



THE USE OF A STEP-BY-STEP METHOD IN THE CLASSROOM OF THE DISCIPLINE "METHODS OF TEACHING SPECIAL DISCIPLINES"

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Abstract

This article actualizes the need to introduce an interactive teaching method into the educational process. The authors give examples of the most common techniques by which positive results can be achieved in the learning process.

Keywords: interactive method, step method, small groups, handout, presentation, lecture, technological map, lecture stages

Introdukcion

The state, society and the educational system have a new task – the creation of a modern education industry. The development of higher education has become one of the decisive factors in the progress of education in general and the extraordinary progress of knowledge. And it is this development that has provided an unprecedented increase in the potential for advancing and spreading knowledge, their practical application and the introduction of pedagogical technologies and technical innovations. Higher education is faced with the task of resolutely turning to new requirements and needs, and fully taking them into account in its activities.

The introduction of interactive forms of education is one of the most important areas for improving the training of students in modern higher education. According to the standards of the new generation, the teacher must be competent in his field and transmit a huge number of messages to the audience of students, as well as interest the students in learning information, involving them in the learning process. An interactive teaching method is becoming one of the main assistants for teachers of vocational training in the new conditions of vocational education.

Discussion

The use of educational technologies and interactive methods in theoretical and practical training sessions in higher educational institutions not only ensures the quality of education, but also promotes independent learning, the development of knowledge, skills and competencies for students [1].

Educational technologies have a large arsenal of methods, tools and tools that provide quality control of the level of assimilation of new educational material by students.



Among educational technologies, the most interesting are those technologies that are focused on group work of teachers, learning in collaboration, active cognitive process, work with various sources of information. It is these technologies that provide for the widespread use of research, problem-based methods, the application of acquired knowledge in joint or individual activities, the development of not only independent critical thinking, but also cultural communication.

Main Part

One of such methods of educational technologies is the step method. This method helps students to analyze and consolidate the acquired knowledge on the subject of the study material, generalize the accumulated conclusions and display them in the form of illustrations, diagrams and drawings [2,3].

The step method is carried out in writing or in the form of a presentation in small groups at seminars, practical and laboratory classes.

The purpose of this method is to form independent and logical thinking, develop skills and abilities to work in a group (together), self-study, conduct creative independent search and acquisition of knowledge, apply the acquired knowledge in a new situation, in practice; awareness and fixation in memory of the acquired knowledge, evaluation of educational material.

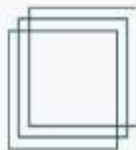
Let's consider the use of a step-by-step method when conducting a practical lesson by university students on the topic "Methods of conducting lectures" on the discipline "Methods of teaching special disciplines" [4].

To do this, based on the number of students in groups, the teacher divides them into small groups consisting of 3-5 people (3 to 5 groups are acceptable). Introduces the features and progress of the training session using the step-by-step method. Then, each group is given handouts (sheets) in form A-3 with the name of the topic on the left side of the paper and markers.

The teacher marks the time (5-8 minutes) and invites the group members to get acquainted with the topics on handouts and collectively fill in information on a given topic with everyone on a free space of paper.

All members of the group formalize the tasks received in handouts in writing or in the form of drawings, diagrams and tables. In this case, all participants should, if possible, provide complete information (information) on this topic.

A sample of the handout on the use of the step method on the topic "Methodology of the lecture" is shown in the following Figure 1.



Task for the 1st subgroup:

Structural components of the lecture	Time, min	Student's activity	Teacher's activity
1.Organizational part			

Task for the 2st subgroup:

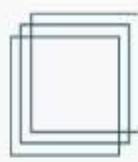
Structural components of the lecture	Time, min	Student's activity	Teacher's activity
2. Introductory part (Motivation).			

Task for the 3st subgroup:

Structural components of the lecture	Time, min	Student's activity	Teacher's activity
3. The main part (Study of new material)			

Task for the 4st subgroup:

Structural components of the lecture	Time, min	Student's activity	Teacher's activity
4.Generalizing part (Consolidation of the studied material)			



Task for the 5st subgroup:

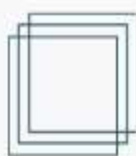
Structural components of the lecture	Time, min	Student's activity	Teacher's activity
5. The final part			

Fig.1 Handouts for small groups.

After filling out the handouts, one of the participants of the small groups presents the material in the blackboard of the audience. During the presentation, educational materials prepared by all small groups should be hung on the classroom blackboard in the form of steps (stairs) in a logical sequence.

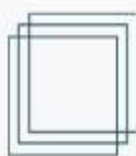
Example of a completed handout on a step-by-step method on the topic “Methods of conducting a lecture”

5. The final part <i>(5-8 min)</i>	<ul style="list-style-type: none"> - summing up the lecture; - evaluation of the work of the training; - announcement of the next lesson; - homework assignment. 	<ul style="list-style-type: none"> - listening and analyzing; - recording homework.
4.Generalizing part (Consolidation of the studied material) <i>(5-8 min)</i>	<ul style="list-style-type: none"> - conducting a question-answer, express survey, while both the training and the trainees answer; - generalization of the presented information, the logical conclusion of the lecture; - conducting error analysis. 	<ul style="list-style-type: none"> - viewing and commenting on the work of classmates; - listening and analyzing; - answers to the questions of the trainee.



3. The main part (Study of new material) (40-50 min)	<ul style="list-style-type: none">- presentation of the teaching from various sides of the main points of the topic;- defining the main concepts, offering value judgments.	<ul style="list-style-type: none">- study and comprehension of new material;- viewing a slide presentation, visual material;- recording of concepts, terms, patterns, characteristics of information material.
2. Introductory part (Motivation). (5-8 min)	<ul style="list-style-type: none">- conducting a frontal survey on the topic covered;- announcement of the lecture topic, its purpose and objectives;- establishing a connection with the material studied earlier;- determination of the initial level of knowledge on a new topic	<ul style="list-style-type: none">-writing down the topic of the lecture in a notebook;-familiarization with the lesson plan, answers to questions;- listening, memorizing, recording information.
1.Organizational part (2-3 min)	<ul style="list-style-type: none">- greeting of students, marking of those present;- issuance of sheets with information material	<ul style="list-style-type: none">- greeting with the teacher;- preparation of the workplace, educational supplies
Structural components of the lecture	Student's activity	Teacher's activity

Fig. 2 Example of a completed handout on a step-by-step method on the topic “Lecture methodology”



After completing the presentation of educational materials by small groups, the teacher summarizes the prepared topics, evaluates the work of small groups and summarizes the lesson.

Conclusion

Organized by this method, the practical lesson helps not only to direct the attention of students to the study of disparate facts, objects and phenomena, as well as to master the ways of working with information, to form their own reasoned position, increase the level of activity of students' independence, develop skills of analysis, critical thinking, interaction, communication. The joint activity of students in the process of learning, mastering the educational material means that everyone makes a special individual contribution, there is an exchange of knowledge, ideas, ways of activity. Moreover, this happens in an atmosphere of goodwill and mutual support, which allows not only to gain new knowledge, but also develops cognitive activity itself.

Literature

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