

## **In Modernizing Teaching Methods Place of School Reform**

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### **Abstract**

This article describes the methodological foundations, diversity and theory of development of modernization of teaching methods and analyzes them based on sources.

**Keywords:** innovation, interactive, teaching methods, didactics, principle, optimal, targeted, classification, new pedagogical technology.

It is known that documents on school reform, first of all, express an opinion on the need to expand the range of methods and forms of teaching used in schools. In high schools, academic lyceums, and vocational colleges, it is recommended to widely use lectures, seminars, conversations, practices and counseling. Undoubtedly, this allows students to develop independence in thinking, to develop those learning skills that have so far been mainly developed in higher education. This means that the school will prepare graduates for a better education.

In modern conditions, when science and technology, new educational technologies, innovative processes and information technology are growing every day, it is necessary to find teaching methods that allow students to independently acquire general and reading skills. Therefore, the main directions of school reform emphasize the importance of developing students' skills in working with books and other sources of knowledge.

Modern methods or interactive methods, technological trainings that help improve the efficiency of learning help students form logical, creative, critical, independent thinking, develop their abilities, become competitive, mature as specialists and cultivate the professional qualities necessary for a specialist. The higher the level of interactivity, the more effective the educational process. The criterion for choosing interactive methods is their high focus on solving the problems of training and development. This criterion is introduced by assessing the capabilities of various methods for solving problems in a particular area, since their capabilities in mastering elements of social experience are different.

Updating teaching methods is a generally recognized methodological process. It does not accept hardcoded process method instructions. But this does not mean that these methods will not eventually become outdated and move to the second line. This is also inevitable, since learning tasks are updated and cannot be solved using previous methods. For example, the (dogmatic) state of memorizing a text without understanding its meaning is no longer acceptable.

Teaching methods require unity of teaching methods and teaching methods and in this sense are methods of interdependent activity of the teacher and students. Teaching methods are aimed at activating teaching methods, the teaching and learning process, and strengthening it. Teaching methods are aimed at activating teaching methods, the teaching and learning process, and strengthening it. Thus, there are certain characteristics of teaching, learning and learning methods. But not all of them as a whole do not change the fundamental essence of methods of educational activity as a type of methods of cognition.

The methodology is based on the fact that teaching is inevitably full-fledged and rich. His methodology, continuity of knowledge, development of ways of knowing push him. When improving teaching methods, it is very important to avoid methodological errors and the promotion of artificial and insufficiently tested methods.

The methodological foundations of teaching methods are constantly evolving. This is facilitated by the works of A.N.Aleksyuk, V.I.Zagvyazsky, I.D.Zverev, M.I.Makhmutov, S.G.Shapovalenko, M.M.Levina, V.F.Palamarchuk, V.I.Palamarchuk and others.

Problems of teaching methods were widely discussed at a specially organized All-Union conference in 1978 (in Leningrad). This conference made it possible to unite the efforts of methodologists in developing the theory of teaching methods. It further developed a practical approach to describing teaching methods, which was widely expressed in philosophical literature.

Currently, most teachers evaluate methods as interrelated methods of activity aimed at solving complex problems of teachers and students in the educational process. Teaching methods actually consist of very specific methods of motivation and reasoning, organization and individual execution of actions, methods of control and self-control.

In teaching methods and didactics it is determined that all components of the educational process are legally interconnected. The goal, like the law, determines the content and methods of teaching. Methods determine the choice of means and forms of organizing the educational process. The interconnected unity of all components of education ensures certain educational results.

Certain important requirements for its effective organization arise from the laws of learning, which are called the principles (principles) of learning. Knowledge of teaching principles allows you to more reliably choose the necessary teaching methods.

The following principles of teaching in didactics: training is aimed at a comprehensive solution of educational and developmental problems, scientific, systematic, understandable teaching, its connection with life, clarity, methodology, style and means of teaching follow such factors as rational integration, awareness and activity. students, stability of results.

To summarize the above, we can say that the important methodological and theoretical rules for describing teaching methods are based on the following principles:

1. Teaching methods are an expression of ways of knowing objective reality in the specific conditions of the educational process, and therefore have an objective-subjective nature.
2. Teaching methods are the methods of pedagogical and interrelated activities of students in solving such problems as training, education, development and mastery of related content.
3. Teaching methods are inextricably linked with educational materials.
4. Teaching methods must reflect all the main components of the implementation stage of the activity - motivation, organization of movement and information, control and analysis of results as interrelated methods of activity. The absence of at least one of the mentioned components of activity does not allow optimal achievement of the set goals.
5. The wealth of methods of human activity leads to the enrichment and inexhaustibility of teaching methods.
6. There may be several classifications of teaching methods, since there are many grounds for classification.
7. Teaching methods, in turn, consist of more specific teaching methods.
8. Since teaching methods can be divided on different grounds, the actual method of activity of the teacher and students can always be represented by a combination of a number of teaching methods (oral, problem-based, deductive, etc.). In this sense, it is reasonable to emphasize that

teaching methods are always used in certain combinations. A specific combination of teaching methods and a combination of a number of individual teaching methods constitute a qualitatively unique whole.

In each specific situation, one of them predominates in one or another combination of methods, depending on what educational task is considered the main one. The method that solves this problem especially successfully in a given situation is dominant, leading, system-forming.

9. One of the teaching methods more successfully solves one of the tasks of training, education and development, the second is less successful, and the third is completely empty. In this sense, we can talk about the difference in the level of effectiveness of teaching methods included in one group for solving a specific didactic task. This implies the objective need to choose teaching methods.

If we turn to the past, then the problem of choosing teaching methods was given some attention by Ya.Komensky, I.Pestalossi, A.Disterweg, K.D.Ushinsky. Ya. Komensky attached great importance to teaching methods and believed that if very few people reach the heights of knowledge through thousands of difficulties and torments, then the reason for this is not the existence of something that humanity cannot achieve, but a mixture of methods. . He insisted on following methods that can reveal the ability to know and apply them depending on the circumstances.

Ya.A.Komensky "...in order for the teaching method itself to arouse interest in the child, it is necessary to make it lively and interesting, no matter how serious the training, the lesson must be conducted in a friendly, interesting situation, conversation, must be held in the form of a competition, finding a riddle or in the form stories and tasks. He said that the method should intelligently combine business with pleasure, that everyone knows not only what he remembers, but also more than what he remembers, that is, not only what he learned from teachers and books, but also the methods themselves. He emphasized that it is possible to find methods that will allow us to have a reasoned opinion. Comenius writes in the book "The Great Didactics" that in order for a teaching method to rise to the level of art, it is necessary to place it on such a solid basis that the teaching moves forward without deviations and does not deceive its results.

I.G.Pestalossi believes that the variety of teaching methods and the choice of teaching methods should be based on the eternal laws of nature, taking into account the inner nature of the child: "Human strength, natural feelings, natural and keen intelligence are the only criterion for me in assessing the effectiveness of any teaching method and its intrinsic value; "every method, no matter how beneficial it may be, that hits the pupil in the forehead and testifies to the strangulation of natural forces, the absence of natural feeling and natural sharpness of mind, it will be condemned by me," he says.

Therefore, he said: "Only one method is good, that is, one that is completely based on the eternal laws of nature. And there are countless bad methods; the negative characteristics of each of them increase depending on how much the method deviates from the laws of nature, and decrease depending on how much it follows these laws.

That is why he recommended, when choosing a method and a consistent series of teaching tools, to take into account the inner nature of man, the natural abilities of the human mind. At the same time, he advised influencing the forces of human nature in their entire complex, i.e., the heart, mind and hand, with the help of special exercises.

A. Disterweg identified two main teaching methods - descriptive and educational: "There are only two methods of teaching from the outside. Firstly, the subject is told to students, explained, brought to their consciousness; the second is that students are forced to create the subject itself and at the same time create dogmatic and developmental (heuristic) teaching methods. Disterweg expressed two rules regarding teaching methods, namely: "When choosing a method, the characteristics of the subject should be taken into account" and "The teaching method is related to the personality of the teacher."

Thus, K.D.Ushinsky paid a lot of attention to the variety of teaching methods and the conscious choice of teaching methods. He wrote: "... education is a conscious activity, at least an activity carried out by a teacher, but one in which we have determined the goal, we know the material with which we have to deal, we ourselves are only the activity that invents, tries and chooses the means necessary to achieve the goal, can be called conscious... Pedagogical measures and methods of education are very diverse, and only familiarity with all these varieties can make the teacher familiar with pedagogical literature." Avoid extreme one-sidedness, which is common in pedagogical practice against happiness."

I.D.Ogorodnikov and A.V. Zankov found out the variety of these methods in relation to teaching. They studied the comparative effectiveness of certain teaching methods, showed how effective their combination is and under what conditions. In this regard, since the 70s of the last century, favorable conditions have been created for the development of a methodology and theory for selecting the most suitable teaching methods.

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