

## EFFECTIVE METHODS OF TEACHING BASED ON THE IMPLEMENTATION OF DIDACTIC APPROACHES

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### Annotation

This article examines the effectiveness of the use of teaching methods based on the implementation of different didactic approaches that reflect different aspects of the teacher-student relationship in the search for opportunities to create effective teaching methods.

**Keywords:** Didactic principles, teaching, learning, teaching, teaching methods.

Decree of the Cabinet of Ministers of the Republic of Uzbekistan "on approval of State educational standards of General secondary and special Secondary, Vocational Education" dated 26 January 2017 and decree of the president of the Republic of Uzbekistan "on further improvement of the system of secondary, special and Vocational Education" dated 25 January 2018 PF-4513, as well as on further development of the

The main task of the Buda taste system is almost unchanged - to solve the issues of what and how to teach, when, Who, why to teach. At present, the didactic sector in Uzbekistan is being enriched with News and rising to a new level, while awalgi has retained the achievements of GaN.

In our country, didactics can not be considered separately from upbringing. It comes from the common goals and objectives of educating young people.

Didactic principles belong to the content of the lesson and the organization of the lesson. Didactic principles must be followed as rules in the process of teaching and reading.

They are connected-the following principles are the rules for effective organization of the reading and writing process, which are based on long-term experience.

The basic principles of teaching (didactics) are as follows:

### 1. The principle of activity.

The true, true essence of human education is the independent perception of new mysteries of knowledge as a result of its mental activity.

The student, the student, better learns and assimilates the sciences with his own actions. It is necessary to organize the educational process in such a way that they themselves are interested in science, trying to find out and strive for it. To do this, the student-students must take an active part in the lesson. Interrelation of practice with theory

Theoretical knowledge should always be associated with professional practice. Practical education, in turn, should also be based on theoretical knowledge.

## **2. Exhibition**

Presenting knowledge as visually and as closely as possible to real life requires understanding of the language and the use of audiovisual tools in the educational process, training in a direct working state and in real objects. Lessons are given with the help of sighted weapons, the assimilation of students becomes easier.

## **3. Comprehensiveness**

The content of the instructional material should be chosen and structured in such a way that students can relate it to the knowledge they have and do not suffer in understanding it. That is, the content of the teaching material, as well as the language and way of expressing the thoughts of the teacher, should correspond to the level of knowledge of the student-student. But this does not mean that scientific terms are not used.

## **4. Use of samples.**

To explain the content of the study material, one should always try to choose samples. A good model, typical examples from a practical yacht, different products also clearly show what the quality of the result obtained will be.

## **5. Scholarly work**

The content of the study material must be authentic and scientifically proven or tested on the basis of scientific research. It is also necessary to reflect on the new achievements and discoveries of science. Material based on the teacher's assumption or subjective opinion should not be used.

## **6. Application of knowledge**

The student-students must be able to apply the knowledge they have acquired in practice. Therefore, it is necessary that this knowledge was applied and tested in a practical situation. Such practical situations should be created by the teacher.

The principle of strengthening results

Success in reading should be recognized and evaluated. This requires constant communication between the pupil and the teacher. And the results should be recorded in special "evaluation sheets".

Didactic principles serve as a guide to the activities of the teacher, in particular, support the principle of intelligibility.

Basic Rules of training:

- ✓ from understandable - to incomprehensible;
- ✓ more closely-far away;
- ✓ from easy to hard;

- ✓ from light to light;
- ✓ from general to special,
- ✓ generalized-singles;
- ✓ from private to public.

Reading and teaching are associated with didactic behavior. Didactic actions include the preparation of the teacher for the lesson, his conduct and evaluation activities.

In place of the conclusion, based on the approaches presented to the understanding of the essence of didactic principles, it is based on the taking of principles from scientific, non-psychological and pedagogical ideas about the laws of Education. Among these factors, it is customary, first of all, to distinguish didactic principleillarni, because they are designed to determine the practice of teaching. Didactic principles, on the one hand, serve as the basis for the implementation of the concept of specific psychological assimilation, on the other hand, it is possible to clearly prove their purposefulness with the help of requirements and rules arising from didactic principles

### **Used Literature**

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