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THEORETICAL APPROACHES AND INTERNATIONAL EXPERIENCE IN TEACHING SCIENCES

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Abstract: In this thesis discussed about several interactive methods for enhancing the lesson process. Also highlighted many theory task and ways to improve their skills for future teachers and coaches. Furthermore, we discussed some useful ways of teaching students in different subjects via white boards.

Keywords: modern devices, interactive methods, whiteboards, distance learning

In his address to the participants of the regional conference of the Organization for Security and Co-operation in Europe (OSCE) on “Education as an Investment in the Future”, our President stated the following: “At present, it is more important than ever to deeply realize one fundamental truth: without creating an effective education system, it is difficult to imagine the implementation of the tasks set for reforming society. Giving priority to this sphere is, undoubtedly, a foundation for its future development.”

Based on these tasks, pedagogical skills, covering the study of various aspects of activity, are the main methods of teaching and upbringing in all educational areas and in the system of continuous education. Usually, this requires a methodological approach (methodology), the organization of lessons based on the forms and methods of scientific cognitive activity to achieve the theoretically set goal, the theoretical or practical knowledge of truth, reality, activity, and a set of learning methods or operations. In pedagogical practice, although traditionally, the regulated method of activity used to achieve educational goals is understood as the method of skill of the teacher, it is emphasized that the methods of teaching activity of the teacher and the methods of learning activity of the student are interconnected.

From a theoretical perspective in teaching sciences, the teaching process involves several key aspects: the purpose of teaching, the method of comprehension, and the interaction between the participants of the educational process (teacher and student). Firstly, it highlights the interconnection between the teacher's methods of instruction and the student's methods of learning. Secondly, it emphasizes the specificity of joint collaboration aimed at achieving the intended educational objectives — that is, teaching methods are considered a cooperative activity between teacher and student in addressing educational tasks and achieving the set goals.

Mastering the art of conducting lessons skillfully requires a future teacher not only to have a deep knowledge of the subject but also to be able to convey this knowledge effectively to students. For learners — students and pupils — the methods used in studying a subject play a crucial role in mastering it thoroughly. Therefore, specialists in this field — that is, teachers and mentors — must

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not only have a solid grasp of teaching methods related to their subject but also know how to apply them skillfully in practice.

The purpose of this discipline is to familiarize students of any educational direction with the traditional and interactive methods used in teaching the Russian language and to teach them how to apply these methods effectively in their future professional activities.

In the methodology of teaching, the following tasks are required from future educators:

- to continuously observe the learning process throughout the course or lesson, starting from the chosen topic, and to make students understand the importance of collecting necessary concepts and information related to the required data;
- to teach students how to process, compare, and analyze the collected information according to the set objectives, as well as to characterize it comparatively with their native language;
- to help them study phenomena and processes in depth, evaluate development trends in the world or in topics of students' interest, and draw logical conclusions;
- to develop their ability to think logically, reason independently, and justify their own viewpoints;
- to familiarize them with teaching methods applicable to learning specific concepts of the field;
- to properly link the methods used in studying the subject with the teaching methods applied in lessons;
- to learn how to select appropriate teaching methods according to the subject's topics and to use them skillfully in their professional practice.

The quality of Education does not increase, as long as the teacher's methodological skills on this theoretical basis, insufficient attention is paid to mastering new methods of conducting lessons. The costs incurred to improve the methodological skills of teachers, encouraging them to do so, make it possible to get the "maximum effect, at a minimum cost."

Therefore, future teachers should show the role of young people in the formation of their socio-humanitarian worldview in teaching subjects, because today education is tasked with raising not only specialists with a high level of knowledge in their field, but also a comprehensively formed, cultured, broad-minded, and devoted generation to their homeland. In solving this important issue, the importance of teaching social and humanitarian subjects such as history, philosophy, ethics and aesthetics, psychology, pedagogy is of great importance, as well as ensuring the necessary level of integration of subjects into various spheres of society, that is, these subjects should serve to form social competencies necessary for these professions in the training of personnel for various specialties; the need to support and encourage research projects on teaching and learning the Russian language is scientifically substantiated in many ways.

At the same time, when considering the practical aspects of increasing the effectiveness of teaching their subjects, future teachers need to understand the important aspects of organizing education according to the didactic goal in order for students to master the material being studied (knowledge, skills, worldview, and moral-aesthetic ideas):

—lesson on familiarization with new materials;

—lesson to reinforce what has been learned;

—lesson on applying knowledge and skills;

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—lesson on generalization and systematization of knowledge;

—knowledge and skills testing and correction lesson;

—combined (mixed) lesson.

The main stages of the process of organizing Russian language lessons are divided into the following:

—Introductory lessons;

—Introductory lessons for familiarization with the materials;

—Lessons on learning concepts, laws, and rules;

— lessons on applying knowledge;

— Mixed or combined lessons.

In this regard, the ability to teach all subjects effectively depends on teachers, their ability to organize and teach the teaching process with knowledge. Therefore, special attention is paid to organizing the learning process and using teaching methods that help students gain in-depth knowledge.

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