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Samatova Dilrabo Yusufvna taqrizi
ostida

Mukarrama Bekzodovna Jumayeva
Master’s student of Gulistan state pedagogical
institute
E-mail address: mukarramajumayeva@gmail.com
Phone: +998 (33) 720-24-06
ORCID ID: 0009-0000-5417-8363

USE OF EDUCATIONAL METHODS IN PEDAGOGY

Annotation: Educational methods are a set of techniques for organizing the teacher's instructional activities and the students' learning and cognitive activities aimed at mastering the material being studied. The use of pedagogical methods plays a significant role in ensuring that students actively participate and demonstrate their creative potential during the lesson. To correctly choose the structural approach of a teaching method, one must also possess the skill to apply educational techniques effectively. In this regard, the article highlights the issues and ideas related to pedagogical teaching methods and their application in education. In pedagogy, there are several pedagogical methods that are actively used to develop students' learning and cognitive activities and to organize the lesson process effectively. The article also presents effective educational methods tested in practice and demonstrates their advantages.

Keywords: lecture method, discourse, case study, illustration method, demonstration method, narrative method, conversation method.

INTRODUCTION

The concept of educational methods is quite complex. Therefore, the debate about its precise interpretation in pedagogy is still ongoing. Many experts tend to consider teaching methods as techniques for organizing students' learning and cognitive activities. Taking this principle as a starting point, we will try to examine this concept in more detail and arrive at its scientific definition. "... there is also a definition that emphasizes that teaching methods are a set of techniques for organizing students' learning activities and finding solutions to didactic tasks based on the teacher's instructional activities. Teaching methods are understood as techniques for organizing the learning and cognitive activities of students aimed at mastering the educational material and solving various didactic problems [2, 95]. One of the tools that help students manifest their creative potential and become more active is the ability to effectively use teaching methods during lessons.

The word method originates from Greek, meaning research, a way to achieve a goal, or a technique, and serves as an important tool for understanding the essence of a topic. In creating an educational environment that fosters the development of independent activity forms during the process of acquiring knowledge, pedagogical methods play a key role.

A method is a way to achieve a set goal, a systematically organized activity. In this regard, it harmonizes the teacher's instructional activities and the active learning and cognitive activities of the students organized by the teacher. In pedagogy, the term teaching techniques is also widely used.

A teaching technique is a component or an aspect of a teaching method. The relationship between methods and techniques is interconnected. Techniques and methods are linked as a

whole and its parts. Techniques help solve only part of a pedagogical or educational task. The same methodological techniques can be used in various methods. Conversely, the same method can be applied by different teachers using different techniques.

Techniques and methods are linked as a whole and its parts. Techniques help solve only part of an educational task. For example, the exercise method, which is widely used by teachers, is considered a practical method based on its source. However, its application is carried out through several techniques, such as:

1. Reading out the rule of the exercise (Technique 1).
2. Demonstrating one example as a model (Technique 2).
3. Students performing the exercise based on the teacher's model (Technique 3).
4. Checking students' exercises and correcting their mistakes (Technique 4), and so on.

LITERATURE ANALYSIS AND METHODOLOGY

Pedagogical methods play an important role in organizing the lesson process and in revealing and developing students' potential and creative abilities. S.I. Peroveskiy, E.Ya. Golyan, M.A. Danilov, and B.P. Yesipov studied pedagogical methods based on the content of educational tasks performed in certain parts of the educational process. Academic Yu.K. Babanskiy categorizes teaching methods into three major groups [3, 98]. In the years of independence, the “Teaching methods” section of pedagogy textbooks and manuals published in Uzbekistan discusses the classification of teaching methods created in the second half of the 20th century.

In particular, the 1997 “Didactics” textbook by O.R. Roziqov and others highlights that Ukrainian scholars V.F. Polamarchuk and V.I. Polamarchuk emphasized the need to consider three aspects when classifying teaching methods:

1. Sources of education.
2. The level of activity and independence of students.
3. The logical path of the learning and cognitive process.

In 2010, the “Pedagogy” textbook edited by Professor M.X. Toxtakhodjayeva, aimed at undergraduate students in the field of teacher training and pedagogy, presented a classification of teaching methods proposed by N.S. Saidahmedov. According to the textbook, N.S. Saidahmedov approached the classification of teaching methods from the perspective of the didactic process.

Uzbek scholars A. Zunnunov and U. Mahkamov, in their “Didactics” manual, classified teaching methods into three types based on how knowledge is applied to life [6, 67-70]. The 1997 “Didactics” textbook, created by O.R. Roziqov, S.Yu. Ogayev, M.M. Makhmudova, and B.R. Adizov and published by “Science” Publishing House, examines teaching methods in the context of teacher and student activities. It classifies them as teaching techniques and learning techniques [3, 184-205]. The textbook also provides an explanation of teaching methods classified by Russian educators, interpreting them based on new requirements. It classifies teaching methods from the viewpoint of organizing and managing interactions between teachers and students, as well as monitoring the outcomes of these interactions.

RESEARCH RESULTS

Pedagogical methods define the order of activities for both the teacher and the students in the learning process, the way of organizing the teaching process, and the consistency of conducting lessons. They also indicate how to organize students' learning and cognitive activities during this process. Pedagogical research shows that the nomenclature (naming) and classification of teaching methods are highly diverse, depending on the approach chosen in their development. It is stated that "... teaching methods refer to the ways of directing the unified activities of teachers and students towards achieving the objectives set for the learning process, aiming at mastering theoretical and practical knowledge" [4, 95]. Teaching methods are considered among the main methods of pedagogy. They consist of below:

1. Educational games or competition-based learning help determine a student's or learner's superiority over others within a group. This method uses games, competition, or rivalry to enhance the learning process.
2. Brainstorming is conducted to gather creative ideas. During this process, participants openly express their thoughts on a specific problem without criticism or sarcasm and seek solutions for that problem. For example, if students are assigned to express their opinions on the global hunger issue, they share their ideas one by one. After all ideas are recorded, the most suitable solutions for tackling this problem are reviewed.
3. Case Study – in the case-based learning approach, usually one student or a group of students presents the details of a real-life event or a specific situation. Before reaching a clear and accurate conclusion, they are required to discuss and analyze the situation by applying the knowledge and understanding they have gathered. Case-based learning, supported by technology, is widely used in medical education. It often involves resources related to medical history, patient symptoms, visual aids, and information about various situations and the opinions of specialists. Students review and discuss all the provided information and opinions before coming to a conclusion. If various factors are carefully understood and the right decision is made in a particular situation, case-based learning can be highly beneficial in many fields. This is because it requires students to use a wide range of relevant resources, making it one of the best approaches for group learning or distance education. Moreover, students are given initial opportunities to engage with the topic. The teacher does not always have to create all the necessary information themselves, as the most valuable resources in any field are already available on websites. This means that the teacher can provide concepts and questions related to the task, along with website links where students can find information about what happened in similar situations, key concepts, similar examples, and necessary explanations. Additionally, case-based learning may require students to engage in various forms of communication, which is invaluable for their learning experience.
4. Interest Centers – These are designed to increase students' interest in a particular topic through various collections and exhibitions. For example, students might be assigned to bring materials explaining their ethnic heritage, such as family tree photos, to school and present them to their classmates. This method helps students develop an interest in world cultures and teaches them to respect representatives of other cultures.
5. Colliqua – Based on the interests of the class, guest speakers are invited to share information about their work and professions. For instance, a musician invited to the classroom can provide insights into their career and experiences. Through a live performance, they can also nurture the students' love for music.

6. Collaborative Learning – This method involves teaching students to solve tasks and problems as a team, promoting cooperation and teamwork.

7. Discussion – Trains students to engage in discussions about a specific topic, situation, or case, enhancing their critical thinking and communication skills.

DISCUSSION

The use of several interactive methods that have proven effective in practice in pedagogy also ensures that lessons are engaging and productive:

- Storytelling – it is a method in which the teacher presents facts, events, and incidents related to the topic in a concise, short, and coherent manner by using descriptive tools either as a whole or in parts. The effectiveness of this method largely depends on the teacher's ability to deliver the content expressively and appropriately, as well as their approach considering the students' age and level of development. Therefore, the content of the story must rely on students' existing knowledge and serve to expand it. Enriching the story with information is advisable. Making the presented material more effective is carried out based on a specific plan. In each lesson, the teacher clearly defines its objective and focuses on emphasizing the key concepts.

- Conversation – a dialogical teaching method in the form of a question-and-answer exchange, which has been known in pedagogy since ancient times and was even skillfully used by Socrates in his practice. The conversation performs many functions in the teaching process (such as fostering intellectual thinking, quick-wittedness, communication skills, and other qualities), but its primary role is to activate the student's involvement. A conversation allows the student to align their actions with the teacher's ideas, gradually acquiring new knowledge step by step. For a teacher who has just started their career, the conversation is a complex teaching method. Therefore, preparing the questions and ensuring their logical sequence takes a lot of time, and organizing the conversation requires capturing the attention of all students. The teacher must ask simple questions, give students time to think about their answers, listen attentively to their responses, and provide clarification where necessary. Thus, in a conversation, knowledge is acquired either deductively or inductively. "In the conversation method, students respond to pedagogical questions and, by answering, learn the material in a logical sequence, think critically, analyze, and generalize their thoughts theoretically. Pedagogical sources show that the conversation method, in its essence, includes introductory conversation, theoretical knowledge reinforcement, introduction of new information, and check-in or heuristic conversation" [1, 110]. The deductive form of conversation is based on known rules, concepts, events, or processes, where students, through analysis, come to specific conclusions. In the inductive form of conversation, general conclusions are drawn based on the analysis of individual facts and concepts. The conversation method is particularly effective in introducing new knowledge to students, organizing and reinforcing knowledge, establishing control, and diagnosing the assimilation of knowledge. Conversations can be conducted in various forms, such as introductory, concluding, individual, or group conversations.

- Explanation - involves presenting the content of the educational material through proof, analysis, generalization, and comparison. This method is somewhat broader in its application compared to storytelling. It is typically used for studying theoretical material and complex issues. During the explanation process, more difficult elements of the material are highlighted, and based on this, the essence of the content is revealed. The effectiveness of the explanation method often depends on the teacher's ability to wisely use visual aids.

- Lecture - a method of orally presenting large volumes of educational material, and it has the following distinctive features: a strict logical sequence, the vast amount of information transmitted, and the systematic nature of the knowledge presentation. In school lectures, the content consists of complex systems, phenomena, objects, processes, and their cause-and-effect relationships, laws, and rules. For this reason, lectures are used primarily in higher grade levels in school, as they can encompass the entire lesson process. "... in the lecture, the lecture-discussion method, which has been tested in practice and can be effective when applied, naturally gives good results. The main goal of a lecture is to develop students' ability to independently and creatively acquire knowledge. In a lecture, students need to learn how to think independently, prove, and substantiate their thoughts" [5, 109]. The lecture method emerges from the gradual expansion of explanation and conversation and, at the same time, teaches students how to take notes (summarize) effectively.

- The illustration method - although closely related to the demonstration method, is studied separately in didactics. Illustration involves showing objects, phenomena, and processes through their symbolic representations, such as drawings, charts, pictures, photographs, flat models, and others. Visual methods also play a significant role in ensuring the quality and effectiveness of education.

- The demonstration method - useful in revealing the dynamic movement of the object being studied and is widely used to provide comprehensive information about both the external appearance and internal structure of the object. When demonstrating natural objects, attention is usually given to their external characteristics (shape, size, quantity, and their interrelations), after which the internal structure or specific features are studied. Demonstration often involves observing the subject or diagram of the object being studied.

- The exercise method - involves repeated performance of mental or practical (physical) actions to acquire skills and competencies. Without exercises, it is impossible to develop skills and expertise. Exercises can be categorized into oral, written, graphic (expressing the essence of technical processes), socially useful, physical, and other types.

- Laboratory work refers to methods where students conduct experiments using equipment, special tools, instruments, and various technical templates. This method is mainly used for studying the basics of natural sciences. It allows students to quickly develop skills in handling tools, conducting measurements, and processing the results. Conducting laboratory work requires specific devices, equipment, materials, and time to prepare them for use. However, these activities are continuously improved as students independently organize experiments and measurements based on a high level of activity. "... in traditional didactics, teaching methods have been classified based on the source of knowledge for students — that is, considering the teacher's speech, visual aids, textbooks, and additional materials as sources of information. Teaching methods were divided into: oral presentation methods (storytelling, lectures, conversations, explanations using the teacher's live speech, and working with books); visual methods (demonstrations, illustrative materials, excursions, etc.); practical methods (exercises, practical work, laboratory work, etc.) (S.I. Perevovskiy, E.Ya. Golyan). Other groups of scholars (M.A. Danilov, B.P. Yesipov) classified teaching methods based on the content of learning tasks performed in certain parts of the educational process, dividing them into: methods related to studying knowledge; methods for forming knowledge and skills; methods for applying knowledge; methods for creative work; methods for reinforcing knowledge and skills, as well as methods for testing knowledge and skills" [3, 106].

CONCLUSION

To conclude, pedagogical technology encourages the teacher to pre-design a technological chain that starts from the objectives of the educational process and ends with the creation of a diagnostic system to monitor the progress of this process. Since pedagogical technology is based on the application of new tools and information methods, its proper implementation in the educational process leads to the teacher acting as the main organizer or consultant in this process. This, in turn, requires the teacher to possess greater independence, creativity, and strong-willed qualities [5, 461]. The proper organization of the pedagogical process plays an important role in making the lesson content meaningful by selecting appropriate teaching methods. In the science of pedagogy, certain approaches to selecting teaching methods emerge based on the study and generalization of teachers' practical experiences, as well as the specific conditions and situations in which the educational process takes place. When choosing teaching methods, the following factors should be taken into consideration:

- The general objectives of education.
- The content and characteristics of the subject and the topic being studied.
- The specific features of the methodology for teaching a particular subject.
- The time allocated for studying the material.
- The objectives, tasks, and content of the learning session.
- The age and cognitive abilities of the students.
- The level of students' preparedness.
- The material resources of the educational institution.
- The teacher's theoretical, practical, and methodological preparation, as well as the level of pedagogical mastery.

Teaching methods help organize the learning process effectively. Accordingly, we can see three aspects of them: general didactic, specific didactic, and specific methodological.

1. General didactic aspect — represents the general, broad scope of teaching methods. It reflects the objective essence, possibilities, and requirements of didactic methods and is applied regardless of the learning period. This aspect is common to all subjects and is selected according to the purpose, content, and outcomes of education.

2. Specific didactic aspect — includes methods adapted to a particular subject or topic. Through this aspect, methods that suit the characteristics, content, and students' preparation level of a particular subject are applied in the educational process.

3. Specific methodological aspect — focuses on the application of methods based on the goals and tasks of a specific lesson or topic. Through this aspect, the teacher determines which methods to use in each lesson and how to enhance their effectiveness.

The general didactic, specific didactic, and specific methodological aspects of teaching methods for general education subjects are extensively and deeply covered in pedagogical literature. This classification plays an important role in organizing the educational process purposefully and increasing its effectiveness.

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