

ORGANIZATION OF TRAINING BASED ON THE DESIGN METHOD REQUIREMENTS FOR THE TEACHER

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ABSTRACT

In this article, the requirements for the teacher in the organization of teaching based on the lesson design method, the theory of the pedagogue's teaching activity, the goal set for him, the elements of the lesson plan, the activities that the students should master, and at the same time, what the students will learn, what kind of work they will be able to do as a result are scientifically and pedagogically analyzed.

Keywords: Young teachers and practicing students, lesson plan, goal, goal setting, modeling, hands-on management, concept checking, independent practice, practical exercises, role play, assignments, lesson material, concept development.

INTRODUCTION

The basis of any pedagogical technology is a scientifically designed didactic process - the structure of learning activities. Implementation of this process within the allotted time depends on the professional skills of the teacher.

The main part of the study time (up to 70%) should be spent on the process of self-management of students. Students receive the learning elements that they have not mastered from the source of additional information. The creation of such conditions by a teacher of a higher educational institution in the auditorium of his subject determines his creative skills. An additional source of manageable information is a book (textbook, manual, text of lectures, monograph, etc.), OTV (technical means of teaching), computers [1.96]

RESEARCH METHODS

Information from the student is transmitted to the teacher based on feedback. In this case, the teacher receives complete information about the result of the teaching process. Today, the rating is introduced in the education system to fulfill this task. Only if the teacher has accurate information about the students' mastery levels, he will be able to effectively manage educational activities, correct the technological actions of educational information. The teacher should find an answer to the question of why one student learns the material well, and the other student does not, in the same educational fund and conditions, for this he should correct his activity, that is, plan the optimal structure of the information content transmitted to students based on the main educational material [2.49].

RESULTS AND DISCUSSIONS

The objectives of the subject of science (tactical) and the system of knowledge and skills (strategic) that must be mastered throughout the subject are determined in advance. Therefore, the main principle of pedagogical technology - the guarantee of the final result - is provided only if the results of the teaching process are determined in advance.

Thus, to increase the efficiency of the considered technological process structure:

- determination of the content of educational information transmitted to students in an optimal amount;
- effective management and organization of students' cognitive activities;
- use of possibilities of individual self-management processes of information assimilation by the student;
- organization of control of levels of information acquisition.

The classification of teaching methods corresponding to each stage of the didactic process or based on the theory of the didactic process consists of three groups of methods in the science of pedagogy:

Group 1 - motivational methods for study and work;

Group 2 - methods of organization and implementation of educational activities;

Group 3 – methods of managing learning activities.

Another factor that determines the effectiveness of the didactic process or the acceptability of the pedagogical technology is the principle of correctly choosing the forms of teaching in accordance with the stages of educational activity and comparing them rationally.

Element 1: listener, student;

Element 2: educational goal;

Element 3: the content of the educational process;

Element 4: didactic process;

Element 5: organizational forms;

When organizing the didactic process, the teacher should be able to choose the organizational forms of educational activities in accordance with the educational content. Proper organization of “organizational forms” is one of the conditions for designing pedagogical technology. In pedagogy, the organizational form of teaching means the set of external conditions placed on the audience (students) in the process of teaching. It is known that cognitive activities in the educational system are organized in the classroom (lecture, seminar, laboratory, study advice, test, exam) and outside the classroom (at home, in the library, preparation, design, research, circle, etc.) [3. 23].

Element 6: the pedagogue is both the designer of the pedagogical technology and its implementer, fulfills the important social (state) order of training a qualified specialist.

The role of the pedagogue in the pedagogical system:

1. The teacher should clearly and clearly define the goal of education in accordance with the state order, so that it is possible to conclude on the creation and implementation of the didactic process that ensures its achievement within the allotted time.
2. The teacher should take into account the levels of abstraction of the subject and its compatibility with the levels of mastery when selecting the content of the educational process that corresponds to the specified educational goal.
3. The teacher should be familiar with the requirements for creating a didactic process as a structural element of the pedagogical system and should design its optimal option depending on the subject of each lesson [4. 71].

The list of educational elements that are being formed on the topic during the “Theory of teaching activity of the pedagogue” training:

1. Teaching activity of the pedagogue.

Teaching activities of the pedagogue. The teacher and his teaching activities are always connected with a certain educational subject. However, there is a generality and characteristic aspect in the activity of teachers that is not related to the subject of study, the type of educational institution, the age of the learner and belongs to the activity of any teacher in the educational process. This is the teaching activity of a pedagogue [5. 175]. Therefore, the teaching activity of a pedagogue is such an activity that: first, it is carried out during the teaching process; secondly, it embodies common distinguishing features; thirdly, in the process of teaching, the learner is directed to the formation of knowledge, skills and abilities, methods of cognitive activity, as well as personal development.

2. Functional didactic system.

The teaching activity of the pedagogue takes place within the framework of a certain functional didactic system. Therefore, the teacher must understand the history of the development of didactic systems, their position in the implementation of this or that pedagogical reality, and their effectiveness. Available didactic systems:

- Traditional;
- Audiovisual;
- Consultant;
- Textbook;
- Small group;
- use of OTV;
- Repeater.
- Programmatic management.

3. Types of teacher's teaching activities.

The types of teaching activities of the pedagogue are described depending on the type of didactic system. The leading type of activity is the organization of the learner's cognitive activity. Types of teaching activities of a pedagogue:

- planning the educational process;
- providing knowledge, skills and qualifications;
- formation of activity methods;
- organization of educational activities;
- encourage him;
- monitoring the course of study and checking the mastery of the content;
- pedagogical diagnosis;
- correction of the educational process.

4. Teaching laws of the pedagogue.

Laws of the teacher's teaching activity:

- The law on the unity of education and upbringing.
- The law of interdependence and conditionality of teacher and listener in education.
- The law of activeness of the listener in reading. It is impossible to achieve the educational goal without the private activity of the learning subject.
- The law of continuous connection of teaching theory and practice with life.

- The relationship between abstraction and precision in teaching the listener according to his individual capabilities.

- The law of a systematic approach to education in achieving the ultimate goal of teaching.

5. Principles of organization of educational activities.

- the educational process should be organized as a system, the interdependence and interaction of all its components should be ensured.

- education should be built in the form of a functional didactic system of organizing learning activities of students.

- each of the types of teaching activity of the pedagogue should be divided into the main methods of this activity, taking into account the specific subject of study.

- the specific teaching activity of the pedagogue should organically combine its function with the function of the students' learning activity.

- all teaching tools should serve as a support in the organization of the learner's educational activities.

- The organization of learning activities of students should be inextricably linked with self-organization of listeners.

6. Tools of the teacher's teaching activity.

- Visual (drawing) tools;

- Audiovisual means;

- Projectors;

- Educational films;

- Educational TV show;

- Models, layouts, simulators [7. 91].

CONCLUSION

Observations show that many young teachers struggle to deal with situations that arise in the classroom, and cannot manage the classroom effectively. Experienced teachers have achieved some success in this field.

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