



The Role of The Demonstration Method in Improving the Effectiveness of Education

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ABSTRACT

This article discusses the importance of the demonstration method in improving the effectiveness of education, the use of visual aids in the organization of lessons, the views of pedagogical scientists on the demonstration method

Keywords:

Method, demonstration method, pedagogical skills, visual aids,

Introduction

We have achieved progress in education, science, technology, economy, and culture at a time when the country's law and civil society are progressing. The enactment of the post-independence law on education and the national training program was without a doubt one of the first examples of these accomplishments. Education is, without a doubt, impossible without education. It is no coincidence that the first President IA Karimov said that "education is inseparable from education."

In the process of education, students develop universal and national qualities. In the process of education, it is possible to develop students' worldview, such types of education as mental, moral, ethical, aesthetic, labor, physical, legal, ecological are inculcated in the minds of students. Education together serves the education of a perfect person, the national idea, the spirit of independence. The urgency of using the demonstrative method of education in the teaching of science is one of the main

issues in the field of education, and a lot of work is being done in this direction.

Due to the use of new pedagogical tools in education, the use of demonstrative techniques of education has become a hot topic. In this technology, it's difficult not to use demonstration. The usage of visual aids should be organized properly. One of the most serious concerns in school is teaching correct material usage. There is a lot of work being done to fix this. That is, it is widely used in almost all types of education, both in higher education and secondary special education. All the necessary regulations have been developed for this purpose, and all educational institutions are operating in accordance with these regulations. Along with the methods of teaching, the use of the demonstration method is of great importance in education. This is because this method is much easier, more convenient than other types of methods, and it is easier to avoid difficulties in explaining to the reader. It is also easier for students to understand the topic. In this method, the student learns more about the topic presented by the teacher with the help of

visual aids, in addition to listening to it. This leads to great results in the student's learning. Another important aspect of this method is that the student will be able to recall the visual aids on the topic in the process of repeating the topic, and it will be easier for the student to recall the topic. The use of the demonstration method requires great skill and creativity, initiative, attention from the teacher. Pedagogical skills play a key role in using it in the classroom.

Main part

The purpose of using the demonstrative method of education in the teaching of science is, first of all, to educate students as full-fledged human beings, to increase the effectiveness of education, to ensure easy and fast and high-quality mastering of topics, to improve the skills of teachers. to increase the knowledge, skills and abilities of students, to ensure the diversity of education, that is, to create a system of non-traditional education, friendly relations between teacher and student formation, creative thinking of students, the opportunity to freely express their knowledge and ideas independently.

Every teacher must base their implementation of such aims on the goals and directions of the Law "On Education" and the "National Training Program." It establishes the above goals by providing pupils with information and education based on this foundation.

The use of the demonstration method requires knowledge, skills and abilities of the teacher in the implementation of the set goals. The tasks of using the demonstration method in education are also marked. In other words, these tasks are, first of all, to determine the purpose of using the demonstration method, to select the necessary equipment for the method, to draw up a master plan, to explain the procedure in advance to students, to use the demonstration method. such as offering weapons and assignments to educators to determine if they are appropriate for the student's age. The main task of every educator is to try to fulfill them, to pay attention to each task, to pay attention to it, to study it carefully. Every educator should use the demonstration method in combination with other methods in

the educational process, to increase the effectiveness of education, to increase the knowledge of students, to form skills and abilities, and on this basis to ensure the future and interests of the country. To study the content and essence of the use of visual methods in the educational process and to identify pedagogical factors. Research objectives: To determine the didactic basis of the current requirements for the general methods, content and essence of education on the basis of the study, analysis, generalization of scientific and pedagogical literature on the subject.

In The Great Didactics, Jan Amon Comenius described the Golden Rule: "Students," he writes, "can perceive what they can perceive, of course, through the senses, in particular, by seeing with the eyes what can be seen, by smelling things that smell." A number of orientalist teachers Khorezmi, Beruni, Farobi in the 9th-11th centuries highly appreciated the importance of the demonstration method in teaching. By the 17th century, Ya.A. Komensky, the father of Russian pedagogy K.D. The Ushinskys were further developed. According to Ushinsky, since children think with the help of appearance, color, sound, perception, demonstration in teaching corresponds to their psychological characteristics. Russian psychologist L. V. Zankov scientifically proved the uniqueness of teaching by combining visual weapons in a variety of ways with a lively, effective word teaching.

In this case, the scientist relies on the doctrine of the unity of the second signaling system of the higher nervous system. Ushinsky emphasizes that the visual process in the educational process is divided on the basis of specific images that the child perceives directly. and events, as well as the child's life experience and life events expressed through vivid images from works of art. Ushinsky perfects the method of visual education, creating a number of clear rules of this method, based on the methods of storytelling to children using pictures and the way children tell stories based on pictures.

Ushinsky took the idea of the people's education as the basis of the theory of preschool education, developed the basics and methodology of primary education. This was

one of his great services in the development of pedagogy. Ushinsky in the plan of primary education will include writing, teaching, painting, handicrafts, counting, storytelling, singing Gymnastics. Ushinsky explained the psychological foundations of the didactic theory of teaching in accordance with the scientific achievements of that time. In his teaching, we see that there are valuable instructions about the upbringing of attention, will, Memory and emotions, and about these psychic phenomena. Indeed, he recommends that educational materials should be strengthened in the minds of readers by the development of active attention of children through forms in any educational process, how to train conscious memory, how to repeat it. **Ushinsky believes, is necessary "not only to rethink what has been forgotten, but also to prevent it from being forgotten";** or rely on scholars who have taken every step of the way. Ushinsky considers the ancient proverb **"If you want to learn, repeat it" as an invariable law of education.** "It is also a general law of memorization to strengthen the habit of repetition," says the scientist.

Ya.A.Komenskiy demands that exhibition be not only the perception of objects and rules, but also their perception, which affects the human senses. It is based on the principles of didactics, with the perception of the child through the senses, that is, by showing what can be seen; It is recommended to perceive the smell by the audible means, by means of the sense of smell, taste, touch.

You must recruit members of multiple intuition for a make your perception through several intuition members of any thing. Ko'r children should be carried out through a direct acquaintance of the parts. Eat it.A.Komensky believes that interest in reading in students is a necessary condition for them to master their knowledge. He by all means offers to arouse the enthusiasm of obtaining knowledge in students and gives clear instructions on this issue; it is necessary to explain to the students the importance of what is being studied, the essence of their acquired knowledge, it is necessary to encourage them, try to make the training interesting. Komensky believes that training should be organized in such a way that the subject mentioned before will pave the way

to the study of the next subject, that is, the knowledge given before should be in harmony, its inalienable continuation. According to Komensky, special textbooks are compiled for students of each class, in which the basics of science should be laid out in a certain order. Textbooks should be written in a clear, understandable language, the appearance of which will be of interest to children. Komensky encourages fathers, in particular, mothers, to take care of their children tirelessly about the satiety of their children, and also gives instructions on the issues of caring for children, feeding, dressing.

It is known that every teacher-educator chooses for himself a certain method, ways, as long as he sets himself the goal of education and training. This means that the skill, ability of the teacher in the selection of methods and tracks is of great importance. What methods and tools the teacher chooses will depend on the knowledge of the teacher. It is necessary for the teacher to take into account what methods and means the teacher should not choose, whether they are suitable for the age of children, students, to explain to him exactly in what order this method should be conducted and applied to the pupils.

Conclusion

During the lesson, the teacher can use the principles, techniques of pedagogy, methods and techniques of understanding, scientific, visual, demonstrative, systematical, cognitive assimilation. Among these methods and techniques, the method of demonstration is important. When preparing visual aids and handouts, it is important to keep in mind the purpose for which they are made, the form and content in which they are intended to be delivered, and the rules for making them.

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