

UDC: 378.31.

THE OPTIMAL CHOICE OF TEACHING METHODS IN ORDER TO INCREASE THE EFFICIENCY OF THE LEARNING PROCESS

Qoraboyeva Nargiza. *Teacher of department of foreign languages, faculty of agro engineering and hydro melioration, Andijan Institute of Agriculture and Agro technologies, Andijan, Uzbekistan*

Abstract: The characterization of the motives of students' educational and professional activity deserves serious attention, as they directly affect the quality of professional training, the formation of the professional's personality. Therefore, there are many ways to increase student activity, but it is important to know when and under what conditions you need to apply the necessary method and how to properly influence the student so that he is sufficiently motivated.

Key words: students' educational and professional activity, learning process, principles, method, motive.

Applying the above principles, the teacher maintains the distance between the student's personality and the learning process. However, the peculiarity of the educational process is that a person does not see himself from the side and often simply does not understand what he needs to work on. In this case, if the teacher finds the right approach to the student, he will achieve a positive result in the learning process.

It is also worth noting that today "a new system of higher education is being created, focused on entering the world educational space. This process is accompanied by significant changes in the pedagogical theory and practice of the educational process of the university. There is a change in the educational paradigm, the content is proposed, other approaches, a different pedagogical mentality. The point here is that today the younger generation is very different from what it was 20 years ago. You need to know how to work with people with just such a worldview as modern youth.

Pedagogical technology - is created adequately to the needs and capabilities of the individual and society theoretically sound educational system of socialization, personal and professional development and human self-development in the educational institution, which, due to orderly professional actions of teachers educational process, guaranteed to provide a more effective implementation of a consciously defined educational goal and the possibility of optimal reproduction of the process at a level that corresponds to the level of pedagogical skills of the teacher.

Therefore, much in the learning process depends on the teacher, because he sets the basis for cooperation with the student, which is why the teacher must find an approach to his consciousness, using new pedagogical technologies.

The effectiveness of educational work largely depends on the student's observance of mental hygiene. It should be borne in mind as the general patterns and features of anatomical, physiological and mental processes inherent in a particular individual.

Speaking about the hygiene of mental work, it is necessary to be familiar with the mechanisms of mental work, to know the causes of fatigue, ways to improve performance; an important role in this is played by diet, recreation, etc.

Factors such as movement, exercise, and active recreation play a significant role in increasing mental activity. An important role in the optimal organization of life and activities of the student is played by the regime. Most researchers believe that intense mental work should be replaced by active rest, which slows down the onset of mental and physical fatigue. The transition from one type of mental activity to another also prevents the occurrence of fatigue, especially when alternating it with physical exercises and physical labor. Physical activity and active rest should alternate with passive rest.

Thus, awareness of the patterns of rhythmic functioning of body systems at certain times of the day allows a person to more effectively organize and plan their activities for a specific time.

The effectiveness of independent educational work is determined by the formation of cognitive motives. Cognitive needs that motivate self-education are formed in the active independent cognitive activity of man, which must be socially significant for the individual.

Teaching methods are evaluated in pedagogy as one of the most important components of the overall structure of the educational process.

Teachers are close and understand such teaching methods as storytelling, narration, conversation, lecture, demonstration of illustrations, demonstration of demonstration devices, exercises, work assignments, laboratory experiments, etc.

Teaching methods are always a means of achieving certain learning goals. But the result of the activities of teachers and students is not always what it appears in the subjective form of the goal. In this interaction of purpose, means and result, the most important is the analysis of students' cognitive activity, as well as its guidance by the teacher. Every teacher must remember that methods are not immutable. Their inner essence is determined by changes in the content of the basics of science, technology and arts, which are studied in higher school.

According to the classification of Yu.K. Babansky teaching methods are divided into 3 large groups, each of which in turn provides for several classifications:

1. Methods of organization and implementation of educational and cognitive activities.
2. Methods of stimulating and motivating learning.
3. Methods of control and self-control in learning.

Methods of organization and implementation of educational and cognitive activities perform an educational function and are divided into the following types:

* Promising methods that perform the function of organizing and implementing the sensory perception of educational information and are divided, in turn, into:

- a) methods of verbal transmission and auditory perception of educational information;

b) methods of visual transmission and visual perception of educational information;

c) methods of transmitting educational information through practical actions.

* Methods are distinguished on the basis of logic, which are based primarily on the classification of mental actions, which are traditionally divided by direction of thought into inductive (from individual to general) and deductive (from general to individual):

a) reproductive methods, which characterize such a way of learning, in which the main importance is the memorization by students of information presented in different ways by the teacher;

b) problem-searching methods, which provide for the creation of problem situations by the teacher, their active reflection by students and on this basis their independent promotion in the acquisition of new knowledge.

Methods of stimulating and motivating learning perform an educational function. In addition to traditional teaching methods, they also use specially developed methods, such as the method of cognitive games, the method of educational discussions, etc., to stimulate students' activity.

Among the methods of control and self-control can be distinguished methods of oral (individual examination, face-to-face examination, oral tests, oral exams, programmed examination), written (tests, tests, written exams, programmed works) and laboratory-practical (laboratory tests) , machine control) control.

References:

1. Egamberdiyeva D.U. The essence of the method of video-English. Conference materials. 2016.
2. G.T. Qodirova. Linguistic and communicative competence in learning language. International conference., 2016, p.441.
3. Jalolov Sh.U. Russian language of business communication in the contemporary cultural and educational space. International journal. Questions of sciences and education. № 11(95). 2020.

4. David Crystal. English as a Global Language, Moscow: Ves Mir, 2001, 240 p.
5. Medvedev R. The phenomenon of globalization and the languages of the CIS // Russian newspaper. 2005.15 November.
6. N.A. Odilova., M.U. Irgashev. Information and communication technology in language learning. International conference., 2016, p.439.
7. Usmonova Sh. Study of scientific technical transfusion in non-linguistic educational university. International journal. Moscow.2019.
8. Matkarimova G. Formation of the english scientific competence in students of non-factual faculties. International journal. Moscow.2019.
9. Nosirova M.K. Formation of foreign language communicative competence of students in the framework of modular program. International scientific journal. Economy and society. № 6(73) -s.: 2020.