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METHODOLOGY OF USING PEDAGOGICAL TECHNOLOGY IN IMPROVING STUDENTS' THEORETICAL KNOWLEDGE

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Abstract. In this article, one of the most important topics today, the method of using pedagogical technology to improve students' theoretical knowledge, and the trends in providing students with theoretical knowledge are highlighted.

Key words: Teaching methods, oral methods, instructional methods, practical methods, brainstorming, pinboard method.

INTRODUCTION

Increasing students' theoretical knowledge through pedagogical technologies is an important scientific, political, and pedagogical problem. For this, it is necessary to use new teaching methods, including pedagogical technologies. There is no single approach to the classification of teaching methods in pedagogy.

In didactics, it is most common to differentiate teaching methods according to the source of knowledge (S.O.Lordkipanidze, Ye.Ya.Golant), didactic goals (B.P.Esipov), the level of cognitive activity (I.Ya.Lerner, M.I.Makhmutov, etc.) .

Binary schemes of methods, their three-dimensional and even comprehensive differentiation are also found. Each of these classifications has advantages and disadvantages, which have been sufficiently analyzed in the literature. Classification of teaching methods by sources of knowledge is quite simple, and they are widespread in school practice. According to this sign, the methods are divided into three groups:

1. Oral methods.
2. Guided methods.
3. Practical methods.

Since these methods are interrelated, it is not always possible to clearly demarcate them.

Each teaching method has its own task. In the literature, the stimulating (motivated), educational, educational and perfecting general pedagogical tasks of teaching methods are expressed.

The teacher is a trainer who, while preparing for the lesson and choosing the most suitable methods for it, takes into account the feasibility of these methods, their content, and on this basis encourages and strengthens the tasks of perfection.

It is known that the expansion of students' educational activities largely depends on the teacher's skills. The concept of motivation is important here. "Motivation is an internal driving force, an emotion that creates a person's behavior, the pedagogue tries to manage it and takes it into account to organize the educational process. It is necessary to specially collect impressive evidence from the experiences of activities being studied in practice and show students ways to get out of unfavorable situations based on

knowledge of the main situations of the subject being taught. (Sayidakhmedov, 2003, 61). Therefore, the teacher should determine the level of motivation that corresponds to the purpose and content of each lesson when improving students' theoretical knowledge.

In pedagogy, there are various technologies to interest students in the lesson.

Such a pedagogical technology is described in Koyi.

Brainstorming method

Brainstorming is a way of generating ideas. Participants jointly try to solve a difficult problem: they put forward their personal ideas to solve it (generation comes). It encourages participants to use their imagination and creativity.

The task of "Brainstorming" is to create new ideas with the help of small groups. This method encourages problem-solving students to generate more incredible and even fantastic ideas.

The more ideas, the better. At least one of them may serve the same purpose.

Rules of "Brainstorming":

Thoughts and ideas should be expressed without any restrictions;

The expressed opinions and ideas will not be discussed, criticized, or evaluated until the submission of proposals is stopped;

Any ideas and opinions expressed will be taken into account;

The more ideas and opinions, the better;

The expressed ideas and opinions can be supplemented and further expanded;

All said proposals are written down;

The time for submitting proposals is clearly defined.

This technology performs all functions, but its main task is to motivate learners to independently understand and solve problems.

Pinboard method (from English: pin - reinforcement, board - board)

The essence of this teaching method is that the discussion or educational conversation is connected with the practical method. Its advantage functions are a developing and educational task: the culture of communication and discussion is formed in students, the ability to express one's opinion not only verbally, but also in writing, the ability to think logically and systematically develops.

Discussion (Discussion) method

In most cases, the seminar takes place in the form of student monologues interspersed with teacher monologues, while the rest of the students are bored. Therefore, using the discussion method in the lesson increases the activity of all students and prevents them from getting bored.

How to conduct a "discussion":

1. The teacher chooses the topic of discussion and invites students;

2. The teacher gives students the problem of "Brainstorming" and determines the procedure for conducting it, students are divided into groups;

3. A secretary is appointed to write down the ideas and opinions expressed during the brainstorming session. At this stage, conditions are created for each of the group members to express their opinion;

4. The student (leader) announces a short break before proceeding to the second stage.

In the second stage, the expressed thoughts and ideas are summarized and analyzed;

5. An attempt is made to find the optimal solution to the given task through analysis.

The teacher can ask the following questions during the discussion:

- Can you give an example?
- Why not! What for?
- How does this idea match what Mahmud said?

- So, you agree with Bakhrom's opinion?

- Don't tell me, you have to convince Jasur!

Regardless of what students' opinions are, not to rush to react to them is a strict rule of discussion. The teacher should not allow the illogicality of thoughts, the expression of clearly contradictory, groundless opinions.

With a polite bite, it is necessary to clarify the validity of the opinions, the correctness of the expressed or supported opinion, and to arouse interest in them to think about the logical consequences of the idea.

Ice cream method

Many people feel nervous when they are in an unfamiliar situation (in a new class or school, at the beginning of a course). They often don't know each other. If they know at least one person, they will be together. Therefore, the teacher (or leader) must create a friendly environment that gives students a sense of confidence and a situation where they can focus on what they need to learn. The Muzyorar method can be used for this. This method is aimed at melting the "Ice" and removing the "veil" between the teacher and the students.

Cluster method. Clustering is a pedagogical strategy that helps students think freely and openly about a topic. This method develops multivariate thinking, the skills of making connections between the studied concepts (events, events).

The word "cluster" means a group.

Clustering can be used to stimulate thinking at the stages of invitation, realization, and reflection. It is basically a strategy for awakening new thoughts, reaching existing knowledge, and inviting new thinking on a specific topic.

It is advisable to use clustering on a topic before studying this topic thoroughly.

The sequence of creating a cluster method:

1. A "key" word or sentence is written in the middle of a large sheet of paper or on a class board or a surface that can be used for writing;

2. Write down the words and phrases that come to mind and are considered relevant to this topic;

3. Establishing possible connections between thoughts when thoughts appear and writing them down;

4. Write down all the thoughts that come to mind until the thoughts run out or the time runs out;

5. The quoted words and thoughts are divided into categories depending on their content and proximity.

The participation of all students in the group serves as a core of ideas for the group.

In addition to the methods mentioned above, the games "Leading athlete" or "Tarozi", which are part of the active teaching methods, show their effectiveness in the formation of theoretical knowledge and skills. A number of scientists who described the theoretical and practical nature of these games, Ya. M. Belchikov, M. M. Birstein, V. M. Karimova, N. S. Sayidakhmedov.

These games are one of the methods of active teaching, and it is a method aimed at interpreting this or that situation of the student in the form of a game in order to understand the object being studied in real life" (14).

In our opinion, the above-mentioned theoretical knowledge is beneficial in cases where:

- firstly: at the beginning of the training, offer problem situations to the requirements or give special problem tasks that can express the topic of the subject;

- secondly, to require the student to overcome difficulties through problematic situations, to search for pedagogical methods and actions;

- thirdly, influencing the motivational circle of students, i.e. creating their internal motivation, increasing their interest in science;

-fourthly, to develop creative (unique, non-standard) abilities, develop logical thinking and reasoning abilities in them;

- fifthly, they prepare to think independently and draw correct conclusions;

- sixth, to analyze the difficulties encountered in life and prepare to overcome them.

These methods allow students to acquire world-class knowledge.

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