

Methods of Ensuring the Effectiveness of Education and the requirements for them

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Abstract:

The article has analyzed the methods used to ensure the activity of today's educational process. It is necessary to achieve an activity only as a result of knowing and following the requirements for the application of these methods. Pedagogical skills are an important factor in achieving the efficiency of lesson.

Keywords: *efficiency, education, teaching methods, demand, analysis, quality of teaching.*

It is known that the knowledge and skills of the staff will be improved the requirements must be derived from the needs of the present and the future. In 2017-2021 Strategy of actions on five priority directions of development of Uzbekistan “Introduction of international standards for quality assessment of education and training Improving the quality and efficiency of higher education institutions on the basis of gradual increase of quotas for admission to educational institutions; research and encourage innovation, put scientific and innovative achievements into practice creating effective mechanisms for achieving this, universities and research institutes specialized scientific-experimental laboratories, high technology establishment of centers and technoparks ” will be useful. Improving the professional level and skills, scientific and pedagogical potential of the staff requires the creation of an advanced material and technical base of the system of advanced training.

Personnel based on the development of modern economy, science, engineering and technology the creation of an improved system of training is the most important for the development of the country is a condition. The use of such a system is the future of human resources ability to identify and solve, high general and professional culture, creativity and social activism, socio-political and independent skills to form a younger generation. The level of development of society, the transformation of our time into the information age, in the economy structural changes show that young people are mature, quick to assess the situation, any to train a qualified professional who can make the right and wise decisions in any situation It is not enough for a teacher to teach in a traditional way, to guide students. In order to teach modern sciences to young people, a teacher

must know these subjects well be able to apply teaching methods skillfully, demonstrate methodological readiness required to take.

Teaching methods are those that teachers and students work together methods of activity are understood and these methods are technical-technological of learners acquire knowledge, skills and competencies, acquire knowledge independently and so on to increase the ability to apply knowledge in practice. Pedagogical In practice, the following methods - oral method (oral statement, explanation, conversation), with a book performance (instructional materials), visual method (exhibitions, film, video, observation), practical methods (exercises, laboratory, practical work) are widely used. Depending on the didactic tasks, the following methods are used – knowledge create, develop skills and competencies, apply and consolidate knowledge, testing knowledge, skills and competencies.

There are two methods according to the learning activities of students and they are divided into 2 groups: reproductive and problem-based research methods. Reproductive and problem-based teaching methods are primarily new to students based on an assessment of the level of creative activity in understanding concepts, phenomena and laws divided into parts. Reproductive methods primarily focus on students' learning materials to ensure a stronger memory, direct management of cognitive activities, in order to build practical skills and competencies to quickly identify shortcomings applied. When we say problem-based learning, we mean that the learning material is scientific in the minds of the students learning that cognitive tasks and problems, such as research, arise understood.

The search for logical, scientific conclusions in the student's thinking activity and there are problematic situations that encourage learning. An issue arises to solve it, he seeks to understand the rules being studied. The first group of teaching methods: ready-made learning activities and education methods that enable recipients to acquire knowledge at level 1. A lecture is a large amount of teaching material taught by a teacher over a long period of time monologue A story is usually a teacher's monologue about an event, an event, a fact to clarify theoretical facts, to arouse interest in the material being studied applied.

The main requirement for storytelling is emotional delivery, artistic, make an effective statement. Explanation - writing different cases of the described material on the board narrate the study material by explaining, analyzing, interpreting, and proving Instruction is an independent method that is widely used in vocational training teach students the tasks of specific actions, ways to implement them, practice task-solving requirements, skill-based sequence of actions, a specific type describe specific situations and explain their practical application Demonstrations are learners' objects and events, their natural processes visual-emotional presentation Demonstrate and perceive objects, processes, and events in a visual way intends to do. The main purpose of this method is to teach.

To the means of presentation diagrams, tables, pictures, pictures, albums, maps, flat models. The way you view information is more visual overhead projectors, projectors, cameras, reading reception on televisions, as well as on computers that display information on a display based on The second group of practical learning methods: learning activities that describe what is remembered and methods that enable learners to acquire knowledge and skills at Level 2. The way to work with a book is to teach, educate, develop and engage performs its functions. Students can work with the book: in the classroom under your guidance; independent at home. Students work with books at home make sure they have a way to work independently with the book before putting it in front of them do:

- get acquainted with its structure; glance read individual chapters;
- search for answers to questions; essay writing; compilation of basic abstracts;

- logical structure drawing drawings; solve examples and tasks, perform exercises; control tests performance;
- storage of material. The laboratory method is a method in which learners are educators under the guidance and practice of a pre-arranged plan or practice they complete tasks, and in the process, they receive and understand new knowledge.

The main purpose of the method is to teach and develop. This method is for learners as follows provides opportunities to: acquire skills and abilities to work with equipment; known research and select independent research; Acquisition of practical skills: measurement and calculation; processing the results and comparing them with the previous ones. The third group of teaching methods: discussion, partial-research educational activities and methods that provide students with the acquisition of knowledge and skills at level 3. Conversation - dialogic (Greek: dialogos - two or one conversation between several people), a question-and-answer way of teaching and learning.

Another advantage of the conversation is that it stimulates the thinking of students and helps to develop the power of knowledge. Debate - discussion in the form of discussion active method of giving. The discussion method does all the work. Debate is free, and when it is free, it can be manageable. It just had to be mastered should be relevant to the topic and questions. Brainstorming is the idea of solving practical or scientific problems collective formation. This method performs all the functions, but its main function activating the learning activities of learners, making them independent of the problem interest in understanding and solving and the culture of dealing with them, communication skills to develop, to be free from external influences and to solve creative tasks nurtures the overcoming of primary path ideas.

Insert is an interactive text marking system for effective reading and thinking. Insert Asking questions to activate previous knowledge and mark it in the text treatment. Then there is the definition of all kinds of information that can be found in the text. Insert actively monitor the learner's independent learning while working with text a powerful tool that allows Insert - to solve complex tasks of mastering and strengthening teaching materials, developing reading skills is a teaching method used for Text designation system - a sign confirming that I know; (+) - new information symbol; (-) is the opposite sign, as far as I know; - made me think. Pinboard (from the English: pin - fastening, board - writing board) Instructor: → Suggested problem expresses his views on the solution. → Organizes mass mental attack.

Learners will be able to: → Suggest, discuss, and evaluate the most ideas choose many acceptable (effective and other ideas and put them on a piece of paper as key words) and attach to the board. → Group members (2-3 students as determined by the teacher go to the blackboard and in consultation with others: sort out obvious mistakes or repetitive ideas; identify disputes; by the signs that ideas can be systematized determine; group all ideas on the board according to these symbols (card / sheets).

Instructor: → Summarizes and evaluates the results of the work. The situational approach is the educator's ability to create problem situations and teach based on the active cognitive activities of the recipients. It is the analysis, evaluation of a specific situation and from making the next decision. The problem consists of 3 components: known (from this task); unknown (finding leads to the formation of new knowledge will come); needed to perform a search in the direction of finding the unknown, the previous knowledge (learner experience). The fourth group includes teaching methods: independent research activities and 4 levels methods of acquiring knowledge.

The project method involves the practical application, analysis, and evaluation of knowledge and skills the holder implements a comprehensive teaching method. Students are at a high level, other than that rather than using teaching methods in planning, organizing, supervising, participate in the analysis and evaluation of the results of the task. Case study stage (case English - set, exact situation, study stage) is the method, from the learners who create the situations that organize

normal life and to the learners organizing ordinary situations from life that require the search for a more appropriate solution or based on artificially created situations.

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