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METHODS OF MODERN ORGANIZATION AND IMPLEMENTATION OF TRAINING

ERNAZAROV ALISHER ERGASHEVICH
Samarkand Institute of Economics and Service of the Republic of Uzbekistan, Independent Researcher

ABSTRACT
This article discusses the organization of training and the stages of preparation of the teacher for training, the components and types of training, the preparation of training.

KEYWORDS
education, training, knowledge, skills, qualifications, training, definition, system, DTS, science program, curriculum, discussion, seminar, test, test, practical training, laboratory, pedagogical technology, information technology, interactive method etc.

INTRODUCTION

The implementation of the National Training Program [1] requires a new approach to the organization and conduct of training, the development of active forms, methods and technologies of training. To do this, given that each training session is a final stage in the acquisition of knowledge, skills and competencies of the learning process, it must meet the following requirements:

- Clarity of purpose and content. This requirement is met by the correct and precise selection of materials for the training, its content;
- Interrelation of learning tasks. At the same time, the educator must make full use of all opportunities in the formation of students' professional knowledge;
- be able to choose effective teaching methods at any stage of the training. The right choice of teaching method by the educator ensures the effectiveness of his work, and the activity of students. This develops in them the formation of perfect knowledge and the skills to implement the acquired knowledge;
- Proper organization of group and individual study of students in the classroom. In addition to working with the whole group during the lesson, the educator should give students individual assignments and involve them in independent work;
- effective organization of training. This requirement is achieved through the efficient use of time allocated to the lessons, thorough preparation of teachers and students for the lessons, providing them with constantly updated technical equipment and visual aids, as well as the perfect composition of the lessons.

Each subject has its own characteristics, but there are also aspects of the curriculum that are common to all subjects. This is especially evident in the structure of theoretical and practical lessons. The structure of the lesson can vary and it is not always necessary to conduct it with only one template. Its structure depends on the content of the teaching material, the level of knowledge of students and the professionalism of teachers.

However, didactics shows that there are the following main stages in the structure of theoretical and practical lessons: description of the subject of the lesson; explain the purpose; check homework assignments from previous sessions; presentation of new topic material and ensuring independent work of students; repetition of the passed educational material and its strengthening by exercises, practical work; repetition of the studied topic in the form of a round table discussion; examination and assessment of students' knowledge; completion of training; give homework.

These stages of training are not always repeated in the same order in every theoretical or practical training. Because he is a creative seeker educator. they can supplement, enrich, and modify them with their own experience and goals and objectives of the session.

For lesson analysis to be effective, educators need to be aware of the basic principles of didactics, the types of lessons, and their structure. The following shortcomings are often observed in the analysis of this training process: inconsistency; accidental participation in training; lack of a clear purpose; the analyst is not methodologically ready for an in-depth analysis of the lesson; lack of a clear monitoring program; inability to highlight key aspects of the training; inability to draw conclusions; inability to provide qualified advice and methodological assistance to a colleague.

In particular, it is important to set a clear goal before attending each training session. The goal is to participate in the session and analyze it more effectively, and make the conclusions clearer.

In preparation for the lesson, the teacher should pay special attention to: effective planning of lesson time, in-depth study of selected resources for use, taking into account the capabilities of students in the group, the correct choice of methods and tools, depending on the type of lesson; . The preparation of the teacher for the training should be carried out in the following stages:

Step 1. The calendar-theme identifies the new topic in the plan and the time allotted to it.

Phase 2. The purpose of the lesson is determined on the basis of which the concepts (knowledge, skills and abilities) should be formed in the subject of the DTS and science program.

Step 3. Based on the topic, the technical means used in the lesson, visual and didactic materials, literature are studied and the lesson plan is written. The goal of the training should be completed in 80 minutes, clear, vital and assessed at the end of the training.

Educational goal - knowledge, skills and abilities that are formed in students during the learning process; educational purpose - what moral qualities are formed in students during training; developmental goal - is determined on the basis of which knowledge and moral qualities are developed in students as a result of training.

Effective from the various methods used in the classroom (traditional, modern, interactive, etc.), it helps students to master the subject. Equipment used in training (technical aids, visual and didactic materials). The course can be divided into the following parts: organizational part, repetition (reinforcement) of the previous topic, explanation of a new topic, strengthening of a new topic, assessment of students, homework.

It is advisable for the educator to consider each part of the lesson in the preparation of the lesson plan. This development is a must have for every educator. Leki. how big it is depends on the skill of the educator, there is no single limit for them. The development can also be written in manuscript form or on a computer. The Vice-Rector for Academic Affairs must review the development of each teacher's training and make sure that during the approval process, teachers have the following documents to enter the training: calendar-thematic plan; fan software; curriculum development; handouts; various assignments; prepared slides; textbook or study guide.

When planning a lesson, the educator must remember that students need to consolidate their knowledge and repeat the previous lesson, check their knowledge and skills, express their oral and written skills, improve their speaking skills, study the lesson materials, and know the context and answers.

The choice of the topic of training should clearly reflect the professionalism of the teacher, the methodology, technology, knowledge and tools needed for the organization and conduct of training. In this process, the educator faces an important issue. Training is not limited to the methods and forms of teaching, but also requires the implementation of educational, developmental goals, the realization of teacher-student cooperation.

First, a creative lesson plan is developed. The plan includes: in-depth knowledge of the content of the subject material based on the science program; the relevance of the topic to the present, the age of the students, the life and work experience of the educator, the spiritual state, the topics studied before, the topics to be covered later, its student psychology.

A good educator tries to make homework fun for students. To this end, they change homework depending on the nature and form: oral and written, important and voluntary, using additional literature, assignments of their choice, individual and group. In order for homework to be clear and accurate, the educator must conduct explanatory work during the teaching process. That is why a qualified educator spends more time explaining new material. Because the more effective the process of comprehension of knowledge, the less time it takes to check homework in the next training session. During the preparation for this process, the teacher must conduct scientific and methodological research, use visual and didactic materials, teaching aids, information and communication technologies.

The methodological package of training consists of: calendar subject plan of the subject; the text of the lecture or plan of the lesson (laboratory work, practice, independent work, course project, etc.); training scenario; didactic, visual materials, information communication and technical means specified in the script; a set of questions for the control case; a set of questions or issues for homework.

The composition of the methodological set is selected depending on the type of training. The purpose of the training can be described as follows: the use of computer technology in the training; the role of problem-based learning; continuity of interdisciplinary connections; ensuring independent work of students; accelerating the process of acquiring their knowledge; increase the effectiveness of their use of existing didactic materials, methodological manuals and equipment in the classroom.

There are different types of training, mainly theoretical (explaining, asking, reinforcing, homework), practical (applying theoretical knowledge in practice), laboratory training (conducting experiments). In general, it is advisable to use the following types of training sessions.

Debate training is based on problem-based learning technologies and is divided into scientific and free-thinking training according to its content and essence [2]. The scientific discussion course is dedicated to the study of a specific topic in the program. The following tasks are set for this lesson: to increase students' interest in science by activating their cognitive activity, to expand their knowledge, to acquire new knowledge by applying their previously acquired knowledge, skills and abilities in new situations, to identify and eliminate abstract concepts in their knowledge. develop them, cultivate a culture of speech, express their thoughts logically correctly.

The structure of the scientific discussion is as follows: the teacher's introduction, in which he introduces the topic, goals and objectives of the lesson, a general overview of the problems of the scientific discussion, the tasks performed by a group of students in the lesson. Directs student activities to perform and solve controversial and problematic tasks. They form a learning debate and discussion between the group. During the lesson, the educator draws conclusions, emphasizing the main ideas and concepts in solving problems that have caused controversy and debate [3]. Students who actively participate in these discussions are encouraged and evaluated according to a rating system. Homework ends with homework assignments.

During the seminar, students study the material independently, using resources, according to the plan recommended by the teacher. This is important in activating their cognitive activity, in their independent acquisition of knowledge. In this process, the role of the educator is to prepare students for the seminar, to organize and manage their learning activities. There are two approaches to this exercise. The first is the educational process in the lecture seminar system. In this case, the teacher describes the learning material in the form of a report using various visual aids. Students then revise and discuss the study material based on the workshop plan. It is advisable to use this kind of approach when the topic is rich in terms.

In the second approach, the seminar is used in the form of independent work from the training sessions, i.e. students prepare independently on the basis of the study material that is still unknown to them. This approach is used when the learning material is easy for students to master independently. The goal can be achieved only if all students are adequately prepared for the seminar, get acquainted with the recommended literature and actively participate in the discussion and debate. To do this, it is necessary to organize a corner for independent preparation for seminars in science rooms. Additional scientific and popular articles and manuals on the topic of the seminar will be posted in this corner, and they will be periodically updated and replaced depending on the topic of the seminar. In this corner, the purpose of the lesson is to provide additional questions for students who want to expand their knowledge independently, along with the questions that all students must complete on the basis of the new program material, which is categorized for students.

In order to prepare for a seminar, students should carefully read the assignment or questions, try to answer these questions without using the textbook, based on their knowledge, find the necessary page in the textbook or recommended literature, look for answers in the text, it is required to comprehend what is read, to memorize, to try to memorize, to make a curriculum and try to write an answer based on this plan, to make the answer short and clear, to draw conclusions at the end of the answers and to write a list of references.

Trial training sessions are conducted after the study of a particular chapter. The student can conduct such training on the basis of their abilities and qualifications - oral or written questions and answers, didactic cards, cross-checklists, tests, special computer control programs. The teacher, who conducted these classes through this control program, composes questions on a special chapter, writes them in the computer memory, creates computer options, checks students' knowledge on the basis of these options, analyzes their answers and evaluates them in accordance with the assessment criteria.

In order to check the knowledge of students on the topic, it is advisable for the teacher to use the following computer control program. This control program is multi-option, with each option having questions that students must answer. They answer these questions based on their knowledge base. If the student cannot answer the question, the message "Try again" will appear on the exposure display. If the question is not answered correctly the second time, the words "Answer incorrect" and the answer to the question will appear on the display. The student can understand this shortcoming by reading this answer. It should be noted that the computer takes into account and evaluates each error of the student. Observations show that their interaction with the computer increases their interest in learning, science. When the test session is conducted using a checklist, the educator composes questions on a specific chapter and distributes them to students before studying the chapter.

During the test survey, the educator distributes test materials to students in two versions. In this case, the test materials should be at a level that is equal to the students in terms of options. The location and relationship of students in one option will be taken into account throughout the session. When solving the tests, their control is given to two excellent students, whose number is equal to two. As a result of self-monitoring, test questions are addressed. Completed tests are collected, replaced, and distributed for verification. The answers will be read by two students. His teammates do the checking. The training takes 10-15 minutes to self-manage and evaluate the results. The rest of the time, other phases of the training will take place. In this case, 100% assessment of students is achieved.

Laboratory training is one of the ways to apply the acquired theoretical knowledge scientifically. In the process of their transition, students work independently under the guidance of a teacher, learn ways to apply it in practice in conducting research on the basis of theoretical knowledge, in particular, acquire skills in the use of measuring instruments in the experimental process. In laboratory classes, the educator should clearly define the goals and objectives of these classes and explain their content, cover safety issues and other processes, taking into account the need to increase students' independent knowledge.

Methods of organizing laboratory classes: the same method - frontal training; different methods of laboratory work - nofrontal training (group, individual). In the first method of conducting laboratory classes, all students do the same work on the content at the same time. This work is carried out taking into account the sequence of study of the theoretical part of the course being studied. At the same time, the ways and secrets of applying the acquired theoretical knowledge to research work are studied, the student has the opportunity to strengthen the theory of the studied disciplines and its rules, as well as to improve the skills of this work. When organizing laboratory classes in a nonfrontal way, students are divided into groups and each group conducts classes on the equipment available.

The report gives a brief description of the equipment used, the results are entered into the tables in a strictly defined order and diagrams are constructed on the basis of appropriate calculations, answers to the questions mentioned in the methodology, conclusions are written and the work is checked. Once the conclusion is made, the next topic of the laboratory work is determined. The overall assessment of the report is based on the results of the work performed. It takes into account: the quality of the acquired skills and abilities, the student's attitude to the laboratory, the qualified analysis of the performance in the report.

During the practical training, students work independently under the guidance of a teacher, focus their theoretical knowledge on solving practical problems, and thus acquire the skills to apply the theory in practice. They occupy an intermediate position between theoretical and industrial education, and this situation serves as an important means of establishing a link between these two parties in the training of specialists [4]. In organizing such classes and analyzing the problems to be solved in it: it is necessary to pay attention to the student's independent work, as well as to the safe operation of machines or computers in the room, to follow the rules of safety in the room.

Organizational forms of practical training: the same form of training, ie frontal and different forms of training, non-frontal computer training, individual and group training. During the practical training, all students do the same problem. In order to eliminate the displacement between students, it is possible to offer a form of practical training in a private-frontal way. In the form of this training, the student takes a personal approach to the problem, which is solved in the same formula, putting the information given to him.

THE MAIN CONDITIONS FOR PRACTICAL TRAINING IN THE PRIVATE-FRONTAL FORM ARE

- According to the science of psychology, the basic knowledge acquired by students can be theoretically and practically deep and independent, if the student has the ability to quickly and accurately distinguish the theoretical basis of the theoretical topic and practical training, as well as to concentrate. is able to catch, restore it, or if the student has a desire to reveal the above-mentioned signs;
- It is necessary to develop a set of problems that will be presented to students for the implementation of each practical lesson and their solution. A copy of the problems and the information needed to solve them are given in the tables;
- The student takes all the information necessary to solve the problem from the manual and copies it on the first page of the practice book. In order to ensure the effective conduct of practical training by students, they are instructed to independently draw a diagram of the programming, computer graphics or computer equipment being taught. Schemes, tables are mostly done manually.

For the successful conduct of practical training, the teacher must create interesting questions specific to this lesson and achieve the goal by asking these questions to students. Technology of practical training.

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