



EFFECTIVE TEACHING METHODS FOR KIDS

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ANNOTATION

It is known that up to 70% of personal qualities are formed in primary school. And not only basic skills such as reading, writing, solving, listening and speaking are needed by the child in life. Everyone entering this complex and contradictory world needs certain thinking skills and personal qualities. The ability to analyze, compare, highlight the main thing, solve problems, improve oneself and have proper self-esteem, be responsible, independent, create and cooperate - this is a child. must enter this world with

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INTRODUCTION

The problem of teaching methods is one of the most important in pedagogical science and in teaching practice, since teaching methods are the main tools with which a teacher equips students with the basics of science, develops their cognitive abilities, ensures personal development, and forms a scientific worldview. Pedagogy has accumulated a rich arsenal of teaching methods. They are classified into different groups depending on the sources of information perception and didactic tasks.

Methods are combined and combined into learning models that allow students to enhance cognitive activity and best assimilate the material. For this purpose, methods of organizing and implementing educational activities are used - verbal, visual and search methods, inductive and deductive methods, as well as practice methods. Visual methods are closely related to human imagination. Many psychologists note that thanks to imagination, a person creates, intelligently plans and manages his activities. The material and spiritual culture created by humanity to date is a product of the development of its imagination. It is imagination that takes a person beyond the limits of his momentary existence, reminds him of the past, and



opens up the future. Possessing a rich imagination, a person can “live” in different times, which no other creature in the world can afford.

LITERATURE ANALYSIS AND METHODS

The child is characterized by a desire for independent activity, and, in particular, for objective-practical activities. The success of his teaching depends on whether he himself has the opportunity to actively act in transforming the objects of the surrounding world. Children think, in the words of the Uzbekistann teacher and writer K.D. Ushinsky, “in forms, colors, sounds, sensations in general.” His thinking is characterized as concrete-figurative.

This means that initial training should be visual. The didactic principle of visual teaching was put forward more than 300 years ago by the Czech thinker and teacher J. A. Komensky. In Uzbekistan, the development of the principle of visibility is associated with the names of K.D. Ushinsky, A.Ya. Gerda, D.D. Semenova, V.P. Vakhterova, K.P. Yagodovsky, M.N. Skatkina. Currently, the principle of visibility has become established as one of the most important in primary education, is associated with the effectiveness of the visual method in the formation of a complete representation and development of cognitive processes - perception, memory, thinking, imagination. To achieve this goal, it is necessary to solve a number of problems, namely: analysis of teaching methods in the history of pedagogy, studying the content of visual teaching methods and the characteristics of the child’s imagination, determining the role of visual methods in the development of the child’s imagination.

ANALYSIS AND RESULTS

Uzbekistann teacher, Doctor of Pedagogical Sciences, Professor M. A. Danilov defined the concept of “teaching method” as “a logical method used by the teacher, through which students consciously acquire knowledge and master skills.” A teaching method is a system of sequential interconnected actions of the teacher and students that ensure the assimilation of educational content. The teaching method ¹is characterized by three characteristics: it indicates the purpose of training, the method of assimilation, and the nature of interaction between the subjects of training.

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1. ¹ Arnheim R. Visual thinking // Reader on general psychology. Psychology of thinking / Ed. Yu.B. Gippenreiter, V.V. Petukhova. M.: Publishing house Mosk. University, 1981.
 2. Artemov V.A. Psychology of visibility in learning. – M.: Education, 1998.



The teaching method is a historical concept. In the early stages of the development of society, the transfer of social experience to younger generations was carried out in the process of joint activities of children and adults. By imitating adults, children mastered the ways and techniques of getting food, making fire, making clothes, etc. Showing a model (“do as I do”), repeatedly reproducing the actions shown by children and correcting them by adults - this was the most ancient reproductive method of teaching, from which all other methods subsequently developed.

The idea of intensifying learning with the help of visual methods, generalization and independent conclusions was developed at the beginning of the 19th century by the Swiss teacher I. G. Pestalozzi. In the didactics of the German philosopher, psychologist, teacher I. F. Herbart, a significant place is devoted to methods aimed at maintaining discipline and order in the classroom. His theory of the formal stages of education attributed the main importance to the actions of the teacher, limiting his activities mainly to the transfer of ready-made knowledge to students.

The theory of verbal-visual teaching methods was further developed in the works of the German teacher F. A. Disterweg. At the turn of the 19th and 20th centuries. The “old” traditional school and teaching methods that do not take into account the needs and interests of the child were criticized. The pragmatist pedagogy of J. Dewey (American philosopher and teacher) substantiated school education, which would take into account the interests of the child, develop both his intellect and his feelings and will, which teaches children to think and act. The main place in the learning process was given to various practical activities, which, according to Dewey, contributed to the development of children’s activity, the formation of their mental abilities and social position.

Research by teachers and psychologists has shown that the assimilation of knowledge and methods of activity occurs at three levels: conscious perception and memorization, which outwardly manifests itself in the accurate and close to the original reproduction of educational material; at the level of applying knowledge and methods of activity according to a model or in a similar situation; at the level of creative application of knowledge and methods of activity. Teaching methods are designed to ensure all levels of learning.

The role of visual teaching methods in the pedagogical process is enormous. They are used to illustrate the information given by the teacher, but can also be creative. These methods contribute to the development of memory, thinking,



and imagination. However, the role of attention should not be denied. As you know, attention is a function that serves all mental processes. Without attention, it is impossible to carry out any conscious activity; without attention, no thought arises. Consequently, without attention it is impossible to build a normal learning process. Without visual methods, it is impossible to imagine the work of a teacher, since the child is dominated by visual-figurative and visual-effective thinking, which requires a visual presentation of information. This is expressed in the words: “When I hear, I forget, when I see, I remember, when I do, I study.” Visual teaching methods can be divided into three large groups: observation method, illustration method and demonstration method.

The observation method is a rather costly cognitive process in terms of the effort involved in the form of a long, targeted perception of objects and phenomena of reality. This method is a necessary element in the process of developing in students the ability to focus on the phenomena of the surrounding world, note their main elements, pay attention to the changes taking place, find the cause of these phenomena and draw conclusions about the information received. All these factors together play a key role in the process of developing in children a full understanding of life and the development of such cognitive processes as perception, memory, thinking, and imagination.

The illustration method in pedagogy is used to show students a variety of subjects, objects and phenomena in a natural form. When using illustrations as a visual teaching method, the following points must be followed:

They must be appropriate for the age of the students, used in moderation and only at the appropriate moment in the lesson, and presented in such a way that each student has full visual access to the illustration in question.

The teacher must carry out the task of accurately highlighting the most important thing in the process of showing illustrations; he must clearly think out explanations for the main elements and illustrations as a whole.

The lesson should not be based solely on visual methods. Oversaturation of visual aids in one lesson reduces the effectiveness of perception and tires. At the same time, lack of clarity makes the lesson boring and uninteresting. Everything should be in moderation.

The use of any visual aid must necessarily pursue certain goals.

The demonstration method is usually based on the presentation of devices, various equipment, experiments, films, tape recorders or demonstration of



movements. When using demonstrations as a visual teaching method, the following points must be followed:

They must be appropriate for the age of the students, used in moderation and only at the appropriate moment in the lesson, and presented in such a way that each student has full visual access to the demonstration.

The teacher must carry out the task of accurately highlighting the most important things in the process of showing demonstrations; he must clearly think out explanations for the main elements and the demonstration as a whole.

The lesson should not be based solely on visual methods. Oversaturation of visual aids in one lesson reduces the effectiveness of perception and tires. At the same time, lack of clarity makes the lesson boring and uninteresting. Everything should be in moderation.

During the demonstration of difficult-to-learn material, it would be advisable to pause, during which the teacher needs to explain what is happening.

The use of any visual aid must necessarily pursue certain goals.

Visual methods provide the opportunity to clearly separate the main from the secondary. They contribute to a vivid, imaginative perception of information, allow students to fix their attention on the phenomenon being studied for a long time, and direct it to the essential, the main thing. Visual methods can also be a source of new knowledge.

CONCLUSIONS AND SUGGESTIONS

Our research confirmed the hypothesis that imagination develops not only thanks to some individual abilities of the child, but with a lot of directed work of the teacher-mentor. In order for the process of imagination to turn into intelligent creative activity, the teacher needs to set a goal for children and help them achieve it independently. Then the child gets the idea that connects all the fictitious pictures, episodes, stories into something unified.

To develop imagination, it is necessary to enrich the child's experience, saturate him with new knowledge and information about the world around him. Thus, the goal of the course work, which is to determine the influence of visual teaching methods on the development of a child's imagination, is fully realized through theory and practice. Visualization in the classroom contributes to: solid assimilation of knowledge, formation of skills and abilities; development of creative activity; enriching students' abstract thinking.



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