ISSN NO: 2770-2936
Date of Publication:30-01-2023

Use of Advanced Foreign Experiences in Increasing the Efficiency of Classroom and Out-of-Class Lessons.

Saidova Gavhar Ergashovna
Senior teacher of Bukhara State Pedagogical Institute.
Avliyokulova Nasiba Choriyevna
2nd year graduate student of Bukhara State Pedagogical Institute.

Annotation. This article describes methods and methods of using advanced foreign experiences and learning advanced pedagogical experience to improve the effectiveness of classroom and extracurricular reading lessons of elementary school students.

Key words: advanced pedagogical experience, modern technology, innovative pedagogical technology, pedagogical activity, educational goal, educational content.

Starting to study advanced pedagogical practice, the leader must first identify the generalizable components. It can:

A comprehensive system of pedagogical activity (requires the longest time, perhaps more than a year);

The teacher's work system for any problem (can be studied during the year);

Use of one effective technique (study time is determined by the teacher);

The experience of mastering new or acquired experience from the past, but adapted to modern conditions technologies (for example, a design method).

Thus, any components used by the teacher in a particular system that produce a positive result and satisfy the requirement "Do no harm" can be studied: a method, a technology, a particular technique, a method, a tool, etc.

To determine the effectiveness of the pedagogical experience and the level of its evaluation, it is necessary to have the following criteria: the characteristics of the object, a measure and a reference point to determine the degree of reflection of a certain attribute in a certain object (measure something you must have this to measure). point). Without these components, there is no reliable criterion, and therefore it is impossible to objectively evaluate the pedagogical experience.

According to the degree of generalization, two groups of criteria can be distinguished: the first group is criteria related to general pedagogical criteria (for example, problem-based teaching criteria), and the second - as particles of general pedagogical criteria related to best practice (for example, problematic o The teaching criteria are relatively different) types of activities).

Optimum pedagogical experience (to achieve the best results in educational work without saving time and effort for teachers and children, and in addition, so that this experience does not become an obstacle in solving other equally important educational and educational tasks).

Diligence, stability of experience, its long-term performance. Significant achievements of a teacher in educational work that exist for a short period of time and are not repeated over time are also difficult to link to best practice.

The ability to repeat and creatively use the experience of one teacher by others, to bring this experience to the public.

Best practices always have a future, the prospects for its development are clear.

Best practices can be found through creative theoretical exploration or trial and error by the teacher. But in any case, such experience always has a scientific basis. One of the tasks of summarizing advanced pedagogical experience is to give it a scientific explanation.

When these characters are present, this experiment should be considered a best practice, but then you need to measure how each character appears.

Today, we studied and analyzed the current state of using innovative technologies in primary education classes. During the experimental class, we received questionnaires from primary school teachers.

ISSN NO: 2770-2936
Date of Publication:30-01-2023

The questions were arranged in the following order, and the teachers answered the questions in the following way.

1. In your opinion, is it possible to use pedagogical technologies in primary school reading lessons? To the question, 70% of teachers said yes, it can be used, 20% of teachers said it is impossible to use, 10% of teachers said they don't know.

2. Is there a difference between pedagogical technologies and innovative pedagogical technologies? to your question, 60% of the teachers answered yes, there is a difference, the difference is in designing and introducing new things, 30% of the teachers said no, they did not see the differences, 10% of the teachers answered that they did not know, they did not think about the difference.

3. Are all the technologies you use in the classroom effective? to our question, 70% of teachers say yes, it is effective, that the student's interest and desire to acquire knowledge has increased, 20% of teachers say no, I don't think that everything is effective, 10% of teachers don't know In this case, he replied that he was not interested.

4. Do you think that "Cluster", "B,B,B" methods are effective in the reading lesson? to the question, 80% of teachers say yes, students' independent thinking is increasing through these methods, this method encourages students to think, divide the topic into networks, generalize and express their imaginations in the form of drawings before studying the topic. 10% do not have a teacher it is not always effective, 10% of the teachers answered that they use it in class, but have not analyzed it.

5. What does the student's success in reading depend on? Do you also think that it depends on intelligence, interest, quality of teaching? 80% of teachers answered yes, it depends on everything, 10% of teachers said no, not on everything, only on intelligence, 10% of teachers answered that they don't know.

6. Do you think it is possible to use pedagogical technologies in extracurricular activities? to our question, 70% of teachers answered that it is possible to use it, 10% of teachers think that it is possible to use it, 20% of teachers answered that they do not know, they did not use it.

7. Do you use various pedagogical games in the lesson to restore the academic work of students, spread their fatigue, and raise their mood? to our question, 60% of teachers use it, these methods increase the student's interest in the lesson, 20% of teachers do not, this method only takes time, distracts the student from the topic, 20% of teachers I don't know, until I tried it, he said no.

8. Can any innovative pedagogical technology be used in primary classes? 40% of teachers say yes, only if it is adapted to the age of the student, 40% of teachers say no, not all technology is suitable for elementary grades, 20% of teachers don't know, right He answered that he will continue to use the technology that came.

9. Is it convenient to take a traditional lesson or a lesson based on pedagogical technology? To the question, 40% of teachers answered that it is convenient to conduct traditional lessons, 30% of teachers said that it is convenient to conduct lessons based on pedagogical technology, and 30% said that it is possible to achieve results using both.

10. Do you believe that innovative technologies increase the effectiveness of the lesson? To our question, 50% of teachers said yes, 10% of teachers said no, and 40% of teachers said that they did not support innovative technologies in class.

The educational tasks given in the textbook can meet the purpose of education only when they provide directions for the student's independent research, satisfy their constant need for information banks, and encourage creative activity. Therefore, it is necessary not to mix the textbook with the system of tasks that the student is supposed to perform during the lesson and the necessary educational material. We understand a textbook as a set that includes a subject interpretation, educational material, a system of exercises, problems, and tasks to be completed by the student. The textbook intended for the formation and development of a real creative thinker should be different from the textbooks available today. So, to achieve the new goal of education, new type of textbooks are needed.

In this chapter of our work, we focused on the new tasks of designing the goal, content, methods, means and results of education and tried to express our point of view. We tried to justify that the educational goal is a decisive factor in the educational process. The educational process can achieve its goal only if it is provided with content, methods and tools that fully correspond to it. The goal of education is reflected in the

ISSN NO: 2770-2936
Date of Publication:30-01-2023

specific information and skills that are formed as a result of knowledge, which are embedded in the content, methods and tools of education and which the student should know.

List of references:

1. GE Saidova - PEDAGOGS magazine, 2022. PARTICIPATION IN THE ASSESSMENT PROGRAM OF PRIMARY CLASS TEACHERS - PIRLS.
2. GE Saidova - PEDAGOGS magazine, 2022
3. START SOLVING LOGICAL PROBLEMS EDUCATIONAL STUDENTS IN THE SPIRIT OF PATRIOTISM
4. T Khojaoglu, SG Ergashovna - International Journal of Culture and Modernity, 2022
5. The Practical Importance of Using the Scientific Heritage of the Eastern Thinkers in the Education of the Young Generation
6. G Saidova, N Avliyokulova - Obshchestvo i innovatsii, 2022
7. Organizing the educational process in primary grades based on modern, innovative technologies.
8. GE Saidova - Scientific progress, 2021
9. TEACHING STUDENTS TO SOLVE LOGICAL PROBLEMS IN PRIMARY CLASS MATHEMATICS LESSONS.
10. 6. G Saidova, N Avliyokulova - Obshchestvo i innovatsii, 2022/4/28
11. Organizing the educational process in primary grades based on modern, innovative technologies.
12. 7. G Saidova, A Kakhhorova - Obshchestvo i innovatsii, 2022/5/15
13. Formation of spiritual education in students through folk oral creativity.
14. 8. SG Ergashovna. Modern Lesson Forms in Mathematics in Primary Schools European Journal of Life Safety and Stability (2660-9630) 14, 106-109.