

USE OF METHODOLOGICAL METHODS IN TEACHING ARTS

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Abstract:

The article describes the use of methodological methods in the teaching of artistic subjects, the teaching methods, the activities of the teacher and the learner in the educational process, how to organize and conduct the educational process, and in this process, what actions the learners should perform

Keywords: information technology, pedagogue, education, method, teacher, learner, pedagogical technology, education, dialectics.

Introduction

In the address of the President of the Republic of Uzbekistan Sh.M. Mirziyoyev to the Oliy Majlis dated December 28, 2018, the more blind there are highly educated and highly qualified specialists in our society, the faster and more effective the development will be, [1]- and in his speech at the celebratory event dedicated to the 31st anniversary of our independence, a graduate of the New Uzbekistan school has mastered modern skills, mastered information technology, is a creative thinker, can make independent decisions, has a world view His opinion that they will become a broad personality [2] is commendable. The organization of the educational process in our country requires the teacher not only to have deep knowledge, but also to have pedagogical skills, to know various methods of teaching, and to work tirelessly on himself. Each pedagogue requires high intellectual competence in his work and in the process of imparting knowledge to students, naturally, each pedagogue requires the use of methodical methods in teaching students.

Method (method) is derived from the Greek word "methodos" which means the way to something. The method of education is the basis of the complex process of cooperation between the teacher and the learner on the implementation of the educational goal.

Educational methods mean the methods of achieving the goals of teaching and the ways of theoretical and practical orientation of the educational material. Teaching methods determine the activities of the teacher and the learner in the educational process, how to organize and conduct the educational process, and what activities the learners should perform in this process. [3]

Also, the educational method is a way of theoretical and practical cognitive activities aimed at the fulfillment of the learning tasks of teachers and learners. Educational methods depend on understanding the general laws of knowledge of the surrounding world, that is, they have

a philosophical methodological basis and are the result of a correct understanding of the contradictions in the educational process, the essence and principles of the educational process [4.]

Educational material depends on the logic of scientific thought expressed in the educational content. The less theory is expressed in pedagogical views, the less educational methods depend on this theory. The science of pedagogy summarizes the best practices of schools and educators, shows the scientific foundations of traditional education, and helps to creatively search for modern, effective methods of teaching.

For this reason, the following basic requirements are set for the educational methods: the way of studying the educational material should lead to the formation of didactic-materialistic ways of thinking, the willful qualities of morality and behavior based on the national ideology and national values; the educational method must be clearly and clearly based on scientific evidence; the systematicity of educational methods determines their level of effectiveness; Another requirement that is inevitably placed on educational methods is their comprehensibility; teach the child to know through the senses and use instructional tools as much as possible in the educational process; one of the requirements for educational methods is that knowledge is reasonable and thorough. Educational methods should be effective; the following situations should be taken into account when choosing educational methods: General goals of education. The content and peculiarities of science and the subject being studied. Peculiarities of the methodology of teaching a subject. Time spent studying the material. The purpose, tasks and content of the training session.[5]

Educational tools are objects used by teachers and students to acquire new knowledge. Educational tools are of great importance in pedagogy. All means of education successfully implement educational goals.

The educational tool is chosen in connection with the teaching of science. The teacher can use visual material and teaching manual at his discretion. Another aspect of the use of the educational tool is, of course, its reflection as a component of the educational process. Choosing an educational tool is related to choosing an educational method.[5]

While preserving the traditional form of the lesson, enriching it with various methods that activate the activity of the students will lead to an increase in the level of mastery of the students. Today, in a number of developed countries, the methods that form the basis of great experience in the use of modern pedagogical technologies guaranteeing the effectiveness of the educational process are called interactive methods.[5]

Interactive educational methods are currently the most common and widely used methods in all types of educational institutions. At the same time, there are many types of interactive educational methods, suitable for the purposes of implementing almost all tasks of the educational process.

In practice, it is possible to select the ones suitable for specific purposes and use them accordingly. This situation has created the problem of choosing the right interactive educational methods for the realization of certain goals. For this purpose, the lesson process should be organized rationally, the teacher should increase the interest of the learners and

constantly encourage their activity in the educational process, divide the educational material into small pieces, and open their contents intellectually. it is necessary to use methods such as attack, working in small groups, debate, problem situation, guiding text, project, imaginative games, and encouraging learners to do practical exercises independently.[6]

The interactive method is to solve an activity or a problem in mutual dialogue, in the course of thinking in mutual debate, together. The advantage of this method is that the entire activity teaches the student to think independently and prepares him for an independent life. When choosing interactive methods of teaching, the purpose of education, the number and opportunities of students, the educational and material conditions of the educational institution, the duration of education, the pedagogical skills of the teacher, etc. are taken into account.

The benefits of a learner-centered approach include: more effective learning; high motivation of the learner; consideration of previously acquired knowledge; aligning the educational process with the goals and needs of the learner; support of the learner's initiative and responsibility; learning by doing; creation of conditions for two-way feedback.[3]

It is clear from the above that it is necessary to properly analyze interactive educational methods and classify them on this basis. Below we present general comments on this issue. When classifying these methods, they can be divided into interactive methods, interactive educational strategies, and interactive graphic organizers. One of the most serious didactic problems is the question of what depends on the choice of educational methods.[7]

In the literature on didactics, it is noted that the correct choice of educational methods and the effectiveness of their application are related to various factors as follows: firstly, it depends on the didactic goals and tasks of training sessions; secondly, it depends on the nature of the material to be described; thirdly, it depends on the level of knowledge and development of learners; fourthly, it depends on the methods of the fundamentals of science studied in the educational process in a certain (current) period; fifth, related to the material and technical support of the educational process; sixthly, it depends on the teacher's pedagogical skills, his preparation and the level of organization of the educational process, as well as the teacher's knowledge of modern methods. In this case, each form fulfills the tasks set for itself, but the set of forms and methods forms a single didactic complex.

Methods: provides the expected achievement that the learner should know, master and value when leaving this training period. The main rule for choosing methods is to match the purpose of education, not different ones. The main requirement for methods is to use only one that gives results. The criterion of the main effectiveness of the method is the appropriateness and economy of its application to solve the specified task. In the design of educational technology, one should be able to consciously choose the method, to see the possibilities of each of them.[7]

The concept of teaching methodology: the teaching methods of the pedagogue and the study methods of the students and the interaction of the student with the teacher; the uniqueness of working in cooperation to achieve the intended goal of teaching, that is, teaching methods

are the cooperative activity of teachers and students in solving educational tasks to achieve the set goal.[8]

Methodology (from the Greek words "method" and "logia") is a teaching about the structure, logical structure, methods and tools of activity. Methodological knowledge appears, firstly, in the form of habits and norms, which include the content and consistency of certain types of activities, and secondly, as the effect of activities performed in practice.

Methodology is defined in the national encyclopedia of Uzbekistan as follows: "Teaching about methods in science is called methodology." "Methodology is a system of principles and methods of organizing and restoring the theoretical and practical activity of research and the doctrine of such a system".[10] "Methodology is also defined as the doctrine of methods or the general method of general knowledge."

Methodology teaches how to approach methods and reality in general. Methodology teaches the methodology that teaches a certain part, some aspect of reality, dialectics to the methodology that reflects the linear development of reality, the interrelationships between the knowledge that makes up the process of change, sudden destructive changes occurring in reality, nonlinear development "synergetics can be included as an example in the methodology used in the study of processes" - it is said in this encyclopedia.[11]

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