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THE ESSENCE AND PREPARATORY FEATURES OF CONDUCTING PRACTICAL CLASSES AND CLASSES WITH TEACHERS OF THE FUTURE PRIMARY CLASS

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ABSTRACT

In the educational system, the successive arrangement of lectures and practical classes is of great importance. The lecture is considered the first step in preparing students for practical training. The problems posed in it find their own clear expression and a specific solution in practical training. It is not found to resemble a lecture, among other types of training. Each practical activity is considered a traditionally developing, strengthening activity and can also serve as a preparation for the active reception of the next lecture.

KEYWORDS

Elementary education, preparation, practical lesson training, evaluation standards.

INTRODUCTION

Practical training – it is a form of Organization of the educational process, offering students to carry out one or more practical tasks under the instruction and guidance of the teacher. A practical lesson is formed by practical skills (manipulation, skills, calculations, use of tables, references, etc.).

More precisely, under the concept of" practical lesson", in most cases, it is aimed at deepening scientific and theoretical knowledge, which is carried out under the guidance of a teacher, and at mastering certain methods of work in any subject in the curriculum. The practical training series includes not

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only solving issues on general science courses, but also integrative training and special training, laboratory work and even training in the study of foreign languages. Various forms of practical training are considered the most optimal and capacious part of the load in the higher education system.

Practical training is a reproductive method of teaching that ensures the connection of theory and practice, lectures in students and the application of knowledge acquired in practice in the process of Independent Education affect the formation of skills and competencies.

Below we will consider the content and essence of the practical lesson, its organization and planning issues.

A practical lesson is usually considered an exercise in finding solutions to various practical tasks presented as an example in a lecture. As a result, each educational person should develop a certain professional approach and professional intuition in relation to finding solutions to any issue. In this regard, the number and types of tasks assigned in such training, how to place them within the allotted time frame for the course under study, what homework to strengthen, remain one of the most relevant issues in higher education. When choosing a system of exercises and assignments for practical classes, the teacher should strive to create a complete picture of the teaching science and methods of the studied subject through them, in which the methodological function leads.

Thus, the lecture and practical training must be arranged in sequence order at Muay'an time intervals, as well as have a methodological relationship with the problem situation. As the data presented through the experiments lecture moves away from the issues seen in the practical exercise, the more difficult it is for the speaker to involve students in the creative search.

However, it should be noted that the imbalance of lectures and practical classes, the teacher who lectures and conducts practical classes can speak from different points of view about one issue, especially in the early stages of Education, describe it based on different definitions, abbreviations and signs, and in some cases even state individual facts in different sequences, seriously endangering the further educational process. This can distract and mislead learners, resulting in harm to acquisition, reduce educational effectiveness, complicate the process of mastering educational material.

Practical training in any academic discipline is a team training. Despite the fact that individual work is large and important in theoretical assimilation of the issue (a person cannot learn something if he does not think, and the ability to think - is the basis of mastering any educational science), classes in education, organized based on group thinking with the whole team, are also

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of great importance. During such classes, an atmosphere of sincerity and mutual trust Reigns, which gives the expected positive result only if the participants in the educational process freely resent themselves, can freely ask about what they do not understand and can freely share with the teacher and his comrades.

Pedagogical experiments are carried out in practical training only working on practical skills and qualifications, drawing up tables, etc.k. indicates that you should not be limited to. Learners are always obliged to see the leading idea of the course of study and its connection with practice. The purpose of the classes should be understandable and clear not only to the teacher, but also to the students. It gives relevance to the educational process, emphasizes the need for experience in professional activities, connects it with life. In such conditions, the task of the teacher is the practical significance of leading scientific ideas and the concept of principled science, as well as the greater manifestation of the Almighty to the educator.

Purpose of practical training:

- help the learner systematize, strengthen and deepen knowledge of a theoretical nature;
- to teach students to practical assignment solving methods, to influence the acquisition of skills and qualifications to work with calculations, tables and other types of assignments;
- work with books, Service documents and drawings, teaching the use of reference and scientific literature;
- formation of skills for obtaining independent education, self-development, mastery of methods and techniques of control.

In the system of professional training of students, practical training occupies most of the hours allocated for their independent education. The lecture course lays the foundation for the professional qualification of a specialist in the appropriate direction and forms its basis. The content of such activities and the methodology for their conduct should ensure the development of the creative activity of the individual. They develop the scientific thinking and speech of the learner, allow him to test his level of knowledge, and in this, exercises, seminars and laboratory work are manifested as a sufficiently fast important tool of feedback. That is why practical training should not only perform the function of cognition and upbringing, but also affect the growth of educators as a creative person, as a creative worker-employee in the future.

In the lectures, the student reaches a certain level of thinking, that is, a certain level of involvement and attitude towards the phenomena studied or Real secular sciences is formed in it, insufficiently stable assimilation and similarities are formed. The physical basis of practical training is the strengthening of the resulting communication and the associations through

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the re - execution of activities related to the study of educational science.

It is enriched with a variety of content that is performed in a practical process that is correctly distributed over the time period allocated for training (changes in preliminary data, the addition of new elements to the training task, the variety of conditions for finding solutions to them, etc.k.) the reproducibility of the training material conveys to the intended purpose. It is known that repetitions in one mold do not lead to the realization of new knowledge.

Taking into account the practical lesson-training in higher educational institutions and the functions performed by other methods, they are subject to the requirement of knowledge, acceptability, unity of form and content, other types of training and connection with practice.

The teacher's preparation for practical training includes documents (curriculum, curriculum, curriculum and subject plan, etc.k.) begins with learning, culminating in the development of a training plan.

On the basis of studying the preliminary documents, along with the goals and objectives of the practical training in the teacher, a clear picture should be formed of the work experience that each learner should carry out. After that, it is possible to proceed to the development of the content of practical training. To do this, it is desirable that the teacher (even if he himself gave a lecture on this course) revise the content of the lecture in terms of the upcoming practical training. In specific tasks and exercises, concepts, rules, laws are distinguished, which need to be presented once again. Thus, the content of the studied content is selected.

One of the most important elements of a practical lesson is the learning task(problem)offered to find a solution. When choosing examples and samples(issues and logical assignments)for a practical lesson, the teacher must each time express exactly what skills and qualifications are instilled in each task, what and what actions are required from the requirements, what the creativity of the requirements is manifested in finding a solution to this problem.

The main disadvantage of practical training is that the set of ready-made tasks is compiled only from the simplest examples and issues, there are not enough examples on them. The existing ones, however, are examples and issues that relate to the field of narrow application, mainly serving to illustrate a single rule and giving the student experience only to apply it. It is necessary that there are many such examples, that once simple assignments have been mastered, they will take the learner to the next more complex assignments, encouraging him to continue working.

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If students realize that all educational opportunities of the lesson are over, their interest in this lesson will fade. Taking this into account psychologically, it is necessary to organize the lesson in such a way that the learners constantly feel the increasing level of complexity of the tasks they are performing. Thanks to this, students begin to realize the personal success they have achieved in the educational process, their cognitive activities are positively stimulated.

The teacher should organize and conduct the lesson in it in a form in which each educational person will have the opportunity to show his abilities, busy with intense creative work, the search for correct and accurate solutions. Therefore, when planning a lesson and developing individual assignments, it is important that the teacher takes into account the preparation and interests of each educational person. In this, the teacher acts as a consultant who provides the necessary assistance in a timely manner, without dulling the freedom and initiative of your demands. The organization of the practical lesson in such a way does not arouse the opinion that none of those who participate in the auditorium have exhausted its educational opportunities.

First of all, students are advised to give simple (logical) assignments that require repetition of light methods of action aimed at reproductive activity, which are presented in the lectures, strengthening the hotira. Such assignments help to control the correct understanding of the students (usually, within the framework of one lecture) of individual issues regarding the study material learned. In this case, the priority is to solve the assigned tasks according to the sample proposed in the report.

After that, the content of training assignments is further complicated. Tasks for Reproductive-transformative activities are offered, in which the student must not only repeat certain methods of action, but also analyze its feasibility, put forward new ideas related to the analysis of the conditions of the problem, express the hypotheses advanced and the results obtained from them. This type of assignment on individual issues of the topic should develop skills and skills of the application of the learned methods of the learners and control their availability.

In the next places, the content of tasks (logical tasks) their solution is complicated again in the order that initially requires individual elements of effective activity, and later – completely productive (creative) activity. Usually such tasks are of a fully embodied nature and are intended to control the level of mastery of the subject or course material.

By drawing up a system of tasks of gradually increasing complexity, the teacher achieves the assimilation by the requirements of the most significant methods and methods related to this academic discipline.

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The teacher's preparation for the practical lesson includes the following:

- the choice of questions related to the control of students ' understanding of theoretical materials given in lectures and independently studied by the student. Questions should be structured in such a logical sequence that, as a result of the answers given to them, the students will have a holistic theoretical basis of the upcoming lesson – a support;
- it is imperative that the one who makes it clear that he is offering this assignment (the assignment should not be chosen at random);
- finding a solution to this problem will give the student a moment (he must be able to foresee the practical result that will be generated from solving the selected task);
- its solution is what can give the learner in mastering the subject and the entire subject of study (seeing the solution to each problem as the next "stage" of Education, trying to make it both extremely complex and thus not easy to solve);
- the solution of the selected tasks by the teacher himself is made by the teacher himself (each task offered to students must be solved in advance and methodically processed);
- tasks in which a solution is found, conclusions on life examples, in which tasks of this type are found, preparation of the final speech;
- the correct distribution of the time allocated for the lesson to solve each task;
- to solve the tasks, you need to make a selection of visual materials (posters and drawings), the location of pictures and inscriptions on the board, as well as various displays;

A practical lesson is usually conducted with a group, therefore, in the plan for its conduct, the individual characteristics of the students of this group can and must be taken into account. This applies to the complexity and number of tasks proposed for time distribution, solving.

Having compiled a system of practical tasks (logical tasks) on the topic, choosing the necessary tasks for a particular lesson, calculating the necessary time to solve each of them, the teacher begins to develop a plan for conducting a practical lesson.

In what form should his work plan take? It turns out that it is advisable to use the form in which the teacher himself learned. The practice of higher education institutions shows that such a plan includes general preliminary data for conducting a lesson and its content.

In the plan for conducting a practical lesson, the answers to the following questions should be embodied:

♦ How long does it take to check your homework?

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♦ How much time to allocate and what questions to ask in order to conduct a theory question and answer with educators?

♦ What examples and assignments are worked on the board and in what sequence?

♦ What to focus on in this or that assignment?

♦ How to place drawings and issues on each task?

♦ With whom to ask questions and answers on theory, and with whom to call the board to solve the task?

♦ Which tasks can be offered to solve from place to place without going to the board?

♦ What assignments are offered to" strong " students?

♦ Which assignments are given for solving at home?

The practical training plan is developed by the teacher on the basis of certain rules established by the thematic plan for the study of science.

Let's consider the procedure for conducting a practical lesson. It usually begins with a short introduction and control questions. In the introduction, the teacher announces the topic, introduces the purpose of the lesson and the procedure for conducting. After that, in some cases, at a quick pace on the screen, it will benefit to display the footage used by the speaker in the lecture in the previous lesson, thereby restoring the relevant part of the lecture material mentioned in the hotter of the learners to today's lesson.

After that, it is recommended to put in front of the students a series of control questions on theory. With them, the teacher directs the learners to the material brought to this lesson. The methodically correct count of placing the control question in front of the entire group, after which, after a short pause, a certain student is called.

A practical lesson can be carried out according to various schemes. In one case, all trainees independently solve the task, and the teacher, alternating rows, controls their work. In cases where the work of most students is interrupted, the teacher can stop them and give the necessary explanations (partial method of research).

In other cases, a solution is found and commented on by the student who is called to the board for the assignment under the supervision of the teacher. However, even in this case, the task of the teacher is not to allow the remaining students to mechanically copy the solution into their notebooks, but to control their independent work to the maximum extent, to ensure that they react to the explanations given by their comrades or teacher in a conscious and understanding of the essence of the matter in a way that

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In all cases, it is important to find a solution to the issue, not to get the right answer, but to consolidate certain knowledge on the issue, to absorb knowledge, to achieve the manifestation of elements of creativity. The educator should not teach the issue to find a solution by mechanically, thoughtlessly putting the characters into the formula, but turn the solution of each issue into a process of deep reflection.

In addition to teaching one's own subject, each teacher's main task in the practical lesson is to teach a person to think. It is at this point that the teacher has many opportunities to show his pedagogical talent. He must first strive for a deep knowledge of the methods of the discipline in which he teaches.

It is very important to teach students to solve the desired issue according to a specific scheme, according to stages that are in accordance with pedagogical goals. This affects the development of personal characteristics that have a certain professional value in students.

In order to successfully achieve the educational goals set in such training, the following basic requirements must be met when organizing them:

♦ compliance of student activities with the methods and methods studied in lectures and seminars;

♦ maximum approximation of the student movement to Real actions corresponding to future functional obligations;

♦ step-by-step formation of skills and competencies, that is, moving from knowledge to skills and competencies, from simple to complex;

♦ development of individual as well as team skills and malks.

In the formation of didactic and educational goals in the first section of the assignment, the main emphasis should be on strengthening and expanding their theoretical knowledge, in addition to instilling skills and competencies in students to be able to do something. The main content of the second section is organized by the correct distribution of time or the schedule for the performance of work at student study points. Taking into account certain conditions (the number of study questions or study points), the time allotted for work on educational questions (at study points) will not be strictly associated with the duration of the academic hour, and for this reason it is not foreseen that there will be special breaks between them. Changing study points or moving from one question to another is used to focus students ' rest and attention from one object to another.

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