

FACTORS OF INTEGRATED ORGANIZATION OF SMALL TEXT LECTURES IN PRIMARY GRADES

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Abstract

In this article, a scientific and theoretical analysis of the design algorithm and modeling system of the teaching process of primary education subjects is carried out.

Keywords: large module, medium module and small module, educational-visual materials, interactive teaching, "Electrical safety", P. Ya. Syavicheni, listening and learning the opinion of others, another person not to be indifferent to one's opinion, to compare one's opinion with the opinion of others, etc.

The quality of the educational process is educational standards, educational programs, the scientific potential of professors and teachers involved in the educational process, the potential of learners, education, technical tools of the educational process, educational technologies, provided by such factors as the quality level of educational process management. The world experience shows that the widespread penetration of information and communication technologies and the Internet into the field of education opens a great way for the globalization of educational services. Taking into account such positive aspects in the field of education in developed countries, mass use of information and communication technologies to improve the quality of education is becoming a demand of the time. The organizational form of teaching in higher education is understood as the mutual pedagogical dialogue between the student and the teacher in various options during the educational process. It is known that the organizational form of the educational process in higher educational institutions consists of lectures, seminars, practical exercises, laboratory work, independent work of students and various practices. Any organizational form determines the educational model, which includes educational goals, content, and other elements. The organizational form of education reveals the essence of the educational model. Such a symmetrical connection between the educational model and the organizational form helps the professor to distinguish many trends in his professional environment and to choose the right way to organize the educational process in

his work. . In the current modern educational process, many examples can be given that show such a connection between the educational model and the organizational form. For example, the rapidly developing open distance education has created new organizational forms that are not found in other educational models, including virtual tutorials and synchronous video conferences. However, no matter how the name of the constituent elements of organizational forms of higher education takes a new form, the main elements are lectures, practical exercises, laboratory work, seminars, independent works and practices, and among them, The course plays an important role in students' acquisition of theoretical knowledge, formation of practical skills and qualifications. Various forms of lectures acquire a specific direction in the educational process and form a traditional logical sequence of knowledge (reception, understanding, reading, thinking, processing, strengthening) in the student. will lead to. Therefore, the quality of lectures in higher education has become one of the main indicators determining the quality of education.

When the first universities were founded in Europe from the XIII-XIV centuries, lectures appeared as a main form of teaching, and it is still used in the educational process as the leading form of teaching in the higher education system. The lecture first appeared in ancient Greece, and later developed in ancient Rome in the Middle Ages.

By the middle of the 19th century, the development of theoretical and technical knowledge demanded the need to supplement lectures with practical exercises in order to increase students' independent research and activity. Lectures began to be classified as a type of training that directs students to continuous work on educational literature. The famous Russian surgeon and pedagogue N.I. As Pirogov showed, a lecture can be recognized as a good lecture only when the speaker has completely new scientific materials or special speaking skills. By the middle of the 19th century, lectures were removed from the curriculum as an experiment in some higher educational institutions of Russia.

By the end of the 19th century and the beginning of the 20th century, teaching methods began to be divided into "active" and "inactive" types. Due to the fact that students only have the opportunity to listen in the lectures, they have few opportunities to add any information on the topic, to express their opinions, the lecture is included in the "inactive" form of teaching, and the lectures there were also opinions that it does not play an important role during training.

Changes in the social environment and rapid changes in the educational process also affected the organizational form and model of education. In the higher educational institutions of our country, the lecture is given a leading place in the educational process, and almost 1/2 or 1/3 of the study load allocated for the subject is allocated for lecture classes. Also, today, the place and form of the lecture in the educational process is the cause of various debates. In general, there are two different opinions about the leading role of the lecture in the educational process.

First, opinions supporting the leading position of the lecture in the educational process: Proponents of the lecture said, "Due to the abundance of information in today's information space, it is the lecture that can guide students in the right direction, help them get the necessary and necessary materials, otherwise they would not be able to access such information. they get lost in unnecessary information in their space and lose a lot of time. ALSO:

- a lecture is a more appropriate form of training in cases where it is required to give a systematic analysis of the topic.

- a lecture is a form of training that guides students to the scientific work process, to engage in scientific activity.

- a lecture is an effective method of activating students' attention when moving to a new topic or a new section of the topic.

- a lecture - forms the need to use the acquired knowledge.

the lecture is more effective if it is conducted in the form of a short introduction at the beginning of the course or section, especially in preparation for the next group training.

Second, opinions against lecture classes:

At a time when information and data are abundant, continuous reading and creativity are emphasized, virtual and animated lectures are available, relegating the lecture as a "passive" form of teaching and they are advocating that they should be excluded from the educational process. ALSO:

- lecture - teaches to passively accept the opinion of another person (speaker), prevents continuous thinking.

- lecture reduces the effectiveness of continuous education.

- lecture - necessary only when there is no or insufficient educational literature.

in the lecture - some students manage to understand, while others only mechanically write down the text of the lecture.

Pedagogues who are against the lecture look at the lecture as an auxiliary organizational form in the educational process, and promote the continuous work of students and various forms of group training as the leading form. If the lecture is viewed in the form of direct transmission of information, the above points are correct in some respects. Because if the lecture is considered only as a source of information, it cannot compete with today's sources and forms of information transmission through modern information and communication tools. For this reason, it is necessary to change the form and style of the lecture. From the emergence of lectures in higher education institutions as a specific form of teaching, until now it has changed its essence in accordance with the requirements of the time and has acquired the following forms:

- lecture - the art of beautiful speech, as an oratorical skill;

- lecture - a form of teaching that transmits information directly;

-lecture - summarizing information and author's interpretation (interpretation);
training in the form of a lecture-dialogue;

-lecture - illuminates the problem in an educational form.

- lecture as a social phenomenon.

The presentation of the lecture directly from the form that only transmits information or information in the form of a dialogue, to a problematic form, and finally as a social phenomenon, necessarily involves the use of innovative pedagogical and information and communication technologies in the educational process. The role of modern lectures in the educational system. A lecture, speech, presentation (presentation) is a generally accepted way of presenting information on a specific topic. In the lecture, theoretical materials are brought to the attention of the audience by the teacher (speaker) systematically, based on a certain sequence. is one of the styles. The transfer of data and information in the form of a lecture is one of the methods of teaching in the higher education system, and it is a process that depends on the level of knowledge, qualifications, basic information and age, and in some cases, the gender of the audience.

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