

ORGANIZATIONAL FORMS OF TEACHING

Zulfiya Shokirova

Associate Professor of «Arabic Language and
Literature al-Azhar of the International Islamic Academy of Uzbekistan, PhD.

ABSTRACT

Organizational forms of teaching are activities that are organized by teachers and students in a specially organized manner and a certain mode. This or that organizational form of teaching is characterized by the combination of collective and individual teaching in different forms, different levels of student independence in teaching, different methods of teacher guidance for students' learning. The choice of forms of organization of education is determined by the educational tasks and depends on the content and methods of educational work.

Teaching in vocational colleges is carried out in a system called the class-lesson system. When applied in vocational colleges, the classroom system provides for the division of students into groups according to their level of training, the profession they study, and for some professions - by gender and age. The composition of each study group does not change from the beginning to the end of the training. Classes are conducted under the guidance of a teacher on a strict schedule. The material to be studied is divided into parts, each of which has a specific purpose in the fall.

The main form of organization of educational work in the class-lesson system is the lesson. A lesson is a part of the learning process conducted by a teacher with a group of students who have a fixed time and constant content and the same level of preparation.

Each lesson must meet the following requirements, which will increase the effectiveness of the whole education.

Clarity of purpose and content. This requirement is met by selecting the entire course material and each part of it correctly. The material studied (reinforced, repeated) in the lesson should be relatively complete, independent, have a certain place in the system of lessons, and have a didactic orientation, that is, to tell students new material, consolidate and systematize their knowledge, create a study of applying this knowledge, etc.

The inseparability of educational and pedagogical tasks. As noted above, the educative nature of education is its objective legitimacy. However, the teacher always has to use every opportunity in the lesson to develop the students' thinking, memory, attention, will and other qualities, cognitive activity, creativity, independence at work, and so on.

Choosing the most important teaching methods at each stage of the lesson. The choice of teaching methods depends on many factors: the content of the teaching material, the purpose of the lesson in the fall, the level of availability of teaching materials, the level of preparation of students, the experience of the teacher, and so on. The choice of teaching method should ensure high productivity of the teacher and maximum activity of students, which gives students a deep and thorough knowledge, creates learning to apply the acquired knowledge in practice. Properly combine the collective and individual work of students in the classroom. This requirement necessitates an increase in the level of individualization of teaching. when the teacher informs the whole group of the learning material, it usually refers to the average

student. However, specific students are very different from this average student. Therefore, in addition to frontal work with the whole group, the teacher should widely introduce independent work on individual assignments in the classroom, conduct individual supervision, give homework individually and check their performance individually, and so on.

Accuracy of organization. Fulfillment of this requirement will allow you to make the most efficient use of all the time allocated to the lesson to work with students. This is achieved through good preparation of teachers and students for the lesson, very good material and technical support of the lesson, careful structure of all its elements, and clear organization of the lesson.

The above requirements do not limit the understanding of the lesson and cannot be fully disclosed. Lessons differ from each other in content, purpose, structure, organization, methods of teaching, etc., not to mention the subjective symptoms associated with the personal qualities of teachers. Therefore, the issue of classifying lessons is important.

In the pedagogical literature, there are different options for the classification of lessons based on their various defining features. One such symptom is the content of the material being studied. A classification based on this feature would be the most complete description of general and special sciences. After all, they differ from each other in terms of the content of the materials studied. In this regard, it is necessary to classify the content of the studied materials. Efforts were made to the didactic analysis of teaching materials of general and special sciences. From these positions, the classification of lessons would include lessons on engineering, technology lessons, the study of raw materials and materials, production economics, and organization. But such a classification does not seem to be justified, as it is too general. In addition, specific lessons in general and especially special subjects often cover a variety of topics: technical issues are studied in conjunction with technology, many special materials are studied in parallel with technology, and the exact economics and organization of production are studied in conjunction with relevant technical issues.

Another feature of classifying lessons is the way they are conducted. Teaching methods are a set of organizational and other aspects of a teacher's purposeful activity, expressed in the method of teaching. In this regard, there will be the following types of lessons: lecture lesson, conversation lesson, excursion lesson, film lesson, student independent work lesson, laboratory work, practical work, mixed lesson. This classification can be extended to include seminar classes, tests, quizzes, discussion classes, demonstration classes, and so on.

Such a classification cannot be accepted as a basic classification. The reason for this is, firstly, that it can not be sustainable, because advanced pedagogical experience promotes new, original ways of teaching, and secondly, in practice, such lessons are very rare "pure", most of them, although in some cases lectures, excursions, a seminar lesson, a test lesson, etc. are mixed lessons, although they can play a significant role in certain stages of education.

The classification of lessons according to the main didactic purpose should be considered the most appropriate. This classification takes into account, among other things, the place of the lesson in the learning process. There are the following types of lessons based on this feature: lessons to describe new material; lessons on refinement and application of knowledge;

repetition-generalization lessons; lessons to check the knowledge, training, and skills of students; mixed lessons.

The organizational structure of a lesson is determined by its structure. Applying to general and special disciplines, the following structural elements of the course can be distinguished: organizational part; check homework; teacher's description of new material; independent work of students with educational, technical, or reference literature on the study of new material; repetition and refinement of new material; repetition of previously learned material; refinement and systematization; check, record and evaluate students' knowledge, learning and skills; give homework. Depending on the type of lesson, ie the main didactic purpose of the lesson, some structural elements or their typical combinations prevail.

We will briefly consider the types of lessons classified according to the main didactic purpose, depending on their structure.

Lessons on describing new materials. These lessons usually include a description of the topic and an explanation of the purpose of the lesson, a description of the new material in turn, or a textbook of students, technical literature (magazines, bulletins, albums, drawings, diagrams, process charts, etc.) or reference books. organization of independent work, answering students' questions, checking the quality of students' submission of new material, additional explanations, homework assignments. Such lessons are usually descriptive and easy to master. Lessons on consolidation and application of knowledge. In such classes, frontal conversations with students on previously studied material on the topic, laboratory work, solving various problems, exercises for the development of technological processes, written graphics, various independent work on the consolidation and systematization of previously studied material (drawing diagrams, etc.). , scheduling, analysis of technical documentation, etc.), watching movies, students coming out with reports and abstracts, and so on. During this work, knowledge is recalled, sufficient facts, concepts, laws are reinforced in the minds and memories of students. As a result, the knowledge becomes more thorough.

Although the types of student work are extremely diverse, the structure of this type of lesson is approximately the same. This structure includes identifying the topic and purpose of the lesson, recalling information previously learned and necessary for the next task, students' completion of the work (or other activities to be carried out), and conclusion.

Repetition-generalization lessons. The purpose of these lessons is to recall and systematize the knowledge gained from the studied material, which helps to fill in the gaps in knowledge, to reveal more deeply the main ideas and problems of the topic, department, and the whole science. Classes of this type are held at the end of the study of the program topic or section and the end of the academic year. One of the main requirements for review-generalization lessons is to include new information and methods of students' learning activities in their content.

There are two types of revision lessons: the teacher gives a summary lecture on the material studied in the topic, section, or course, or organizes an extended conversation with students. During the interview, students complete generalization exercises, written assignments, and other assignments under the guidance of a teacher.

Lessons to test students' knowledge, skills, and abilities. In these lessons, detailed oral questions and answers, written or graphic tests on the topic, section, or the whole course are

conducted, students' knowledge is checked using control devices, card-assignments, review-repetition tables, practical assignments are performed, and so on. The purpose of such lessons is to obtain information for a thorough assessment of the level of readiness of each student, to determine how consciously and deeply the knowledge is integrated, how thorough the acquired learning and skills. In addition, in conducting such lessons, the teacher fills in the gaps in students' knowledge and learning and further develops them.

Mixed lessons. In these lessons, a set of different didactic problems is solved. They contain all or most of the structural elements in various combinations. Mixed lessons are the most common type of lessons in the study of general and special subjects. Recently, the mixed lesson has been criticized due to the outdated and monotonous structure, the low level of independence and activity of students in the classroom, the disconnection of knowledge from their refinement, the uniformity of teaching methods. This critique applies only to the organization and methodology of the learning process and has absolutely nothing to do with the type of lesson. The reason for many shortcomings is not in the mixed teaching process, but in the fact that the lesson structure is out of order, the lesson elements are in strict order, and most teachers are not able to use the rich pedagogical potential of this lesson.

The advantage of a mixed lesson is that it involves the closest links in the learning process, which is very important to ensure that students transfer their knowledge thoroughly and consciously. The mixed nature of these types of lessons allows for a wide range of changes in the structure of lessons. For example, in one lesson, students are given new knowledge, which is reinforced, the previous material is repeated, students' knowledge is checked, etc., the sequence of the same elements may change in different lessons (homework can be checked both before and after the presentation of new materials, students should do independent work at the beginning of the lesson). At the same time, it should be noted that the various combinations of structural elements should be based not on a single goal but a pedagogical goal. On the other hand, the requirement for a creative approach to defining the structure of a lesson does not mean that a mixed lesson does not have a clear structure. As the student prepares for any lesson, including a mixed lesson, he or she will think of its structure and reflect it clearly in the plan. For each structural element, the specific content of the learning process and the relevant methods are identified and implemented throughout the lesson. The unstructured nature of the lesson leads to inconsistencies in both teacher and student work.

A review of the lesson types shows that the lesson is not a rigid scheme. A lesson, which is an organizational form of learning, can and should vary in type and structure to achieve maximum results.

REFERENCES

1. I. A. Karimov. «The dream of a harmoniously developed generation». T.: 1999
2. I. A. Karimov. «A harmoniously developed generation is the foundation of Uzbekistan's development». T.: 1997
3. V. A. Skakun. «Handbook for Industrial Education Teacher». T.: Teacher, 1992
4. R. X. Djuraev. «Theory and practice of intensification of professional training of professors». T.: FAN, 1992
5. S. A. Akhmatova. «Textbook on didactics of educational theory». N.: 1993
6. K. J. Mirsaidov. «Teaching and production education of special subjects». T.: Teacher, 1996.