

TEACHING METHODS AND TECHNOLOGY AFFECTING THE QUALITY OF EDUCATION

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Dr. Shavkat Kh. Ikramov

Candidate of Technological Sciences, Associate Professor, Andijan, Uzbekistan

Kamola I. Tursunbaeva

2nd year master, Fergana, Uzbekistan

ABSTRACT

This article reflects the current topic, the differences between teaching methods and teaching technology, which have caused much controversy among educators, and the features that affect the quality of education.

KEYWORDS

Teaching methods, teaching technology, quality of education, pedagogical approach, quality results, teaching methods, technology of education, content of education.

INTRODUCTION

Time is rapidly evolving, innovations are being introduced for our lives in all areas, new discoveries are being made. These discoveries are based on knowledge, skills, experience, as in all areas. One of the concepts that has been the subject of much debate in the field of teaching is teaching technology and teaching methodology. Researchers and scholars are

identifying many similarities and differences between these concepts, as well as their impact on the quality of education.



THE MAIN FINDINGS AND RESULTS

Teaching methods include a variety of methods and forms of work that are used in the implementation of tasks that need to be performed in order to achieve the intended goals of a particular pedagogical process.

Method is derived from the Greek word and means road, method. A method of knowing and studying the phenomena of nature and social life.

The teaching method is a method of work that the teacher regularly uses with students, allowing students to develop their mental abilities and interests, acquire knowledge and skills and apply them in practice.

Methodology is a set of methods, techniques, ways of carrying out work in accordance with the purpose. It consists of separate methodologies.

Teaching methodology (teaching method) includes principles and methods that allow students to acquire knowledge by teachers. These strategies are determined in part by the subject being taught and in part by the nature of the learner. For a particular teaching method to be accurate and effective, it must be appropriate to the specific characteristics of the learner and the type of education he or she is to deliver. There are suggestions for designing and selecting teaching methods that should take into account not only the nature of the topic but also how students learn. In today's school, this is a trend that encourages a lot of creativity. It is well known that human development is through thinking.

Approaches to teaching can be broadly classified as teacher-centered and student-centered. In a teacher-centered approach to education, teachers are the main competent person in this model. Students are viewed as 'empty containers' whose main task is to passively test and evaluate information (through lectures and

direct instructions). The main task of teachers is to convey knowledge and information to students. In this model, teaching and assessment are considered as two separate objects. Students' knowledge is measured through objectively assessed tests and assessments. In a student-centered approach to education, while teachers are an influential figure in this model, teachers and students play an equally active role in the learning process. The main task of the teacher is to help and assist students in learning and general understanding of the material. Student learning is measured through formal and informal forms of assessment, including group projects, student portfolios, and class participation. Teaching and assessment are interrelated; Students' knowledge is measured continuously during the teacher's instruction. Commonly used teaching methods may include classroom participation, demonstration, reading, memorization, or a combination of both.

Technology is the Greek word for techno-art, skill, skill, logos- science, doctrine, concept, thought.

Technological education is a qualitative solution to the problems of education development, a universal design of the teaching process in achieving educational goals, regardless of the personal skills of the teacher.

Educational technology is a process of assimilation of information, their use in practice, learning to create new information by discovering new meanings and various connections between information. system.

The following are the views of scientists in this area:

According to N. Semchuk, the concepts of method and technology are not equal. Methodology is the science of the laws and methods of teaching, the concept of "technology" is narrower: technology is a normative project of education and upbringing (a program for the



implementation of specific goals and objectives). Knowledge of the basic rules of methodology in practice for the development of educational technology consists of the ability to apply them. In the pedagogical process, technology does not exist in isolation.

Approximately the same point of view is studied by G. I. Sarantsev, the relationship between theory, methodology and technology. The author approaches the differentiation of these concepts through their functions. Methodological learning is the application of learning theory. The purpose of the technique is to bring the theoretical positions to the state of concrete events.) is the main goal of technology. With this approach, technology also does not cancel the methodology, it is based on it.

G.I. Sarantsev concludes that the theory, methodology and technology of teaching values reflect different levels of analysis of the learning process. Educational technology allows you to effectively build the learning process.

V.V. Guzeev is, in fact, a proponent of this approach, explaining that the difference between the concepts of 'methodology' and 'technology' is slightly different. Accordingly, methodology as a science is broader than the concept of "technology" because it is "what, why, and how to teach?" answers the questions.

In the work of I.M. Cantor, these differences are considered in more detail. Each technique is a unique theoretical system, they do not have a subject, conceptual apparatus, language and research technology. Methodology or private didactics is a type of science that provides information about the specific goals, content, methods, and forms of teaching. In solving its tasks, it follows from the general didactic laws. It processes the content of didactic scientific

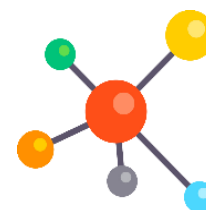
knowledge, illuminates its content, finds relevant ways and means in terms of subject and pedagogical purpose. Didactics and methodology are interrelated as general and specific, theoretical and applied scientific systems.

CONCLUSION

In conclusion, the teaching methodology consists of a set of recommendations for the organization and conduct of the educational process, a set of actions that increase the effectiveness of the teacher's professional activity and guarantee the final result in education. The development of the chosen method can be carried out on the basis of the formation of technological features. Thus, both educational technology and teaching methods have a strong impact on education, both have a qualitative impact on education is superior to the teaching methodology with a guarantee.

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