

THE NOTION OF TEACHING METHODS

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Annotation

The term “teaching method” refers to a system of intentional teacher actions that organizes students’ cognitive and practical activity and provides a solution to the study’s objectives. It also refers to related activities of the teacher and students geared toward the realization of learning objectives. Choosing a practical approach for running daily training sessions is a choice. Employees in scientific pedagogy must be as independent as possible because it is improper to provide “top” policy counsel on this matter.

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Introduction

According to N. I. Makhmutov, N. M. Levine, and T. I. Shamova, the oneness of teaching methods and ways of teaching constitutes the intrinsic binary (dual) approach to a method’s interpretation. This description, however, is still purely speculative and merely provides a general overview of the activity model: teacher speaks; student listens; student understands; student retains; teacher asks; student responds. The exact activities, leadership style, and most crucially, the makeup of the learning and development processes are all hidden by this technique. To fully develop the idea of a method, one must think of it in terms of methods, or particular schemes for setting up student activities.^[1]

Then, via the encouragement and control of racial attitudes and student government activities, the technique of learning as a means of education transforms into a “tool touch to the personality” (A. S. Makarenko). Up to 50 different teaching techniques were identified by the researchers, including story, conversation, source material, exercises, independent work, educational games, and debate. Yet each strategy in a specific situation is combined in a special way to achieve the method. The

¹ Alekseyuk A.A., Pedagogy of higher education in Ukraine, history. Theory. - K., 1998.



reception is frequently described as a part of a particular kind of technique. For instance, the method of the story can be represented by the description, narrative, explanation, proof, logic, and dramatization parts, depending on the goal and the approaches used to carry it out. The thread might have a playful or heuristic search feel to it. Yet, if even just two or three unique ways or combinations are used to apply each method, the method or person receiving the instruction truly has to examine more than a hundred alternatives.

A person can only hold between 5 and 7 things in his mind at once and perform operations on them, according to psychological studies, so it should be obvious that such a technique is practically impossible. There are currently no reliable algorithms to provide computer systems with the option. Because of his own experience limitations, the “fad” for a specific approach, or the “little by little” philosophy, the teacher frequently made arbitrary or accidental choices. To implement pedagogically sound method choices, it is first necessary to grasp the capabilities and constraints of every learning technique. This will help you determine which activities and circumstances specific methods are useful for, as well as those in which they are unsuccessful. The challenge of choosing training methods has been addressed in two straightforward and incredibly appealing ways by theorists and practitioners throughout the history of pedagogy and education. The first is to discover an all-purpose teaching strategy, a sort of educational cure-all. In the event of any difficulties, the general approach will always be helpful. The distribution techniques for effective (active, intense) and ineffective are an expression of this approach’s less categorical variation, and they advise the usage of just effective.

The teachers must be persuaded time and time again that such a distribution is inappropriate because varied learning tasks simply cannot be accomplished using a single way or a small number of methods. I can’t help but think back to A. S. Makarenko’s assertions that there are no learning methods that are genuinely harmful or good. Everything depends on the system in which the product is employed, as well as the conditions of location and time. Another strategy is to employ a methodical “cheat sheet,” best practices, previously used examples, and ready-made techniques. While without disputing the specific application of such pre-made, third-party experience-based teaching materials, it should be highlighted that they are only available to teachers as blanks, semi-finished goods, and



resources for analysis, evaluation, selection, and peregrinatio. The teacher should still possess a well-developed pedagogical mindset, the capacity to evaluate one's own performance in a training set, the availability of many approaches and strategies, and the ability to make an informed decision. We are now back at the issue. Two genuine paths result in a pedagogically sound approach and technique selection.^[2]

The first strategy is to combine methods in large groups based on pre-selected criteria (indicators), so increasing the selection units while reducing their number. This is the process involved in classifying methods and presenting the outcomes of that process. According to Yu. K. Babanskiy and N. M. Potashnik, this is how the conventional (in the best meaning of the word) and its most full form entered the theory and practice of optimization. The second method involves the application of bigger, more comprehensive didactic structures - types or methodological systems of contemporary learning, particularly information learning, programmed, problem-based, and relaxopedic. This strategy is used to execute specific objectives based on previously identified, specialized patterns and methods, rather than being employed independently from other system components. Since the success of learning, in General, depends on the internal activity of trainees, from the nature of their activities, it is the nature of the activity, the degree of autonomy, and creativity that should be an important consideration in choosing a method. Five different learning methods were proposed by I. Y. Lerner and M. M. Skatkin, and with each level, trainee activity, and independence grows.

The method of explanation and illustration. Pupils learn by listening to a tale, a lecture, or reading from educational methodical literature while using a "ready" on-screen guide. Even if they perceive and understand the facts, assessments, and conclusions, they continue to think in reproductive (reproductive) ways. Significant data is frequently transmitted using this technique. It can be used to present and incorporate data, theories, judgments, and conclusions. But, you must always consider many, if not all, of the factors while evaluating the selecting technique. The core of our multidimensional training methodologies approach. Is it feasible to decide on what degree of independence the learner brings without taking into account the stage of training at which a method will be implemented, the logic by

² Variy M.Y., Ortinsky V.L. Fundamentals of Psychology and Pedagogy: Textbook. - Kyiv: Center for Educational Literature, 2007.



which it will “function,” and what are the learning objectives? The method of choice (or rather the group of approaches through which it is conveyed) should be used to characterize, for instance, a problem statement, a self-study exploratory nature, a reproduction story, or a problem lecture with parts of the debate.

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