

USAGE OF MODERN METHODS OF TEACHING IN PRIMARY SCHOOLS

Mashrabjonov Ulug'bek Azamjon o'g'li
KSPI teacher

Abstract: *This article has been analyzed the methods of teaching in primary schools and also given some approaches for evolving the teaching system.*

Key words: *traditional, teaching method,, individuality , creativity, reproductive , productive.*

The category of teaching methods leads to the answer to the traditional didactic question - how to teach. Without methods, it is impossible to achieve the goal, implement the intended content, and fill learning with cognitive activity. The method is the core of the educational process, the link between the designed goal and the final result. Its role in the system “goals - content - methods - forms - means of teaching” is decisive.

In pedagogy, there are many definitions of the concept of “teaching method”; in this regard, there are different approaches to defining this concept:

- 1) this is a way of activity for the teacher and students;
- 2) a set of work methods;
- 3) the path along which the teacher leads students from ignorance to knowledge;
- 4) the system of actions of the teacher and students, etc.

Education as an interaction between a teacher and students is determined both by its goal - to ensure that the younger generation assimilates the social experience accumulated by society, embodied in the content of education, and by the goals of individual development and socialization of the individual. The learning process is also determined by the real educational capabilities of students at the time of training. Therefore I.Ya. Lerner gives the following definition of the teaching method: the teaching method as a way to achieve the learning goal is a system of consistent and ordered actions of the teacher who, using certain means, organizes the practical and cognitive activities of students to assimilate social experience. In this definition, the author emphasizes that the teacher's activity in teaching, on the one hand, is determined by the purpose of teaching, the laws of assimilation and the nature of the students' learning activity, and on the other hand, it determines it itself. Using modern methods of teaching in primary schools can greatly enhance student engagement and learning outcomes. Here are several contemporary approaches that can be effectively implemented:

1. Blended Learning

- Combines Online and In-Person Instruction: Utilizes both face-to-face teaching and online resources to create a flexible learning environment.

- Personalized Learning Paths: Allows students to work at their own pace and access materials suited to their learning needs.

2. Flipped Classroom

- Pre-Lesson Videos and Readings: Students review instructional materials (videos, articles) at home.

- In-Class Activities: Class time is used for discussions, problem-solving, and hands-on activities, facilitating deeper understanding.

3. Project-Based Learning (PBL)

- Real-World Projects: Students engage in projects that address real-world problems and require critical thinking, collaboration, and creativity.

- Student-Centered: Empowers students to take charge of their learning process and explore subjects in depth.

4. Inquiry-Based Learning

- Question-Driven: Encourages students to ask questions, conduct research, and discover answers through guided inquiry.

- Promotes Curiosity: Fosters a sense of curiosity and a love for learning by focusing on exploration and discovery.

5. Gamification

- Game Elements in Learning: Incorporates game mechanics (points, badges, leaderboards) into educational activities to increase motivation and engagement.

- Interactive Learning: Uses educational games to make learning fun and interactive.

6. Collaborative Learning

- Group Work: Students work together in groups to complete tasks, solve problems, and create projects.

- Peer Learning: Encourages peer teaching and learning, fostering communication and teamwork skills.

7. Differentiated Instruction

- Tailored Teaching: Adapts teaching methods and materials to accommodate different learning styles, abilities, and interests.

- Flexible Grouping: Uses a variety of group configurations (whole class, small groups, individual) to meet diverse learning needs.

8. Use of Technology

- Interactive Whiteboards: Engages students with interactive and multimedia presentations.

- Educational Apps and Software: Utilizes apps and software to support learning in subjects like math, reading, and science.

- Virtual Reality (VR) and Augmented Reality (AR): Provides immersive learning experiences that can bring abstract concepts to life.

9. Formative Assessment

- Ongoing Feedback: Uses regular, informal assessments (quizzes, observations, discussions) to monitor student progress and provide immediate feedback.

- Adaptive Teaching: Adjusts instruction based on assessment data to better meet students' needs.

10. Mindfulness and Social-Emotional Learning (SEL)

- Mindfulness Practices: Incorporates activities like meditation and deep breathing to help students manage stress and improve focus.

- SEL Programs: Teaches skills such as empathy, self-regulation, and effective communication to support emotional and social development.

11. Outdoor and Experiential Learning

- Outdoor Education: Utilizes the outdoor environment for hands-on learning experiences in subjects like science and geography.

- Field Trips and Experiments: Provides experiential learning opportunities through field trips, experiments, and real-world exploration.

12. Culturally Responsive Teaching

- Incorporates Diverse Perspectives: Integrates diverse cultural perspectives into the curriculum to reflect the backgrounds of all students.

- Inclusive Practices: Uses teaching methods that respect and value the cultural backgrounds of students, promoting equity and inclusion.

Lessons using active learning methods are interesting not only for students, but also for teachers. But their unsystematic, ill-considered use does not give good results. Therefore, it is very important to actively develop and implement your own gaming methods into the lesson in accordance with the individual characteristics of your class.

LITERATURES:

1. Belkina V.N. (2011) Kompetentnostnyy podkhod v protsesse nepreryvnogo professional'nogo pedagogicheskogo obrazovaniya studentov [Competence approach in the process of continuous professional pedagogical education of students]. Yaroslavl: YSPU named after KD Ushinsky – 139 p. (In Russian)

2. Zimnyaya I.A. (2004) Klyuchevyye kompetentnosti kak rezul'tativno-tselevaya osnova kompetentnostnogo podkhoda v obrazovanii. [Key competencies as an effective target basis of a competence-based approach in education]. Trudy metodologicheskogo seminara «Rossiya v Bolonskom protsesse: problemy, zadachi, perspektivy» [Proceedings of the methodological seminar «Russia in the Bologna process: problems, tasks and prospects] – M.: Issledovatel'skiy tsentr problem kachestva podgotovki spetsialistov, 42 p. (In Russian)

3. Zimnyaya I.A. (2006) Obshchaya kul'tura i sotsial'no-professional'naya kompetentnost' cheloveka [General culture and socio-professional competence of a person] Internetzhurnal «Eydos». <http://www.eidos.ru/journal/2006/0504.htm>

4. Khanhodjaeva, N. B., & Grabovets, N. V. (2021). Use of New Ecological Methods to Reduce Pesticide Load as Bioprotection against Insect Pests. *Design Engineering*, 3526-3533.
5. Xanxodjayeva, N., Ermatova, S. M., Muradova, U. D., & Sadinov, J. S. (2017). ANTHROPOGENIC IMPACT OF CHEMICALS ON SOIL. *ISJ Theoretical & Applied Science*, 4(48), 216-219.
6. Parida, M., Bakhadirova, B. D., Eshtemirovich, K. U., Mekhmanovich, B. B., & Israilovich, M. G. (2018). Defining of total antioxidants quantity in the leaves of different fruit trees in Uzbekistan territory. *European science review*, (1-2), 19-20.
7. Xanxodjayeva, N., Ermatova, S. M., Muradova, U. D., & Sadinov, J. S. (2017). АНТРОПОГЕННОЕ ВЛИЯНИЕ ХИМИЧЕСКИХ ВЕЩЕСТВ НА ПОЧВУ. *Theoretical & Applied Science*, (4), 216-219.
8. Azamjon o'g'li, U. M., & Mammadov, E. (2023). DIDACTIC AND METHODOLOGICAL JUSTIFICATION AND DEVELOPMENT OF THE AUTHORSHIP PROGRAM OF THE MATHEMATICS COURSE INTENDED FOR HUMANITIES FACULTIES. *Gospodarka i Innowacje.*, 37, 79-84.
9. Azamjon o'g'li, U. M. (2023). ACQUIRING NEW KNOWLEDGE BY SERVING PEDAGOGICAL TOOLS. *Gospodarka i Innowacje.*, 36, 479-484.
10. Azamjon o'g'li, U. M. (2023). DEVELOPING STUDENTS'INTEREST THROUGH PEDAGOGICAL TOOLS. *Open Access Repository*, 9(6), 185-190.
11. Mashrabjonov, U. (2023). IMPORTANCE OF METHODS IN TEACHING MATHEMATICS. *Science and innovation*, 2(B9), 42-45.