

---

## APPLICATION OF MODERN METHODS

**Yusupova Barchina Gakhramanova**

**Urgench State University Student**

**Kunduz Madrakhimova**

**Nukus State Pedagogical Institute Student**

### **Abstract:**

**There is reason to believe that modern didactics is enriched with teaching rules, scientific achievements and advanced experience accumulated over many years. However, the relationship between the content, methods, tools and forms of organizing training in all parts of the educational process is not properly explained. All this complicates the application of didactic rules in practice. New tasks and needs of educational institutions require improving the quality of teaching and upbringing of students, its further development and promotion.**

**It is useful for the teacher to consciously choose the educational process that best suits the specific conditions and capabilities of the child. This work eliminates the risk of choosing important aspects of the course and some random approach to managing the process of acquiring knowledge, skills and competencies.**

### **Introduction**

The revision-generalization lesson is usually used after a certain part of the program or the main topic has been removed. This includes footage repetition - summarizing footage through overarching and interrelated questions to recall and reinforce. Typically, students should be given time to prepare for the re-generalization lesson, ask questions about the material before the lesson, and provide a list of used references. In high school, it is sometimes possible to conduct a specific portion of the teaching material or introductory lessons before moving on to the main topic. Such classes are usually taught in the humanities. This, of course, implies that students work independently. Literature lessons often require students to read a major piece of art included in the curriculum, stage plays on the subject, and watch films.

The success of any lesson largely depends on the organization of the lesson. In our schools, the beginning of the lesson is called the organizational moment of the lesson. Of course, there should be such a small organizational part of the lesson. However, it should not be part of any stage or structure of the lesson form. It is important to closely monitor the preparation of the class at the organizational moment. Experienced teachers seize opportunities, avoid distracting students, and get started right away.

Seminars are a form of organizing students for independent work on important topics and their subsequent discussion in a team.

Before the topic is organized, the teacher creates questions and assignments for the students. In the introductory lesson, she briefly introduces the students to the content of the material, the nature of the work that needs to be done, gives those tasks for each seminar and shows them the literature for which they need to prepare. The same tasks will be common for everyone, the rest of the tasks will be given to individual students or a group of 3-4 people. Moreover, all students must develop a minimum of compulsory materials in the seminar program.

Preparation for seminars takes 2-3 weeks. Students organize literature, collect material, make various observations, and compose dissertations based on a small amount of information.

Master classes are held during the leak. The amount of such training depends on the content of the topic and the time allotted for its organization. Students provide information in the classroom; they add different manifestations to them. All students participate in the discussion of the issue. To prepare thoroughly for the workshop, the teacher can assign the same assignment to all or more students and assign a speaker at the beginning of the session. The advantage of this method is to increase student interest in the lesson by capturing their attention, teach them to work independently, think less, revitalize the lesson, and increase student ability.

Practical training is a type of training that is not carried out in the form of a classroom-lesson system, which is carried out in a specially equipped room or a separate experimental zone, as well as by observing a specific object directly related to educational work.

### **Main literature used:**

1. S. Ogaev. Educational technologies. Public education 2000. No. 3.
2. Davletshin M.G. General psychology. Tashkent, ToshDPU, 2002.