

SPECIFIC FEATURES OF THE EFFECTIVE USE OF METHODS IN TEACHING THE SCIENCE OF UPBRINGING

Begdullaev Dilnaz

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Nukus State Pedagogical Institute named after Ajinyaz

(Nukus, Republic of Karakalpakstan)

Abstract: This article analyzes the forms, content, and key methodological approaches of teaching methods used in the professional training of future educators in the science of upbringing. The paper considers, from an analytical perspective, the didactic appropriateness of methods, strategies based on the activity of students as subjects, and tools aimed at effectively forming competencies through practical lessons. The article reveals the characteristics of individualizing, adapting, and applying pedagogical technologies in a reflective environment.

Keywords: The science of upbringing, teaching methods, professional training, reflection, methodological approach, interactivity, psycho-pedagogical adaptation.

Introduction: In the present day, alongside the radical reform of the system, the process of training future educators capable of influencing students' moral and spiritual development requires a fundamentally new approach. Especially for specialists being trained as teachers of the science of upbringing, methodological literacy, learner-centered education, and social and psychological adaptability have become urgent needs.

In this regard, not only the content of the subject being taught but also the selection of appropriate pedagogical methods, the formation of individual approaches, professional identification, and a sense of responsibility are among the key indicators of a future educator's quality. In current pedagogical practice, several methods are particularly emphasized in training future educators of the science of upbringing. These include training methods based on emotional reflection, social interactive methods, case approaches grounded in moral-logical analysis, and educational simulations incorporating psychodrama elements.

Through training methods aimed at activating students, their intrinsic motivation, moral sensitivity, and ability to adopt professional roles are developed. Role-playing exercises on topics such as "Resolving Educational Conflicts" and psychological reflection sessions titled "I as an Educator" help students gain not only knowledge but also valuable experience.

Another effective methodological approach is the "case study" method. Case technologies teach future teachers to independently solve real-life educational problems. For example, using case materials addressing the issue of social adaptation in preschool children effectively links the theoretical foundations of the science of upbringing with the practical environment.

In addition, interactive techniques such as "brainstorming," "concept mapping," "metaphorical visualization," and "psychological image analysis" develop learners' skills in independent thinking,

comparison, argumentation, and communication. These methods are invaluable for shaping personal positions and understanding ethics and aesthetics within educational topics.

Another important direction in training future educators is the combination of diagnostic and reflective methods. During lessons, tools such as “learning journals,” “reflective notes,” and “analytical questions” should be used to allow each student to analyze their own knowledge, attitudes, and approaches. This creates a solid foundation for professional growth [1].

Furthermore, in modern education, the teaching educator must remain a learner themselves—that is, they must analyze their practice, adapt their methods, and continuously revise their approaches. This is called methodological flexibility—the culture of adapting methods to each context. This is especially crucial in the science of upbringing because every child is a unique world that requires an individualized approach.

One of the most important aspects of the methods applied in the preparation of future educators is their full alignment with educational objectives. By its very nature, the science of upbringing is not merely the acquisition of theoretical knowledge but the process of developing personal and social qualities. Therefore, methods in this field must not only be didactically appropriate but also have strong educational, psychological, and emotional impacts.

Experience shows that the use of dramatization methods yields significant results when working with future educators. Through dramatization, students immerse themselves in the world of children, test social roles, and practice behavioral skills in educational environments. For example, situational exercises such as “How would you respond if you witnessed a child’s inappropriate behavior?” foster self-analysis, empathy, patience, and thoughtful decision-making.

Another method is “metacognitive reflection,” which encourages students to analyze their own thinking processes during their development as teachers. Through question-and-answer activities, students not only express knowledge but also substantiate, analyze, and articulate their personal positions. This approach enables them to connect topics in the science of upbringing with their life experience, leading to deeper understanding [2].

Another effective method in the science of upbringing is “moral choice,” where students are presented with two alternative ethical decisions and must independently choose the right or wrong course of action. This technique cultivates moral standards, social responsibility, and attentiveness toward oneself and others.

In addition, the “peer mentoring” method, organized on the basis of mentorship, can be effectively applied to enhance future educators’ professional and educational skills. In this method, more experienced and knowledgeable students are assigned as assistants to beginners. Such pairs reinforce educational components such as communication, constructive discussion, collaboration, and social support [3].

It is worth noting that in today’s educational environment, flexibility in selecting methods, sensitivity to the context, and cultural considerations are vital. Therefore, applying each method in moderation and with purpose requires a high level of methodological culture from the educator. Otherwise, even the best methods may fail to deliver the desired outcomes.

Modern pedagogical approaches demonstrate that teaching methods in preparing future educators of upbringing should serve not only as means of conveying content but also as tools for

developing personal and professional reflection. Especially in an age of overwhelming information, students need to be purposefully engaged in various pedagogical methods to acquire competencies in critical thinking, analysis, and moral judgment. In this regard, the concept of a “learning environment” organized on the basis of a constructive approach has gained particular importance in recent years [5].

According to this concept, a lesson is not merely the delivery of ready-made knowledge but the creation of a space for student activity and thought. For example, using the “group discussion laboratory” method, students not only think independently but also debate with peers, express positions on problem situations, and substantiate arguments with evidence. In this process, they learn not only academic content but also professional language, respectful communication, and collaboration—skills that are crucial in the science of upbringing, where education is not just theory but daily practical pedagogical action.

Conclusion

Teaching methods applied in the preparation of future educators of upbringing must align with modern pedagogical requirements and aim to develop individuals who are psychologically and socially adaptive and possess moral culture. The integration of interactive and reflective methods and the practical application of case studies and trainings strengthen pedagogical competence. As a result, the educator becomes not only a bearer of knowledge but also a conscious mentor and socially responsible individual—forming the foundation for sustainable education in the future.

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