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The essence of the organization of lessons in subjects in HEIs

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The essence of organizing classes in subjects in higher educational institutions is to ensure effective and systematic training of students based on the curriculum and study plans. Organization of classes in universities includes:

1. Planning: determining lesson goals, choosing work methods and forms, creating a curriculum.

2. Preparation: selection and analysis of educational materials, development of training manuals and presentations, preparation of assignments and practical exercises.

3. Conducting a lesson: imparting knowledge and information to students, explaining the material, using interactive teaching methods, conducting practical exercises and discussions.

4. Evaluation and control: checking the students' mastery of the learning material, setting grades, analyzing the students' progress and adjusting the learning process.

Organization of classes in universities also includes coordination of teachers' work, distribution of study load, consultations and conducting individual classes with students. It is based on the principles of systematicity, consistency and expediency, aimed at forming students' competences, skills and abilities, as specialists in their field.

Type of lesson. Illustrative and explanatory, problem-based, programmed, computer-based learning can be one of the types.

Illustrative and explanation . The teaching process is conducted mainly on the basis of demonstration methods . The lesson mainly relies on students' listening and memorizing skills. This type of lessons allows you to save time, save the energy of the pedagogue and student, and effectively manage the lesson process.

Problematic. Such lessons are focused on independent acquisition of knowledge, and rely on the student's thinking and interests. At the first stage of the lesson, it is important to get them to understand the nature of the problem and the need for a solution. The second stage of the lesson is the way to solve the problem, which is solved by bringing it to its essence.

Programmed. Lesson materials are divided into separate sections; the lesson process is divided into sequences; lesson material is adapted to mastering by thinking in certain sections; every movement of the student is under control; as soon as the student completes the task, he takes the next task to master and diligently master it; the student is shown an incorrect answer; each student works independently during the training, learns the lesson material to the best of his ability; performs the assigned task for all controls, the result is known to both the student and the teacher.

Computer training. His it is possible to algorithmize the content of the lesson, that is, to study the content, to develop sequences and show the ways to reach the final goal. It is easy to conduct, monitor, correct the results of the lesson, manage it, and collect the necessary information. The quality of a computer-assisted lesson is determined by two main factors: the quality of educational programs; the quality of computer equipment and its capabilities.

Lesson forms. It can be one of the traditional, individual, non-traditional forms.

Traditional. Presentation of new knowledge, reinforcement of previous material, examination of knowledge, skills and competences, introduction, repetition, generalization and mixed lessons.

Individual order . Repetitor education.

Unconventional . Lecture, seminar, laboratory, training, excursion, debate, round table, quiz, press conference, field of miracles, etc.

Teaching methods . Demonstration and oral presentation.

Teaching methods. It is shown what teaching methods the pedagogue should use in order to quickly achieve his goal, but in this case, the pedagogue should not be limited, because the pedagogue should be able to use methods other than those presented by creative activity. In this case, it is necessary to choose wisely the traditional, modern, interactive methods that serve the students' effective mastering of the subject.

Teaching technologies that can be used in the lesson . Creative, design, problem, informational and telecommunication, automated, programmed. You can choose one of these.

Creative. Technology that continuously forms the student's creative thinking and develops his abilities. Its purpose is to awaken creativity in the student and develop the creative potential that exists in him.

Projecting . A lesson is conducted on the basis of a pedagogical process diagram and a technological map is created. Its purpose is to activate the student's existing knowledge and acquire new ones in order to actively engage in design activities in the social and cultural environment.

Problematic. It is a developmental teaching technology that stimulates the process of active knowledge acquisition and forms a logical sequence style of thinking. The essence of problem-based teaching is the pedagogue's management of new knowledge acquisition activities by organizing problem situations in the teaching of students and solving educational (well, life) issues, problems and questions.

Information and telecommunication . It is a set of information transfer methods, knowledge processing and their use using computers and telecommunication tools. The level of information technology in education is evaluated according to the level of provision of both software and hardware.

Automated. Makes it possible to independently master the training course or a large part of it. This system combines the features of a simple textbook, a set of problems, laboratory exercises, a reference book, and an expert checking the acquired information: it provides an optimal way to study the educational material; inculcates the skills of analysis and research activities; saves the student's time.

Programmed. This is a technology that provides an opportunity to independently acquire knowledge, skills, and abilities with the help of educational devices (computers, simulators, programmable textbooks) based on specially developed programs.

Teaching technology can have the following programs: linear; branched; adaptive; generalized; program-algorithmic; block teaching; modular training; full mastery of knowledge.

Teaching tools. The list of educational tools and visual aids necessary for teaching this subject is given.

For the teacher. Educational and methodological guide, methodological recommendation, methodological development, curriculum, lesson plan, lecture text.

For the student. Textbook, study guide, tables, handouts, guided process maps, typical error map, assignment sheet, interactive methods.

To conduct a lesson . You can choose from posters, models, layouts, equipment, audio-visual tools, technical tools, real tools.

Appropriate conditions . A room equipped with technical means, where educational methods can be applied .

Monitoring . Observation, oral control, written control, assessment based on independent assignment . You can choose from these.

The structure of sciences. Sections, chapters and topics of the subject are taken from the curriculum of this subject; of academic subject the sequence of sections, chapters, and topics must be listed correctly; to give one's proposal on the section, chapter and topics of the absent academic subject; that the hours allocated to each section, chapter and topic are correct; the purpose of science is explained based on the standard; that the content of the subject enables the realization of the goal; that theoretical and practical exercises are correctly distributed in the content of science; that the sample subject plan is correctly presented; educational materials must be correctly presented; educational methods be correctly specified; it is necessary to pay attention to the fact that the used literature is sufficient . In order to edit the interdisciplinarity, each general and special discipline is taken into account.

Types of quality control of subjects . Current control . It includes all types of inquiry that a pedagogue uses in his practice, such as oral inquiry, seminars, written work, laboratory work, technical dictation, course projects, homework. **Intermediate control .** A certain part of science is transferred after the completion of the department. The procedure and form of this control is determined by the scientific-pedagogical council of the educational institution. **Final control.** It is done when the semester is over and the relevant section of the curriculum is completed. The procedure and form of this control is determined by the scientific-pedagogical council of the educational institution. **Final state certification.** State exams and qualification graduation ends with the defense of a thesis (project).

The purpose and tasks of the academic subject .

The purpose. Implementation of the tasks specified in the Law of the Republic of Uzbekistan "On Education", "National Program of Personnel Training", formation and development of knowledge, skills and competencies of students based on the requirements of state educational standards, curriculum and curricula, thereby training competitive personnel, youth to achieve that they can find an independent way in political and socio-economic life.

Tasks. Development of a general, integrated project of education; determination of specific goals and tasks to be solved in this; development of its content; choosing the most effective methods, methods and tools that help to ensure their effectiveness; control and evaluation of student activities.

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