

# Methods of Teaching a Modern Lesson

**Bazarova Saodat Djamalovna,**

Professor, University of Navoi State Mining and Technology

**Nazirov Kamoliddin Xusnitdinovich,**

Tashkent university of information technologies named after Muhammad Al-Khorezmiy

**Abdullaeva Shoirra Isajanovna, Assistent**

Tashkent university of information technologies named after Muhammad Al-Khorezmiy

**Ramazonova Fotima Erboevna,**

Bukhara Innovation Medialitsk Institute

**Annotation.** This article discusses pedagogical aspects and features of a modern physics lesson. This is reflected in the presence of specific characteristics of teaching to various units of physics.

**Keywords:** pedagogy, pedagogical methods, lecture, laboratory classes, education, teaching methods, efficiency, assessment, lesson, tournament.

Problems of teaching methods in a modern lesson of physics should answer the question of what methods can provide deep knowledge by students of the foundations of physics, the development of physical thinking. Let us briefly dwell on the review of the evolution of the structure of the educational process, which will determine the problems of improving the methods. The school of the Middle Ages has developed a dogmatic type of training.

Problems of teaching methods in the conspiracy in the language of cybernetics, with the dogmatic structure of the educational process: - dogmatic information, formulations are presented to the "entrance"; - educational activity is in the nature of simple memorization; - At the "output" there is a literal reproduction of the child. At the beginning of the 20th century, the explanatory structure of the educational process was formed, in the main features.

At the same time, the type of training: - at the "entrance" there is an explanation, comments, evidence, accompanied by visibility; 17 - in the process of educational activity, the student must understand, comprehend the studied; - At the "output" - reproduction in his own words. Later, the fourth link appears - the use of knowledge. This educational process also occupies a dominant position today in training, although it is also not devoid of shortcomings. Note that psychologists share two types of thinking: reproducing (reproductive) and creative (productive). Moreover, the development of one or another type of thinking is determined in the main structure of the educational process, forms and methods of learning. In dogmatic training, students, as a rule, do not know how to use the knowledge gained and apply it. Dogmatic training does not contribute to the stimulation of the computational process, develops only mechanical memory, gives rise to boredom and aversion to teaching. This type of training usually leads to immaturity in judgments, inability to defend its opinion, and sometimes simply to the absence of it.

An explanatory - illustrative structure of the educational process has many advantages. This is an economical way to transmit scientific information that allows students to create a harmonious system of knowledge about the world. Such learning makes it possible to develop the skills necessary for students necessary for the rational performance of stereotypical activities. The use of knowledge has the nature of actions according to a given rule (algorithm). With this training, mainly reproductive thinking develops, which will impede in further creative activity.

In addition, the development of only reproductive thinking contributes to the formation of personality passively and contemplative type. In recent years, problematic learning has been developed. When implementing it: - at the "entrance" there is a formulation of the problem, the creation of a problem situation; - in the process of educational activity, students independently gain knowledge; - At the "output" - discussion, discussion, the application of knowledge to solve and set new cognitive tasks, the application of knowledge in new physical situations for students.

Such training not only contributes to the conscious assimilation of knowledge, the transformation of knowledge into beliefs, but allows students to give the opportunity to know the

joy of searching and discoveries. With problematic learning, creative thinking develops, the cognitive activity of students increases. Undoubtedly, it greatly affects the formation of the student's personality. The ability to compare, analyze, generalize makes a person more mature, convinced, active, forms a human worldview. There is a desire for introspection, which helps to reveal the potential capabilities of the individual.

The excited and supported interest in cognition gradually becomes a personality trait. These undoubted advantages of problematic learning have led to the fact that there was a danger of universalizing and contrasting the training system in the school. It is noted that there is neither the need nor the opportunity to force students to independently open all the truths established by the sciences. Most of the knowledge should be communicated to students in a finished form through explanatory, illustrative and reproductive ways of transmitting knowledge.

Only a relatively small part of knowledge can be acquired as a result of an independent search. Such a solution to the issue is based on the law of unity of reproducing and creative cognitive activity and on the law of compliance of methods for teaching the didactic goals and characteristics of a particular content of training. The first of these laws claims that no creative cognitive activity is impossible without reproducing previously learned knowledge, without support on them. In turn, in reproduction there are some elements of creativity. Reproduction and creativity - two sides of a single integral process of knowledge. Therefore, one cannot deny reproducing cognitive activity as a second -grade activity and extol and universalize the creative, contrasting it with reproducing. The second of the mentioned laws reflects the heterogeneity of the composition of the content of training and the adequacy of methods of content. Thus, problematic learning is not a holistic independent training system, but is only its element, one of its components. Problem learning involves a system of ready -made knowledge, skills as a base.

It can become neither universal nor even prevailing in training. But this does not at all detract from his important pedagogical significance. Modern training cannot be considered effective if it does not have problematic learning as an component. The task of the methodology is to create a system of problematic tasks providing for a gradual increase in complexity, as well as a gradual increase in the degree of independence of the search activities of students. One of the most important pedagogical tasks is to determine the optimal measure of the correlation of various teaching methods, including physics.

The problems of the modern lesson related to the organization of training for the choice of methodology for the maximum development of thinking are based on the presence of students in the class of students, various in their abilities, interests, character, preparation in physics, and health status. Each of them needs their own pace, their own approach, their own teaching methodology. The class and lesson system, which is now adopted, is the main one in secondary school due to the advantages of the organization of the learning process, the constant pedagogical management of students, the ability to combine training and education in a single process, the positive influence of the team on an individual individual, economy and others.

However, with a class and lesson system, it is difficult to create optimal conditions for the successful training of each student. With the introduction of problem learning into the educational process, this has become more obvious. The process of creative thinking is very individual, and it is very difficult to direct it. One of the tasks of the didactics of physics is to find the methodological possibilities of creating optimal learning conditions for individual groups of students in the classroom and even for each of them. We are talking about methods of individual and differentiated work with schoolchildren.

The solution to this problem is implemented in different ways. One path is the creation of special classes with in -depth study of individual objects, including physics and its applied areas; The introduction of optional classes in schools on the voluntary choice of students and the presentation of some issues of the main physics course in the lesson in an introductory plan (the student may not be involved in answers). Another way-the search for such forms of organization of the educational process, in which the class and lesson system is combined with group and individual training, is supplemented in high school with a lecture and seminar form of classes. But this is still not enough. Didactics and private techniques are faced with the task of developing the methods and

forms of such an organization of educational activities of students in the lesson, which would ensure the development of the abilities of each of them and in which everyone in the classroom is interesting and quite difficult to study. The search is carried out in the development of a system of independent work of varying degrees of complexity, in the introduction of programmed training, in the repetition of the studied by applying various methods and at various levels, in a skillful combination of work in the lesson with extracurricular work.

### References:

1. Bloom B.S. Taxonomy of Educational Objectives Handbook 1. N.Y., 1976. – 540 p.
2. Piaget J. Intellectual Evolution from Adolescence to Adulthood. Human Development, 1972. 15, 1012. p.
3. Douglas C. Giancoli, Physics: Principles with Applications, Prentice Hall; 6th edition January 17, 2004 USA.
4. Bir G.L. Pikus G.YE. Simmetriya i deformatsionniye effekti v poluprovodnikax: Monografiya. M.: Nauka, 1972. 584 s.
5. Sabirov Leonard, Karshiboyev Shavkat, Kadirov Shavkat, Buriev Sardor, Khasanov Mukhriddin MANDELSTAM-BRILLUEN SCATTERING IN A STRETCHING SOLUTION ELECTRONIC JOURNAL OF ACTUAL PROBLEMS OF MODERN SCIENCE, EDUCATION AND TRAINING. . -SEPTEMBER, 2021-9/2. ISSN 2181-9750, UDC: 531.567:535
6. M.F. Atoeva. Interdisciplinary relations in physics course at specialized secondary education. The Way of Science. – Volgograd, 2016. – №9 (31). – P.22-24.
7. M.F. Atoeva. The significance of periodicity at teaching physics. The Way of Science. – Volgograd, 2016. – №10 (32). – P.62-64.
8. Farkhodovna, A. M. (2020). The problems of preparing students for the use
9. of school physical experiment in the context of specialized education at secondary schools. European Journal of Research and Reflection in Educational Sciences, 8 (9), 164-167.
10. Saidov S.O., Fayzieva Kh. A., Yuldosheva N. B. Atoeva M.F. The
11. Elements Of Organization Of The Educational Process On The Basis Of New Pedagogical Technologies. The American Journal of Applied Sciences, 2(09), (TAJAS) SJIF-5.276 DOI-10.37547/tajas Volume 2 Issue 9, 19.09.2020. ISSN 2689-09.92 **The USA Journals, USA** [www.usajournalshub.com/index.php/tajas](http://www.usajournalshub.com/index.php/tajas) 164- 169. **Имп.5.2.**
12. Atoeva Mehriniso Farhodovna, Arabov Jasur Olimboevich, Kobilov
13. Bakhtiyor Badriddinovich. (2020). Innovative Pedogogical Technologies For Training The Course Of Physics. The American Journal of Interdisciplinary Innovations and Research, 2(12), 82-91.
14. Bazarova S.D. Yusupova F.Z. Interaction of teachers and students in system of independent work of students. Modernization of educational process:/problems and their solving. – Seoul, 2011. Inc. – 79-81.
15. С.Д. Базарова, Юсупова Ф.З. Информационно-технологическое обеспечение учебного процесса. Перспективы развития современной школы. – Воронеж, 2011. – №1. – С. 12-13.
16. С.Д. Базарова, Юсупова Ф.З. Инновационные формы совершенствования подготовки кадров в технических вузах. Научно-технический журнал. «Технологии и методики в образовании». – Воронеж, 2014. – №1. – С. 22-25.