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Each method has its own specific purpose, primary and secondary functions, methods, and results. We have already said that it depends on the teacher and the student, the subject, the tools used, and the material base.

BT Likhachev in his textbook (Pedagogy. M. "Prometheus." 1998). divided teaching methods into groups (classification) into stages. Let's consider it correctly and divide teaching methods into stages according to BT Likhachev's grouping and classification. So:

a) the stage of knowledge acquisition of teaching methods. This includes talking, explaining, lecturing, illustrating, demonstrating, and doing independent work.

b) the stage of understanding and applying knowledge of teaching methods. This includes a problem situation, a game situation, an opinion contest, a study-laboratory experiment, an exercise, preparing for a lesson together, a reference summary, unorganized information, question-and-answer, a report, an exam.

c) the stage of acquiring knowledge through learning and creativity of learning methods. This includes independent research, creativity, criticism, expression of opinion.

Thus, the first stage of teaching methods includes imparting knowledge in the form of a monologue-dialogue: conversation, explanation, interview, lecture. Knowledge through sight and hearing: received through illustration, demonstration. And self-study includes: getting acquainted with documents, finding and reading textbooks, literature, references, etc. Now let's look at each of them individually.

Modern education and development

a) Conversation. The teacher presents the learning materials in sequence. Represents the material in a clear, reliable way, addresses the facts. The conversation should not exceed 10-15 minutes. This type of teaching method is used in the subjects of language, literature, history, and therapy. Here is a question-and-answer format. Therefore, the teacher prepares a plan before the day and thinks about the questions and answers. Using the conversational method, the child's logic, thinking activity increases, it allows to systematize and summarize the learning material. Narration includes heuristic narration, confirmation of knowledge, catechetical (religious) stories and inductive and deductive methods.

b) Explanation takes place as a monologue, like a story. The teacher relies on the activity and enthusiasm of the students in the presentation of the educational material, proves the content of the material, reveals the meaning of some rules, concepts, and laws. Uses various tools, reports, and notes to explain the material. Pupils answer the teacher's questions. By explaining, the teacher directs the students' activities, compares the content of the previous lesson with the content of the current lesson, looks for connections, and answers suspicious questions.

c) Lecture. Compared to other methods, the lecture is complex, voluminous, and requires logic. Therefore, it consists of questions and literature lists. The teacher draws a conclusion by focusing on each question individually. Students write notes on the lecture, get acquainted with the news of science, and ask questions. 20-40 classes are held for students based on the lecture. During the lecture, the teacher asks students questions, conducts a dialogue, leads students forward, diagnoses whether they understood or not.

d) Using the illustration method, students can be shown illustrative tools (posters, maps, pictures, portraits, etc.). We implement the visual principle of teaching through illustration. This method develops students' control. The illustration method can be used in all subjects. It is suitable for every class. Through the illustration, students learn chemistry, biology, etc. in the classroom. gets good knowledge of subjects.

Modern education and development

d) Demonstration method depends on demonstration of experiments, devices, drugs, natural objects, movies. Demonstration method allows students to recognize complex phenomena. But in order to explain something through a demonstration, the teacher needs to think in advance. Creates a fragment for it, creates questions, plans where to use which tool. The demonstration method can be used in each subject, in each class.

e) Independent work or book work. Students work independently with textbooks, educational tools, books, and computers. This method prepares the student for future lessons with the teacher. The main purpose of independent work is a textbook, educational tools, information, reference, document, computer, etc. using it, the student collects, writes down, and uses it for the next lesson. By studying on his own, the student continues his education without interruption. The teacher should teach students to work in their own way. For this purpose, it is given a task and it is said which books should be used. Only then will the student study with interest and mobilize his mind. The student's own way of working is the highest stage of receiving and understanding knowledge. This allows to move to the second stage of education. Working with a book includes planning, writing theses, summaries, whole reading, studying the book, partial use.

The second stage of teaching methods includes the comprehension and application of knowledge. They are: a) acquisition of knowledge through visualization, recall, problem situation, textbook interview, textbook and laboratory research; b) confirmation of knowledge through training, mutual study, reference synopsis, free information; c) acquisition of knowledge by applying diagnostics to confirm it. It includes feedback, questions and answers, reports, exams, tests, control work.

a) Problem situation is one of the methods of imagination and recall. The problem situation is used by students to solve some difficult questions in the learning process. The problem situation makes the student think. He solves it either himself or with the help of a teacher. The most valuable thing about the

Modern education and development

problem situation is that it allows students to learn and think more deeply about the learning materials. Because it continues with science, the student looks at science.

b) The game situation is a method of teaching students through games. This is done by affecting the emotions of students, makes it easier to understand learning materials, and increases the child's motivation to study through human senses.

c) Textbook interview or opinion contest method is a free conversation between the teacher and the students. The teacher and the students freely express their views. Of course, a lot depends on the organizer of this interview, the topic he has chosen, the questions he has created, and the way he conducts it. Textbook interviews help shape children's perspectives.

d) Educational laboratory experiment is a continuation of general laboratory work. This method requires special equipment, such as a microscope, measuring instruments, instruments, technical equipment, etc. In equipped classrooms, under the guidance of the teacher, students study natural phenomena, objects, create experiments. This method allows students to get in-depth knowledge of the subjects of physics, chemistry, and biology. In laboratory classes, the following methods are taken into account in order to understand new educational materials on the topic: a) determining the topic and task of the lesson; b) explain the procedure for conducting the lesson; c) summarize and summarize the results of the lesson; d) analysis of the lesson results. Types of laboratory work - observation, experiments, making experimental reports, measurement work. Properly organized laboratory-experimental work develops students' cognitive ability, thinking, teaches them to work with various devices and equipment, introduces them to the elements of scientific experiments. This work educates students to accuracy, punctuality, work culture.

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