



## MAIN ASPECTS OF MODERN QUALITY OF EDUCATION AND TRAINING METHODS

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**ANNOTATION.** The article analyzes the diversity of quality and methods of education, as well as the prospects of development stages. As well as the processes of training and education of youth, with the help of which methods are shown in the modern pedagogical situation. Teaching methods are aimed at activating teaching methods, the teaching and learning process, and strengthening it. Teaching methods are aimed at activating teaching methods, the teaching and learning process, and strengthening it.

**Key words:** Modern methods, interactive methods, individual, expert, group, questionnaire, statistics, technology, qualifications, classification, optimal, interactive, practical teaching methods

## INTRODUCTION

In modern conditions, when science and technology, new pedagogical technologies, innovative processes and information technologies are growing every day, students

It is necessary to find teaching methods that will make independent acquisition of academic reading skills and abilities much better than before. Therefore, the main directions of school reform emphasize the importance of developing students' skills in working with books and other sources of knowledge[1].

Modern methods or interactive methods, technological trainings that help improve the efficiency of learning, help students form logical, creative, critical, independent thinking, develop their abilities, become competitive, maturing specialists, and develop the professional qualities necessary for a specialist. The higher the level of interactivity, the more effective the educational process. The

criterion for choosing interactive methods is their high focus on solving the problems of teaching, learning and development. This criterion is introduced by assessing the capabilities of different methods for solving problems in a particular area, since their capabilities in mastering elements of social experience are different.

Updating teaching methods is a generally recognized methodological process. It does not accept hardcoded process method instructions. But this does not mean that these methods will not eventually become outdated and move to the second line. This is inevitable, since learning tasks are updated and cannot be solved using previous methods. For example, the (dogmatic) state of memorizing a text without understanding its meaning is no longer acceptable.

Teaching methods require unity of teaching methods and teaching methods and in this sense are methods of interdependent activity of the teacher and students. Teaching methods are aimed at activating teaching methods, the teaching and learning process, and strengthening it. Teaching methods are aimed at activating teaching methods, the teaching and learning process, and strengthening it. Thus, there are certain features of teaching, learning methods and cognition. But not all of them as a whole do not change the fundamental essence of methods of educational activity as a type of methods of cognition.

Let's try to explain all the main types of practical teaching methods in a little more detail, noting new situations introduced by the advanced experience of modern teachers, methodologists and educators.

The range of practical teaching methods is very wide. These include: 1) written exercise methods; 2) experimental-laboratory method of exercises; 3) includes methods of performing labor tasks and others.

First of all, written exercises and their implementation do not simply convey educational information orally or visually, but directly apply the acquired theoretical knowledge in practice. When performing written exercises, they are strengthened in every possible way, the memorization process occurs due to additional motor processes. Independent preparation of pictures, drawings, tables is a practical method of consolidating the information received and serves as the basis for its deepening and expansion in the future.

It is very important to choose a system of exercises that allows you to fully apply the theoretical knowledge gained by using the practical training method. If, for example, a certain group of literacy (grammatical) or spelling (spelling) rules is being mastered, then the system of exercises should fully cover the practical application of all these rules. When performing exercises, the following rules must be observed to ensure the effectiveness of using this type of teaching methods: the specific purpose of the exercises that must be performed in front of students; it is

necessary to lay down what knowledge to use during the exercise, what to consolidate, what knowledge and skills to develop during the exercise [2]. The aimlessness of exercises leads to excessive time spent on their implementation and reduces students' attention to practical work. When performing exercises, it is necessary to notice errors in time and immediately report them to the whole class. It is important to determine and evaluate the results of the exercises and further improvement of practical skills acquired in connection with the application of certain knowledge, and to determine the types of activities.

### **LITERARY ANALYSIS AND METHODS**

The main aspects of choosing teaching methods have been analyzed by our researchers, scientists and teachers in various scientific and methodological publications. Including Yu.K. Babansky. Teaching methods in a modern secondary school. 1990., Smesova E. A. Methods of teaching at school. 2019., Y. Gafarov. Methods of teaching history. 2022., Tolipov O., Usmonboeva M. Practical foundations of pedagogical technologies. 2006. and others, which is reflected in a number of works and scientific articles.

### **RESULT AND DISCUSSION**

During practice, the teacher is deprived of the opportunity to give general advice and warnings, since each student performs a specific task assigned to him, so group and individual work is of particular importance here.

The method of labor exercises requires students to consciously perform and repeat certain labor actions and tasks and, on this basis, acquire the necessary labor skills and qualifications. The content of the exercises is determined by the labor education program in each class. These programs are designed in such a way that the level of difficulty of the exercises performed gradually increases. At the same time, they also take into account the logical system necessary for the successful acquisition of labor skills and competencies.

In recent years, various devices have been widely used to conduct labor training exercises. They allow you to accelerate the consolidation of labor skills and qualifications, create a level and pace of work that is necessary and possible for students at the appropriate stage.

Currently, specific studies are being conducted that show which methods are more effective in certain pedagogical situations and how to more clearly link them. But it can be noted in advance that when comparing methods, it is necessary to strictly observe a number of initial conditions, failure to take into account which will lead to the fact that the comparison itself will be scientifically incorrect [3].

Firstly, it is necessary to compare only those methods that belong to the same subgroup according to the classification we have adopted. For example, it is

necessary to compare not verbal and research methods from different groups of methods, but reproductive and research methods belonging to the same subgroup.

Secondly, it is necessary to compare not the effectiveness of methods in general, but how effective they can be in solving specific educational problems. When solving some problems, one method may be more effective than another: when solving other problems, they will not replace each other: Then it should be assumed that comparison and evaluation of effectiveness do not deny the role of a particular method in solving a specific problem; rather, it states that it is useful to give preferring only those methods that are likely to be more effective when selected.

The use of almost all methods in the formation of educational skills, conducting experiments, working on a book, correctly memorizing material, independently solving educational problems, the ability to identify the main ones, the ability to plan one's work, etc. is necessary. However, the most important methods include practical methods and methods of independent work.

Historical and comparative research methods. Historical methods. Pedagogical research, in particular didactic research, is mainly focused on identifying the connection between the teacher's didactic activities and changes in the personality, knowledge, talents and skills of students as a result of their learning and their own activities. So, is this connection derived from the results of didactic research or can it be derived from the recent, distant past? Practical life has its own answer to this problem.

In different periods of historical development, social relations determined the goals and objectives of information. For example, the industrialization of industrial production and the scientific and technological revolution to a certain extent influence the choice of content, forms and methods of education and training.

It is impossible to have a broad understanding of information issues without studying the specifics, principles and patterns of changes occurring in all cases of education.

The goal of historical and pedagogical research is to identify patterns that should allow us to study not only recent and distant history, but also the current state of education, and most importantly, the future[4].

Theoretical comparison is a method of comparison. Such pedagogical research is carried out in three directions based on international pedagogical research. The first direction is to determine the general patterns of education and training systems in different countries. There are more than a hundred educational systems in the world. Of course, it is impossible to work on the basis of the old education system in the independent Republic of Uzbekistan. The favorable and positive aspects of educational systems operating in other countries can be

transferred to our educational system based on the comparative studies mentioned above.

The second direction is to determine the characteristics of each educational system, the totality of facts confirming them, the characteristics of different historical periods and different educational environments.

The third direction allows us to identify the internal features of educational systems, identify their similar and different characteristics, identify the symptoms of their connection with the general characteristics of the educational system and the reasons for their special features. This type of research is not limited to the analysis of statistical data and survey results.

Research on educational systems is carried out by specially trained international expert groups in collaboration with specialized research organizations. For this purpose, a specific concept of scientific research and criteria for choosing methods will be developed and published in the press. The concept, which received the attention of a wide readership and interest, was approved by International Pedagogical Associations and immediately put into effect.

An educational method is a method of joint activity between teachers and students, aimed at solving complex problems of the educational process, and educational methodology is a system of scientifically based methods, rules and methods of teaching a specific academic subject.

If in the educational system of developed countries the educational process is recognized as the leading factor ensuring the socialization of the individual, then we emphasize that the process of education and upbringing are of equal importance in the formation of the individual. In most cases, the educational process should be a priority in this regard, because only a person who is able to demonstrate moral feelings in himself can ensure that their content acquires a positive character in the process of organizing social relations, only a moral person can value education. (knowledge) because we put forward the idea that one of the main categories of ethics is knowledge.

It is known that the 20th century passed in the history of the development of human society as a period of revolutions in the field of science and technology. The high speed of development of science, technology and technology has enriched the process of material production theoretically (ideologically) and practically, and also ensured that social relations acquire new meaning. The emergence of service sectors and a new way of life have paved the way for an increase in the material and spiritual needs of people.

At the lower stages of human civilization, activities aimed at educating and educating a person were organized on the basis of simple, very simple requirements, but today very strict and complex requirements are imposed on the



organization of the educational process. In connection with the social need to train a qualified specialist who can work with complex equipment and technology, who has the ability to fully understand the essence of the production process, who is able to positively solve emerging problems even in emergency situations, he organizes the educational process based on the technological approach that needs to be achieved[5 ].

In the 50s of the 20th century, the use of technical means in the educational process was recognized as a factor determining the direction of “Educational Technologies”; the main attention was paid to expanding the audience of students through the use of technical means and improving technical means. tools focused on issues such as high-quality organization of information transmission services and individualization of education. In this regard, the capabilities of technical means and the process of their improvement were accepted as the object and basis of research carried out in this direction, and special emphasis was placed on the study of the educational process and organizational aspects of “Technology of educational means”.

Since the 60s of the 20th century, the organization of the educational process based on educational programming began to be considered as a factor that conveys the essence of the concept of “Technology”. Program education assumes that specific knowledge is given to students sequentially, comprehensively, and not in separate parts. The proposal to organize the educational process according to a comprehensive, optimal program was first put forward by the “Joint Committee on Software Education and Teaching Machines,” which began to operate in the United States. Programmatic learning includes a clear description of learning objectives, appropriate criteria for assessing their change, and the learning environment. This corresponds to the concept of a complete reorganization of a set of changes and the content of the concept of reorganization[6].

## CONCLUSION

To summarize the above, we can say that the important methodological and theoretical rules for describing teaching methods are based on the following principles:

- Teaching methods are an expression of ways of knowing objective reality in the specific conditions of the educational process, and therefore have an objective-subjective nature. Teaching methods are methods of pedagogical and interrelated activities of students in solving problems such as training, education, development and mastery of related content. Teaching methods are inextricably linked with the material means of teaching.

- Teaching methods must reflect all the main components of the implementation stage of the activity - motivation, organization of actions and

information, control and analysis of results as interrelated methods of activity. The absence of at least one of the mentioned components of activity does not allow optimal achievement of the set goals.

- There may be several classifications of teaching methods, because there are many bases for classification. Teaching methods, in turn, consist of more specific teaching methods. Since teaching methods can be divided on various grounds, this means that the actual method of activity of the teacher and students should always be imagined as a combination of a number of teaching methods (oral, problem-based, deductive, etc.). In this sense, it is reasonable to emphasize that teaching methods are always used in certain combinations. A specific combination of teaching methods and a combination of a number of individual teaching methods constitute a qualitatively unique whole.

- In each specific situation, one of them predominates in one or another combination of methods, depending on what educational task is considered the main one. A method that especially successfully solves this problem in a given situation is the dominant, leading, system-forming method: one of the teaching methods solves one of the tasks of training, education and development much more successfully, the second is less successful, the third is completely empty. In this sense, we can talk about the diversity in the level of effectiveness of teaching methods included in one group for solving a specific didactic problem. This implies the objective need to choose teaching methods.

So, the capabilities of various teaching methods are relative, and when comparing these methods, the conditions in which they are used, the nature of the problems to be solved, the specific content of the material, the age and level of training of students are taken into account. Students must be strictly accounted for. In the experience of teachers, there are cases of insufficient explanation of the problem of the correct choice of teaching methods. However, the optimality of a particular method is assessed not by its name or regularity, but by its compliance with the tasks and content of the lesson, and the capabilities of the teacher and students. The most optimally chosen methods allow you to better solve the tasks in the allotted time [7].

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