



## ACTIVE TEACHING METHODS AND APPROACHES TO EDUCATION

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### Abstract

The ability to develop the ability to develop the skills of teachers in the classroom, in the classroom, in the classroom, in the extracurricular activities, in the implementation of educational activities.

**Keywords:** approach, pedagogical technologies, method, functional, complex.

### Introduction

The perspective of our country, the effectiveness of the work in the field of building a society based on the laws of the market economy is inextricably linked with the problem of training highly qualified, moral, competitive specialists, forming a mature generation. The Law "On Education" adopted at the IX session of the second convocation of the Oliy Majlis, the "National Personnel Training Program" and a number of decisions adopted by the Cabinet of Ministers are aimed at realizing these goals.

The ways and means of solving problems in the personnel training and education system, in the field of educational work, in a consistent and step-by-step manner are defined in the documents developed by the Cabinet of Ministers and the Ministry of Public Education. Active methods of education are considered as one of the tools with high potential for increasing the effectiveness of education. The introduction of the concept of advanced pedagogical technologies into the educational process and the wide use of those technologies is a requirement of the present time.

Various approaches are observed in educational practice: traditional approach, systematic approach, technology approach, research approach, functional, complex, activity approaches, these include. We will touch on some of the above approaches below.

#### 1. Traditional approach

First, let's say what we mean by "approach". In this case, "approach" refers to the teacher's attitude and connection to the teaching process. In the traditional approach, the teacher tells and explains certain information to the student, and the student stores this knowledge in his memory and brings it up when necessary. Here, the concept of "knowledge" of the student is limited to the information stored in his





memory. One of the disadvantages of the traditional education method is that whether a student is educated or uneducated is judged by the strength of his memory. Because the student's knowledge is judged based on how much of the information he has learned and how accurately he remembers it. However, knowledge is not only a concept of memory, but more of thinking. It is known from history that many great scientists have emerged not from people with strong memory, but from people with strong creative thinking. According to the traditional education method, the level of creative thinking of students is not determined.

Another shortcoming of the traditional education method is that in the "someone speaks - some one listens" way of teaching, the student has nothing to say except for the information that remains in the memory. The teacher will not have a clear idea about the student's mastery level, quality, the connection of the information left in his memory with his life experience.

Nevertheless, traditional education is widespread in educational institutions of our country, its various aspects have been developed in pedagogy and methodical sciences, and a lot of experience has been accumulated. Research in the field of improving the traditional teaching method continues, but its objective possibilities are limited.

## **2. Systematic approach**

The word "system" means a structure, a whole thing or event made up of parts. System has other meanings; for example, cybernetic system, information system, social relations system, action system, pedagogical system are among them.

The concept of "systematic approach" is usually used in conjunction with the concepts of "systematic method", "system analysis method". Because systematic analysis methods also involve studying the object as a whole system. The systematic approach is particularly close to the structural task of multitasking analysis. The object of systematic analysis is a whole thing or event, which, firstly, consists of different parts of the object; secondly, it refers to the interdependence of parts: thirdly, the boundaries of the system and, fourthly, the relationship of the system with the environment.

In the systematic approach, several rules are used: moving from the abstract to the obvious; the unity of analysis and synthesis, logic and -historicity: the variety of connections and interactions in the object and x.

We will focus on one of the systems below - the pedagogical system. Pedagogical system is an integrated socio-pedagogical phenomenon that forms students as a complete person, a professional, and its structure is as follows: student (1), purpose of education (2), content (3), educational process (4), teacher or technician tools (5), and





organizational forms of education (6). In the pedagogical system, in the systematic approach, the uniqueness of the interaction relations of the structural components, the tasks they perform, the forms of their activities and the guidelines for their management, the connections between the components and the general system are studied.

A systematic approach to teaching processes is very useful in planning the educational process in advance and in carrying out this process.

### **3. Technological approach**

Technology is a Greek word, techne-skill, art, logos - concept. means doctrinal meanings. The concept of technology is a set of methods or methods used in production processes to obtain a finished product; defined as the science that develops and improves such methods and techniques. This is a general definition of a technological approach. The uniqueness of such an approach in the educational process can be seen in the following ways:

#### **Technological approach:**

- Dividing the teaching-learning process into interrelated stages, phases, actions, dividing into:
- coordination, sequential, step-by-step implementation of actions to achieve the intended result of education;
- implies the execution of all the planned works and actions at the same time.

In this approach, it is mainly assumed to perform an action based on pre-learned rules in typical educational situations.

In the method of new pedagogical technology, education is organized as a reproducible conveyor process, the expected result of which is described in detail and clearly recorded. The educational material is reorganized and developed in accordance with the clearly expressed educational goal, divided into some sections (parts, modules), alternative ways of teaching the educational material are provided, the study of each section is controlled with the help of tests, errors and shortcomings are corrected. The educational work assumes the achievement of the result specified in the standard. It makes students interested, creates a spirit of competition and cooperation. This method is very effective in acquiring the necessary knowledge, skills and skills.



#### **4. Research – creative approach**

The goal of education based on this approach is to develop the student's ability to solve a problem, to independently generalize new knowledge (experience), to find new ways of action, to show personal initiative.

The research approach is related to the creative, active nature of the activity. In this approach, the pedagogue guides the student's learning activities, supports his personal initiative, independent thoughts, and cooperates with him. Research and creative methods have also been developed in new pedagogical technologies.

If the traditional method of education has fully demonstrated its internal capabilities, the subsequent approaches to education (technological, systematic, research, etc.) have not yet demonstrated all their capabilities. Education is most effective only if all the above approaches are carried out in harmony with each other.

We have briefly touched on some of the active methods in education above. All of them make it easier for students to master the learning material, increase the activity of students, and reduce the activity of the teacher. All this is done at the expense of strengthening the learning motivation of students and changing the goal. Students do not need to make special efforts to remember the learning material, but solve certain problems in situations that are very close to real life. It is in such conditions that students form the necessary knowledge, skills and abilities. In addition, there is a shift from the traditional method of education, in which the learning material is considered the goal, not the means, to the new method of education. In this method, the educational material is a tool for the development of the individual. In addition, these methods directly bring to the world concrete activity motives other than the main goal of reading and learning (for example, in the process of solving situations) and create a factor that increases educational indicators and facilitates the process of learning learning material, that is, personal interest and curiosity. Active methods form the ability to adopt new methods and strategies of behavior. It is not only about their mastery, but also about the ability of a person to apply them in his life. For this, innovations such as removal of psychological barriers, development of protection methods and revision of regulations are required. It would be useful to emphasize that in active methods, the source of new information is not only the teacher and educational literature, but also the whole group of participants. The teacher only helps to select the necessary information from the discussed problems and to manage the lesson process.





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