

*Umida Musayeva*

*Lecturer of Jizzakh State Pedagogical University*

## EDUCATIONAL METHODS AND TOOLS

**Abstract:** This article talks about "Methods and tools of education" and provides information about the practical importance of methods, types, methods of use and tools. The practical significance of the methods is discussed in detail.

**Key words:** method, educational methods, educational tool, didactic tools, activity organization.

The word method is a Greek word that means research, a way to achieve a goal, a method. A method - in the most general sense - is a method of achieving a goal, an activity organized in a certain way. The main content of the methods is scientific theories tested in practice. Any scientific theory essentially has a methodological function. The method, in turn, becomes a tool for the discovery of new scientific theories and laws.

Educational methods are understood as a set of methods of organizing the teaching work of the teacher and students' learning activities in order to solve various didactic tasks aimed at mastering the studied material. Educational methods first appear in the pedagogue's mind in the form of a general project of activity in a certain direction.

This project is put into practice as a set of specific actions, actions or methods aimed at the interaction of teacher and student activities, teaching and learning. The method does not appear in other forms, because of this, the educational method represents the didactic model of activity in general. In didactics, the term educational methods is also widely used.

Educational tools mean the joint activities of teachers and students aimed at achieving the expected goal in the educational process. Teaching methods determine the activities of the teacher and student in the educational process, how to organize and conduct the teaching process.

Educational tools are a component or separate aspect of the educational method. Methods and method relations are interconnected. Method and method are connected to each other as whole and part. With the help of tools, only part of the pedagogical or educational task is solved.

Some teachers use the concept of "style" instead of the concept of "method". But the concept of "style" cannot fully reflect the essence of the term "method". Because the method has a more specific (in this case, it expresses the specificity of the teacher) description and cannot serve as a way to achieve a specific goal.

Didactic studies show that the nomenclature (naming) and classification of educational methods are very different depending on the chosen approach to their development. We will focus on the most important of them. So, educational methods are classified as follows:

1. Traditional educational methods: oral, visual, practical, working with books and video methods.

2. Educational methods according to the description of students' cognitive activity: Information-receptive, reproductive, problem statement, heuristic (partial search), research.

3. Educational methods according to the main didactic goals:

- a) acquisition of new knowledge;
- b) formation of skills and qualifications;
- d) applying knowledge in practice.

4. Educational methods according to the holistic approach:

- a) methods of strengthening and control of knowledge, skills and qualifications;
- b) methods of organizing and implementing educational activities;
- d) methods of motivating and stimulating educational activities;
- c) methods of control and self-control of educational activities.

5. Interactive methods and graphic organizers

- a) methods of encouraging students to learn;
- b) methods of understanding new material;
- d) methods that allow thinking about what has been learned.

The choice of methods and methods depends on the problem that the teacher intends to solve in the lesson. For example, if the same methods are used in the presentation of new material, the second one is used in strengthening it, and in summarizing the topic, different methods are used. It is very important to think carefully and choose effective methods and techniques at different stages of the lesson.

At the very beginning of the lesson, the teacher conducts a general questioning for 4-5 minutes and determines which group of students has not mastered the previous lesson enough, and in the next questioning, the attention of the class is first on this focuses on the issue. First, he asks students who can answer the questions in detail. As a result, the material that was complicated for part of the class becomes understandable. This method helps to notice the defects of students in training and to eliminate them immediately. The effectiveness of this method is the same.

Educational methods first appear in the pedagogue's mind in the form of a general project of activity in a certain direction. This project is put into practice as a set of specific actions, actions or methods aimed at the interaction of teacher and student activities, teaching and learning. The method

does not appear in other forms, because of this, the educational method represents the didactic model of activity in general.

In short, each method and tool can successfully solve a certain educational task, and the rest can be somewhat ineffective. There are no universal educational methods, so different educational methods or a combination of them can be used in the lesson.

#### Used literature:

1. B.Kh. Khodjayev "Theory and practice of general pedagogy". Tashkent - 2017, "Sano-standart" publishing house.
2. Republic of Uzbekistan "National Personnel Training Program", T., 2000. O'. Askarova, M. Nishonov, M. Khayitbaev "Pedagogika" T., "Talqin" 2008. R. Mavlonova "Pedagogy" T., "Teacher" 2004.
3. Richard E. Boyatzis. David C. McClelland: For The Wiley Encyclopedia of Personality and Individual Differences Volume IV: Clinical, Applied and Cross – Cultural Research.
4. December 5, 2016
5. J.Raven (1984).Competence in modern society: Its Identification, Development and
6. Release. – UK. P.220