

Lessons as the main form of organization of educational work

Batashov Innatullo Qo'ng'irovich

Public educators of Kashkadarya region retraining
and advanced training Regional Center Senior
+ 99899 356 93 71

Annotation: The article is dedicated to him in order to effectively organize the lessons in the educational process requirements, types of lessons according to the didactic purpose, scientific significance of the purpose, tasks and stages of the lesson.

Basic concepts: lesson, method, purpose, task, education, upbringing, strengthening lesson, subject lesson.

Education and upbringing of students in an educational institution is carried out in certain forms of educational work. The form of teaching is organized in accordance with the conditions of formation of knowledge, skills and abilities of students used by the teacher in the educational process. Lessons are the main form of study for all subjects studied in an educational institution. Classes include the state curriculum and, to a certain extent, the textbook.

A course is the transfer of a certain amount of knowledge from a particular subject to a group of students of a certain age by a specially trained specialist. Improving the effectiveness of the lesson, raising the level of knowledge, connecting theoretical knowledge with life, teaching using new pedagogical technologies, recognizing students' knowledge, more interest in learning throwing helps to strengthen the knowledge of learners. It is the main form of organizing the educational work of the teacher with the class. The whole system of education, methods, techniques and tools of teaching are integrated in the course. In the classes, students gain theoretical knowledge, practical training and skills under the guidance of a teacher, according to the program. Explaining the material to the students in a clear way, using a variety of tools, the teacher gives the necessary explanations, absorbs the skills of working independently with the source, the practical application of their knowledge. The purpose and content of the lessons are different, but in all of them the common goal is to bring up the students in a complex way and to explain the knowledge that is understandable to them. The teacher should organize the students' work in such a way that they understand that what is being taught in this lesson is related to what has been learned before, and that they are consciously mastering the material.

During the lesson, the teacher should try to create conditions for active work of students, to arouse their interest. This can be done by using interesting material that is relevant to the learners' lives and close to the students in preparation for the lesson. In preparing for the lesson, it is necessary to take into account not only the content of the new topic, but also the age, development and readiness of students, the level of mastery of previous knowledge, the accuracy of the acquired knowledge. The use of a variety of methods in the classroom allows for a full and clear coverage of a new topic, makes students less tired, and increases their activity. The educational content of the course is characterized not only by the content of the material, but also by the methods of acquisition of educational materials. In a methodologically correct learning process, all these forms of teaching are interrelated with the main form - the lesson. They develop understanding of science, worldview, thinking, and practical skills. In teaching, the teacher should use all teaching methods: oral, visual and practical[2].

The psychological completion of the lesson is determined by the knowledge and skills acquired by the students during the lesson. This will allow you to successfully solve the didactic problems set for the methodological completion of the lesson and show that the content of the lesson is relevant to the purpose. The need for organizational clarity is determined by the division of the material into sections, the abandonment of teaching methods, and the interrelationships of the various elements of the lesson. The didactic goal determines the main type of work in the lesson (learning new material, returning it). Depending on the didactic purpose, time is allocated for the lesson. Teaching methods and the structure of the lesson will be determined.

Lessons that are different in purpose and content can be structured in different ways. Usually the lesson is structured as follows: Organizational part (greeting, absenteeism, preparation for work). Homework check (using teaching aids and experiments to ask students what they know). Learning new material: introductory conversation on a new topic; practical work; a conversation based on a teacher's story or facts known to students, or related to events that are expected to be learned in class, based on a review of something new; draw conclusions based on the study of objects and events; writing and drawing in notebooks during the lesson; work with the textbook to consolidate the knowledge acquired in the classroom; use of teaching aids. Review and reinforce the material learned in the lesson. This establishes a link between the new material and the previous one, identifying the knowledge needed to understand the new topic.

Use interesting materials (proverbs, sayings, riddles, excerpts from works about nature). Homework assignment. The lesson plan is one of the main educational planning documents, which specifies the educational goals, issues of teaching and upbringing, as well as the content and elements of the lesson, the time allocated to each element, the interpretation by the teacher. the sequence and content of the study material, the nature and content of independent work, homework, and so on. The main goal of the plan is to help plan the teaching process properly and increase its effectiveness. For a lesson to be successful, the purpose of the teacher's work must be defined. The purpose of the lesson is four: educational; educational; developer; intriguing Learning Objectives: - formation of new concepts; - teaching new methods of movement; - elimination of knowledge gaps; - generalization and systematization of knowledge; - formation of skills; - develop students' understanding of something by identifying connections between concepts; - to prepare and draw conclusions.

Educational goal - to develop in students the following specific personality traits and character: - worldview and interest in the profession; - skills of interdisciplinary communication; - speech culture; - patriotism; - conscious attitude to work; - conscious discipline and good manners; - positive attitude to education; - Aesthetic views. The developmental goal is to develop students' mental qualities of attention, cognition, memory, thinking and cognition in the classroom. The development of hard work, knowledge and mental skills, will and independence show the need to prepare them for future lessons. The formation and purposeful education of knowledge, the improvement of students' cognitive abilities - this is recognized as developmental education. An interesting goal is to increase students' interest in the topic by making them more active during the lesson. The sequence of lesson parts can vary from lesson to lesson. In the same classes, students' independent work takes place after the presentation of new knowledge, while in others it takes place before. Homework check can be done at the beginning of the lesson or in its later stages, when the parts of the lesson are not only exchanged, but also repeated. For example, the description of new material can be divided into several parts, alternating with independent work. Some parts may fall out of the lesson structure. For example, not all classes have independent student work[1].

Defining a lesson's didactic purpose means determining what it is primarily about learning, reinforcing, reproducing, and systematizing or checking and taking into account a new goal. A lesson can have several didactic purposes, depending on its structure and, consequently, the types of lessons. Depending on the didactic purposes, lessons are divided into the following types: combined lesson; a lesson on new material; strengthening lesson; subject lessons; Let's look at the features of each of these types of courses: A combined course is the most common type of course. It deals with a number of didactic tasks, including reviewing homework, reviewing and consolidating new knowledge. In this case, none of the tasks prevails, all are solved together (in a complex way). Different methods and techniques are used in the combined lesson: conversation, teacher's story, work with natural objects and visual aids, watching movies and slides, reading articles, making notes in notebooks and drawing pictures. 'is used. A lesson in learning new material. This type of lesson is not pure. However, given the specificity of the study material and the instability of students' attention, the study of new material can be conducted in lessons that are the main goal. Most of the time in class is spent on this work, and the rest of the lesson is devoted to it. The structure of this type of lesson is as follows: work with a diary of repetition and observations of the material necessary for the conscious acquisition of new knowledge; state the topic and purpose of the lesson; learning new material; conversation on the content of practical work; independent work of students (notebooks, textbooks with interesting and cognitive material, contours and natural maps, programmed cards, etc.); check students' understanding of the material studied; homework assignment (depending on the purpose, it can be given at any time of the lesson); lesson completion[2].

Reinforcement lesson. In this type of lesson, students focus on a variety of assignments and activities that reveal the connection between science and other subjects, as well as the interrelationships of natural objects and phenomena. The structure of these lessons is as follows: recall (restore) the knowledge, training and skills required to complete the proposed tasks, the purpose of the work ahead; students' assignments; the teacher checks the work done; give homework. In order to expand and develop knowledge, learning and skills, as well as to facilitate the adoption of new material, such classes provide preparation for the study of the next topic. For example, work in the wildlife corner and the experimental plot (care of perennial flowering - ornamental plants, propagating them by dividing the bush, preparation of berry bushes and fruit trees for the winter, room planting and propagating plants, planting strawberry seedlings, loosening the soil, etc.) or getting acquainted with plant pests in nature. In this type of lesson, albums, pictures, tables, and slides made by students in the past can be used to restore the knowledge gained during excursions or long observations of natural objects. Subject lessons. In this type of lesson, students gain a specific set of specific knowledge about a topic by working directly with natural objects in the classroom. To this end, they look at and compare things, distinguishing between their components, commonalities, and distinguishing features. Subject lessons provide great opportunities to develop observation, cultivate diligence, diligence. In these classes, children receive laboratory work skills, because the element of the work in the classroom should be of a research nature[3].

In it, learners compare the characteristics and qualities of the objects being studied, and conduct simple experiments. Independent work should be the most important in subject lessons. The lesson plan can be as follows: - Indicate the topic and purpose of the lesson; - Write the work plan on the board and notebooks; - independent work with handouts; - Conversation on the content of the work (description of the features of the object under study, its comparison with the previous study, work with additional visual aids); - Make notes in notebooks and draw pictures; - consolidation and assessment of knowledge. In short, in order to achieve results through the successful organization of the lesson, the teacher should take into account the above types of lessons, its goals and objectives, the stages of lesson organization, the possibilities of science, individual characteristics and interests of students.

List of used literature

1. Azizxo'jayeva N.N. Pedagogical technologies and pedagogical skills. Toshkent, 2006.-143 p.
2. Muslimov.N, Usmonboyeva.M. Fundamentals of pedagogical competence and creativity. Toshkent: Sano-standart. 2015.84-p.
3. Turg'unov S.T, Daniyarov B.X. Develop the professionalism and competence of teachers. Toshkent: Sano-standart. 2012.-118 p.