



## **ACTIVE METHODS IN TEACHING SOCIAL AND HUMANITIES DISCIPLINES**

**Kurbanova Mukhabbat Avazovna**

*Teacher of the Department of Social Sciences and Humanities  
Andizhan State Medical Institute*

### **ABSTRACT**

*This article discusses the use of interactive methods in the teaching of social sciences and humanities. In the article, the author describes the active methods, proving that the transition to the course is based on modern requirements.*

**KEYWORDS:** *social sciences, humanities, active methods, game style, communicative methods, science features.*

### **DISCUSSION**

Teaching methods are a system of sequential interrelated actions of the teacher and students, ensuring the assimilation of the content of education. The teaching method is characterized by three features: it denotes the goal of teaching, the way of assimilation, the nature of the interaction of subjects of learning.

Teaching aids as an integral part of the material and technical equipment of an educational institution are a set of subjects that include educational information or perform training functions and are designed to form children's knowledge, skills and abilities, manage their cognitive and practical activities, comprehensive development and education.

The teaching method is a historical category, they change with the change in the goals and content of education. American educator K. Kerr identifies four "revolutions" in the field of teaching methods, depending on the predominant means of teaching (1972). The first was that teachers - parents, who served as models, gave way to professional teachers; the essence of the second is the replacement of the spoken word with the written one; the third introduced the printed word into teaching; the fourth, which is currently taking place, involves partial automation and computerization of training. An empirical approach to the problem of methods and teaching aids has led to a great disparity in the nomenclature of methods among different authors

without scientific substantiation of the number, consistency, necessity, sufficiency, classification principles and boundaries of application of teaching methods. Studies of teachers and psychologists have shown that the assimilation of knowledge and methods of activity occurs at three levels: conscious perception and memorization; application of knowledge and methods of activity on the basis of a model or in a similar situation; creative application. Teaching methods are designed to provide all levels of learning. Currently, teaching methods in the practice of many teachers ensure the assimilation of knowledge and methods of activity mainly at the first two levels. One of the reasons for the insufficient introduction of teaching methods that ensure the creative application of knowledge is the poor development of the theoretical concept of teaching methods, which is characterized by descriptiveness and empiricism. Active learning methods (ALM) are a set of pedagogical actions and techniques aimed at organizing the educational process and creating conditions by special means that motivate students to independently, proactively and creatively master the educational material in the process of cognitive activity.

The emergence of active learning methods is associated with the desire of teachers and trainers to activate the cognitive activity of students or to contribute to its improvement. In the educational process, three types of activity are clearly manifested: thinking, action and speech. Another implicit one is



the emotional and personal perception of information. Depending on the type of active learning methods used in the lesson, either one of the types or their combination can be implemented. The degree of student activation is considered depending on which and how many of the four types of student activity in the lesson are manifested. For example, in a lecture, thinking is used (primarily memory), in a practical lesson - thinking and action, in a discussion - thinking, speech and sometimes emotional and personal perception, in a business game - all types of activity, on excursions - only emotional and personal perception ... This approach is consistent with experimental data, which indicate that no more than 20-30% of information is assimilated during lecture presentation of the material, up to 50% during independent work with literature, up to 70% during speaking, and with personal participation in the studied activity (for example, in a business game) - up to 90%. The methods can be used both as independent pedagogical developments and in combination with traditional ones. There are also principles for the revitalization of traditional forms of education. Approaches to the systemic use of are outlined in the theory of Active Learning.

Most often, the following signs are distinguished: Problems. The main task in this case is to introduce the student into a problematic situation, to get out of which (to make a decision or find an answer) he lacks the available knowledge, and he is forced to actively form new knowledge with the help of the teacher and with the participation of other students, based on the known to him someone else's and his professional experience, logic and common sense. The optimal variant of a problematic task is one whose solution is ambiguous even for a specialist or teacher. Adequacy of educational and cognitive activity to the nature of future practical (job) tasks and functions of the student.

This is especially true for questions of personal communication, service and official relationships. Thanks to its implementation, it is possible to form an emotional and personal perception of students' professional activities. The approaches to the implementation of this feature are most fully described in the theory of contextual learning.

Therefore, this feature is also interpreted as the implementation of contextual learning. The core point of many forms of conducting classes using active learning methods is collective activity and discussion form of discussion. This feature does not deny the individualization of teaching, but requires its intelligent combination and skillful use. Numerous experiments on the development of the intellectual abilities of schoolchildren have shown that the use of collective forms of education had an even greater

influence on their development than factors of a purely intellectual nature. The requirement for the organization of educational and cognitive activities, taking into account the individual abilities and capabilities of the student. The sign also implies the development of self-control, self-regulation, and self-learning mechanisms in students. Research of the studied problems and phenomena. The implementation of the feature allows to ensure the formation of the starting points of the skills necessary for successful self-education, based on the ability to analyze, generalize, and creatively use knowledge and experience.

Immediacy, independence of interaction of students with educational information. In traditional teaching, the teacher (as well as the entire set of didactic tools used by him) plays the role of a "filter" that passes educational information through himself. When learning is activated, the teacher moves to the level of students and, in the role of an assistant, participates in the process of their interaction with the educational material, ideally the teacher becomes the leader of their independent work, realizing the principles of cooperation pedagogy.

The activity, both individual and collective, both independent and regulated educational and cognitive activity of students, is developed and supported by the motivation system. At the same time, among the students' motives used by the teacher are: Professional interest. The creative nature of educational and cognitive activities. Competitiveness, playfulness of the lessons. Emotional Impact. In the context of the problematic content, creative nature and competitiveness of activity, there is a rapid, sharp introduction of the body's reserves. The emotions that arise in this case activate, induce a person, initiate his focus on the performance of activities.

Today there are different approaches to the classification of ALM. As distinctive features, the following are used: the degree of activation of listeners, the nature of educational, cognitive and play activities, the way of organizing play interaction, the place of the classes, their purpose, the type of simulation model used, and many others. By the nature of educational and cognitive activity (this classification is most often used), active learning methods are divided into: imitation methods based on imitation of professional activity, and non-imitation. Imitation, in turn, are divided into play and non-play. At the same time, the analysis of specific situations (ACS), analysis of the manager's business mail, actions according to instructions, etc. are referred to non-play methods. Game methods are divided into: business games, didactic or educational games, game situations and game techniques and procedures. trainings in an active mode. In this case, the means of implementing individual, single principles are



referred to game procedures and techniques. First of all, various forms of activating lectures and other traditional forms of education, playing pedagogical techniques, individual means of activating. For example, a lecture using the method of analyzing specific situations in the form of an illustration carried out by a teacher, a lecture with planned errors, a lecture for two, a problem lecture, a creative task - realizing the principle of problematization; lecture press conference, lecture-discussion, lecture-conversation - the principle of dialogue.

Game situations seem to be a means of implementing two or more principles that do not coincide with a business game (in terms of quantity) composition of elements and do not have a formalized structure, rules of behavior on the playground, regulations. An example of a game situation can be considered discussion sessions conducted in an expanded form, with unplanned speeches and opposition, when it is not known in advance who and in what capacity (speaker, critic, provocateur) will participate in the discussion. As well as situations used for role-playing games, theatrical games, simplified management trainings, etc. If the game situation is used as a basis, but the activities of the participants are formalized, that is, there are rules, a rigid assessment system, a procedure for actions, regulations are provided, then we can assume that we are dealing with a didactic game. Business games, respectively, include methods that implement the entire set of elements, and, consequently, the whole complex of activation principles characteristic of active learning methods.

Non-imitative methods are understood as an internship in the workplace, programmed training, problem lecture, graduation work. By appointment, there are: motivation of cognitive activity, communication of educational information; formation and improvement of professional skills and abilities; mastering advanced experience, monitoring learning outcomes. By the type of activity of the participants in the search for solutions to problems, methods are distinguished based on: ranking according to various signs of objects or actions; optimization of processes and structures; design and construction of facilities; the choice of tactics of action in management, communication and conflict situations; solving an engineering and design, research, management or socio-psychological problem; demonstration and training of skills of attention, invention, originality, quickness of thinking and others.

According to the number of participants, there are: individual, group, collective methods, as well as methods involving the work of participants in dyads and triads. The venue is distinguished: classroom and non-classroom, field, excursion. By

the principle of using computer technology - manual, (without using VT); computer games - computer games; and games with computer software.

Structure. There are four structural groups of elements of play activity that take place in the implementation of all forms and methods of active learning. Problematic content. The simulation model is the main, central element of the business game. If we consider the whole range of methods of active learning, then at the basis of other game forms, instead of it, creative (or problematic) tasks, situational tasks, problem questions can be used. The second element in the implementation of problematic content is the game environment. The structure, elemental composition of active learning methods, the organization of the participants in the game action. This element of the game is reflected in the way teams are formed, and in the definition and distribution of roles. Game interaction. The order, type and methods of actions of the participants determine the rules, which are described separately or in the scenario of the game. The conditions in which the game interaction takes place is called the game environment.

Methodological support. The requirement for the formation of a didactic model of a game action, the implementation of the principle of two-dimensionality is fulfilled in the implementation of all the game elements listed above, but such game elements as immersion, reflection and the assessment system serve only for didactic purposes. They ensure the success of the game action and therefore best meet the didactic goals of the game. The totality of all game elements in terms of their didactic orientation is interpreted as a game model.

Problem solving, the choice of appropriate behavior in a variety of conditions with unpredictable events is now an urgent problem of human life. Such situations are typical for a dynamic society. Consequently, in the IPC it is necessary to create an education system in which these conditions would be modeled for the development of ways to resolve problem situations. The content and process of postgraduate education should be both adaptive and heuristic and creative. In this case, it is possible to combine different types of training: program, problem, developmental. The implementation of the activity content of postgraduate education is possible with the wide inclusion of active teaching methods (ATM) in the educational process.

## LITERATURE

1. O. Urakova Oysulov Jamoliddinovna *THE PRAISE OF NATURE AND THE UNIVERSE IN NOVALIS ROMANCE* //Архив исследований. – 2020.
2. Urakova Oysulov Jamoliddinovna. *The praise of nature and the universe in Novalis romance*



*//EPRA International Journal of Research and Development (IJRD) Volume: 5 | Issue: 7 | July 2020.C.274-275 .*

3. *Urakova. O. J. The search for national and universal in art in the context of romanticism. Theoretical & Applied Science. 07 (87) 2020 .C 29-32.*