TEACHER'S METHODS IN EDUCATION

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Abstract. *This article shows the effective aspects of the use of innovative methods in pedagogical activity, the process of integration between disciplines, the possibilities of information and communication technologies in creation of innovative methods. This article also recommends the methods of --- Rainbow shinell, --- crossword||,--- Evrika||.*

Keywords: *Method, innovation, socio-cultural environment, transmitting, visualization, method of verbalization, demonstration method, particular method, terminology,*

Introduction

This article talks about "Methods and tools of education" and provides information about the practical importance of methods, types, methods of use and tools. The practical significance of the methods is discussed in detail.

The complexity increases when language teaching is the focus, it is teachers' knowledge of the nature of language, of language teaching and learning in general, and therefore of the practicular socio-cultural environment in which teaching and learning takes place is formed with taking into account the application of knowledge and skills in practice, the methods of the first group of the methods of transmitting information through words and receiving them through hearing are oral methods, stories, lectures, conversation, etc; the method of the second group include the methods of visual transmission and reception of educational information through visualization, visual methods: visual, demonstration, etc; the methods of the third group include the delivery of educational information through practical work activities. So educational methods that are widely used in practice can be expressed as follows.

Educational methods

The method of verbalization of the que materials is to work with narratives, dialogues, textbooks and other educational literature.

Demonstration method of presentation of materials, symbolic and schematic-descriptive materials, maps, drawings, diagrams and graps.

Method of practical training method, laboratory training method of practical exercises.

A study of Methods

Thus, a study of methods is invaluable in teacher education in at least five ways:

1. Methods serve as a foil for reflection that can be aid teachers in bringing to conscious awareness the thinking that underlies their actions. We know that teachers come to teacher training with ideas about the teaching/learning process formed from the years they themselves spent as students. A major purpose of teacher education is to help teachers make the tacit explicit. By exposing teachers to methods and asking them to reflect on the principles of those methods and actively engage with the techniques, teacher educators can help teachers become clearer about why they do what they do. They become aware of their own fundamental assumptions, values, and beliefs. In turn, reflective teachers can take positions on issues that result in the improvement of the society in which they live.

2. By becoming clear on where they stand, teachers can choose to teach differently from the way they were taught. They are able to see why they are attracted to certain methods and repelled by others. They are able to make choices that are informed, not conditioned. They may be able to resist, or at least argue against, the imposition of a particular method by authorities. In situations where a method is not being imposed, different methods offer teachers alternatives to what they currently think and do. It does not necessarily follow that they will choose to modify their current practice. The point is that they will have the understanding and the tools to do so, if they are able to and want to.

3. A knowledge of methods is part of the knowledge base of teaching. With it, teachers join a community of practice. Being a community confers a professional dialogue can take place. Being part of a discourse community confers a professional identity and connects teachers which each other so they are less isolated in their practice.

4. Conversely, by being members of a professional discourse community, teachers may find their own conceptions of how teaching leads to learning challanged. Interacting with others' conceptions of practice helps to keep teachers' teaching alive and to prevent it from becoming stale and overly routinized.

5. A knowledge of methods helps to expand a teacher's repertoire of techniques. This in itself provides a further avenue for professional growth,

since some teachers find their way to new pedagogical positions by first trying out new techniques rather than by intertaining principles. Moreover, effective teachers who are more experienced and expert have a large, diverse repertoire of best practices., which presumably helps them deal more effectively with the unique qualities and idiosyncrasies of their students.

Demonstration methods are also of special importance in ensuring the quality and effectiveness of education.

Although the image illustration method - is closely related to the demonstration method, it is studied separately in didactics. Illustration requires the representation of things, events and processes by means of their symbolic representations - drawings, pictures, photographs, flat, models, etc.

The demonstration method - is useful in revealing the dynamics of the object being studied, and at the same time it is widely used to provide complete information about the external appearance and internal structure of the object. Natural objects when presenting, usually its appearance figure, size, quantity, color, parts, their interaction relationships, followed by its internal structure or to study its particular features. Show in many cases the subject of the objects being studied or observed using in diagram.

Particular method - requires the application of acquired knowledge in a process aimed at finding solutions to practical problems. In this the ability to apply theoretical knowledge in practice is formed. Practical work is carried out in the classroom or in natural conditions - school grounds, greenhouses, geographical areas. The actions taken during their implementation are controlled by the teacher and, in necessary cases, he brings the instructions or special instructions to the attention the students.

Teaching methods are used together with teaching aids. Educational tools are objects used by teachers and students to acquire new knowledge. Educational tools are of great importance. All means of education successfully implement educational goals.

Terminology

Two notes about terminology are also in order:

1. First we are using the term 'method' here not to mean formulaic prescription, but rather a coherent set of principles linked to certain techniques and procedures. Anthony has made the case for a tripartite hierarchy. As he put it: '... techniques carry out the method which is consistent with an approach'. Following Anthony, in certain of the chapters we will introduce particular method by showing how it is an example of a more general approach to language teaching. However, not all methods

discussed in this book conveniently follow from a general approach. They all do, though, have both a conceptual and an operational component, fitting the definition in the Dictionary of Language Teaching and Applied Linguistics (a method is a way of teaching language which is based on systematic principles and procedures') and thus justifying our use of the term. Admittedly, we have sometimes found it difficult to use the term 'method' with more recent innovations, such as learning strategies, cooperative learning, and technology. At such times, we have resorted to the term methodological innovations'.

2. We have used the term 'target language' to mean 'language being taught' for three reasons. First we intend for this book to be useful to teachers of all languages, not only English teachers. Second, we acknowladge that many teachers snd students are multilingual or plurilingual (to use the Council of Europe' s term) and so the use of the term 'second' language does not really apply. Third, we have avoided using the term 'foreign' language because this designation is relative to the speaker and mutable in the context. For instance, in the USA, Spanish has a heterogeneous identity: it could be considered as a 'foreign' language to those with little or no knowledge of it; as a 'second' language to those who use it in addition to their first language; or as 'native' language to those for whom it is a home or heritage language. Although the term 'target languages' is not without its problems, using this term seemed a reasonable compromise.

The rapidly growing needs of our society for the introduction of information technologies into the educational process have led to the use of electronic manuals, virtual stands, distance learning in classroom and non-auditory classes in higher education institutions using the capabilities of the internet. Training as well as requires the implementation of consistent theoretical and practical activities related to the introduction of distance education. The analysis of existing scientific publications of distance education based on information technologies shows that the issue of using this method of education in the educational process is mainly focused on the problem of transition to new pedagogical technologies on a global scale and significant results have been achieved in this regard.

To sum up the first President said in one of his speeches that "we should not forget that the foundation of our future is created in the fields of knowledge, in other words, the future of our nation depends on the education and upbringing of our children today". It is not for nothing that you mention it. The use of advanced information technologies in the process of educating children in today's developing age of innovative technologies

increases the interest of the young generation in science, providing them with more knowledge is becoming one of the priority methods today.

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