

# Analysis Of The Effectiveness Of Lessons And The Principles Of Education

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**Abstract:** *It is aimed at increasing the knowledge of the teacher, updating the practical training in education. At the same time, integration should not replace the classical subjects of education, it should only integrate the acquired knowledge into a single system. The difficult side of the problem is the dynamic development of integration from the beginning to the end of education. If in the beginning it was necessary to "know a little about everything", then it is necessary to combine the scattered knowledge or skills by the teacher. In the end, it is necessary to "know everything about a little bit", that is, to improve the quality of education at a new level of integration.*

**Keywords:** Education system, quality of education, pedagogical system, theoretical and practical, coordination, innovation, process.

## INTRODUCTION

First of all, it is necessary to determine whether foreign language teaching is suitable for the integration of lessons. The basis of such lessons is the closeness of the content and logical connections of the main topics of different disciplines. Literacy classes (teaching reading and writing)

There is a whole process from the beginning:

- A) to improve the skills acquired in reading lessons as a reading tool;
- B) work on the text;
- C) choosing a circle of interlocutors, like choosing books. Foreign language lessons are also grammar exercises and reading elements that allow you to master the integrated material, as well as preparation to teach the basics of language teaching.

In addition to the above courses, which are initially integrated, the following subjects can be combined: reading - Russian, reading - a foreign language, reading - reading a book.

Integration in interdisciplinary justification in the didactic system implies the compatibility of teacher (teaching) and student (learning) actions. Both activities have a common structure: goals, causes, content, tools, results, control. However, there is a difference in the content of teacher and student activities.

1. At the target stage, the teacher sets a common goal. Students, under the guidance of a teacher, need to understand the interdisciplinary relationships, select the necessary knowledge from different subjects, so that their attention is focused not only on the acquisition of general knowledge, but also on the transfer, analysis, should focus on the development of symptoms, abilities and interests.

2. At the proof stage, the teacher encourages students to generalize the concepts of different subjects to the knowledge that develops their worldview. Students are interested in knowledge that expands their will, worldview.

3. In the content phase of the activity, the teacher introduces new learning material, while integrating basic knowledge from other subjects at the level of integration evidence, concepts, problem sets. Students acquire a general understanding, problems at the level of general knowledge.

4. Textbooks, questionnaires, practical tasks, visual aids that help the teacher to generalize knowledge of various subjects at the stage of selection of tools. Students perform transfer, generalize, and attach characters using visual aids in solving integration problems.

5. The next step is the result. The teacher uses pedagogical knowledge to implement integration in order to teach, develop, nurture. The student generalizes in the knowledge system and applies them in practice.

6. At the control stage, the teacher assesses, monitors and evaluates the readiness of students for interrelated subjects. Students monitor their knowledge assessment, as well as their ability to combine them in different subjects.

## MATERIALS AND METHODS

Studies have shown that the methods and tools that help to implement an integrated approach include:

- 1. Heuristic conversations;
- 2. General conversations;
- 3. Excursions;
- 4. Creative works written for the development of speech on the basis of materials of works of art in the native language, foreign language lessons;

5. Demonstration of education, methods;
6. Independent work;
7. Reading, oral drawing;

The introduction of an integrated system that does not negate the stratification of education, complements it, has become a traditional prsdmst to nurture educated young people with a holistic outlook, the ability to independently organize their existing knowledge and a non-traditional approach to solving various problems. 'helps more than the unit.

What is the essence of integrating education? The concept of "integration" in relation to education has two meanings:

1. To give the student a good idea of the environment (where integration is seen as an educational goal).
2. Finding a common platform for the convergence of subject knowledge (where integration is an educational tool).

The goal of integrated education is not to impart knowledge that shows that the individual parts of the universe are interconnected, but to teach the child in the first steps to imagine a holistic universe in which all the elements are interconnected. This goal should be achieved by the primary school.

Integration is a means of accepting new ideas within the boundaries of subject knowledge. First of all, it is necessary to fill in the gaps between the knowledge of stratification, to study the connections between them.

The general innovation of the general pedagogical system is the process of coordinating its educational process, which is the most convenient of the many possibilities. It is possible to work in such a complex, dynamic, multifaceted, close-knit, pedagogical, pedagogical system. There are alternatives, as well as targeted ways to organize the flow and educational activities. But only one of them may be the right fit for clarity. Finding it is the main task of coordination. This task is solved by comparing possible alternatives and evaluating other available options. Coordination means defining the level of suitability of the pedagogical system for the purposes for which it was established. The conformity achieved for one condition is never consistent with other conditions. Therefore, the concept of coordination requires precision.

### **RESULT AND DISCUSSION**

Coordination cannot be general, it can only occur with respect to a specified distance. It can only occur with respect to a specified distance. At the same time, it is necessary to have a clear idea of the purpose for which the pedagogical system should be coordinated, and which instructions should be consistent with the stated purpose.

It is necessary to distinguish between the theoretical and practical directions of coordination. A synonym for the concept of coordination is to theoretically calculate, estimate, compare, and contrast alternatives. Coordination is the most convenient way to innovate, reorganize, restructure, solve problems in the practical direction. The solution of coordination issues begins with the selection of the main criterion - the criteria. The criterion of coordination is the appropriate section to evaluate the possible alternatives to development and to select the best of them.

Criterion - despite the fact that measurement requires the logic of a single indicator, pedagogy it always turns out to be complex, because the processes that take place in the pedagogical system can not be separated into causal streams. As mentioned earlier, the desired results can be achieved through over-employment of teachers and students. The additional load leads to a decrease in working capacity, deterioration. Measurement criteria for coordination are needed. Only in this way can the teacher and students, working to the best of their ability, consider the learning process to be optimal without overload.

It should be noted that according to the previous rules, no one has canceled them yet, the student must spend 1 hour to complete the tasks in the first year, 1.5 hours in the second year, 2 hours in the third - fourth year. Thus, the main criterion for the coordination of the educational process - as a measure, the two indicators are applied in relation to each other.

1. Education is the achievement of the highest possible results in the upbringing and development of students in those conditions.

2. Adherence to the established norms of time spent by students of each course on homework. The methodological basis of coordination is a systematic approach that requires the study of all components of the pedagogical process, the management of complex dynamic systems of mutual legal relations, based on a common theory. Coordination by philosophical categories is based on 'boundary'. He opposes the pedagogical system in raising or lowering the complexity of this or that organization, teaching, requiring the choice of boundaries according to their vision.

The main methodological requirements for the coordination of the pedagogical system are: Coordination management procedures should cover the entire system.

Relying on the whole system of laws of the educational process in choosing the optimal alternative.

Regularly record the ability of all system components to coordinate.

Coordination is seen as a constantly evolving innovative process that supports higher issues and more advanced technology in solving them.

It should be noted that, on the one hand, coordination implies the adaptation of the pedagogical process to the existing conditions, on the other hand, it creates new conditions and requires the adaptation of the pedagogical process to it. There is no contradiction here, because these two processes are interconnected. If we adapt to the conditions today, it is due to a situation that does not depend on us.

But the educator always strives to coordinate them so that they can succeed. In practice, coordination begins with linking the knowledge acquired by the class and the school students in general, as well as the level of development of their upbringing, with

established indicators. It is usually lower than the level of evaluation with a clearly defined indicator. After a while, the results are projected to the level of possibility of growth. Then a system of educational measures aimed at “ensuring the intended change is applied. The results obtained at the end of this work are compared with those that are optimal for hunting processes, student and teacher homework and the forces expended on extracurricular activities are compared with those in the norm and a conclusion is drawn about the degree of coordination.

Coordination is carried out through a system of methods that are naturally derived from the laws and principles of the educational process.

The following levels of school, educator and student activity are not known enough, serious (difficult, difficult) bad situation, understandable.

Coordinating the educational process to ensure the latter.

As a general student implements a complex approach, planning, practical activities:

Pedagogy identifies the problem taking into account the characteristics of the system. The choice of the optimal variant of the content of the educational process, using the identification of the basics in the coordination of interdisciplinary directions, shows the rational content structure. The educational process is the choice of style and form, which allows you to temporarily complete the tasks in a timely manner. Management and self-management in educational activities should be carried out rationally, correct its course and gradually focus on education, while education should focus on 93% self-education.

### **CONCLUSION.**

The results of the educational process and the ratio of time and effort spent on the product to achieve the optimal indicators based on them are analyzed. If we summarize the main pedagogical efforts to optimize the educational process, we will have the following:

- Identify and generalize the issue;
- Interdisciplinary compatibility of subjects;
- Compare them and select alternatives based on evaluation,
- Creating important conditions;
- Management and self-management go hand in hand.
- Correct the process in a timely manner and put it in order;
- Keeping track of its results in the prescribed manner;

**Regularity and slowness of the innovation process.** The novelty of any tool is relative in the notion of work as personal. What is new to one teacher will not be new to another teacher. Novelty will always have a clear historical expression. Created at a specific time, solving problems at a specific historical stage, the novelty soon becomes the property of the majority, the norm. For example, Ya. A. Kaminski's “Classroom teaching system”, Ibn Sina's “Theory of order”, A Avloniy, Munawwar Qari and others remain the great ideas of their time, to consider them without taking into account the time, and even evaluation is not possible. Private novelty is one of the types of relative fatness. One of the elements of a private novelty product is a new work in the order of daily modernization. The body is somehow renewed. The accumulation of private news can lead to its complete transformation without the introduction of absolute innovation and radical innovation.

Conditional novelty is formed as a result of an unusual combination of previously existing elements. This is not a novelty in itself, but it is complex and advanced in its application and leads to restructuring. In addition, there is a subjective novelty, in which the object is new to the subject, the subject and events are completely new for the rest, a new indicator for this society and a new one for another society. may not

An important aspect of the novelty is that it shows how this object differs from its predecessor. For example, according to the previous data of the proposed teaching methodology, the following parts are divided: Seeing (quoting) what is known in a different way is not new in the new practice - officially new.

Adding clarity to what was previously known. Fill in what was previously known with important elements. Creating a quality object.

Innovation is the same tool, and innovation develops in certain stages. In innovation, this innovation is reflected in the concept of the life cycle of introduction.

The first block (collection) is the block of innovation in pedagogy. will be displayed. At the same time, the development of the theory of the boundaries of the category of pedagogical novelty is of great importance. These concepts are studied by pedagogical neology.

The second block - the block of change and understanding of innovation evaluation:

Types and evaluation of the process of innovation, pedagogical cooperation pedagogical co-ordinator and innovative environment preparation of the pedagogical association for innovation evaluation and adoption. These concepts are studied in pedagogical axiology. The third block is the block of use and application of innovation. In this block, the types and laws of implementation, application and use of innovation are studied. The block of concepts is related to the teaching of application, known as pedagogical pedagogy. Pedagogy is the repetition of innovations. This is a peculiar feature for the system of pedagogy and education, so the theory and practice of innovation cause many contradictions, because the combination of pedagogy is the same as before, and the repetition of this innovation is not old. Or they don't realize that the old is being rebuilt.

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