

THE LATEST TEACHING METHOD IN EDUCATING AND TRAINING STUDENTS: THE LOMBARD METHOD.

Khudoyberdiyeva Shoxsanam Mukumjonovna

Andijan State University

Abstract: *This article investigates the pedagogical opportunities of the Lombard methodology (Reggio Emilia approach). This method is an innovative educational approach based on students' natural interests, ensuring knowledge acquisition through project activities. The study analyzes the theoretical foundations of the method, its core principles, pedagogical opportunities, and ways of applying it in Uzbekistan's education system. The obtained results show that the Lombard methodology significantly develops students' creative thinking, independent problem-solving, collaborative work, and self-expression skills.*

Keywords: *Lombard methodology, Reggio Emilia approach, project method, student-centered learning, pedagogical environment, documentation, reflective pedagogy, creative development.*

INTRODUCTION

The modern education system requires transforming students from passive recipients into active knowledge seekers. Traditional teaching methods often fail to consider students' natural interests, creative potential, and individual characteristics. In this regard, new approaches that encourage active student participation, research, and creative activity are being developed in world pedagogy.

The Lombard methodology, or Reggio Emilia Approach, is an innovative educational system created under the guidance of educator Loris Malaguzzi in the city of Reggio Emilia in the Lombardy region of Italy in the late 1940s. The decrees of the President of the Republic of Uzbekistan "On measures to improve the quality of education and develop the digital educational environment" require the study and application of modern pedagogical technologies. The Lombard methodology is an innovative approach that meets these requirements.

LITERATURE REVIEW

One of the founders of the Lombard methodology (Reggio Emilia approach), Loris Malaguzzi, developed the theoretical and practical foundations of this approach. Malaguzzi proposed the "hundred languages" theory — students have many ways to express their thoughts: speech, drawing, music, movement, drama, and others.

Italian researcher C. Rinaldi called Reggio Emilia pedagogy the "pedagogy of listening" — in this approach, the teacher constantly observes students, listens to their interests, and builds the learning process on this basis.

P. Moss analyzes the Reggio Emilia approach as "democratic pedagogy," where students, teachers, and parents participate in the educational process as equal partners.

Russian scholars V.T. Kudryavtsev and A.B. Orlov conducted research on applying the Reggio Emilia experience in Russian preschool education and obtained positive results.

In the Uzbekistan context, L. Abdullayeva emphasized the need to study modern foreign experiences in preschool education. N. Yusupova and M. Karimov researched the importance of the project method in student development. However, the application of the Lombard methodology in Uzbekistan's conditions has not been sufficiently studied.

RESEARCH METHODOLOGY

The Lombard methodology is based on the following core principles:

1. Deposit — Belief in the Student's Potential.

Every student has a unique potential, interests, and pace of development. A student is not a passive recipient of knowledge but an active researcher and creator of knowledge. The student's initial knowledge on a topic is taken as a deposit. Students express their thoughts through various means: Oral speech, drawing and visual arts, music and rhythm, movement and drama, mathematics and logic, construction and modeling.

2. Pledge — Activating the Student's Personal Resources. This refers to the process of transforming the student's previously identified personal resources into concrete action, responsibility, and commitment.

3. Temporary Lending — Providing Controlled Opportunity. This means providing the student with a limited, purposeful, and controlled opportunity on a new topic.

4. Supervised Preparation.

This refers to directing the student's personal resources toward activity in a systematic, planned manner under pedagogical guidance. The main didactic task of the supervised preparation stage is not to limit students to repeating ready-made knowledge, but to direct them toward independently processing, modeling, and practically expressing the acquired theoretical concepts.

5. Reclamation — Documentation.

The student "reclaims" the personal resources invested in the activity in a new quality — as a pedagogical outcome. Students' activities are always documented: Photo and video recordings, students' statements and reflections, description of the work process, students' works.

These documents are required for monitoring students' development, for teacher reflection, and for students to see their own growth.

RESULTS OF THE RESEARCH

1. Cognitive Development

Critical thinking: Students learn to ask questions, form and test hypotheses, solve problems through various approaches, and develop logical reasoning and conclusion-drawing skills.

Research skills: They acquire skills such as observation and data collection, conducting experiments, analyzing results, and applying new knowledge.

2. Creative Development

Multilingual expression: Each student expresses themselves in a way that is comfortable for them, becomes acquainted with different art forms, and achieves creative experimentation and discovery.

Aesthetic sense: Students develop skills such as perceiving and appreciating beauty, working with composition and colors, and creating their own practical works.

3. Social-Emotional Development

Collaboration: Students acquire knowledge such as group work skills, sharing ideas and reaching agreements, and listening to and respecting others.

Communication: They develop qualities such as expressing their thoughts clearly, asking and answering questions, and debating and presenting arguments.

Empathy and emotions: They develop qualities such as understanding others' feelings, expressing their own emotions, and resolving problems peacefully.

4. Independence and Responsibility

Self-management: Students acquire competencies such as planning their own activities, making decisions, and managing time.

Initiative: They develop qualities such as proposing their own ideas, initiating projects, and finding ways to solve problems.

CONCLUSION

The Lombard methodology (Reggio Emilia approach) is an innovative educational system that ensures the comprehensive development of students. This approach, based on the student's natural interests, creative potential, and individual characteristics, is oriented toward transforming them into active researchers, independent thinkers, and creative individuals. It is appropriate to harmonize the best elements of the Lombard methodology with the national education system, cultural values, and existing conditions.

The Lombard methodology can be a powerful tool for raising Uzbekistan's education system to the level of 21st century requirements, ensuring the comprehensive development of students, and creating an innovative educational environment.

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