

# Practical Teaching Methods as a Factor in Achieving the Effectiveness of Education

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**Abstract.** The reform of the education system, the main issues facing the modern education system, is that practical teaching methods are a factor in achieving educational efficiency, and pedagogues are required not only to know science thoroughly, but also to skillfully convey their knowledge to the minds of students, as well as for students to master science thoroughly. The important aspects of the used methods, the training of knowledgeable specialist personnel, the development of human potential depends on the teachers in all respects, their ability to organize and teach the educational process with knowledge, the organization of the educational process, the use of educational methods that help students gain in-depth knowledge, the organization of the educational process is the responsibility of the teacher. It is interpreted that it requires not only deep knowledge, but also pedagogical skills, knowledge of various methods of teaching and continuous work on oneself, and the need for everyone to learn how to think.

**Key words:** student, education, teaching, process, knowledge, skill, demand, interest, method, innovation, factor, quality, result, formation.

**Introduction.** Today, the formation of new social relations in our society, the integration of education into the world education system, the development of democratization and development processes require a new approach to modern pedagogical technologies in the educational process. The training of knowledgeable specialists, the development of human potential depends in every way on the teachers, on their knowledge in organizing and teaching the teaching process. That is why special attention is paid to the organization of the educational process and the use of educational methods that help students gain deep knowledge. Organization of the educational process in the current era requires the teacher not only to have deep knowledge, but also to have pedagogical skills, to know various methods of teaching, and to work tirelessly on himself. As economic activity forms the basis of every person's life, it is natural that every person is required to learn modern thinking.

The reform of the education system required a reconsideration of the issues facing the current education system. From this point of view, improving the literacy of young people has become one of the important issues. That is why special attention is paid to education in our country starting from preschool education. With the transition to a market economy, this demand has become even stronger. In order for our children to be able to think modernly from a young age, attention has been started in our country starting from pre-school education.

**Main part.** Students of higher educational institutions should learn not only modern thinking, but also the ability to identify, analyze and evaluate a wide range of problems, evaluate development trends, feel and visualize the future results of these changes. For this, in-depth knowledge of specialized subjects is required. It is important to choose the right method for studying specialized subjects. If the correct teaching method is not chosen, it will not give the expected result, regardless of the theoretical knowledge of the teacher. It is possible to effectively organize the educational process only when the teacher's knowledge is combined with pedagogical skills. For this, it is necessary to know various methods of organizing the educational process and their application. Together with the term teaching method, the term teaching, teaching method is also often used. The term "Method" comes from the Greek word "methodos, the way of research or knowledge, theory, doctrine" and means the way of research, the pursuit of truth, ways of knowing, acting, the way to achieve the expected result [12]. Method means methods of practical or theoretical mastering of reality. Scientific

knowledge and its methods, covering the study of various aspects of activity, are the main direction of the methodology. Education and training methods are in the main place in it. Usually, methodology means the science of a set of forms and methods of scientific knowledge activity. It is a set of methods or operations of learning, theoretical or practical knowledge of truth, reality, activity, achieving a theoretically set goal.

In pedagogical practice, according to tradition, a regulated method of activity used to achieve educational goals is understood as a method. It is emphasized that the methods of the teacher's teaching activity and the methods of the student's study activity are related to each other. The educational method is described as follows: the purpose of teaching, the method of mastering, the interaction of the participants of the educational process (teacher-student) [11].

The concept of educational methodology:

a) pedagogue's teaching methods and student's study methods and student's interaction with the teacher;

b) the uniqueness of working in cooperation to achieve the intended goal of teaching, that is, teaching methods are the cooperative activity of a teacher and a student in solving educational tasks to achieve the set goal. According to L.S.Podymova, [8] the method is the core of the process, the link connecting the planned goal with the final result. Defines the roles in the "Goal - content - methods - forms of teaching tools" system.

Methodology is a component of pedagogy, it is a science of systematic activity aimed at a specific goal in the formation of a person and the content, form and methods of education. Methodology is a teaching about the structure, logical structure, methods and tools of activity. Methodological knowledge appears, firstly, in the form of habits and norms, which include the content and consistency of certain types of activities, and secondly, as the effect of activities performed in practice. In contemporary literature, methodology is primarily understood as the methodology of scientific knowledge, that is, the forms and methods of scientific knowledge activity. Methodology, in short, is a teaching about learning and teaching methods of a certain subject [15].

Educational methods, on the one hand, have an objective nature and are associated with strong rules that apply regardless of which pedagogue uses them [16]. They represent all didactic rules, requirements of laws and permanent components of goals, content and form of educational activity. On the other hand, it has a subjective character, it is determined by the personality of the pedagogue, the specific aspects of the students, specific conditions. There are different opinions about the objective and subjective character of the methods. There are those who completely deny the objective character of the methods and say that it has a completely subjective character, therefore it is unrepeatable, it emerges in the style of the creativity of each pedagogue, and there are those who say that it is the complete opposite of it and has a completely objective character. Truth is usually born in the midst of all thoughts. It is the objective aspect that is always common to all methods, the didactic theory, and in most cases the best practical ways are recommended. The objective aspects of the methods reflect all didactic rules, laws, principles, definitions, permanent components of the totality of the content, common aspects characteristic of the forms of educational activity. The subjective aspect of the methods depends on the personality of the pedagogue, his skills, the uniqueness of the students and the specific conditions. The teaching process is organized on both sides as a whole and united. Its practical expression is reflected in the result achieved according to the set goal. Interpretation of the objective aspect of the methods from the point of view of the didactic principle, development of its theory, recommendation of the best methods that need to be used in practice, makes it possible to successfully solve the problems of logical selection. In order to optimize the methods, the skills of pedagogues and a creative approach are necessary. That is why teaching methods have been and will remain a high art. The method is extremely versatile and includes many components. Due to its complexity, it is difficult to express the method in a single meaningful way. Therefore, it is necessary to give the essence and qualities of the method in simplified definitions.

Eastern thinkers also paid great attention to educational methods. Abu Nasr Farabi, who paid special attention to the organization of the educational process and teaching methods, and who was called the "second teacher" after Aristotle, taught students about teaching methods and showed them ways to independently acquire knowledge. Using the current terms, it is possible to determine the conformity of the teaching methods of the encyclopedic scholars of the East with the general laws of knowledge. The teaching methods they used can be divided into several groups. These are the methods of demonstration experiments used by Ibn Sina, the methods of forming skills and competencies of Abu Rayhan Beruni, Al Khorazmi, the methods of knowledge

verification by Farobi and Al Khorazmi, and others. All of them aim to strengthen the activity of students and develop their logical thinking [9].

Goals cannot be achieved without methods. If sufficient attention is not paid to the teacher's methodical skills and mastering of new teaching methods, the quality of education will not increase regardless of the increase in investment in education and human capital. Expenditures for improving the methodological skills of teachers, encouraging them to do so, allow to get "maximum effect at minimum cost".

**Results and Discussion.** The diversity of teaching methods and the fact that they have a complex structure are reflected in different approaches to it. Didactic research examines training as a dialectical process. According to him: It is considered that the system of teaching methods changes and develops taking into account all the changes occurring in the dynamics, movement, and education system. All methods are related to each other. One complements the other, one depends on the other.

Initially, the classification of teaching methods was traditionally approached and divided into groups according to the sources of knowledge to be studied. The implementation of such grouping goes back to ancient philosophical and pedagogical views. Such sources were three in ancient times: practical testing, i.e. practice (experience), visual, oral (words). Due to the development of society, book work was added to it later. During the last 20 years, a new method, a paperless source of information: the video computer system, has rapidly entered life, as well as education.

According to the currently studied sources of knowledge, the methods are divided into 5 groups, and include a number of methods:

1) Practical testing, experimental method: experimenting, practicing; participation in training, work, production.

2) Demonstration method: observation by students, practice.

3) Verbal method: explanation, bringing to mind; to tell a story; exchange of ideas; interview; guidance, giving instructions; lecture; discussion, discussion, debate, etc

4) Working with a book: reading, learning, quick review; quote and work on it, write a statement; writing an abstract, creating a synopsis.

5) Video method: computer exercise, test solving; control; work on the Internet; preparation and showing of educational films; calculation of economic indicators on the computer based on developed programs based on information technologies, studying the influence of factors on them; includes multimedia based presentation preparation, demonstration and so on.

While researching the problem of improving the quality and effectiveness of education in modern conditions, David Jacques tries to justify the following didactic rules [4]:

1. Learning is effective only when students are active.

2. Students' attention was stable only in the first 20 minutes of the lesson.

3. Listening to oneself is three times faster when a person reads the information himself than when the teacher tells him.

In the development of educational activities: from mastering knowledge to mastering skills; from limited cooperation to extended cooperation; the ideas of experienced students from inexperienced students are of particular importance [14].

Peter J. Frederick focused on revealing the possibilities of lecture classes in the development of student learning. According to him, the following didactic conditions should be provided in the process of organizing a lecture session:

- transmission of new information;

- explaining and organizing the content of difficult concepts;

- development of creative ability, modeling of the problem solving process;

- analyze and show the connection between different ideas;

- teaching to value education;

- to discuss the dilemmas in views and the features of thinking;

- creating enthusiasm and motivation for continuing education [17].

In the audience of a large number of students, it is difficult to work them in small groups. It is more complicated in large auditoriums with 200-400 students. In classrooms with 100 people, the pedagogue can divide the students into two groups, standing in the middle of the classroom. When giving the task, students

sitting on my right are group 1, students sitting on my left are group 2. The groups are given a task on a topic and told to find a solution within a given time. The groups exchange ideas on the task within the specified time. Then one representative from the group explains the group's solution to the task. In this procedure, the report is organized on the basis of a general agreement. For students who don't want to join the left and the right, finding the middle ground is extremely important [10].

Through independent work, students learn about the work experiences of pedagogues-speakers in terms of keeping working documents, preparing a speech, presenting arguments or telling stories about imaginary realities. According to David Jaques, "an old but reliable technique can be practiced in lecture training - text interpretation". After all, he proposes "... learning to read, that is, giving students the opportunity to critically review, prepare comments and analyze the material during lecture sessions." In this case, the trinity of the teacher's skills, the student's experience, and mutual cooperation is important [4].

Pedagogical scientists (M.A. Danilov, B.P. Esipov) [5] divide teaching methods into the following groups according to the goals of organizing the educational process and the stages of its implementation:

- acquisition of knowledge;
- formation of qualifications and skills;
- practical application of acquired knowledge;
- creative activity;
- strengthening of acquired knowledge;
- methods of testing knowledge, skills and abilities

As can be seen from the grouping, it is built on the basis of the classical scheme of organizing the lesson process [1]. The main goal is to simplify the educational process and set of methods for pedagogues. The characteristic features of these methods are that knowledge is recommended. These methods are aimed at perceiving, understanding, and storing knowledge. Various sources of information (words, visual aids, etc.) are used in the educational process. Explanation can be carried out both inductively and deductively. The content of this method is characterized by the following characteristics:

Knowledge is given to the student ready; The teacher organizes the acceptance of this knowledge by students in various ways; Students absorb knowledge and retain it in their memory [2]. Limitation to the reception of knowledge does not always form skills and abilities to use the acquired knowledge. The fact that the activity of acquiring knowledge is focused only on remembering ready-made knowledge, keeping them in memory without error, in some cases without understanding, leads to a low level of mental activity.

The reproductive method is aimed at ensuring that students understand, understand and remember the knowledge they have received [3]. The strength of the acquired knowledge is ensured by frequent repetition. The reproductive method of teaching is distinguished by the following aspects:

- the teacher conveys knowledge in a ready manner;
- does not limit itself to the description, but also explains it;
- students understand and assimilate knowledge, the criterion of assimilation is correct memory of acquired knowledge;
- consistency of acquisition is ensured by returning information many times.

The advantage of both methods is the ability to provide a large amount of information and knowledge to students in a short period of time, without spending much effort. Mastery of knowledge is achieved through repetition. Both methods of teaching are aimed at conveying the ready content of education to students, assimilation of curriculum, textbooks, information on science. Despite its shortcomings, the informational receptive method allows to acquire a large amount of knowledge and skills with little effort. Human activity can be reproductive, performative or creative in nature. Reproductive activity gives impetus to creative activity, it is its beginning. Therefore, it is wrong not to consider its use in education. At the same time, it is not correct to use it too widely. It is best to use them together with other methods.

Method of problem statement. In this method, the content of the subject is explained by the teacher in a problematic way. Based on the content of the topic, the teacher poses a problem and shows its solution. This method allows students to move from performance to creativity. At certain stages of the learning process, students cannot solve problems independently. Therefore, they learn how to solve the problem and come to a decision in such situations by observing the teacher's teaching method.

Partially creative (heuristic) methods are acquired knowledge independently; the teacher organizes independence using different methods in learning information or acquiring knowledge; students think independently.

They learn to analyze problem situations, divide, generalize, and draw conclusions. As a result, thorough knowledge is formed in students. Students often cannot solve a complex problem on their own. The teacher helps them. Educational activity is carried out in a teacher-student, student-teacher scheme. A certain part of the knowledge is given by the teacher, and the rest is learned by the students independently.

Practical research methods provide for the acquisition of knowledge in the process of research [10]. The teacher identifies a problem with the student, a certain part of the time is allocated to solve it. The teacher does not explain the topic. Students learn the topic by independently solving a problem, comparing different options of received answers. They will determine what the result will be. The activity of the teacher is to manage the process of solving problematic issues.

The educational process is characterized by high intensity. Reading is fun, and the depth and thoroughness of the knowledge gained contrasts with the practical application of learning. The use of this method requires a high level of skill from the teacher.

Teaching methods for didactic purposes are divided into two groups:

1) Methods that enable the initial mastery of the educational material: these include the teacher's oral presentation of the topic, conversation, working with a book, etc.

2) Methods that make it possible to strengthen and improve the acquired knowledge. This group includes solving problems, exercises, doing practical work, etc.

There is also a division of teaching methods into binary (double) and polynar (multifaceted) groups. Binary groups are presented by I.I.Makhmutov as a combination of teaching methods and learning methods. Teaching methods:

- giving information - making a statement;
- explanation;
- giving instructions;
- explanation - invitation;
- exhorter, exhorter.
- learning methods:
- execution;
- reproductive;
- productive - practical;
- partially creative;
- consists of methods based on creative research [6].

The classification of teaching methods was developed by researchers such as V.F. Palamarchuk [7], in which it is emphasized that the source of knowledge consists of the level of its activity, the set of logical ways of knowledge obtained during the study.

**Conclusion.** In conclusion, it should be noted that the practical value of these methods can be justified by the following: 1) they create an opportunity for students to complete educational tasks in small groups, pairs together, based on mutual cooperation; 2) as a result of applying the "peer-to-peer" principle in the application of these methods, a student who does not understand the essence of a topic or assignment will have the opportunity to get information about them from his peers; 3) working in small groups or pairs increases the students' interest in the studied topic and educational material; 4) when working in small groups or pairs, students naturally have the opportunity to support, listen to, and help their teammates, as a result of which students' socialization takes place. This is important in organizing the educational process. When working with these methods, the pedagogue will have the opportunity to effectively organize, control, and evaluate students according to the level of their intellectual activity. Also, since the methods have a competitive nature, they arouse students' interest and motivation in completing educational tasks, and in addition, they develop their educational and cognitive activities.

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