

INNOVATIVE METHODS OF TEACHING SOCIAL SCIENCES**L.V. Akbarova**

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The modern approach to learning should focus on introducing novelty into the learning process, due to the peculiarities of the dynamics of the development of life and activity, the specifics of various learning technologies and the needs of the individual, society and the state in developing socially useful knowledge, beliefs, traits and qualities of character, relationships and experience among students. behavior.

Objective conditions for the development of modern society, fundamental changes in the economy of Uzbekistan, the rapid development of new information and quality educational services, communication technologies in the field of education, the needs of modern society, new requirements for content, as well as forms and methods of education. The rapidly changing living conditions force us to look for new approaches to the qualitative change in higher education.

Today it has become obvious that it is necessary to manage not the personality, but the process of its development. And this means that the priority in the work of the teacher prefers methods of indirect pedagogical influence: there is a rejection of frontal methods, slogans and appeals, refraining from excessive didacticism, edification; instead, dialogic methods of communication, a joint search for truth, development through the creation of educational situations, and various creative activities come to the fore.

Scientific methods of cognition are interconnected. On the basis of some methods, others appear, which, in turn, are the basis for constructing new methods, and so on. In this regard, in scientific knowledge it is customary to use methods in a complex way. The correct choice of methods of cognition and the ability to use them make the research process more productive and fruitful.

The main methodological innovations today are associated with the use of interactive teaching methods. Interactive learning is, first of all, interactive learning, during which the interaction between the teacher and the student is carried out.

The features of this interaction are as follows:

- stay of subjects of education in one semantic space;
- joint immersion in the problem field of the problem being solved, i.e. inclusion in a single creative space;
- consistency in the choice of means and methods for implementing the solution of the problem;
- joint entry into a close emotional state, experiencing consonant feelings that accompany the adoption and implementation of problem solving.

The essence of interactive learning is that the learning process is organized in such a way that almost all students are involved in the learning process, they have the opportunity to understand and reflect on what they know and think. Joint activity in the process of cognition, development of educational material means that everyone makes his own special individual contribution, there is an exchange of knowledge, ideas, methods of activity. Moreover, this happens in an atmosphere of goodwill and mutual support, which allows not only to acquire new knowledge, but also develops cognitive activity itself, transfers it to higher forms of cooperation and cooperation.

Compared to traditional forms of conducting classes, interaction between the teacher and the student is changing in interactive learning: the activity of the teacher gives way to the activity of the students, and the task of the teacher is to create conditions for their initiative.

The teacher refuses the role of a kind of filter that passes educational information through himself, and performs the function of an assistant in work, one of the sources of information.

Interactive learning is widely used in intensive learning. In order to master and apply these methods, the teacher needs knowledge of various methods of group interaction. Interactive methods do not replace lectures, but contribute to a better assimilation of lecture material and, most importantly, form opinions, attitudes, and behavioral skills.

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Interactive lectures. Lectures in today's conditions remain one of the standard forms of teaching the theoretical foundations of any academic discipline. The question of a complete refusal to give lectures, that is, conducting only practical and / or seminars, is debatable. An alternative point of view is that students are able to read the logically presented theoretical material on their own, and try to apply this knowledge to solve a practical situation, when emerging problems require repeated treatment and a more thorough study of theoretical foundations.

Participation in a lecture-conversation can be attracted by various methods, for example, to puzzle listeners with questions at the beginning of the lecture and in its course, as already described in the problematic lecture, questions can be of an informational and problematic nature, to clarify opinions and the level of awareness on the subject under consideration. topic, the degree of their readiness for the perception of subsequent material.

Binary-lecture (lecture-dialogue). It provides for the presentation of the material in the form of a dialogue between two teachers, for example, a scientist and a practitioner, representatives of two scientific directions. Required: demonstration of the culture of discussion, involvement of students in the discussion of the problem.

Lecture-discussion. In contrast to the lecture-conversation, here the teacher, when presenting the lecture material, not only uses the listeners' answers to their questions, but also organizes a free exchange of opinions in the intervals between logical sections.

Discussion is the interaction of a teacher and a student, a free exchange of opinions, ideas and views on the issue under study. This enlivens the learning process, activates the cognitive activity of the audience and, which is very important, allows the teacher to manage the collective opinion of the group, use it to convince, overcome the negative attitudes and erroneous opinions of some students. The effect is achieved only with the right selection of questions for discussion and skillful, purposeful management of it. You can also invite listeners to analyze and discuss specific situations, material.

Lecture with analysis of specific situations. This lecture is similar in form to a lecture-discussion, however, the teacher does not put questions for discussion, but a specific situation. Usually, such a situation is presented orally or in a very short video recording, filmstrip. Therefore, its presentation should be very brief, but contain sufficient information for the assessment of a characteristic phenomenon and discussion. Listeners analyze and discuss these micro-situations and discuss them together, with the whole audience.

The teacher tries to increase participation in the discussion with individual questions addressed to individual students, presents different opinions in order to develop the discussion, trying to direct it in the right direction. Then, relying on the correct statements and analyzing the wrong ones, unobtrusively but convincingly leads the listeners to a collective conclusion or generalization. Sometimes the discussion of the micro situation is used as a prologue to the next part of the lecture.

Lecture with pre-planned mistakes. This form of lecturing was developed to develop students' skills to quickly analyze professional situations, to act as experts, opponents, reviewers, to isolate incorrect or inaccurate information.

Preparing a teacher for a lecture is to include in its content a certain number of errors of a meaningful, methodological or behavioral nature. The teacher brings a list of such mistakes to the lecture and acquaints the listeners with them only at the end of the lecture. The most frequently made mistakes are selected, which are made by both listeners and teachers during the lecture. The teacher conducts the presentation of the lecture in such a way that the errors are carefully hidden, and they can not be easily noticed by the audience.

Lecture - press conference. The form of the lecture is close to the form of press conferences, with the following changes. The teacher names the topic of the lecture and asks the audience to ask him questions in writing on this topic. Each student should formulate the most interesting questions within 2-3 minutes, write on a piece of paper and hand it over to the teacher. Then the teacher sorts the questions according to their semantic content within 3-5 minutes and begins to give a lecture

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The presentation of the material is not built as an answer to each question asked, but in the form of a coherent disclosure of the topic, during which the corresponding answers are formulated. At the end of the lecture, the teacher conducts a final assessment of the questions as a reflection of the knowledge and interests of the listeners. It may be that not all listeners can ask questions, formulate them correctly. What serves as evidence for the teacher of the level of knowledge of the contingent who is on training, the degree of their involvement in the course content and in joint work with the teacher, makes it necessary to improve the teaching process of the entire course.

Activation of the activity of listeners at the lecture-press conference is achieved through targeted informing of each person personally. This is the distinguishing feature of this form of lecture.

Distance learning systems. Synchronized interactive course with real-time instruction via the Internet; for example, conducting a synchronous course with a teacher followed by an asynchronous discussion, or self-study using a CD or the Internet.

Case method (eng. Case method, case method, case study, case-study, method of specific situations) is a teaching technique that uses a description of real situations. Students must analyze the situation, understand the essence of the problems, propose possible solutions and choose the best of them. Cases are based on real factual material, or are close to the real situation.

Interactive learning allows you to solve several tasks at the same time, the main of which is the achievement of learning goals, the development of communication skills. It helps to establish emotional contacts between students, provides an educational task, because it teaches you to work in a team, listen to the opinion of your comrades.

The use of interactive forms in the learning process, as practice shows, relieves the nervous load of students, makes it possible to change the forms of their activity, switch attention to the key issues of the topic of the lesson.

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