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General Objectives of Teaching Students Using Modern Methods in Pedagogy

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Annotation: Pedagogy is the study of teaching techniques, including educational objectives and strategies for achieving them. The discipline mainly draws on educational psychology, which incorporates empirical learning theories, and, to a lesser extent, on education philosophy, which examines the purposes and worth of education from a philosophical standpoint. The teacher and the student collaborate on a program (the subject) that is intended to change the students' experiences and understanding in some way during the teaching process. The general goals of instructing pupils using contemporary pedagogical techniques are covered in this article.

Keywords: Pedagogical techniques, general goal, methods, media, technological values, impoverished style of studies

Therefore, it is essential to start by making observations about the student, the teacher, and the subject matter before thinking about the importance of group activities and the school. Then, it will be feasible to think about the variables and theories that affect how someone experiences and understands the world. They include beliefs of how students learn in the classroom, how classes and schools are run, and how instructional media are used.

A child who enters school with little to no writing ability and leaves it with the ability to study a lot about human culture. Initially, it was believed that making such growth only required studying, memorization, associating, and practicing. When it comes to emotional experience, the kid moves from straightforward, unrestrained reactions to more subtles, complicated responses. The child's physical development is so evident as to not require any explanation. Any effort to raise the child intellectually, emotionally, and practically must take into account these traits. Development must be paced by education; it cannot be ignored or followed. Physical and mental development, experience, formal language instruction, and the desire of the learner to resolve contradictions, anomalies, and dissonances in experience are all factors in the child's overall educational growth.

The whole teaching environment is significantly impacted by the subject matter being taught. It can be easily separated into the general categories of languages, humanities, sciences, mathematics, and the arts. Each subject area has some similarities with other subject areas in terms of the demands it places on the thinker, but each field also has some very distinct characteristics in terms of how it develops. Languages require verbal learning and production that is based on speech labour, especially in the beginning. Understanding of cause-and-effect relationships of close and far



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connections between individuals and institutions, as well as between people and their environment, is required for the humanities.

Although deductive procedures are necessary when the rules of science are codified into mathematical terms, the sciences require induction from experience. Both the humanities and the sciences rely on the learner's capacity for hypothesis-building. The ability to abstract, symbolize, and deduce are all required in mathematics. Fundamentally, there is an interest in the formal and structural aspects of counting and measuring. Arts and literature require a reasonable amount of freedom to experiment and develop.

The teacher's work includes a significant amount of group leadership, and the classroom and school community must have an impact on the teaching environment. Group dynamics can be seen in the class's dynamic structure, including how choices are made as a class, the hierarchy among its members, the presence of cliques and isolated individuals, as well as in the class's morale and general attitude toward the school and the other staff members. Additionally, how particular students behave is influenced by the groups they are a part of. Their accomplishments and attitudes are evaluated.

With an average age difference of just one year between classes in many institutions, subject matter is generally covered consistently. However, in rural one- and two-teacher schools, student groupings may be varied in terms of age and aptitude, and the teaching approach must accommodate a number of smaller subunits progressing at various speeds. The challenge for the teacher is to manage the activities of those tiny, diverse groups in a way that ensures everyone receives attention. One group must practice a creative, unstructured activity while another receives more formal instruction from the teacher.

The teaching-learning environment depends on the state of the classrooms, gathering spaces, and play areas as well as the presence—or absence—of libraries, laboratories, art studios, and workshops. The school community is located in a physical complex. The lack of library and laboratory services may result in severe limitations.

The basic description of teaching goals in terms of course content is insufficient to adequately explain education's ultimate goals. They essentially involve the promotion of an individual who is well-integrated and capable of participating responsibly and actively in society. A psychological examination of the goals into the acquisition of cognitive abilities and social insights (cognition), the learning of practical active skills (psychomotor learning), and the development of emotions, attitudes, and values may be chosen with such a purpose in mind to get greater insight (affective learning).

Early language and math skills are acquired at the infant school level, and cognitive development continues to dominate schooling up until the secondary and higher levels. But the learner is more than just a growing knowledge base. The ability to generalize, abstract, infer, understand, explain, apply, and create is expanding along with that acquisition. A thinker-observer cognizant of the patterns of thought and judgment that comprise human intellectual activity is produced by cognitive training.

The teacher is concerned with encouraging coordinated abilities and their innovative application in psychomotor learning. Handwriting and plastic art play, which are typical of earlier years of schooling, are the first acts of instruction. Painting, games, shop skills, and applied science are all included. Within the student body and the larger community, it is well regarded.



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Because emotional learning is frequently the result of an accident, its integration into the entire educational process is not always clear. Teachers may feel self-conscious and self-critical about intentionally instilling emotional responses, but doing so will provide social interactions energy and a foundation. The period of adolescence and young adulthood is particularly significant for the development and application of values and attitudes. The school curriculum is infused with theoretical, esthetic, social, economic, political, ethical, and occasionally religious elements. The teaching of science and mathematics can foster a favorable attitude toward theoretical and cognitive ideals, as can literature, art, the humanities, and occasionally religious instruction.

The emotional architecture of a person is a pattern of underlying attitudes and values. That structure demonstrates three different types of transformation when instruction and experience are taken into account. Students first learn to pick the issues and problems to which they will respond emotionally in a healthy way. Second, a wider variety of circumstances generally includes events that are occurring away from the learner. Emotions are initially sparked by circumstances that the youngster is directly affected by. As kids become older, they get more invested with things and causes that have little to do with their own life. Third, the range of their emotional reactions increasingly becomes less direct, expressive, and connected to movement.

A single session typically forms part of a lengthier sequence that spans months or more during the actual education. However, each lesson functions somewhat independently within a sequence. Each lesson is also made up of a variety of smaller teaching-learning-thinking components. The development of a lesson may be broken down into a series of shorter, more manageable units, each of which consists of phases of instruction by the teacher and building by the student.

Therefore, the lesson or syllabus proper should not only be thought of as "chalk and talk" education. It is better viewed as a series of phases of instruction by the teacher and exploration, construction, and problem-solving by the student that are of variable lengths. Although the student's personal interest, knowledge, and observation are crucial, so too is the reciprocal interaction between teacher and student. When the teacher says that she is leading the learner's discovery and building activity, she means that she has chosen, organized, and partially predigested the content to be learnt. It is a responsibility the teacher cannot shirk, and even in curricula changed to give students more freedom to explore on their own, the teacher nevertheless exercises significant selection and decision-making power.

The alleged advantages of team teaching are that it better utilizes each teacher's unique interests and strengths, that it prevents needless repetition, especially in such fundamental subjects as native literature, where several classes led by different teachers typically cover the same material, and that it is a beneficial practice to teach in front of one's colleagues in order to receive some evaluative feedback.

Conclusion. Although it might be helpful in fields like the humanities and social sciences, teaching disciplines like mathematics—where there are a lot of individual variances in ability—does not benefit from its provision for lecture-size audiences. The same holds true for other subjects and the arts. Furthermore, seminars are likely to turn into scenes of quite rambling conversations in the absence of skilled leadership.

Although it is still done, categorizing kids according to ability is still a concern. Formal examinations are used to segregate students based on ability, and many people believe that such



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separations are neither socially desirable nor reliable. Even with regard to segregating the intellectually impaired, there is a growing consensus that these kids should get remedial instruction in regular schools for typical kids and basic instruction in special centers wherever it is practical. As a result, disabled and typical kids would share most of their education. As mixing boys and girls has grown to be accepted as healthy and sociable, gender separation has also decreased in the majority of nations.

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