

INNOVATIVE EDUCATIONAL METHODS – A GUARANTEE OF EDUCATIONAL EFFICIENCY

M. J. Saidova

BukhDUPI Primary Education Department Professor, DSc

mohinur.saidova2016@mail.ru

Abstract

In order to increase the effectiveness of education, the article discusses the importance of using modern interactive methods in the educational process, and elaborates comprehensive suggestions and recommendations.

Keywords: Modern educational methods, educational efficiency, interactive methods, brainstorming, working in small groups, round discussion, learners, educators, debate, problem situation, educational material.

Introduction

In order to ensure that the knowledge, skills and qualifications of the learners are a level that meets the requirements of the time, the tasks assigned to the pedagogic staff are extremely important and responsible. In order to fulfill this task, regardless of the type of educational institution where teachers work, it is necessary to constantly work independently, improve their skills, and conduct scientific and creative research. Obligation to fulfill the requirements of state educational standards from the point of view, the level of professional competence of the teacher, corresponding to the demand of the time, will undoubtedly ensure a positive solution to the problem.

For this purpose, there is a need for teachers to widely use modern teaching methods in the educational process. The use of modern teaching methods leads to high efficiency in the teaching process.

When choosing educational methods, it is appropriate to choose based on the didactic task of each lesson. While preserving the traditional form of the lesson, enriching it with methods that activate the activities of various learners will lead to an increase in the level of mastery of learners.

DISCUSSION AND RESULTS

In modern language, these methods are also called interactive or interactive methods. Interactive methods mean methods that activate learners and encourage them to think independently, with the learner at the center of the educational process. When these methods



are used, the teacher encourages active participation of the learner. The learner is actively involved in the entire process. The benefits of a learner –centered approach include:

- study-learning with a higher educational effect;
- high motivation of the learner;
- consideration of previously acquired knowledge;
- adaptation of study intensity to the needs of the learner; - support of the learner's initiative and responsibility;
- learning by doing; - creation of condition for bilateral opinions.

For example, the “Brainstorming” method is a method that collects free thoughts opinions expressed by the students in a problem and comes to a certain solution through them.

In the written form, learners write their answers to the given question on paper cards in a short and visible way. Answers are fixed on the board (using magnets) or on the board (using pins). In the written form of the "Brainstorming" method, there is an opportunity to group the answers by certain characters. This method, when used correctly and positively, teaches a person to think freely, creatively and non-standardly. When using the "Brainstorming" method, there is an opportunity to involve all learners, including the formation of a culture of communication and discussion among learners. Learners develop the ability to express their thoughts not only verbally, but also in writing, logical and systematic thinking.

The lack of evaluation of the expressed opinions leads to the formation of different ideas in the learners. This method serves to develop creative thinking in students. "Brainstorming" method is implemented depending on the goal set by the teacher:

1. To determine the basic knowledge of learners when set, this method is implemented in the introductory part of the lesson.
2. Repetition of the topic or connection of one topic with the next topic is carried out in the transition to a new topic.
3. When the goal is to strengthen the subject, it is done after the subject, in the reinforcement part of the lesson.

The main rules for using the "Brainstorming" method:

1. The expressed ideas are not discussed and evaluated.
2. Any opinions expressed will be considered, even if they are not correct.
3. Every learner must attend. Below is the structure of the "Brainstorming" method. A problematic question is asked. Thoughts and ideas are heard and collected. Thoughts and ideas are grouped. The clear and correct answer will be selected.

The structure of the "Working in small groups" method

The stages of the "Working in small groups" method are as follows:

1. The direction of activity is determined. Interrelated issues are determined by topic.
2. Small groups are defined. Learners can be divided into groups of 3-6 people.
3. Small groups begin to complete the task.
4. Specific instructions are given and guided by the teacher.



5.Small groups make presentations.

6.Completed tasks are discussed and analyzed.

7.Small groups are evaluated.

The advantage of the "work in small groups" method: leads to better mastering of teaching content; improves communication skills; it is possible to save time.

1. "Round discussion" method:

"Round discussion" method is a teaching method conducted by students expressing their opinions on the problems or questions given around the round table. [Yoldoshev J.G., Usmanov S. 2004]

When using the "round table" method, the tables and chairs should be arranged in a circle. This helps each learner make "eye contact" with each other. There are oral and written forms of the roundtable discussion. In oral discussion, the teacher introduces the topic and asks the learners to give their opinion on the question, and each learner in the circle gives their opinion. they explain.

Listens carefully to the learner who is speaking, and if discussion is necessary, all feedback is discussed after listening. This helps students to think independently and develop speech culture.

Structure of the round table:

Tables and chairs are placed in a circle in a written roundtable discussion, and an envelope is given to each learner. Each learner asks a question on a specific topic in an envelope and writes his answer on one of the "Answer Sheets", puts it inside the envelope and marks it.

Marks: 1. Learners 2. Set up a round table. After that, he passes the envelope clockwise to the student next to him. The envelope the learner writes his answer on one of the "Answer Sheets", puts it in an envelope and passes it to the learner next to him. All envelopes move in a circle. In the final part, all envelopes are collected and analyzed.

CONCLUSION

Through this method, learners can express their knowledge on the given topic in a short and clear way. In addition, this method creates an opportunity to evaluate learners on a specific subject. In this, learners can evaluate the answers given by other learners in the group to the questions they ask, and the teacher can objectively evaluate the learners.

Lessons organized using such interactive methods are interesting for students and can make them learn new knowledge more effectively.

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