events. The highest point. The last part. Extensive use of clarity.

Conversation - The teacher leads students to understand new material by asking questions and checks the assimilation of what has been learned. The leading function is the motivator. Pedagogical requirements:

Because conversation is a form of question and answer, most importantly, a system of well-thought-out questions and students' expected answers. Different questions should be used in the conversation: primary, secondary, additional. There should be no answers to questions.

Questions should be appropriate to the student's level — not difficult to achieve. For small classes, the question needs to be repeated only once — attention. Don't ask long or two-sided questions. There should be no "offer" questions. If no one can answer, then the question should be divided into parts and the leading question asked.

Activates student activity in the classroom. Develops memory and speech. Helps to control students' knowledge. It can be a guide for the teacher's personal impact on the student.

Explanatory-educational material is a subtle and logically coherent presentation combined with student observation by the teacher. The leading function is the motivator. Pedagogical requirements:

Because there are always a lot of judgments, conclusions, and arguments in a teacher's explanation, then the main thing in the method of explanation is: a clear, concise statement of the new question for the students. Consistent presentation of the material. Mandatory briefing (explanation type and assignment presentation): Conversation elements. Demonstrate work methods, order of movement.

Checking the quality of assimilation of materials. The lecture-teaching material is usually a consistently monologue presentation of a theoretical nature by the teacher. Debate is a method of teaching by increasing the intensity and effectiveness of the learning process, actively involving students in the collective search for truth.

Work with the book - a teaching method that includes a number of independent work methods with printed resources: Summary. Create a text plan. Theses. Quote. Explanation. Creating a formal logical model (diagram-read image). Create basic concepts for the topic, section. Creating a matrix of ideas from different authors.

Practical teaching methods. Objective: To develop abilities and skills. Repetition of certain actions by students in order to develop and improve skills and abilities in practice-learning activities. Oral: Helps to develop students' speech culture, memory, attention, cognitive abilities.

The method of explanation and explanation The first method, the main purpose of which is to organize the



assimilation of information by students, is called explanatory-explanatory. Otherwise, this method can be called informative and receptive, reflecting the activities of the teacher and the student. This teacher communicates the finished information in a variety of ways, and students receive, understand, and correct this information in memory.

Instructor oral (story, lecture, explanation), printed word (textbook, additional manuals), visual aids (pictures, diagrams, movies and films, in class and on excursions) natural objects), practical demonstration of methods of operation (experiment, machine work, inclination patterns, problem-solving methods, theorem proofs, planning methods, annotations, etc.). Students perform activities necessary for the first level of knowledge acquisition — listening, seeing, feeling, reading, observing, and linking new information to previously learned and remembered information.

The method of explanation and explanation is one of the most economical ways of transmitting the generalized and structured experience of humanity to the younger generations. The effectiveness of this method has been tested with many years of practice and it has taken a strong place in schools in all countries, at all stages of education.

REPRODUCTIVE METHOD The knowledge gained from the explanatory method does not form the skills and abilities to use this knowledge. The system of teacher tasks for the acquisition of knowledge and skills of students and, at the same time, for the acquisition of secondary knowledge, organizes the activity of repetition of knowledge and methods of activity of school students.

The teacher gives assignments and the students complete them — solve similar tasks, follow the pattern and come together, make plans, work according to instructions. To increase the effectiveness of the reproductive method, didactics, methodologists work with psychologists to develop exercise systems, as well as software materials that provide self-control.

Much attention is paid to improving student briefing methods. As the level of knowledge of students increases, the frequency of application of the explanatory-explanatory method increases with reproduction.

Therefore, with any version of the combination of these two methods, first, before the second. An algorithm that plays an important role in the implementation of this method, the idea of which was developed by In Landa. Students have an algorithm, ie. rule and order of action, as a result of which the student learns to recognize the object (event), determines its existence and simultaneously performs a certain sequence of actions.

In particular, the application of the algorithm involves the use of both methods - information-receptive and reproductive: it is reported and then the student repeats his recipes.

The algorithm is very effective in some cases as a means of implementing both or one method. However, when applied in this way, the essence of cognitive activity does not go beyond the activity organized by these methods. Both methods enrich students' knowledge, skills, and abilities and

shape basic mental operations (analysis, synthesis, inseparability, etc.), but do not guarantee the development of students' creative abilities, allowing them to be formed in a regular and purposeful manner. does not put. This goal is achieved in other ways. And the first of these is a problematic presentation.

THE METHOD OF STUDYING THE PROBLEM At the heart of modern problem-based education is the idea of the well-known local psychologist Sergei Leonidovich Rubinstein (1889-1960). Problem-based learning (PbO) is seen as the development of cognitive activity, independence, and creative thinking. In this regard, problem-based learning as a creative process is presented in the form of solving non-standard scientific and educational tasks in non-standard ways.

The basic concept of PbO is learning problems — the mental state of students' mental interactions, a group of students with a problem under the guidance of a teacher. A problem is a complex theoretical or practical question that involves a hidden contradiction and leads to different (often contradictory) positions in resolving it.

Learning problems are characterized by: a) the type of conflict identified by the teacher together with the students; b) there are known ways to solve such problems; C) lack of new data or theoretical knowledge; g) students' ability to complete the task.

Problem situations are divided into a number of fundamentals, such as a field of scientific knowledge or a discipline (mathematics, history, psychology, etc.); new (new knowledge, methods of action, transfer of certain knowledge and methods of action to new conditions); level of problems (depending on the severity of the conflict). There are two tactics to build a problem situation:

a) "from knowledge to problem". The transition from the scientific content of the problem to the "consumption" of ready-made achievements of science is not enough to develop students' independent research skills and abilities; b) "from problem to knowledge". Based on the subjective experience of the listeners included in the logic of solving scientific problems, the motivation to look for ways and means to solve it forms an active theme of purposeful cognitive activity.

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