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- REZYUME.** Maqolada matematika ta’limida uzviylikni ta’minlash masalasi o‘rganilgan.
- РЕЗЮМЕ.** В статье рассматривается вопрос обеспечения преемственности в математическом образовании.
- SUMMARY.** In this article the issues are viewed of the sequence of mathematical education.

METHODS FOR IMPROVING THE EFFECTIVENESS OF EXERCISES PERFORMED IN CLASS, USING PRIMARY SCHOOL AS AN EXAMPLE

A.Najimova – *Doctor of Philosophy in Pedagogical Sciences, associate professor*
Nukus state pedagogical institute named after Ajiniyaz

Tayanch so‘zlar: pedagogik texnologiyalar, didaktika, o‘qitish usullari, pedagogik o‘zaro ta’sir, empirik tadqiqot.

Ключевые слова: педагогические технологии, дидактика, методы обучения, педагогическое взаимодействие, эмпирическое исследование.

Key words: pedagogical technologies, didactics, teaching methods, pedagogical interaction, empirical research.

Introduction. The most important structural component of pedagogical technologies is teaching methods, which represent a system of regulated methods of purposeful interaction between the subjects of the educational process (teachers and students). In modern pedagogical science, there is no consensus on the interpretation of this concept, which reflects the multidimensionality and polysemy of this didactic category.

Thus, Yu.K. Babansky defines a teaching method as a way of organised joint activity between a teacher and students aimed at achieving didactic goals. A similar position, but one that focuses on the subject of learning, is taken by T.A. Ilyina, for whom a method is, first and foremost, a way of organising the cognitive activity of students.

Methods. Etymologically (from the ancient Greek μέθοδος – ‘method of investigation, means of cognition’), the teaching method implies a specific path or algorithm. In pedagogical interpretation, it is the procedural basis for interaction between teacher and student, ensuring the transmission, acquisition and application of knowledge, and the formation of skills and competences.

Thus, the teaching method can be viewed as a gnoseological and organisational tool that integrates teaching and learning activities into a single purposeful process for solving educational tasks.

In didactics, it is common practice to classify teaching methods based on the dominant source of knowledge transfer and assimilation. According to this criterion, there are three main groups: verbal, visual and practical methods [1]. It should be noted that in modern pedagogical research, there is a tendency to differentiate between such methods of organising educational activities as working with printed sources (books) and using video materials, which is due to the specifics of the information carriers used and the forms of their perception. This analysis considers the established trichotomy.

1. Verbal methods. This group combines teaching methods based on verbal communication, which historically involved a largely monological interaction between the teacher and the audience. These include storytelling, explanation, instruction, lectures, conversation and discussion, as well as independent work with educational literature. Within the group, there is a qualitative difference in the degree of student activity: from passive perception of information

(narration, lecture) to dialogical and polylogical forms (conversation, discussion) that stimulate cognitive interest and develop the ability to argue a position and critically evaluate different points of view. Working with texts is aimed at developing analytical skills, logical thinking and mnemonic processes, contributing to a deeper understanding of the material.

· Storytelling is a method of monological presentation that focuses on specific facts, events or phenomena. Its main function is educational, with accompanying functions being developmental, formative, motivational and corrective.

· Explanation is a verbal method, the essence of which is to reveal the systemic connections, patterns and cause-and-effect relationships of the object being studied. It contributes to the formation of logical and theoretical thinking skills and the construction of evidence-based reasoning in students.

· Instruction – a method of clearly directing students' activities, used to set goals, regulate procedures and guide the learning process in a specific direction.

· Lecture – a method of systematically presenting material in a problem-oriented and content-rich manner, which can combine monologue with elements of heuristic dialogue. Its purpose is to activate cognitive activity, stimulate independent thinking, and pose problems for further reflection.

· Discussion – a method of collective discussion of a scientific or practical problem, aimed at finding the truth through the collision and analysis of different positions using correct polemical techniques.

· Conversation – a dialogical method of organising learning, the essence of which is a controlled exchange of opinions and judgements between the teacher and students, as well as between the students themselves, which contributes to the development of dialogical speech and reflective abilities.

2. Practical teaching methods are a set of ways to organise learning activities that focus on directly learning about the real world, building and improving subject-specific skills and abilities, and deepening and clarifying theoretical knowledge through practical application. This group traditionally includes exercises, laboratory work, practical work, and educational games.

An exercise is a method consisting of the purposeful, systematic, and repetitive performance of educational activities (mental or practical) with the aim of mastering, consolidating, and bringing them to the level of an automated skill. The effectiveness of the method is due to the cyclical nature and gradual increase in complexity of the tasks to be solved [2].

· Laboratory work is a method based on students conducting experiments independently under the guidance of a teacher using special equipment, tools and measuring instruments. This method is focused on the empirical study of phenomena and processes and can be illustrative (confirming known laws) or investigative (aimed at independent discovery).

· Practical work – a method structurally similar to laboratory work, but with a fundamental difference in goal setting. The main emphasis here is on the applied use of acquired theoretical knowledge to solve specific practical problems. Thus, the method is aimed at developing the competence to apply knowledge in quasi-professional or real-life situations.

· Cognitive (didactic) games – a method that uses modelling and game-based reproduction of real situations and relationships. Within the framework of the given game rules and conditions, students solve cognitive tasks, which stimulates learning motivation, develops creative thinking and the ability to find non-standard solutions.

3. Visual teaching methods are a set of ways to organise the learning process based on the principle of visualisation and consisting of sensory and perceptual familiarisation of students with objects, processes and phenomena of the surrounding world. They are implemented either through direct perception of objects in their natural form or through indirect study using various types of visual representation (images, diagrams, models, charts, reproductions, dynamic video sequences) [4]. This group includes observation, illustration and demonstration.

The use of visual methods provides a direct link to the sensory experience of learners, which contributes to a more accessible understanding, the formation of accurate ideas, increased interest and stronger retention of learning material [3].

Observation is a method that involves the prolonged, purposeful and systematic perception of objects and phenomena in reality. As a cognitively active process requiring sustained attention and volitional effort, observation serves as a fundamental basis for the formation of empirical ideas, which subsequently become material for analysis, comparison, and theoretical generalisation.

Illustration is a method that involves visually presenting students with static images of the objects, phenomena or processes being studied using various teaching aids (tables, diagrams, maps, pictures, photographs, slides). This method allows you to show what cannot be observed directly, ensuring the formation of visual images and the actualisation of visual memory.

· Demonstration is a method based on the visual presentation of dynamic processes, actions, the operation of devices or phenomena in their natural or simulated form [5] Demonstration tools include conducting experiments, showing how equipment works, using educational films and videos, computer animations, interactive models and programmes. The main didactic functions of this method

are to create cognitive motivation, problem situations, actualise knowledge and illustrate cause-and-effect relationships.

Discussion and Results. The analysis conducted allows us to conclude that verbal, practical, and visual teaching methods realise multifunctional potential in the pedagogical process. Their integrated impact is aimed at achieving a set of didactic goals, the key ones being: educational (informative and content-related), developmental, formative, motivational, and control and corrective functions. However, the relative weight and intensity of each function vary and are determined by the specifics of the particular method. For example, lectures are dominated by educational and developmental functions with minimal control, while practical methods place significant emphasis on the control and correction component. The dynamics of the significance of methods are also determined by the age characteristics of students: their role and effectiveness are naturally transformed during the transition from lower to higher levels of education.

The choice of appropriate teaching methods is not arbitrary, but is determined by a system of interrelated factors that form the contextual framework of pedagogical design. The main determinants include:

1. Learning goals and objectives as a system-forming element.
2. Specifics of the content of educational material and methods of basic science.
3. Principles of teaching and the individual pedagogical position of the teacher.
4. Learning opportunities and characteristics of the student body (level of preparation, learning styles).
5. Time resources allocated for studying the topic.
6. Material, technical and external conditions of the educational process.
7. Professional competence and personal capabilities of the teacher.

Thus, the results of the study confirm the thesis about the absence of a universal method that is absolutely effective. Achieving high educational results is only possible with a purposeful and well-founded combination of various methods and their synergistic application. Effective pedagogical interaction is based on the rational integration of complementary methods, which ensures the integrity and flexibility of the educational process.

In order to verify the initial hypothesis, an empirical study based on a questionnaire was organised. Thirty teachers took part in the survey. Respondents were asked an open-ended question: ‘Which teaching method do you consider to be the most effective?’

The data obtained revealed a significant spread in expert assessments, with a significant proportion of respondents noting the difficulty of making an unambiguous choice in favour of any one method.

The quantitative distribution of preferences is as follows:

· The group of practical methods received the highest frequency of mentions (50% of respondents). In their qualitative comments, teachers noted that, despite their recognised effectiveness, these methods require significant organisational and content preparation from the teacher, including advance planning of activities and provision of the necessary materials.

· The problem-based method was identified by 22% of respondents as the most effective. The key argument in its favour was its high potential to stimulate students' cognitive activity and encourage analytical and investigative thinking.

· The combined method, which integrates elements of various methodological approaches, was identified by 18% of teachers. Some respondents pointed to the ambiguity of the results of its application and the existence of critical discourse in the professional community regarding the methodological correctness of such synthetic models.

· The case method (method of specific situations) demonstrated the lowest level of support (10%).

Conclusion. Thus, the results of empirical testing confirm the hypothesis that there is no universal and absolutely effective teaching method. The data obtained support the principle of complementarity (mutual complementarity) of methods. Successful teaching activities aimed at achieving comprehensive educational results require the balanced and situationally appropriate use of tools from different methodological groups, which ensures a synergistic didactic effect.

References

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РЕЗЮМЕ. Ushbu maqolada boshlang'ich ta'limda o'qitish usullarining asosiy guruhlari ko'rib chiqilib, aniq didaktik misollar keltiriladi. Asosiy e'tibor turli pedagogik yondashuvlarning qiyosiy samaradorligini baholagan va ularni har tomonlama qo'llash zarurligini asoslab beruvchi mualliflarning tadqiqotlari tavsifi va natijalariga qaratilgan.

РЕЗЮМЕ. В статье рассматриваются основные группы методов обучения в начальном образовании с приведением конкретных дидактических примеров. Основное внимание уделено описанию и результатам исследования авторов, в котором оценивалась сравнительная эффективность различных педагогических подходов и обосновывалась необходимость их комплексного применения.

SUMMARY. This article discusses key groups of teaching methods in primary education, providing specific didactic examples. The main focus is on the description and results of the authors' research, which assessed the comparative effectiveness of various pedagogical approaches and justified the need for their comprehensive application.

РОЛЬ ПРЕПОДАВАНИЯ КИТАЙСКОГО ЯЗЫКА В РАЗВИТИИ КУЛЬТУРНОГО ДИАЛОГА МЕЖДУ КИТАЕМ И УЗБЕКИСТАНОМ: КОНФУЦИАНСКИЙ ВЗГЛЯД

С.Назарова – доктор философии педагогических наук, доцент

Ташкентский государственный университет востоковедения

Таянч сўзлар: хитой тилини ўқитиш, конфуцичилик, маданият алмашинув, маданиятлараро коммуникация, “Бир камар, бир йўл”.

Ключевые слова: преподавание китайского языка, конфуцианство, культурный обмен, межкультурная коммуникация, «Один пояс, один путь».

Key words: teaching Chinese language, Confucianism, cultural exchange, intercultural communication, “One Belt, One Road”.

Введение. На фоне укрепляющегося стратегического партнёрства между Китаем и Узбекистаном в рамках инициативы «Один пояс, один путь» преподавание китайского языка в Узбекистане приобретает стратегическое значение. С ростом глобального влияния Китая и развитием его внешнеполитической инициативы интерес к китайскому языку значительно усилился во многих странах, включая Узбекистан [1; 2]. В условиях расширяющегося политического, экономического и гуманитарного сотрудничества между двумя странами преподавание китайского языка рассматривается как важный инструмент культурного обмена и формирования устойчивого двустороннего диалога [3].

В этом контексте конфуцианская философия, акцентирующая внимание на гармонии, гуманизме, нравственном самосовершенствовании и культурном взаимопонимании, представляет собой продуктивную основу для анализа роли языкового образования в развитии межкультурной коммуникации [4]. Актуальность изучения философских категорий в процессе преподавания китайского языка усиливается

тем, что традиционная китайская культура продолжает определять коммуникативные нормы современного общества, а значит — влияет и на модель межкультурного взаимодействия студентов, изучающих китайский язык.

Материалы и методы. Изучение китайского языка рассматривается исследователями как процесс, который выходит за рамки усвоения лингвистического материала. Оно становится механизмом формирования межкультурной компетентности и адекватного понимания ценностной картины мира другого народа [5]. Иностранные студенты, осваивающие китайский язык, получают более глубокое понимание традиционной культуры Китая, что позволяет транслировать её ценности и особенности развития в международном содружестве [6]. Такой подход расширяет горизонты не только лингводидактики, но и культурологического анализа, формируя у обучающихся целостное представление о китайской цивилизации [7]. Более того, изучение китайского языка способствует погружению в такие фундаментальные философские категории китайской