

## General Education Methods

**Abdullayeva Xavoxon**

Andijan State University, Teacher of pedagogical faculty

**Abstract:** The method of education is not invented, not created arbitrarily, it is not even a product of the subject's creativity. In choosing a method, the subject depends entirely on how he foresees the result. The article discusses general methods of education.

**Key words:** methods of education, educator, pedagogy, teacher, system, social environment, personality.

Anticipation of the educational result in the mind of the teacher creates the prerequisites for the mental design of the path (ways) to achieve the intended result. The category of the method of education reflects a double anticipation: "I know what I want to get, I know and how to achieve it."

The method of upbringing is a model of organizing the activities of a teacher and a child, designed with the aim of forming his value attitude towards the world and himself.

Consequently, the method is deduced in the process of realizing the goal, it is rigidly dictated by the course of the mental analysis performed.

In terms of quantity, there can be neither more nor less methods - just as many as necessary for a programmable result, based on the nature of this result.

In everyday practice, each step towards the goal is a preliminary (often instantaneous and therefore not fixed) mental operation, leading a person to the method as the logical result of the analysis performed. First, the shoemaker realizes the goal: what kind of shoes will come out of his skillful hands. Then, in complete dependence on the conscious one, he builds a way of corresponding activity. Ballroom shoes will not be sewn on thick soles, and a pink bow will not be sewn to soldiers' boots.

Our analogy allows us to note that a complex product of activity requires a sum of methods, and only for an elementary (one element!) Product, only one method is sufficient. Let's add: to hammer in a nail, a shoemaker manages to do one operation - to create beautiful shoes, he needs to master a system of methods.

The teacher's methodology as a system of teacher's methods is entirely determined by the measure of the awareness of the result: what does the teacher want now, when he organizes the impact on children? what does the teacher plan to get as a final result? Suppose the teacher wants to reproduce his second "I" in the pupil. The methodology is clear: show - order - control - evaluation. Let's say a teacher believes that the main thing in children is obedience. Then the methodology is built differently: knowledge - requirement - control - assessment. A primitive task is provided by primitive methods. But they also exist in a set: no more, no less. And they make up a system: consistency, dependence, interdependence.

The system of upbringing methods is complex, because the goal of upbringing is multifaceted, a person is multidimensional, his relationship with the world is contradictory. All this complexity is added by the traditionally strengthened confusion of the concepts of "methods of education" and "methods of influence." Speaking about the first, many teachers understand the second, reduce the intended result of upbringing to a specific momentary reaction of the child. For example, they say: "I applied the exercise method when I organized the correct behavior of the child," or "I used

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persuasion, explaining to children the meaning of normative behavior." Without denying the validity of what was said, we note that what was said was related to the methods of educational influence - by no means to the methods of education.

If we know the factors of upbringing (and we know them) 1, then, therefore, it remains to make a projection of these factors onto the reality of the upbringing process and designate factorial (objectively conditioned) influences as ways of upbringing a person. Of course, these factor influences require pedagogical instrumentation. Of course, the teacher does not passively observe what influence the factors of personality formation produce, he sets them a certain direction (social value vector), accompanying what is happening with pedagogical commentary, initiating the social-value reaction of children. But knowing the factors of formation, the teacher already knows the ways of education. As a gardener: knowing what is necessary for a high yield of an apple tree provides this necessary, and his objectively determined actions qualify as methods of growing fruit trees.

Consequently, if you look at the method of education from the point of view of the meaningful influence organized by the teacher, then this is the construction of a system of pedagogical influences on children in full accordance with the meaningful main factors of the development and formation of the personality.

The factor of the social environment in personal formation is transformed in educational practice into a method of organizing the upbringing environment, or rather, into a method of organized interaction of children with the environment.

The factor of a person's own activity, which decisively affects the development of a person, undergoes a pedagogical transformation and is called the method of organizing educational activity. The factor of the return-evaluative influence of adults on the child is projected onto the educational reality, transforming into an organized comprehension of the unfolding life by the child.

Let's see how the three factors of upbringing are taken into account in school practice.

A house is being set up, in which the educational process takes place. Its architecture, design, and the internal layout of the functioning premises are being thought over. The headmaster is usually involved in discussing construction problems, and his voice is not the last in decision-making. The arrangement of the school yard, garden, playgrounds is being considered. The planning is dictated by educational tasks. Cleanliness, order, beauty are the main characteristics of the subject environment of an educational institution. But this environment is reproduced in the future by children, by their efforts maintaining order, cleanliness, recreating beauty.

In this house, traditions soon develop, a psychological climate is born, events take place. Each of the children in some way reacts to the life that is going on in front of him, participating in it or removing himself from it. When building the content of school life, teachers make sure that every child is significant in it and that every child is a subject of the life of the school house.

The most varied activities are organized in the school - it is this diversity that engages children in a diverse relationship to life. If in the course of activities organized by teachers, socio-cultural and psychologically significant value relationships are formed, then such an activity contributes to personal development.

It is impossible to represent the totality of educational methods as summaries. Their relationship is more complicated: they are not side by side; each of them is realized only when the others are realized; the relationship of these methods can be defined as interpenetration. This is illustrated by the following. The child grows up surrounded by books - this factor becomes a method of

education, provided that the child reads these books actively. But reading also acquires the status of a method of education only if the teacher contributes to the comprehension of such reading and awareness of the value of the book.

The socially valuable environment through the active interaction of the child with it acts in its educational influence, and the moment of such activity requires a social-value interpretation and understanding of its significance in the life of a person in general and his personal life as well.

Each of these methods, erected on a pedagogical pedestal in isolation from others, generates a perverted picture of education. The privation of the environment forces the teacher to direct all efforts to the subject arrangement of the school, and then beautiful educational institutions appear, spiritually impoverished, cold and joyless. The reduction of technology and methods of education to an organized variety of activities creates an image of gushing education, where many bright and beautiful deeds replace each other, but, despite this, the children are "badly brought up". The narrowing of educational work to an organized comprehension of life gives rise to the image of boring moralizing and empty intellectual exercises.

To apply, to use the method of interacting with the environment means organizing the life activity of children as an event with the environment, where each is a part of the environment and each is an object of the influence of this environment. It is sometimes called the "environmental" method.

The polymorphism of the environment gives the environmental method the broadest and therefore subtle character. Interaction with the environment is present in the life of any creature, and the pedagogically organized one cannot always be distinguished from the spontaneous, spontaneous. Only by looking closely at the educational process, extended in time, it is possible to catch the difference in the events of children's life, organized by the teacher.

Thus, it is necessary to recognize the existence of three methods of education of the strategic plan: 1) the method of organizing the educational environment; 2) the method of organizing upbringing activities, that is, the interaction of children with the environment; 3) the method of organizing the child's understanding of the life unfolding in front of him. The listed methods are factorial in nature: they have the power of an objective, inevitable influence on the growing personality. Sometimes all these methods are called methods of organizing a child's life.

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