

USE OF INDUCTIVE METHODS IN THE EDUCATIONAL PROCESS

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Abstract

The article mentions the importance of using inductive methods in the educational process and the possibilities of increasing the effectiveness of education.

Keywords: Inductive methods, interview method, preschool education, training, modern education, education and upbringing, pedagogue, technological maps.

Introduction

In an independent country, the preschool education system, which is the initial link of the education system, plays an important role in the honorable and responsible work of raising a well-rounded person in all respects. From the moment a child is born, to the age before school, mental activity increases, moral aesthetic and physical feelings are formed. Therefore, our strategic goal for the development of the field of preschool education in the coming years is to create the necessary conditions to fully cover every child of kindergarten age with this educational field, regardless of their social status.

Article 3 of the Law of the Republic of Uzbekistan "On Education" states that "In providing students with in-depth theoretical knowledge, skills and practical skills, as well as their general education and professional knowledge, skills and a systematic process aimed at forming their skills and developing their abilities"[1].

Implementing an educational program is not an easy task for a pedagogue. The older children are, the more diverse and wider the material they learn becomes, and here, in addition to the content, the methods of presenting information are given a special place. The use of inductive and deductive methods is one of the effective methods for comprehensive development of preschool children.

Inductive and deductive teaching describe a very important feature of the methods - the ability to reveal the logic of the movement of the content of the educational material. The use of inductive and deductive methods means choosing a certain logic of revealing the content of the subject being studied - from the particular to the general and from the general to the particular. The use of modern inductive and deductive approaches in the educational process is one of the most effective methods. For example, the interview method. A conversation with children is a certain form of dialogue on a certain topic. Conversation with children on the topic: "Signs of autumn." "Autumn months" can use a deductive form of conversation (from general to specific). What time of the year has come - autumn. This is the truth, the general picture of the world. What signs can we identify this with? (day shortened, leaves fall, birds fly, etc.). Or the conversation can be built on the inductive principle. (from specific to general) What changes



have you noticed in nature, what is happening to the animal world, how have people's clothes changed? and hakazo. Why all this is happening because autumn has arrived. Two different ways of presenting information activate inductive and deductive thinking in children.

Visual activity. Of course, visual activity is a creative process, but it is also subject to certain tasks, rules and directions. Let's consider the deductive approach in the application example. Based on a certain pattern that we implement, we divide all the stages of work into parts, determine what materials we need, how and in what sequence they are used, what tools are needed for this. Working in this direction, over time, we began to create "Technological maps" in the process of direct discussion with children, thereby further activating their independence and minimizing the need to ask for help from the pedagogue.

The inductive approach is the opposite of goal setting. Let's look at an example of drawing. The program always has creative topics based on results, any holidays, events, memorable dates. For example, the theme: "New Year's tale". We remember all the details of the holiday with the children, unexpected moments, our clothes, feelings, experiences, hopes - thus activating all the emotions experienced on that day. And then we draw everything that the child wants to depict on this topic. When we work on small details, we come to one whole.

Cognitive activity. Cognitive activity is a conscious activity aimed at understanding the surrounding reality through mental processes such as perception, thinking, memory, attention, speech. It is at this age that the child's cognitive interest begins to increase, it is at this time that children move from concrete effective to visual-figurative thinking. Immediacy and curiosity are probably the main qualities of a child of this age. In this direction, the room for induction and deduction is very large.

This can be clearly observed in the example of experimental work. We can study the world around us, starting with a certain object or phenomenon, gradually revealing all its features, or we can achieve the desired result through experiments, trials and errors. Both methods, especially if they change, give a strong impetus to the development of children's cognitive abilities.

Thus, using modern inductive and deductive approaches in the educational process, we teach children from early childhood that the problem can be solved in different ways, that the world is ambiguous and that it can be studied from different angles. All this gives us the opportunity to develop the flexibility of thinking that can serve as the basis for successful self-awareness of children in the future.

References

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