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INTERFACIAL AND IN THE EDUCATIONAL PROCESS COOPERATION OF TRADITIONAL TEACHING METHODS

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The pre-designed pedagogical technology of the educational process includes a system of methods and techniques, methodological methods of teaching, opportunities and means of interaction between teachers and students, the goal of developing positive personal qualities of students, and the achievement of final results.

How to use traditional teaching methods and techniques in the creation of new pedagogical technologies. The phrase of the President of Uzbekistan Islam Karimov "Let's not demolish the old without building a new house" also applies to the education system. Direct communication with students in the traditional way of teaching, oral questions, written assignments, essays, independent work, drawing, sketching, preparation of practical work from paper, wood, wool, metal, plastic materials, oral presentation of poems, monologues, etc. we use a combination of teaching technology methods and techniques. Because if we look at any interactive method ("Discussion", "Cluster", "Openwork saw" or "Working in small groups"), all require the use of traditional teaching methods and techniques. You will witness proof of this idea in the third part of the textbook.

Here are some of the traditional methods and techniques used by our teachers so far and still used by most teachers in the classroom:

The quality of the learning process depends on many factors, among which the methods and techniques of teaching are crucial. Methods and techniques help students to consciously and deeply master knowledge, and develop their independence and creative activity. The choice of teaching methods and techniques takes into account the nature of the subject taught, the age characteristics of children and students, the level of preparation, etc.

The choice of teaching methods and techniques will depend on the issue that the teacher intends to address in the lesson. That is, if the same method and method are used to describe new material, a different method is used to reinforce it, and different methods are used to generalize the topic. It is very important to choose well-thought-out and effective methods and techniques at different stages of the lesson.

Thus, the teaching method is a way for teachers and students to fulfill the educational tasks of theoretical and practical cognitive activity.

The sources of knowledge of traditional teaching methods are divided into the following three groups:

Oral methods (verbal expression of knowledge, conversation, work with textbooks and scientific literature).

Demonstrative methods (pictures, demonstrations, observations).

Practical methods (exercises, practical work in the laboratory, school experimental plot).

Each teaching method has its function. Performs stimulating (motivating), educational, pedagogical, and general pedagogical tasks of teaching methods.

We use teaching methods by counting teaching methods:

I. We are talking about a method of imparting new knowledge. This method is a set of methods such as explanation, story, and school lecture according to its function. We will consider each of these methods separately below.

The explanation is the verbal interpretation of certain concepts, events, and principles of action. To use this method, the teacher must first have a deep knowledge of the scientific content of the subject taught in the transition to new material, be able to select the necessary material for the lesson, and determine the effectiveness of the explanation. The lesson should be interesting, meaningful, well aware of the psychological age characteristics of students and pupils, be able to draw attention to the explanation, and the teacher's speech should be bright and clear.

The next method of oral narration is storytelling. A story is a way of covering new material in the form of a message that can be used in all classes. When using the story method, it should provide its ideological direction, provide a sufficient number of vivid and convincing examples, arguments, accurate, verified information, state the main idea and important aspects, tell the story in clear, simple language, vividly express the learning material.

School lectures are mainly used in the upper grades. Because they last longer than the story. The lecture is one of the methods of verbal expression of knowledge, which is characterized by the size of its volume, logical construction, the complexity of figurative proofing, and generalization, involving the oral presentation of knowledge. The pedagogical methods of oral presentation of knowledge, long-term attention of students, and activation of their thinking, argumentation, proof, classification, definition, systematization, and generalization are used during the lecture. Students and college, academic lyceum students will be involved in the lectures. To prepare high school students for higher education, lectures on some subjects are organized. It

is necessary to think clearly about the plan of the report and to technological it. At all points of the plan, there should be a logical coherence in the consistent articulation of the goals, conclusions, and conclusions of each of them. The lecture is read in such a way that the student can write the important points of the lecture. Therefore, the teacher should identify the places where the report will be recorded and repeat it if necessary to facilitate their recording. Forming problem situations during a lecture to activate students 'thinking so that the lecture is not boring gives a good pedagogical effect.

The conversation is a common method of teaching and can be applied at any stage of the lesson. There are several types of conversations that can be used to impart new knowledge, reinforce knowledge, check acquired knowledge, and review past material.

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

When using the interview method, questions are asked (referral, additional, main, etc.) to discuss students 'answers and comments, discuss the conclusions from the interview, and correct the answers. The facilitator can use helpful, guiding questions to discuss the topic. Conversations can be organized in such a way that students remember what they have learned before, organize it, summarize it, and draw conclusions. Such conversations are mainly explanatory and rely on previously acquired knowledge. Involves activating students 'memory.

The pedagogical delicacy of the teacher plays a leading role in the use of methods that are an integral part of the conversational method.

In particular, the use of heuristic dialogue in imparting new knowledge is used to encourage students to discuss a topic through oral questions. During such a conversation, the questions should be short and clear, arouse the student's opinion, force him to think, analyze, compare, and encourage him to consciously understand new events.

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

a) demonstration method;

b) method of demonstration.

The visual method involves manuals that are shown to students - maps, posters, drawings and pictures on the board, pictures of great thinkers, and more.

The method of showing can usually include experimental instruments, the experiments themselves, as well as filmstrips, and film screenings. The following methods are used when applying this method. When using a demonstration, it is

necessary to provide a complete view, to discuss the events and happenings, and the results.

In recent years, the demonstrative method in pedagogical practice has been enriched by several new tools.

The use of educational films in the classroom has become a common occurrence in educational practice. A list of major educational films is included in the curriculum of each subject. Many films in all disciplines have been created for secondary schools, vocational colleges and lyceums, and even higher education institutions. Teacher ", 1979. Textbook for primary school teachers).

The peculiarity of the use of visual methods of teaching is that they are more or less compatible with the method of verbal expression.

III. Practical methods of teaching include exercises, laboratory work, and work on the school experimental plot.

Exercises mean that students often complete tasks to strengthen their knowledge and develop skills to apply them in practice. Each exercise can be divided into oral, written, graphic, and training-labor exercises depending on the nature of the performance.

Before conducting training exercises designed to build practical skills and competencies, they should have a thorough knowledge of the topic on which the exercise is to be conducted.

Another important type of practical teaching method is laboratory work. Laboratory work is a type of training in which the student, under the guidance of a teacher or independently, conducts various experiments, observations, and measurements on special equipment. Such classes are used in the study of natural sciences, general technical sciences, and special technology. Laboratory work can be carried out in specially equipped cabinets, and laboratories, with the necessary equipment.

During laboratory work, students observe the object under study and determine its quantitative and qualitative characteristics. Laboratory work serves to strengthen theoretical knowledge.

Problem-based learning technology. Today, in the process of vocational training, it is important to teach students to solve problems and find solutions independently. Because day by day, as science and technology develop at a rapid pace, our existing knowledge is constantly updated. This situation requires us not only to understand and learn fundamental knowledge but also to develop a thinking reflex. Problem-based learning technology is aimed at developing this very thinking reflex and activating mental activity.

It is known that there are three types of mind:

1. Conceptual intelligence - allows you to better solve the logical-mathematical, linguistic side of events.
2. Aesthetic intelligence is the desire to know the form of events, but not always to be interested in their causes.
3. Social intelligence - the main focus is on interpersonal relationships, and also plays a special role in making decisions about human destiny, goals, and values.

Problem-based learning technology can also vary depending on which of these minds is being developed. But in the process of learning, we often strive to develop a conceptual mind. Many pedagogical technologies have been developed in this regard, but very little attention has been paid to the development of the social mind. If we take into account that the social mind plays an important role in the development of society, we realize that society suffers from it.

Problem-based learning can be of varying degrees of complexity, i.e., organized. This is chosen depending on the level of preparation of the students and the level of development of their thinking ability.

The first level of problem-based learning is problems that arise on their own, occur chronically in different course types and different situations, and await their resolution.

At the second level of problem-based learning - the problem is created by the teacher and solved by the students. In this case, students observe the problem-solving method and are in a passive state. They become familiar with problem-solving skills.

At the third level of problem-based learning - a problem situation is created by the student and the problem is raised. Solved independently by students. Students take an active part in this and develop independent and creative thinking reflexes.

At the fourth level of problem-based learning technology - students create both the problem situation and the solution to the problem themselves. They learn to see an existing problem in the subject and find a solution to it independently. This is the highest level of problem-based learning. Because students learn to think creatively. In this case, students will be in a very active state. The teacher, on the other hand, acts as an observer and sometimes a facilitator.

Many factors influence the organization of problem-based learning technology. Therefore, the teacher will not be able to organize it at any time. Special conditions are required for the organization of problem-based learning, especially for the application of the third and fourth levels. These prerequisites are:

1. Students should have problem-solving skills;
2. The chosen topic should be problematic;
3. Students must be armed with certain knowledge and be able to use that knowledge;
4. The teacher is required to thoroughly study the topic and develop problem situations;
5. The number of students should be limited.

Problem situations are expected to be resolved in the following areas:
the goal is unknown - it needs to be determined;
the object of activity is unknown - it must be identified;
the method of operation is unknown - it needs to be determined;
the conditions for carrying out the activity are unknown - it needs to be determined.

The teacher should be familiar with the technology of organizing problem situations to create them. Of course, this task is done based on the nature of the subject.

There are the following types of problem situations:
in an emergency - a surprising situation;
conflict situation;
hypothetical situation;
denial situation;
a situation of disproportion (an incompatibility of practical and theoretical knowledge or incompatibility of old knowledge with new knowledge);
selection situation;
The conduct of research work is also a problematic situation.

Problem-based learning has many positive features. It teaches students to think independently. This is very important for today's information flow era. Develops thinking reflex. Develops creativity and curiosity. Helps to thoroughly master the acquired knowledge. Activates students and strengthens professional training. However, this does not mean that education does not have some limitations. Organizing and conducting problem-based learning lessons takes a little longer. Not all topics can be organized using this method. The number of students is limited. If the teacher does not develop an individual and differential approach, some loose mastering students will be left out.

It is difficult to create a problematic situation if students are not actively involved in the situation.

In general, the effectiveness of education can be achieved when educational technologies are used in conjunction with interactive teaching methods and traditional teaching methods. In Section III of our textbook, we will try to give

examples of lectures and practical lessons on the subject of "Pedagogical skills" on the practical part of educational technology, developed based on a sample program.

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