



## Classification of Practical Methods Used in Science Lessons in Primary School

Lutfulla Nurmakhmatov

Lecturer at the Shakhrisabz branch of the Tashkent State Pedagogical University named after Nizami.

**Anatasion:** The article emphasizes the importance of observation in nature in the study of natural science and ecology, as well as the need to organize and conduct observations in nature in accordance with educational work. For this reason, the teacher must prepare students for observation in advance and create a sequence of observation tasks for them. During their first walks in nature, children get a lot of impressions when they see different objects, their beauty and unexplored sides. The task of the teacher is to support these first vivid impressions and teach them to preserve and see on their basis the diversity and beauty of nature.

**Key words:** Methodology, nature, excursion, method.

The method comes from the Greek word "translation", which means a way of research, a way to achieve a goal, a solution to a specific problem. In teaching methods, a method is usually understood as a combination of theoretical (thinking) and practical methods that provide access to educational content.

Methodological techniques are specific actions of a teacher aimed at achieving logical and practical skills. For example, comparing maps of different scales, measuring the height and steepness of slopes, etc. Thus, the method as a category of private didactics (methodology) is a narrow taxonomic unit according to the method. Each method consists of several interrelated methods. It is impossible to have a subject teaching methodology without mastering the methodological methodology. In didactics, there are ten classification groups of methods.

By the level of students' cognitive activity (M.N. Skatkin, I.Yu. Lerner), by methods of acquiring knowledge (T.S. Nazarova, N.K. Kazansky), by didactic assignments (M.A. Danilov, B.L. . Esipov), according to the

sources of knowledge. (S. I. Petrovsky, I. S. Matrusov, V. P. Golov).

In the field of education, which studies the processes and events taking place on our planet and in it, their reflection or image serves as the main source of educational knowledge. For this reason, the methods highlighted in the sources of natural science are fully responsible for the objective beginning of the educational process in the study of earth sciences.

According to the sources, the methodological basis for identifying a group of methods for teaching natural and environmental sciences is the similarity of subjects and methods, their assimilation in natural science and philosophical concepts of teaching natural sciences. Here, in general, and the activity of the subject to study the object. In scientific cognition, the object is the environment, and the subject is the researcher and his activities aimed at studying the activity of the object.

In natural science education, the subject is the content of the subject, and the subject is the student's activity aimed at assimilating the content. The learning process is supervised by the teacher, who helps the



student choose rational methods and means of teaching as he assimilates the content of the subject. For this reason, teaching methods can be applied to school science.

Maps, natural objects and models, observation of nature are those activities that are uniquely associated with research activities in natural science. Thus, the methodology of teaching natural sciences is significantly developing due to the didactic adaptation of natural science methods in teaching methods.

Classification of teaching methods according to the source of knowledge in natural science makes it possible to distinguish the following methods:

1. Practical methods (observation of objects and phenomena in nature, experiments with them).
2. Demonstration techniques (work with visual objects, various visual aids).
3. Oral techniques (story, conversation, dialogue, speech).

Demonstration methods (observation, viewing pictures, demonstrating models, films, documentaries) are fully adapted to the cognitive abilities of children, which allows them to form a vivid, clear picture of nature.

The use of practical teaching methods in the process of getting to know nature (games, elementary experiments and modeling) allows the teacher to clarify the children's imagination, to establish and deepen in them the relations and connections between individual objects and natural phenomena, and to systematize knowledge.

Oral techniques (pedagogical and children's stories, reading works of art about nature, conversations) are used to expand, systematize and generalize children's knowledge about nature, which contributes

to the formation of an emotionally positive attitude towards nature in children.

One of the leading methods of studying nature is practical methods. Practical teaching methods - students are characterized by the application of the knowledge gained in various activities of the educational process. This includes developing a plan, getting to know the object, understanding the task and practical work on its implementation, documenting the results, conclusions about the work done, and so on. Practical methods are widely used in the study of natural science, therefore, objects, objects and phenomena in nature are well assimilated.

Practical techniques are closely related to verbal and visual methods (demonstration and explanation of the work done by the teacher). To acquaint children with nature, it is necessary to use a variety of methods, combine them with each other.

Performing a practical task, the teacher sets the task for the students and explains the order of its implementation. It is important here that the task is expressed in a problematic manner. In the process of solving the problem, the student must use all available knowledge, apply in practice and think. The acquisition of knowledge in the process of practical activity activates the educational process, develops students' independence and creativity.

The experience of studying at school shows that the knowledge gained by students in the process of active activity is not only light and conscious, but also very strong.

Practical teaching methods are used when it is necessary to gain new knowledge in the process of active practical and mental activity. The use of practical methods in the educational process not only allows you to gain new knowledge, but also develops



practical skills for the assimilation and application of new situations.

Practical methods include observation, laboratory experiments, object identification, working with natural tools, hands-on work in a natural corner of the study area.

So, one of the leading methods of studying nature is practical methods. Observation and experiment are the main methods, and the two methods are very close to each other from a didactic point of view, because as a result of experience and observation, students develop observation.

In conclusion, observation is the leading method of studying nature.

Observation is a purposeful perception of objects and phenomena in nature, as a result of which common and distinctive features are highlighted, laws are established and on their basis definitions, conclusions and generalizations are made.

Observation has long been known as one of the foundations of teaching methods in the study of natural science, but even in modern teaching methods, it has not lost its relevance, but opened up new aspects and made it mandatory for natural sciences.

In the process of observation, students develop the ability to observe (the ability to see and pay attention, pay attention, explain the phenomena of nature). Observation contributes to the intellectual development of primary school students, because children try not only to remember the event, but also to explain what is happening in nature or in the classroom. Children analyze, contrast, compare, generalize and draw conclusions from certain facts, which helps to develop memory, logical thinking and associated speech.

## List of used literature:

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