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**EXPLAINING THE MEANING OF THE CONCEPT OF
TEACHING METHOD**

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The teaching method is one of the most important components of didactics. Teaching methods, like the content of education, are determined by the general goals and objectives of teaching. The effectiveness and quality of the teaching process depends on effective and creative implementation of teaching methods. The teaching method depends on the mind and consciousness. Without it, there is no teaching method. In this regard, inductive (from general to general) and deductive (from general to specific) methods have a different place. Here, analysis, synthesis, comparison, differentiation, and integration allow for a correct understanding of the content of teaching knowledge.

Learning through the teaching method depends on the environment, society, and nature. And we know nature, environment, social relations. Thus, the ones that nourish the pedagogical teaching methods or the natural bases are: scientific knowledge, everyday knowledge, information exchange. These things lead the child and the teacher to think, to use teaching methods, to study the environment, society, and nature. The student receives the knowledge given by the teacher through knowledge in everyday life: observation of nature, life, proverbs, daily experience, shortcomings and achievements, blind sense, prediction, etc. b. Such knowledge is close to the child. A child begins his life with this type of knowledge.

Methods of teaching a child through scientific knowledge are very complex. Here too, monitoring, information, analysis, forecasting, accumulation of advanced experience, etc. b methods are used. But it is scientific. In the exchange of information, competition, discussion, and communication, the teacher examines and systematizes the child's thinking, which has arisen from

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scientific knowledge and everyday knowledge, depending on the child's age and personal characteristics. As a result of this, a teaching and learning relationship between the teacher and the student appears, and teaching methods are determined.

Didactically based teaching methods are implemented by connecting everyday cognitive methods and scientific cognitive methods through the ways of cognitive communication. Innovative teachers work in this context. For example, S.N. Lysenkova says: "It is necessary to help the student in the process of learning, only then the student will have the opportunity to learn more."

Volkov I.P. rationally uses interdisciplinary communication in work class and combines theory and practice. Shatalov V.F. implements training in large blocks and uses a reference signal. Innovative teachers are looking for effective ways to teach students by switching from the process of everyday knowledge to the process of scientific knowledge or from the process of scientific knowledge to the process of everyday knowledge, that is, they use inductive-deductive, deductive-inductive methods.

However, there are theoretical principles and ways of implementation of the appropriate selection of teaching methods. They:

- compliance of the methods with the laws and principles of education;
- pedagogical, psychological effectiveness, function of each method. For example, if we use the story method to form the child's consciousness, we use the explanation method to develop the child's logic, and the problem situation to develop the child's mindset.

- the orientation of the method to the organization of cooperation between the teacher and the student: communication, action, learning, teaching.

- conformity of the method to the age and personal characteristics of students: speech, thinking, life experience, emotional development, intelligence, abilities, etc.

- the method depends on the teacher's general culture, ability, preparation, knowledge, creative and methodical level, personality traits.

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- the method depends on the type of teaching. For example, in laboratory classes, you can give instructions, assignments, advice, check and summarize.
- in the interrelationship of methods. For example, lecture, illustration and demonstration methods are used.

The effective use of teaching methods depends on the teacher's creativity and students' desire for knowledge. The function of teaching methods arises from the cooperation between the teacher and the student and provides education to the student. It forms a worldview by organizing teaching methods and education.

Teaching methods in general have their own history, and there are many contributors to it. In the 20s, Russian B. E. Raykov, K. I. Yagodovsky, M. M. Pistrak proposed explanatory, practical, work, heuristic, research, laboratory methods of teaching. In the 1930s, Russian M.M. Pistrak, I.N. Shchimbiriev, I.T. Ogorodnikov proposed new methods of teaching: conversation, discussion, presentation, demonstration, lecture, work with books, laboratory work. In the 50s, D. O. Lordkipanidze grouped the methods and gave them three types: dictionary, work with books, teaching-practical. In the 60s, E. Ya. Golant, S. G. Shapovalenko, N. M. Verzilin based on the source of knowledge introduced a new classification of teaching methods: vocabulary, visual, practical. I.A.Danilov and B.P.Esipov made a classification (grouping) of methods based on the didactic tasks implemented in the teaching process: acquisition of new knowledge, formation of skills, skills, application of knowledge, consolidation, development of creative activity. Contributors to didactics, including teaching methods: S. T. Shatsky, N. A. Menchinskaya, V. V. Kraevsky, M. I. Makhmutov, A. N. Aleksyuk, V. F. Palamarchuk, V. I. Palamarchuk, S. G. Shapovalenko, A. N. Leontiev, G. I. Shchukina, I. D. Zverev, M. N. Skatkin, Y. K. Babansky, B. T. Likhachev, I. F. Kharlamov, R. G. Lemberg, N. A. Sorokin, etc.

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Teaching methods are undergoing many changes today. They said: "Teaching methods are a way of working between the teacher and students, thanks to which knowledge, skills, and abilities are formed, and students' worldview and abilities increase." (Pedagogical encyclopedia. M, 1965).

"Educational methods are joint actions of the teacher and students." (G.I. Shchukina).

"Teaching methods - learning through interaction between the teacher and students." (I.D. Zverev).

"Teaching methods mean improvement of the process of education, upbringing and cognition based on the actions of the teacher and students." (Y.K. Babanskyi).

"Educational methods mean the development and improvement of the child's mind and all his potential while the teacher is in contact with the student, the student with the student, and the student with the environment during the organization of the child's cognitive activity." (Likhachev B.T.).

"Educational methods - mastering, improving, developing the knowledge necessary for the child by solving various didactic problems by organizing the educational and cognitive activity of the teacher." (Kharlamov I.F.).

However, despite the large number of such definitions, there is no fundamental contradiction between them. The basis of everything is the relationship between the teacher and the student and the methods, methods, and actions used in the process of learning and teaching. Thus, the teaching method was defined as a means of subject-subject communication between the student and the teacher, which is aimed at the acquisition of knowledge and their development and education.

How to convey the learning material to the minds of students? How to awaken children's active cognitive activity so that they can acquire knowledge, skills and abilities? The teacher has to solve these problems every day when preparing for the lesson. All this depends on the search for the most effective

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methods of teaching. What is understood as teaching methods? Pedagogical literature shows different views on the synonymous use of the words tool, way, and method in determining the content of the concept of teaching methods. These words are close to each other, but each of them has its own meaning or usage. Tool is a word with an independent terminological meaning in didactics. For example, tools used in didactics are teaching equipment, sources of teaching information (technical teaching aids, textbooks, teaching aids, visual aids, etc.).

Method of teaching is derived from the Greek word "methodos" which means to tell. It means the way the student and the teacher work in the classroom. In the pedagogical encyclopedia, it is written: "Teaching methods are methods of work of the teacher and students, with the help of which knowledge, skills and skills are acquired, students' knowledge of the world is formed, abilities are developed."

Therefore, teaching methods are ways of interrelated actions of teachers and students, aimed at solving the tasks of educational work. Explaining the teaching method in this way from the point of view of didactics corresponds to the general philosophical definition. The method in its general sense is the way to clearly organize activities to achieve the goal. Therefore, teaching methods should create an opportunity for the development of students' cognitive abilities, that is, develop students' thinking, contribute to the acquisition of new knowledge by independent research.

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