

PalArch's Journal of Archaeology
of Egypt / Egyptology

CLASSIFICATION OF LESSONS OF MATHEMATICS AND ASPECTS OF
EFFECTIVE ORGANIZATION

*Ilxom Maxmudovich Zulfixarov*¹, *Akhlimirzaev Akhmadjon*², *Nishonov Tulanmirza Soyibjonovich*³, *Urinov Bobirmirzo Omonovich*⁴, *Iskandarov Davlatbek Xursanbekovich*⁵

Tashkent State Agrarian University, Andijan branch, senior lecturer
of Information technology and mathematics (Uzbekistan)¹

E-mail: izulfixarov@mail.ru

Department of Mathematics Andijan State University (Uzbekistan)²

E-mail: a-ahm@mail.ru

Department of Mathematics Andijan State University (Uzbekistan)³

E-mail: tulanmirza1@gmail.com

Tashkent State Agrarian University, Andijan branch, of Information technology and
mathematics (Uzbekistan)⁴

E-mail: bobururinov803@gmail.com

Tashkent State Agrarian University, Andijan branch, of Information technology and
mathematics (Uzbekistan)⁵

E-mail: davlatbek1987@mail.com

Ilxom Maxmudovich Zulfixarov¹, **Akhlimirzaev Akhmadjon**², **Nishonov Tulanmirza Soyibjonovich**³, **Urinov Bobirmirzo Omonovich**⁴, **Iskandarov Davlatbek Xursanbekovich**⁵: **Classification Of Lessons Of Mathematics And Aspects Of Effective Organization-- Palarch's Journal Of Archaeology Of Egypt/Egyptology 17(6). ISSN 1567-214x**

Keywords: math tutorials, effective study guides, types of study guides, study tasks, blended study guides, repeating study guides, reinforcement tutorials, study forms, individual study classes, non-traditional study forms, classroom study guides, types of practical training manual.

ANNOTATION:

This article analyzes the classification of lessons of mathematics, scientifically substantiates some aspects of its organization, and on its basis shows the task of improving the effective organization of lessons in higher education.

Improving the quality and efficiency of education in higher education institutions and the training of competitive personnel is carried out on the basis of effective organization of training in mathematics with the use of educational technologies and modern and interactive methods.

To do this, the task is to analyze the classification of lessons in mathematics, to scientifically substantiate some aspects of its organization and to improve the effective organization of lessons in higher education.

First of all, **What is the training session itself?** – If we answer the question.

Training session – it consists of the joint purposeful action of teachers and students, the commonality of goals is one of the main conditions for achieving the goal of the lesson or the main organizational form of education, it is a strictly organized and goal-oriented didactic event with a certain amount of constant requirements.

In our opinion, **training session** – The purpose, content and scope of training is determined by the State Education Standard, Qualification Requirements, Curriculum and Science Program, so the main form of education is scientific, systematic, comprehensible, be conscious and active, knowledge is firmly assimilated, organized taking into account the individual characteristics of students. These are the basic principles of didactics.

At present, the educational process in the higher education system is carried out in the form of classroom training, and outside the classroom in the form of independent education. If we look at the historical development of mankind, we see that the forms of organization of education took place in accordance with the stages of development of society. If we look at the history of Central Asia, we know from the Avesto and other historical sources that in the millennium BC, priests gathered young people in Zoroastrian temples and gave them the necessary knowledge. Around the same time, it has come down to us from the pages of history that the teaching of bringing children together was also organized in Egypt. It is well known that the custom of collecting and teaching children from the Egyptians was also practiced in ancient Greece, where they had schools in Sparta and Athens. However, in ancient times, the issue of conducting education with children of the same age at a strictly limited time, the gradual implementation of the content of education was not clarified.

Organizational issues of education Abu Nasr Farobi's book "Science and Intelligence" focuses on the teaching of academic subjects in groups, revealing their educational nature. These issues were raised during the reign of Abu Ali ibn Sina, Abu Rayhan Beruni, Mirzo Ulugbek.

In the history of pedagogy, the basic form of organization of education was first developed and introduced into practice by the great Czech pedagogue Jan Amos Comenius (1592–1670). Today, the class-lesson form is evolving, and the period requires understanding it as a whole.

At all times, the main purpose of training was to provide effective education to students.

Effective training – is a practical endeavor that gives the best results in teaching and educating students.

"Modern education is such a training," writes Doctor of Pedagogical Sciences, Professor JG Yuldashev, "in which the teacher skillfully uses the existing opportunities of the student, using his mental potential and ensuring its development. The student, in turn, acquires knowledge and moves towards spiritual perfection.

Teachers need to know the basic requirements for passing a lesson before preparing for a lesson.

Many of our teachers confuse the concepts of type, stage, method, method of teaching.

Today in the pedagogical literature in the Uzbek language the terms "type of training" and "type of training" are used in the same sense.

Types of training – depending on the purpose of the training session and the topic to be studied, it is divided into the following depending on its internal structure.

To date, the most commonly used mixed type of training, consisting of four stages, has prevailed.

The convenience of a mixed training session is that the four stages in it can be applied in any sequence. At the same time, in the process of this type of training it is easy to achieve almost all the requirements of didactics. Therefore, the researchers said, 80% of the training was conducted in this type.

Another advantage of this type of training is that in these trainings, teachers can, depending on their circumstances, voluntarily divide the time allocated to the training into four elements, taking into account the availability of students, the level of preparation and a number of other factors. .

In addition to the above-mentioned advantages of mixed training, there are also disadvantages. For example, in mixed learning sessions, there is a lack of time for all four elements. There is definitely little time left to impart new knowledge to a teacher who claims to be able to repeat a previous lesson well, beyond the discretion of the facilitators. Not to mention the newly acquired knowledge and the regular implementation of homework assignments. Therefore, in recent times, one-purpose teaching sessions have begun to emerge in pedagogical practice.

As these types of training sessions are so named, one of the four elements of mixed training sessions within the training session will be extended and the rest will be shortened. For example, in the learning phase, 2-3 minutes of the 80 minutes allocated to the learning process are used to organize the training and return to the previous training. At this time, the teacher does not repeat the previous lesson, but briefly mentions it, and so on. Below we will look at the internal structure of this type of training.

Acquisition of new knowledge is a training session also referred to as an explanatory training session. The approximate location of the training parts at this stage is as follows.

Strengthening knowledge, skills and competencies includes the following elements.

Repetition training. There is a lot in common between reinforcement and repetition training. This commonality applies, first of all, to the objectives of this course and the internal structure of the course. However, some of the areas in which the material was not fully provided in previous training sessions that are repeated between these sessions are repeated. He does not repeat what he knows. In repetitive training sessions, areas that were previously unknown are repeated.

Summarizing and systematizing the acquired knowledge. The elements of this tutorial are as follows.

Checking (control) of acquired knowledge and skills. The structure of the training course in which the control work is carried out is not complicated. The teacher announces the assignments, the student and the students complete them, and the assignments are collected at the end of the class. The questions and assignments of the control work should be

expressed in such a way that according to the answers of the students, it is obvious that they not only remember the knowledge, but also understand the essence of the work.

Form of training – Depending on which subject and where the training is held, it is conventionally divided into in-class training, out-of-class training, production training, additional training, individual training and independent study.

In some methodological literature, there are cases when naming teaching methods and techniques as a form of teaching. The form is manifested in its essence. Methods and techniques can be identified both by hearing and seeing, depending on the actions and skills of the teacher conducting the lesson.

Forms of training:

1. Traditional forms of training - the statement of new knowledge; consolidation of the passed materials; testing knowledge, skills and competencies; divided into introductory and repetitive as well as mixed training sessions.
2. Individual training - tutoring.
3. Non-traditional forms of teaching - lectures; seminar; experimental (laboratory) classes; travel; debate; round table; press conference; interesting random events; unexpected meetings and so on.
4. Interactive forms of training - work in small groups.

Traditional education reflects the essence of the auditorium system based on the great Czech pedagogue Jan Amos Comenius (1592-1670), who lived and worked in the late sixteenth and early seventeenth centuries. The essence of this system is:

- a) students are grouped into classes according to age and level of preparation and do common work;
- b) the content of the subject is divided into a number of sections and topics, and the sections and topics are divided into a number of equal and sequentially arranged parts, which come according to a specific schedule (lessons).

Lesson – is a concept that refers to the learning process that takes place with a specific group of learners under the direct guidance and supervision of a teacher. Lessons are the main organizational form of educational work.

The auditorium system has the following content:

1. Each audience will have a permanent group of students who are the same in terms of age (relatively close) and level of knowledge (relatively close).
2. The course process usually lasts 45 minutes or 80 minutes and is conducted according to a strict schedule.
3. The lesson is based on the unity of teachers and students and is conducted in groups, groups and individually under the direct guidance of the teacher.
4. Classes are conducted using different methods, depending on the content of the material being studied and mastered, and as part of the general education system, of course, provide completed knowledge and serve as a basis for the acquisition of subsequent knowledge.

Today, the following didactic requirements are set for the organization of training in higher education institutions.

Today, individual training has a special place in the system of training.

Individual education – to gain in-depth knowledge of a particular subject, subject according to the interests, needs and desires of the student; is organized to eliminate the situation of inadequacy in a particular subject or subject, as well as to help students who have been treated in health care facilities for a long time or are under the supervision of medical staff to meet the requirements of the curriculum. Tutoring is becoming more and more popular as one of the main forms of individual education.

At present, the lecture is widely used in the activities of higher education institutions as the main form of non-traditional forms of teaching.

In our opinion, **report** – to reveal the true nature of the topic being studied during the one-hour session, to draw scientific conclusions based on the ideas put forward in it, and to state knowledge in a certain sequence based on their generalization.

Lectures are one of the forms of verbal delivery of theoretical knowledge to students, and the organization of lectures is more complex and labor-intensive.

Lectures are organized by experienced teachers with a high level of pedagogical skills. The lecture requires not only information about the basics of science, the subject, but also the socio-ideological education of students. The main focus of the lecture will be on the development of students' independent thinking skills, knowledge and skills.

The following types of reports are widely used in the practice of higher education institutions:

public speaking; lecture; lecture.

Lectures are prepared in writing. Therefore, the lecturer should have a plan and a synopsis on the topic of the lecture.

In higher education, the lecture will consist of 80 minutes. As a general rule, if a lecture is not completed during a session, it is continued in a new session. After the lecture materials on each topic are explained, students will be interviewed. A list of references to be used on each topic is provided.

Within the framework of non-traditional forms of teaching, practical training has a special place.

Practical training organized in a specially equipped room or in a separate experimental area, is a form of education aimed at developing in students the skills and abilities to apply in practice the theoretical knowledge acquired by them.

Such training sessions are organized in the following two directions.

Types of practical training:

Practical (laboratory) classes;

historical and geographical objects, trips to museums.

Practical training is carried out mainly in the workshops of higher education institutions, specially equipped rooms and training ground.

Seminar It is a form of education with the active participation of teachers and students, the purpose of which is to further develop students' independent work, to work on sources that can provide broad and in-depth information on certain topics and to use the necessary literature in future activities is to have.

The seminar is conducted by students preparing reports on this or that topic and discussing it with the students in the classroom.

The seminars are prepared for 23 weeks. Students study the literature, collect material, make various observations, compose theses on their own information.

The seminar is conducted under the guidance of a teacher. He directs the students' work, concludes the organized discussion on the topic. Provides additional feedback as needed, puts the material into a specific system. Evaluates the performance of students who have given lectures and participated in discussions.

Seminars play an important role in drawing students' attention to the lesson, increasing their interest, teaching them to work independently, to think, to intensify the learning process and to develop students' mental abilities.

One of the non-traditional forms of study is travel.

Travel is a form of education that provides a thorough mastery of knowledge that illuminates the content of a particular process, event, or activity on the basis of direct observation.

Travel training is radically different from practical training. This difference is:

even if the teacher guides all the trips to be made, he or she may not be familiar with all the details of the travel objects, in which case he or she will be accompanied by a specially trained tour guide;

travel time varies and is not required to comply with the requirements of the regular study schedule;

the method of guidance of the teacher or tour guide and the activities of the students may vary.

Moves from one place to another during the journey. Therefore, students are required to adhere strictly to the discipline. In the process of observing the object, teachers ask questions from time to time, write down the necessary information. At the end of the trip, the teacher conducts a conversation by linking today's observations to previously learned material. It is also advisable to write a report (diary) on the basis of travel materials.

Debates, round tables, press conferences, which are organized as a non-traditional form of education, are organized on important topics of a particular subject and serve to develop students' ability to think independently, to promote, justify and defend their ideas. The clarity of purpose, as well as the active participation of teachers, is important in the organization of such lessons.

Other forms of teaching organization. Methodologically: in each lesson a specific educational and pedagogical problem is solved; an appropriate teaching method is selected to deliver a specific learning material to the students; the student body is involved in a specific activity. It is on the basis of these signs that the necessary requirements for the lesson are set. Course requirements are divided into groups according to the available characteristics of the course.

Although the main purpose of teaching in a lesson is single, it addresses several learning issues. In the formation of students' skills and competencies (past or current course), new knowledge (rules or algorithms in the form of skills are assigned and based) is given, the material covered is reinforced (repetition by different problem solving). A teacher preparing for the next lesson should know its purpose and content in advance. It is important to remember that the purpose of the lesson determines its content.

Other forms of organizing the learning process.

Therefore, the organization of modern lessons in mathematics requires the use of pedagogical and information technology, and the design of individual topics in mathematics on the basis of modular technology. On this basis, the organization of mathematics lessons in higher education institutions has a positive impact on the quality of teaching.

REFERENCES:

- Resolution of the President of the Republic of Uzbekistan dated July 9, 2019 № PQ-4387 "On state support for the further development of mathematics education and science, as well as measures to radically improve the activities of the Institute of Mathematics named after VI Romanovsky of the Academy of Sciences of the Republic of Uzbekistan."
- Tojiev M. Design of teacher activity // Modular technology in continuing education (Monograph) // -T.: «TURON-IQBOL», -2017. - 246 b.
- Zulfixarov I.M. Improving the methodology of effective organization of teaching mathematics in higher education institutions // Monograph // Fergana "Polygraph Super Service" LLC, -Andijan. -2019.
- Zulfixarov I.M. Rol peredovogo pedagogicheskogo opyta v protsesse nepreryvnogo obrazovaniya // Molodoy uchëny - Chita, 2012. - № 6 (41). - st.395-397.
- Ilkhom Makhmudovich Zulfikharov, Mamarejab Tajiev Methods of effective organization of teaching mathematics and self-study in the problem-based teaching // European Journal of Education and Applied Psychology. –№ 1. –2020. –Scientific Journal. –Czech, Praha. –2020.
- Ilhomjon M.Zulfiyarov Methods of Organizing Mathematics Classes // Eastern European Scientific Journal // AURIS - Dusseldorf-Germany. –2018. –№ 3. –345-349 p.