

THE NATURE OF THE SUBJECT TO BE TAUGHT WHEN CHOOSING TEACHING METHODS AND METHODS

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Abstract: *The quality of the educational process depends on many factors, among which the methods and methods of teaching are of decisive importance. Methods and methods help students to consciously and deeply assimilate knowledge, develop their independence and creative activity. When choosing teaching methods and methods, the nature of the taught subject, the youth characteristics of children and students, the level of preparation, etc. are taken into account.*

Key words: *Traditional education, classification description, principles, traditional classroom-lesson technology, designed education, personality development, development goal.*

With the achievement of national independence, our future paths, national idea and ideology were clearly defined. We have defined our educational goals and objectives and programs for their implementation. In a number of works of the President on bringing up a morally ideological, mature generation, it is repeatedly emphasized that the state policy in this direction is a priority issue. The ancient dreams of our ancestors, national and universal values, spiritual monuments are the basis for the formation of the goals and tasks of modern pedagogy. This goal is highlighted in the "National Personnel Training Program" adopted by our state. After all, the main goal of modern pedagogy is to train mature, highly qualified, spiritual, enlightened, independent thinking, competitive personnel.

Various approaches are used in the science and practice of pedagogy. One of them is the traditional approach.

Traditional approach. Its main feature is that the teacher tells and explains certain information, and the student keeps this knowledge in his memory. The concept of "knowledge" is understood in the sense of information stored in memory. Whether a student has knowledge or not is determined by his memorized answer to a question about this information in the exam. In this case, knowledge is mainly the result of memorization, which can often be superficial. Such knowledge is not stored

in the memory for long. A student may or may not remember when a question is asked[1].

In the traditional teaching method, the educational goal is not clearly expressed according to the program requirements, the teacher does not have a clear idea about the level and quality of the student's learning.

Traditional education is widespread in educational institutions of our country, its various aspects have been developed in the fields of pedagogy and methodology, and a lot of experience has been accumulated. Research in the field of improving the traditional education method continues. But its objective capabilities are limited. Reforms in the field of education implemented in our country created an imbalance between the rapidly developing scientific and technical requirements and the educational method, and the society's need to train competitive, highly qualified personnel and form a well-rounded generation. It should be solved by using other new approaches in education[2].

Traditional education has a number of negative aspects. Sometimes we witness mistakes made in the field of lesson planning in the activities of young teachers and trainee students. The mistakes made by young teachers and students can be divided into the following groups:

1. Lack of clarity in the goal. That is, it is not clearly defined what students will actually do and what they will learn.
2. There are cases where the students' educational goals do not match the results of the lesson.
3. The materials recommended for learning do not correspond to the purpose of the lesson.
4. The directions given by the teacher do not ensure that the student learns knowledge effectively in the lesson.
5. The requirements specified in the lesson plan cannot be an effective means of realizing the purpose of the lesson.

In general, plans should be revised and work on eliminating errors[3].

The lesson plan should be based on you and your requirements to achieve certain results. It is necessary to plan the lesson in such a way that there is no room for its implementation in a different way. The teacher's skills are reflected in the precise planning of the lesson. The lesson should be planned in such a way that it clearly reflects what is intended to be done and leaves no room for the possibility of making a different plan.

Traditional education is mainly focused on the acquisition of knowledge, skills and abilities, and does not take into account the development of the individual.

The basis of traditional teaching is the principles of pedagogy created by Y.A. Komensky:

- scientificity;
- imitation of nature (teaching is determined by development and not formed);
- coherence and systematicity;
- assimilation (from known to unknown, from simple to complex);
- reinforcement (repetition, repetition ...)
- awareness and activity;
- the connection between theory and practice;
- taking into account age and individual characteristics.

Traditional teaching has the following characteristics: pedagogy of violence, explanatory and demonstrative method of teaching, mass teaching. In traditional teaching, authoritarianism is manifested in the following form: the student is a person who is not yet fully formed, he only needs to perform, and the pedagogue is the chief judge, the only initiative person[4].

The classic traditional "class-lesson" system is a lecture method of presentation and includes independent work with a book (didachography).

Modern traditional teaching consists of the use of didachography, using technical means of teaching. In person-oriented technologies, the pupil's personality is placed at the center of the pedagogical process, favorable conditions are created for his development and realization of his natural abilities.

In order to achieve the intended goal, the system of continuous education is being fundamentally reformed. A differentiated approach to the educational process, ensuring that students study in various vocational colleges, academic lyceums, sets high tasks for the modern science of pedagogy. For example, for these educational institutions, the creation of educational programs, textbooks, and instructional manuals in accordance with the state educational standard should meet today's requirements. Each of them can serve the purpose properly only in different variants.

In the organization of educational processes, in contrast to traditional methods, it is the need of the hour to master new pedagogical approaches and use them in the educational process. Special attention is paid to this issue in the national program.

Pedagogical technology of the previously designed education-training process includes a system of methods and methods, methodical methods of education,

opportunities and means of joint activity of teachers and students, the goal of developing positive personal qualities of students, the final guarantees results.

How to use the methods and methods of traditional education and upbringing in the creation of new pedagogical technologies. Direct contact with students in the traditional teaching method, oral inquiry, written assignments, essays, independent work, painting, drawing, practical work on paper, wood, wool, metal, We will use plastic materials preparation, poetry, monologues, etc., in addition to the methods and methods of educational technology. Because any interactive method ("Discussion", "Cluster", "Jigsaw" or "Working in small groups"), all require the use of traditional educational methods and methods. You will see the proof of our opinion in the third part of the tutorial[5].

We will briefly touch on the traditional methods and methods that have been used by our teachers and pedagogues and are still used by most teachers in the classroom:

The quality of the educational process depends on many factors, among which the methods and methods of teaching are of decisive importance. Methods and methods help students to consciously and deeply assimilate knowledge, develop their independence and creative activity. When choosing teaching methods and methods, the nature of the taught subject, the youth characteristics of children and students, the level of preparation, etc. are taken into account.

The choice of educational methods and methods depends on the problem that is intended to be solved by the teacher in the lesson. That is, if the same method and method is used to describe new material, a different method is used to strengthen it, and different methods are used to generalize the topic. It is very important to choose well-thought-out and effective methods and methods at different stages of the lesson.

Thus, the teaching method is a way of theoretical and practical cognitive activities of teachers and students aimed at fulfilling educational tasks.

According to the sources of knowledge of traditional teaching methods, they are divided into the following three groups:

Verbal methods (verbal presentation of knowledge, conversation, working with textbooks and scientific literature).

Instructional methods (pictures, demonstrations, observations).

Practical methods (exercises, practical work in the laboratory, on the experimental plot of the school)[6].

Each teaching method has its own task. It fulfills the general pedagogic tasks of stimulating (motivating), educational, educational and perfecting teaching methods.

We are talking about I. Method of imparting new knowledge from teaching methods by enumerating teaching methods. This method is a collection of methods such as explanation, story, school lecture according to its task. Below we will consider each of these methods separately.

Explanation is a verbal interpretation of certain concepts, events, principles of action. In order to use this method, the teacher must first have a thorough knowledge of the scientific content of the subject he teaches, be able to choose the necessary material for the lesson, and determine the effectiveness of the explanation. It is necessary to make the lesson interesting and meaningful, to know the psychological characteristics of students and students well, to be able to attract attention during the explanation, and the teacher's speech should be clear and understandable.

The next method of oral presentation is the story. A story is a method of covering new material in the form of a message, and it can be used in all classes. When using the story method, ensure its ideological direction, provide a sufficient number of bright and convincing examples, evidence, correct, checked information, state the main idea and important aspects, the story is understandable, in simple language. It should be said, the educational material should be clearly expressed.

School lectures are mainly used in upper classes. Because they last longer than the story. A lecture is one of the ways of expressing knowledge verbally, and it differs from a story by the size of its volume, logical construction, and the complexity of figurative proof and generalization.

Pedagogical methods such as oral presentation of the knowledge given during the lecture, holding the attention of students for a long time and activating their thinking, proving, proving, classifying, giving definitions, systematizing, summarizing are used. Lectures are mainly attended by students and students of colleges and academic lyceums. Lectures on some subjects are organized in order to prepare high school students for higher education. It is necessary to think clearly about the lecture plan and make it technological. There should be a logical harmony in all the clauses of the plan, in the consistent statement of the purpose, conclusion and conclusions of each of them. The lecture is read at such a pace that the student can write down the important parts of the lecture. Therefore, the teacher should clearly separate the parts of the lecture to be recorded, and if necessary, repeat it to facilitate recording. In order to make the lecture not boring, in order to activate the students' thinking, creating problem situations during the lecture has a good pedagogical effect.

Conversation is a common method of education and can be used at any stage of the lesson. There are several types of conversation, which can be used to provide new knowledge, to strengthen knowledge, to check acquired knowledge, and to repeat previous material.

The conversational style involves a conversation between the teacher and the students with the help of well-thought-out questions, and it leads to the mastering of the student's or student's thinking system, new concepts and laws.

When using the interview method, the methods of asking questions (directive, additional, main, etc.), discussing the answers and opinions of students, discussing the conclusions from the interview, and correcting the answers are used. The teacher can use auxiliary, guiding questions that allow discussion of the topic. Such conversations can be organized so that students remember their previously acquired knowledge, organize it, summarize it, and draw conclusions. Such conversations are mainly explanatory in nature and rely on previously acquired knowledge. It involves activating the memory of students.

Pedagogical delicacy of the teacher takes a leading place in the use of methods that are part of the conversation style.

Especially in imparting new knowledge, the use of heuristic conversation is used to get students to discuss the topic through oral questions. During such a conversation, questions should be short and clear, stimulate the student's mind, force him to think, analyze, compare, and encourage him to consciously understand new phenomena.

II. The demonstration method of education can be conditionally divided into two groups:

demonstrative method;

display method.

Demonstration method involves manuals shown to students - maps, posters, drawings and pictures on the board, photos of great thinkers, etc.

The method of demonstration can usually include experimental devices, experiments themselves, as well as slide and motion picture showings. The following methods are used to apply this method. When using demonstration, it is necessary to ensure full visibility, to discuss the observed events and incidents, and the results.

In recent years, the demonstration method in pedagogical practice has been enriched with a number of new tools.

The use of educational films in the lesson has become a common phenomenon in educational practice. A list of the main educational films is included in the

curriculum of each subject. Many films covering all subjects have been created for general education schools, vocational colleges and lyceums, and even higher educational institutions. use" study guide. Tashkent, "Teacher", 1979. Study guide for primary school teachers).

The peculiarity of using visual methods of education is that they are compatible to one degree or another with the method of verbal expression[8].

III. Practical methods of teaching include exercises, laboratory work, and work at the experimental site of the school.

Exercises mean that students and pupils perform tasks many times in order to strengthen their knowledge and develop the skills to use them in practical activities. Each exercise can be divided into oral, written, graphic, and educational-labor exercises according to the nature of their performance[8].

Before conducting training exercises designed to develop practical skills and competencies, they should have full knowledge of the topic to be conducted.

Another important type of practical teaching methods is laboratory work. Laboratory work refers to a type of training in which students conduct various experiments, observations and measurements under the guidance of a teacher or independently using special equipment. Such activities are used in the study of natural sciences, general technical sciences and special technology. Laboratory work can be carried out in specially equipped cabinets, laboratories, in conditions with the necessary tools and equipment.

Of course, advanced pedagogical technologies are just entering our science. In fact, the issue of technological approach to education appeared 30 years ago in developed democratic foreign countries, and they have made great progress in this field.

Today, we will have to master the advanced technologies in the field of pedagogy more widely and deeply, and redevelop them in accordance with our region. Today, the concept of pedagogical technology is given various definitions. The important thing is that pedagogical technology is a process that represents the achievement of the desired goal as a guaranteed result.

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