



FORMS OF ORGANIZATION OF EDUCATION, METHODS USED IN THE LESSON AND EDUCATIONAL TECHNOLOGY

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Abstract: New tasks and needs facing educational institutions require improving the quality of education and upbringing provided to students, its further development and raising to a higher level. The success of each lesson largely depends on the proper organization of the lesson. The article provides information on the forms of organizing education, methods used in the lesson and educational technology.

Keywords: forms of organizing education, methods, educational technology, students, class, independent work.

INTRODUCTION

The concept of forms of organizing education. Education has played a major role in the early stages of the development of human society. During the historical development of the school, forms of organizing education have been diverse. Forms of organizing education have been formed in accordance with a certain social system and the interests of this system. In a continuously developing society, the perfect collective form of education, that is, the lesson, has been improving for several years, and the requirements placed on it are becoming more complex and modern.

DISCUSSION

At the end of the 16th and beginning of the 17th centuries, the great Czech pedagogue Jan Amos Komensky (1592-1670) was the first in history to create a class-lesson system in school education.

Although Ya. A. Komensky's views on the organization of education encountered a number of serious objections, they quickly spread to Western countries and were recognized as the only form of organizing education. The class-lesson system was not introduced to eastern countries, including the old Muslim countries of Central Asia. In them, until 1917, the education system (form) typical of medieval schools continued. In these schools, children from 6 to 15-16 years old were taught in one room at a time. Therefore, the knowledge levels and mastery of children would also be different. Uzbek schools switched to the class-lesson system after the October Revolution. Until now, this form of group training, called the class-lesson system, has been widespread, strengthened, and over time, both the organizational forms of the lesson and the methods of education have been continuously improved.

A class is a group of a certain number of students who are the same in age and knowledge. A lesson is an educational activity conducted with a specific group of students under the direct supervision of a teacher. A lesson is the main organizational form of educational work. A lesson is the central part of educational work. The class-lesson system currently used in our schools is carried out in the following organizational forms: Each class has a permanent group of children of the same level according to age and knowledge. The lesson is mainly designed for 45 minutes and is conducted according to a strict schedule. The lesson is conducted in a team and individually under the direct supervision of the teacher. The lesson is conducted in a variety of ways depending on the content of the material being taught, as part of the education system, it certainly provides complete knowledge and is organized in such a way as to create a basis for

mastering the next knowledge. Now, based on the requirements and needs that our independent republic has set for public education, new forms of organizing school education are being created. Today, there are two types of forms of organizing education in our schools.

Classes conducted in the form of classroom lessons. Classes conducted in the form of practical and experimental work. A class-lesson training course involves the teacher's systematic presentation of daily educational material, the use of various methods, consistent consideration of students' knowledge, skills and qualifications, and training students to work independently. Training courses in the form of practical and experimental work are conducted outside the classroom, through workshops, work on experimental plots, and excursions.

Organization of class-lesson training courses.

New tasks and needs facing educational institutions require improving the quality of education and upbringing provided to students, its further development, and raising it to a higher level. The success of each lesson largely depends on the correct organization of the lesson. In our schools, the period of the beginning of the lesson is called the organizational moments of the lesson. However, this should not be included in any stage or structure of the lesson format.

It is important to carefully monitor the readiness of the class at the organizational moment. Experienced and skilled teachers do not miss the opportunity, do not distract the students, and immediately start working. At this time, the teacher has two tasks - to attract the attention of the entire class and to ensure that the entire class quickly and actively engages in the lesson. The lesson begins with a clear and precise statement of the intended goal of the lesson. If the lesson is aimed at presenting new material, the topic of the lesson is stated. After the lesson has covered the material planned in the plan, it must be concluded and conclusions drawn. Also, the quality of the lesson increases if the teacher conducts the lesson on the basis of advanced pedagogical technologies, effectively uses various teaching methods, and presents new material to students by creating more problematic situations for them.

The main goal in organizing and conducting a lesson is to ensure the effectiveness of the educational process.

To do this:

1. While teaching the intended goal of the topic being taught, students should be mobilized to actively perceive the material. That is, the topic being presented by the teacher should ensure that students strive for independent thinking and conscious mastery;
2. It is very important that the teacher systematically and consistently presents the material within the allotted time, while also ensuring that students also carry out independent work on the topic. If the teacher asks students questions that create problematic situations during the presentation of the topic in the lesson, encouraging them to think and research, then students will thoroughly master this material.
3. In the process of presenting knowledge, students' activity (oral, written exercises and laboratory-experimental work, independent creative work) should be used. This, in turn, serves to activate the previously acquired knowledge of students and creates a great opportunity for correct assessment.
4. It is also important to show the connection of the educational materials being covered with related topics of other subjects during the lesson.

It is accepted to consider that all components of educational work are embodied in the lesson: goal, content, means, methods, organizational and management activities, as well as all its didactic elements. Accordingly, in order for the teacher to correctly approach the problems of the lesson, he must know the main components of the educational process, understand their interdependence and influence on each other. In general, both reproductive and creative tasks can be given to the class. Requirements for the lesson, types of lessons and their structure. A lesson is a form of organizing the activities of teachers and students, which fulfills the tasks of teaching, educating and developing children. The lesson is not an immutable form of organizing teaching. Educational practice and pedagogical thinking are constantly looking for ways to improve it.

Many reforms are being carried out in this area. Taking into account various ideas and considerations, the lesson should meet the following general didactic requirements: .

1. Each lesson should be aimed at achieving a specific goal and be carefully planned.
2. Each lesson should have a strong ideological and political orientation.
3. Each lesson should be connected with life, practice, and should be conducted with the effective use of various methods, techniques and means.
4. It is necessary to save every hour and minute allocated for the lesson and use it effectively.
5. The lesson should ensure the unity of the activity of the teacher and students.
6. It is necessary to create the opportunity to use instructional tools, technical means and computers related to the content of the educational material in the lesson.
7. It is also advisable to take into account the individual characteristics of each student in the lesson.

The most commonly used types of lessons in the education system are:

A lesson of presenting new knowledge (lecture).

A lesson of consolidating the material covered.

A lesson of checking and assessing the knowledge, skills and abilities of students.

Review - generalizing and introductory lessons.

Mixed lesson (the use of several of the above types of lessons together).

Each type of lesson has a certain structure and characteristics, which helps the teacher to correctly and effectively explain the educational material, to firmly remember, repeat and monitor its assimilation.

One of the most commonly used types of lessons in our schools is the lesson of presenting new knowledge.

This type of lesson is structured as follows:

- a) presenting new knowledge;
- b) consolidating new knowledge;
- c) working on new knowledge;
- d) assigning homework related to new knowledge.

So, the lesson is not conducted from beginning to end with one type of lesson, but in this lesson, along with the presentation of new knowledge, there may be other elements such as its consolidation (questions and answers), exercises on new knowledge (solving problems and examples, conducting graphic work), homework (another lesson element - explanation, guidance, etc.). Nevertheless, if the intended goal of the lesson is to give students new knowledge, all didactic methods are subordinated to this. That is why such a lesson is called a lesson of giving new knowledge.

CONCLUSION

The structure of the lesson means the structure of one or another type of lesson, its parts. However, not every part in the structure of lesson types is a didactic method, a lesson structure. It constitutes the structure of the lesson only when it is associated with the teaching method. That is, as soon as the structure of the lesson changes, the method of conducting the lesson also changes. The structure of the lesson depends on the goals set, the content of the material being studied, the methods and techniques of teaching used in the lesson, the level of preparation and maturity of students, and the place of the lesson in the educational process.

The transition from one lesson structure to another and, through this, a change in the form and methods of the lesson is called a lesson stage. For example, a mixed lesson includes the following types of structure: asking, checking homework; explaining new material; consolidating new material; handing over homework. In this case:

1. Reviewing homework can be carried out using a conversation (questions and answers), examples and problems. This is the first part of the lesson structure, the first stage of the lesson;
2. In the process of explaining new material, the teacher can use methods such as explanation, storytelling, school lecture, conversation. This is the second part of the lesson structure, the second stage of the lesson;

3. In the process of consolidating new materials, it is possible to use the methods of conversation, exercises, and working with books. This is the third part of the lesson structure, the third stage;
4. Explanation in the process of assigning homework. It is possible to use the method of conversation. This is the fourth part of the lesson structure, the fourth stage of the lesson. Just as all of the types of lessons discussed above have their own structure, they are also divided into certain stages.

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