

THE ROLE AND IMPORTANCE OF THE FORM OF EDUCATION IN IMPROVING THE EFFECTIVENESS OF THE LESSON

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ABSTRACT

In the system of theoretical and practical problems of modern lessons, lesson types and structure (construction) happen an important place. The structure of the lesson is the sum of the parts that provide the overall integrity of the lesson in all its forms.

Keywords: structure, lesson structure, lesson structure, traditional lesson, non-traditional lesson, innovation, methods and methods.

It should also be mentioned here that it, in turn, may vary depending on the didactic task set before the lesson, the nature of the content of the studied material, the methods, methods and tools used in the lesson, the activity and level of preparation of the teacher, students, as well as the place of the lesson in the unified pedagogical process. .

It is known that lessons have different structures and should never be planned and conducted in the same way. Because each lesson differs from other lessons with its characteristics. Even the lessons conducted in the classrooms are different from each other in terms of their construction. Therefore, the teacher should have his own lines in the lesson.

However, there are strict approaches to the structure of each lesson in the classification of lesson types. For example, a combined (mixed) lesson has the following structure:

- organizational moment;
- check homework;
- to determine students' knowledge of the subject;
- description of new material;
- consolidation of new learned material;
- homework.

The structure of the lesson should depend on the content of the educational material and the level of preparation of the students in learning it. For example, a lesson on mastering new material can consist of the following part:

- perception and understanding of educational material;
- understand the connections and relationships in it;
- generalization and systematization of knowledge.

However, during the acquisition of new knowledge, the construction of some parts of the lesson may not involve the restoration of basic knowledge, but the student may learn completely new material that is completely unknown to him.

In addition to these, each type of lesson has its own methodology for solving special didactic tasks.

Teaching methodology is most important aspect, it will be possible to conduct the teaching method, form, tools and their interrelationship and consistency. For example, at the stage of perceiving and understanding the educational material, the teacher can utilize explanatory statements, problem tasks, heuristic conversations, various independent works of students, teaching techniques.

There is a different approach to defining the concept of "lesson structure" in the context of developmental education. Accordingly, it is necessary to approach the lesson structure from three sides: didactic, logical-psychological and methodological. In this, the didactic structure of the lesson is the leader, it includes permanent parts such as the activation of existing knowledge, which are the main parts of the lesson, and the methods of student behavior, the formation of new skills and competencies.

For today's lessons, mastery is characterized by such parts as analysis, repetition and reinforcement, control of the extent to which previous knowledge has been mastered, and practical application of knowledge. Independent work with students is carried out not only in the process of repeating and strengthening knowledge, but also in the strong cooperation of the teacher and student in learning new material, through team and individual work with students of the class. Acquiring new knowledge, skills and competences requires increasing students' independence.

A part of a lesson is a quarter of a whole lesson.

As we mentioned above, we will briefly analyze the parts of the lesson and their descriptions, which are widely used in teaching practice, from a pedagogical point of view.

1. Learning new educational material.
2. Consolidation of the past.
3. Monitoring and evaluation of students' knowledge.
4. Generalization and systematization of knowledge.
5. Homework.

New material is the most important part of the lesson. The success of teaching depends on the extent to which the new material is learned, and the rest of it is connected to it by invisible threads.

For example, when studying one or another material in the textbook, students perceive, understand, consolidate, and when the time comes, they re-perceive and summarize the important parts. This process can be manifested differently in the acquisition of skills and qualifications. For example, getting acquainted with the rules related to relevant skills and qualifications, performing one or another practical action, practicing.

Today, classes are organized and held in different ways in schools. If learning new material is the leader in one lesson, in the second one, consolidation and repetition of what has been learned can be the leader, and in the third one, a variety of practical work can be the leader.

Therefore, the lesson of learning new materials will also have its own characteristics.

Learning new knowledge is usually carried out based on the explanation of the material by the teacher.

It is known that learning new material can be in several cases.

Case I: the teacher describes the studied material in full, students reinforce this material in the classroom and at home.

Case II: the teacher explains the main points of the material, students develop the entire material independently.

Case III: the teacher explains the content of the lesson material and the method of independent work to the students, and the students master the material independently.

Case IV: the lesson material begins not with the teacher's statement, but with the information of the students. In most cases, it is used after field trips, experimental work in nature, and production practice.

Case V: the teacher only organizes and directs the independent work of students. Such lessons are used in experimental work, in the analysis of artistic-literary and historical documents.

It is necessary to divide the lesson material into parts, and in fact, it is necessary to pay attention to the learning of the lesson material by the student as a whole. For this, the student should be able to easily distinguish the main idea of the lesson, the parts and tools that serve it.

The writing down of the learning material by the students is of great didactic and educational importance in understanding the learning material.

The main goal of understanding new material is to create causal and necessary connections between the studied material and students' knowledge. It is self-evident that achieving the understanding of the educational material by students in teaching practice can be solved in different ways.

Consolidation of knowledge, skills and abilities is an important stage of the lesson. There are two misconceptions about the role and place of reinforcement in the teaching theory and practice. In the first case, reinforcement is considered a separate part of the lesson; and in the second one, strengthening is understood as the acquisition of knowledge, its understanding and perception.

The reinforcement phase of the lesson is conducted depending on the nature of the class, subject and the studied material.

-reinforcement performs the following functions in the lesson:

-refocuses students' thoughts, will, perception and memory on new material;

-ensures that the material remains firmly in the memory.

Another component of the learning process is assigning homework and checking it. Homework is usually given to students in order to start their independent studies.

In our opinion, the content of homework consists of the following:

1. Homework provides the ability to strengthen the acquired knowledge, skills and abilities and to work independently.

2. Homework increases the responsibility assigned to students, gives students confidence in their own strength, and teaches them to overcome difficulties.

Nowadays, one of the important aspects of improving the effectiveness of the lesson is that the homework should be of a positive nature, and it should serve to educate the students' desire to work independently.

Many schools fail to give uniform homework. In advanced schools, the following types of homework are given:

1. Reading books and textbooks.
2. Perform various exercises.
3. Carrying out various observations, experiments, and practical work.
4. Writing lectures, abstracts, essays, reading, studying and analyzing artistic, scientific, technical literature.

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