

# Educational Development In The Xxi Century

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**Annotation:** This section "Teaching methods" introduces the use of modern teaching methods in the education system, the implementation of advanced teaching methods in the learning process, organizing trainings, individual, pair, small group and team work. and a new approach to the pedagogical process. In the section "Teaching methods" teachers develop global thinking, competence, professionalism, theoretical and practical training, knowledge, skills and competencies in independent education, including in their pedagogical activities. to ensure their efficient use.

**Keywords:** education and its organizational forms, class-lesson system, types of lessons, lesson requirements, group lessons, lectures, practical and laboratory classes, seminars, excursions, internships, course work, independent education

## 11.1. Understanding the forms of organization of teaching.

Education has played an important role in the early development of human society. Throughout the history of the school, the forms of education have varied. Forms of education are formed in accordance with the interests of a particular social system.

In a constantly evolving society, the perfect community form of education, the classroom, has been improving over the years, and the requirements for it have become more complex and modern.

In the late 16th and early 17th centuries, the great Czech educator Jan Amos Comenius (1592-1670) was the first in history to create a classroom system in school education.

Yes. Although Komesky's views on the organization of education met with some serious opposition, they quickly spread to the West and were recognized as the only form of organization of education. The class-lesson system did not apply to eastern countries, including the former Muslim countries of Central Asia. Until 1917, they had a system of education typical of medieval schools. In these schools, children between the ages of 6 and 15-16 were taught in one room at a time. As a result, children's levels of knowledge and learning will vary.

Uzbek schools switched to a classroom system after the October coup. Until now, this form of group learning, known as the classroom system, has become widespread and strengthened, and over time, both the organizational forms of the lesson and the teaching methods have been continuously improved.

A class is a group of students of the same age and education.

A lesson is an instructional session with a specific group of students under the direct guidance of a teacher. Lessons are the main organizational form of learning. Lessons are a central part of learning.

The current classroom system in our schools is organized in the following organizational forms:

Each class will have a permanent group of children of the same level according to age and education.

Classes are usually 45 minutes long and follow a strict schedule.

Classes are conducted in groups and individually under the direct guidance of the teacher. The course is conducted in different ways depending on the content of the material, as part of the education system, of course, provides completed knowledge and is organized in such a way as to lay the groundwork for the acquisition of further knowledge.

New forms of school education are being created in accordance with the requirements of public education in our independent republic. There are two types of education in our schools today.

Classroom activities.

Classes in the form of practical and experimental work.

Classroom-based activities allow the teacher to systematically describe the daily learning material, use a variety of methods, consistently take into account the knowledge, skills and abilities of students, allow students to work independently. Includes training.

Classes in the form of practical and experimental work are carried out outside the classroom, through training workshops, experimental plots, excursions.

## 11. 2. Class - the organization of lessons in the form of lessons.

The new tasks and needs of educational institutions require improving the quality of education and upbringing of students, its further development and promotion. The success of any lesson depends in many ways on the proper organization of the lesson. Lessons in our schools

The beginning period is called the organizational minutes of the lesson. However, this should not be included in any stage or structure of the course form. It is important to carefully monitor the preparation of the class in the organizational minute. Experienced and skilled teachers do not miss the opportunity, do not distract students, and start work immediately. At the same time, the teacher has two tasks - to attract the attention of the whole class and to ensure that the whole class quickly and actively engage in the lesson.

The lesson begins with a clear and concise explanation of the purpose of the lesson. If the lesson is about new material, the topic of the lesson is stated. Once the lesson material has been covered in the lesson plan, it should be completed and conclusions should be drawn. The quality of the lesson is also enhanced by the fact that the teacher conducts the lesson on the basis of advanced pedagogical technologies, effectively uses different teaching methods and introduces new material to students by creating more challenging situations.

The main purpose of organizing and conducting the lesson is to ensure the effectiveness of the educational process. For this:

a) At the same time as teaching the purpose of the topic, students should be mobilized to actively understand the material. That is, the subject presented by the teacher should encourage students to think independently and consciously;

b) It is important to ensure that students are able to work independently on the topic, while at the same time presenting the material systematically and consistently in the allotted time. As the teacher introduces the topic in class, he or she will ask students questions that are problematic and encourage them to think and research.

c) Student activity (oral, written exercises and laboratory work, independent creative work) should be used in the process of knowledge transfer. This, in turn, serves to activate the knowledge that students have already acquired and provides a great opportunity for accurate assessment.

g) It is also important to show that the teaching materials in the course are related to related topics in other disciplines.

It is accepted that all components of educational work are integrated into the lesson: goals, content, tools, methods, organizational and managerial activities, as well as all its didactic elements. Based on this, the teacher needs to know the main components of the learning process, understand their interrelationships and interactions in order to approach the problems of the lesson correctly. In general, the class can be given both reproductive and creative assignments.

### 11. 3. Course requirements, types of courses and their structure.

Lessons are a form of organizing the activities of teachers and students, which are aimed at teaching, educating and developing children. Lessons are not a permanent form of teaching. Educational practice and pedagogical thinking are always looking for ways to improve it. Many reforms are underway in this area.

The lesson should meet the following general didactic requirements, taking into account different opinions and considerations:

1. Each lesson should be goal-oriented and well-planned.
2. Each lesson should have a strong ideological and political orientation.
3. Each lesson should be related to life, practice, as well as the effective use of different methods, techniques and tools.
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 teacher and student activity.
6. The lesson should provide access to visual aids, technical aids and computers related to the content of the study material.
7. Each student in the class It is advisable to take into account the individual characteristics as well.

The most common types of lessons in the education system are:

Lecture on new knowledge (lecture).

Reinforcement lesson.

Lessons to test and evaluate students' knowledge, skills and abilities.

Repetition - generalization and introductory lessons.

Mixed lesson (combination of several of the above types of lessons).

Each type of lesson has a specific structure and characteristics that help the teacher to interpret the material correctly and effectively, memorize it, repeat it, and monitor its mastery. One of the most common types of lessons in our schools is the new knowledge lesson. This type of course is structured as follows:

- a) statement of new knowledge;
- b) consolidation of new knowledge;
- c) work on new knowledge;
- g) homework based on new knowledge.

This means that the lesson is not taught from start to finish with one type of lesson, but in this lesson, along with the description of new knowledge, reinforce it (questions and answers), practice new knowledge (problem and example solving, graphic work), go home there may also be other elements, such as a task (another lesson element — explanation, instruction, etc.). However, if the purpose of the lesson is to provide students with new knowledge, then all didactic methods are subject to it. That is why such a lesson is called a new knowledge lesson.

The structure of the course refers to the structure of this or that type of course, its parts. However, any part of the structure of lesson types is a didactic method, not a lesson structure. It only forms the structure of the lesson when it is linked to the teaching method. That is, as the structure of a lesson changes, so does the way it is taught. The structure of the lesson depends on the objectives, the content of the material studied, the methods and techniques of teaching used in the lesson, the level of preparation and maturity of students, the role of the lesson in the learning process.

The transition from one lesson structure to another, and thus the change in the form and methods of the lesson, is called the lesson phase. For example, the structure of a mixed course type:

- ask for homework, check;
- description of new materials;
- consolidation of new materials;
- homework assignments. In this case:

a) Homework can be done through conversations (questions and answers), examples and questions. This is the first part of the lesson structure, the first phase of the lesson;

b) In the process of narrating 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;

c) In the process of consolidating new materials, methods of conversation, practice, work with books can be used. This is the third part of the lesson structure, the third stage;

g) explanation in the process of homework assignment. The chat method can be used. This is the fourth part of the

lesson plan, the fourth part of the lesson. All of the types of courses discussed above have their own structure and are divided into specific stages.

A review lesson is usually given after a specific part of the program or a major topic has been covered. This involves reviewing the material and summarizing the topics covered in the interrelated questions in order to recall and reinforce them.

#### 11. 4. Organizational forms of teaching in higher education.

The teaching process in higher education is based on a single, multifaceted system of organizing forms and methods of teaching. The classification of forms and methods of teaching in higher education is based on two interrelated and interdependent activities:

- Training in management and organization of the educational process activities of tailors;
- Learning activities of student's

The Law of the Republic of Uzbekistan "On Education" states that "Higher education provides training of highly qualified specialists." Higher education also teaches students to do research. As the President said, "No one can be indifferent to the fate of the younger generation. Higher education institutions play an important role in this. It is the sacred duty of each of us to educate young people, to bring them up, to make them the best specialists of an independent country." In this regard, it is especially important to provide knowledge in higher education at the modern level. Currently, higher education consists of two stages: bachelor's and master's. In carrying out these steps, a number of organizational forms of training are used, in particular, in the training of highly qualified specialists with higher education.

Organizational forms of education and training in higher education institutions are carried out in accordance with the Law on Education and the National Training Program.

The forms of the educational process in higher education include lectures, seminars and practical classes, laboratory classes, training conferences, consultations, excursions, expeditions, pedagogical practice of educational production, course and diploma work, independent study of students. 'limi etc.

A lecture is a form of teaching in which the knowledge, skills and abilities imparted by the teacher are explained to the students. Lecture is one of the most advanced methods of teaching, which first appeared in the Middle Ages by reading or interpreting a book. This method of verbal explanation of the development of society was practiced in Latin in the 18th century. By the middle of the 18th century,

lectures began to be given in Russian. One of its leading representatives was M.V. It is Lomonosov.

The main tasks to be solved in the science report are:

- a certain amount of scientific knowledge is stated;
- Students are introduced to the methodology of science and research;
- Methodological connections between educational activities and all types of training. Depending on the didactic purpose (direction) there are introductory, thematic and general-final lectures.

Practical training is a logical continuation of academic work, the term is a general concept of independent student work. If the report outlines the basics of scientific knowledge, the knowledge will be deepened, expanded, and detailed in practical exercises. Most importantly, practical classes serve to test students' knowledge. Practical training includes exercises, laboratory work, various scientific experiments. In this form of education, the theoretical knowledge gained in the lectures is directly related to the practice and the experiments are carried out by the students. One of the forms of practical training is a seminar.

The seminar is one of the forms of education organized to expand and deepen the scientific and theoretical knowledge of students. The role of the teacher in the course of the seminar is very high, that is, the teacher does not give the answer instead of the student, but organizes and guides the discussions. Preparing for a seminar requires a great deal of responsibility on the part of the students. In particular, students will be able to read independently in preparation for seminars, work with the necessary literature, use newspapers and magazines, as well as find and master sources on other topics.

Lab - Students work independently or experiment. Laboratory classes develop students' research skills, provide a creative approach to science and technology, and allow them to master the general methodology of the experiment. Laboratory Classes are usually held in a specially equipped room and in an area equipped with appropriate equipment: microscope, magnifying glass, tube, measuring instruments and other instruments (in the classroom).

Excursion is a type of educational work in which the objects and events studied in this way are organized in the natural environment (factory, field, nature observation) or in special institutions (museums, exhibitions, etc.). The method of excursion is carried out mainly by the teacher or the person in charge of the excursion, describing the object being observed. At the end of the tour, of course, there will be a final lesson, which will use materials such as drawings,

pictures, impressions, prepared by students. The teacher summarizes the feedback and concludes the lesson.

Internship is another form of education in which a student directly applies the theoretical knowledge acquired in higher education. In this process, the intern is trained by the supervisors of the university during the internship. The internship is the first step in the student's future career, during which the student also assesses from his or her own perspective how well he or she can apply the knowledge he or she has acquired in higher education to his or her own perspective.

Coursework is one of the forms of teaching listed in the high school curriculum. Course work is carried out after the completion of a theoretical course in a subject. This type of teaching is based on how well students are able to consolidate their theoretical knowledge and put it into practice. The process of preparation of course work can be directly included in the structure of independent work. Coursework will also be included in the curriculum.

Thesis is the result of a student's knowledge of a higher education institution, an initial form of research, and is seen as a form of education. The diploma work is one of the forms of education in which a student completes a specialty, which is prepared together with the head of the specialty and specified in the curriculum.

The educational process in higher education also includes the organization of independent learning. Independent study of students is seen as an attempt to expand and deepen their knowledge, improve existing skills and abilities, and learn new ones.

Objectives of independent education: to renew the intellectual potential of the individual, to raise their ideological and theoretical level, to improve their professional skills and culture.

The main purpose of independent study is to encourage students to be creative, to work on themselves, and to develop their personal and professional qualities. An independent learning plan is developed to ensure consistency and relevance.

In general, all higher education institutions have a set of requirements for the organization of education.

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