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ТАЪЛИМ ВАЗИРЛИГИ**

**НАМАНГАН ДАВЛАТ УНИВЕРСИТЕТИ
ИЛМИЙ АХБОРОТНОМАСИ**

**НАУЧНЫЙ ВЕСТНИК НАМАНГАНСКОГО
ГОСУДАРСТВЕННОГО УНИВЕРСИТЕТА**



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Ушбу журнал 2019 йилдан бошлаб Ўзбекистон Республикаси Олий аттестация комиссияси Раёсати қарори билан физика-математика, кимё, биология, фалсафа, филология ва педагогика фанлари бўйича Олий аттестация комиссиясининг диссертациялар асосий илмий натижаларини чоп этиш тавсия этилган илмий нашрлар рўйхатида киритилган.

“НамДУ илмий ахборотномаси–Научный вестник НамГУ” журнали Ўзбекистон Матбуот ва ахборот агентлигининг 17.05.2016 йилдаги 08-0075 рақамли гувоҳномаси ҳамда Ўзбекистон Республикаси Президенти Администрацияси ҳузуридаги Ахборот ва оммавий коммуникациялар агентлиги (АОКА) томонидан 2020 йил 29 август куни 1106-сонли гувоҳнома га биноан чоп этилади. “НамДУ Илмий Ахборотномаси” электрон нашр сифатида ҳалқаро стандарт туркум рақами (ISSN-2181-1458)га эга НамДУ Илмий-техникавий Кенгашининг 27.10.2021 йилдаги кенгайтирилган йиғилишида муҳокама қилиниб,

илмий тўплам сифатида чоп этишга рухсат этилган (**Баённома № 13**). Мақолаларнинг илмий савияси ва келтирилган маълумотлар учун муаллифлар жавобгар ҳисобланади.



11. Ўзбек адабиёти антологияси. Шу нашр, шу том.

12. Шу асар. Шу нашр, шу том.

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ZAMONAVIY TA'LIM USULLARI NAZARIYASIGA TURLI YONDISHALAR

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Tilshunoslik kafedrası o'qituvchisi

***Annotasiya:** Maqolada o'qitish usuli deganda ma'lum bir didaktik maqsadga erishishga qaratilgan o'qituvchi va talabalar o'rtasidagi o'zaro ta'sir qilish usullarining ketma-ket almashinuvi tushunilishi va har qanday o'qitish usuli maqsad, harakatlar tizimi, o'quv vositalari va mo'ljallangan maqsadni nazarda tutishi aniqlangan. Shuningdek, o'qitishga turlicha yondashuvlar va o'qitish usulining ob'ekti va sub'ekti o'quvchi yoki talaba ekanligi to'g'risida ma'lumotlar berilgan.*

***Kalit so'zlar:** o'qitish, metod, faoliyat, kompleks, yondashuv, mantiqiy tuzilmalar, kognitiv faoliyat, zamonaviy nazariya, reproduktiv va produktiv metodlar, didaktik maqsad va passiv, faol, interaktiv, evristik yondashuvlar.*

РАЗЛИЧНЫЕ ПОДХОДЫ К СОВРЕМЕННОЙ ТЕОРИИ МЕТОДОВ ОБУЧЕНИЯ

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***Аннотация:** статья раскрывает что под методом обучения понимают последовательное чередование способов взаимодействия учителя и учащихся, направленных на достижение определенной дидактической цели и что любой метод обучения предполагает цель, систему действий, средства обучения и намеченный результат. А также даны разные подходы обучения и сведения что объектом и субъектом метода обучения является ученик или студент.*

***Ключевые слова:** обучение, метод, деятельность, комплекс, подход, логические структуры, познавательная деятельность, современная теория, репродуктивные и продуктивные приемы, дидактическая цель и пассивные, активные, интерактивные, эвристические подходы.*

DIFFERENT APPROACHES TO THE MODERN THEORY OF LEARNING METHODS

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***Annotation:** The article reveals that the teaching method is understood as a sequential alternation of methods of interaction between the teacher and students aimed at achieving a certain didactic goal and that any teaching method presupposes a goal, a system of actions, teaching aids and an intended result. And also given different approaches to teaching and information that the object and subject of the teaching method is a pupil or student.*



Keywords: *teaching, method, activity, complex, approach, logical structures, cognitive activity, modern theory, reproductive and productive techniques, didactic goal and passive, active, interactive, heuristic approaches.*

"Method" - in Greek - "way to something" - a way to achieve a goal. The teaching method is a way of acquiring knowledge and its origins start from the early historical periods. The teaching method is an ordered set of didactic techniques and means through which the goals of teaching and upbringing are realized. Teaching methods are interrelated ways of purposeful activity of the teacher and students. Teaching methods are understood as the sequential alternation of methods of interaction between the teacher and students, aimed at achieving a certain didactic goal. Any teaching method presupposes a goal, a system of actions, teaching aids and an intended result. The object and subject of the teaching method is the pupil or student. The teaching method is a historical category. Throughout the history of pedagogy, the problem of teaching methods has been resolved from various points of view: through the forms of activity; through the logical structures and functions of forms of activity; through the nature of cognitive activity. Today there are different approaches to modern theory of teaching methods.

The pedagogical classification of teaching methods separates teaching methods and methods of study (teaching), which in turn are represented by scientific and educational methods of studying mathematics. Teaching methods - means and techniques, methods of information, management and control of the cognitive activity of students. Teaching methods - means and techniques, methods of mastering educational material, reproductive and productive methods of learning and self-control. Information and developmental teaching methods are divided into two classes:

a) transmission of information in a finished form (lecture, explanation, demonstration of educational films and videos, listening to magnetic tapes, etc.);

b) independent acquisition of knowledge (independent work with a book, independent work with a training program, independent work with information databases - the use of information technology).

Reproductive methods: retelling of educational material, performing an exercise according to a sample, laboratory work according to instructions, exercises on simulators. Creative-reproductive methods: composition, variable exercises, analysis of work situations, business games and other types of imitation of professional activity. Methodological techniques - actions, methods work aimed at solving a specific problem. Behind the techniques of educational work are hidden techniques of mental activity (analysis and synthesis, comparison and generalization, proof, abstraction, concretization, identification of the essential, formulation of conclusions, concepts, techniques of imagination and memorization). in mathematics itself, methods of studying reality characteristic of mathematics (construction of mathematical models, methods of abstraction used in the construction of such models, the axiomatic method).

A technique is, as a rule, a certain ready-made "recipe", an algorithm, a procedure for carrying out any targeted actions. The technique differs from the method by the concretization of techniques and tasks. For example, mathematical processing of experimental data can be explained as a method (mathematical processing), and a specific choice of criteria, mathematical characteristics - as a technique. Methodology in education - a description of specific techniques, methods, techniques of pedagogical activity in individual educational processes; "Collecting the



rules of educational activities." The method of teaching the subject includes: learning goals, educational goals, developing goals, educational goals, practical goals, teaching principles, teaching content, teaching aids, forms of teaching, teaching methods, general teaching methods, private methods learning. Let us explain some of them: The psychodiagnostic method is aimed at solving a wide range of problems, the psychodiagnostic technique is aimed at solving particular problems. The technique, in contrast to the method, is specific instructions for diagnostics, data processing and interpretation of results. Within the framework of one method, there can be an almost infinite number of methods.

The necessary requirements for the methodology, as for a specific "recipe", procedure, are the following: realism; reproducibility; intelligibility; compliance with the goals and objectives of the planned action, validity; effectiveness.

According to the established tradition in domestic pedagogy, teaching methods are divided into three groups:

Methods for organizing and implementing educational and cognitive activities:

Verbal, visual, practical (according to the source of the presentation of the educational material).

Productive, explanatory and illustrative, search, research, problematic and others (by the nature of educational and cognitive activity).

Inductive and deductive (according to the logic of presentation and perception of educational material);

Methods of monitoring the effectiveness of educational and cognitive activities: oral, written checks and self-tests of the effectiveness of mastering knowledge, skills and abilities;

Methods of stimulating educational and cognitive activity: certain incentives in the formation of motivation, a sense of responsibility, obligations, interests in mastering knowledge, skills and abilities.

In teaching practice, there are other approaches to the definition of teaching methods, which are based on the degree of awareness of the perception of educational material: passive, active, interactive, heuristic and others. These definitions require further clarification, since the learning process cannot be passive and is not always an opening (eureka) for students.

The active method is a form of interaction between students and teachers, in which the teacher and students interact with each other during the lesson and the students here are not passive listeners, but active participants in the lesson. If in a passive lesson the main character and manager of the lesson was the teacher, then here the teacher and the students are on an equal footing. If passive methods presupposed an authoritarian style of interaction, then active ones presuppose more a democratic style. Many people put an equal sign between active and interactive methods, however, despite the generality, they have differences. Interactive methods can be considered as the most modern form of active methods.

Interactive method. Interactive - means to interact, to be in the mode of conversation, dialogue with someone. In other words, in contrast to active methods, interactive ones are focused on broader interaction of students not only with the teacher, but also with each other and on the dominance of students' activity in the learning process. The place of the teacher in interactive lessons is reduced to the direction of students' activities to achieve the goals of the lesson. Consequently, the main components of interactive lessons are interactive exercises and tasks that are completed by students. An important difference between interactive exercises and



assignments from ordinary ones is that by completing them, students not only and not so much consolidate the material already studied, but learn new one.

Modern pedagogical science analyzes the content of education in a new way. In pedagogical practice, information technologies still prevail, while the objective needs of society make the problem of the extensive introduction of formative and personality-oriented technologies urgent. The modernization of education is aimed not only at changing the content of the mastered disciplines, but also at improving approaches to teaching methods, expanding the arsenal of methodological techniques, activating students' activities in the course of teaching, bringing the topics comprehended to real life through the analysis of conditions and the search for ways to solve the most pressing social problems. Research conducted by scientists reveals that the prevalence of reproductive approaches forms an indifferent attitude towards learning in the vast majority of students, and a third - a negative attitude. The need to form a collective culture of students is dictated by life itself, in particular, by the social order that the modern community places on the general education of students-future teachers. This order consists in the education of a socially active, initiative creative personality, the development of natural inclinations, inclinations and individuality of each student. As a result, it is necessary to select the most optimal organizational forms, methods and teaching techniques used in the educational process of the university in order to expand the range of interests and general culture of students on the basis of an individual and differentiated approach.

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