IMPROVING THE MECHANISMS OF ORGANIZATION OF PEDAGOGICAL PROCESSES IN GENERAL SECONDARY EDUCATIONAL INSTITUTIONS

Turakhodjaeva Zulhumor Yusufjanovna,
Master Student, Namangan State University
Uzbekistan, Namangan

A B S T R A C T	K E Y W O R D S
Annotation: Modern society sets before the school the tasks of becoming an individual person capable of independently solving the tasks assigned to him; having a high level of professional training; for the formation of a person and a citizen who is a conscious member of modern society, focused on the progressive development and improvement of this society. Modern education should develop students' creative abilities, enrich the spiritual and moral development of the individual. Thus, modern society today does not need a standard personality, but an individuality.	Modern education, general secondary educational institutions, education quality, pedagogical process, mechanisms, teacher-pupil.

In the past, objects that are examples of practical works of art they are often reworked or brought back The modern approach to learning has as its goal: the formation of an individual personality, a conscientious citizen, a person, and most importantly, able to solve problems independently and quickly.

The content of education as one of the determining factors of the economic and social progress of society is focused on ensuring the self-determination of the individual, creating conditions for its development and self-realization, the development of society, strengthening and improving the legal, social, democratic state.

The content of education should provide: a high level of general and professional culture of the individual and society; the formation of a student corresponding to the modern level of development of science, a system of ideas about the world picture; spiritual and moral development of the individual; its integration into national, Russian and world culture; the formation of a person and a citizen who is a conscious member of modern society, focused on progressive development and improvement of this society; satisfaction of the educational needs and interests of the student, taking into account his abilities; development of the human resources potential of the company, satisfaction of the needs of the economy and the social sphere in highly qualified workers and specialists.

In this regard, modern approaches to the organization of the learning process are highlighted.

A personality-oriented approach. The purpose of personality-oriented education is to create conditions for the full development of the following functions of the individual.

In personality-oriented education, the student is the main actor of the entire educational process. The teacher becomes not so much a "source of information" and "controller" as a diagnostician and assistant in the development of the student's personality.

Interactive approach. Interactive approaches: creative tasks; work in small groups; educational games (role-playing, business games and educational games); use of public resources (invitation of a specialist, excursions); social projects and other extracurricular teaching methods (social projects, competitions, films, performances, exhibitions, performances, songs and fairy tales); warm-ups; study and consolidation of new material (interactive lecture, work with visual aids, video and audio materials); discussion of complex and controversial issues and problems ("Take a position (scale of opinions)"; problem solving ("Decision Tree.)

Developmental learning. The basis of the teaching content should be a system of scientific concepts. The acquisition of knowledge, skills and the development of skills are not the ultimate goal, but only a means of developing students.

In the process of developing learning, the type of thinking changes qualitatively from concrete-figurative to abstract-logical, and later to theoretical.

Game approaches. Game learning is a form of the educational process in conditional situations aimed at recreating and assimilating social experience in all its manifestations: knowledge, skills, abilities, emotional evaluation activities. The expediency of using didactic games at different stages of the lesson is different. When learning new knowledge, the possibilities of didactic games are inferior to more traditional forms of learning. Therefore, they are more often used when checking learning outcomes, developing skills, and forming skills. In the same connection, teaching, controlling and generalizing didactic games are distinguished.

A problematic approach. The problem approach focuses on the use of real educational opportunities in the realization of social goals: it is impossible to manage the formation of personal qualities; it is possible to manage activities that contribute to the development of certain personal qualities.

The problem approach focuses on the study of both those problems that are considered eternal, and which each young generation solves for itself (life choices, self-determination, attitudes to adult values, etc.), and those problems that have become particularly relevant for this generation of students in connection with the changes taking place in society.

Programmed training. Programmed learning is a teaching method put forward by professor B. F. Skinner and developed in the works of specialists from many countries, including domestic scientists. The development of computer technologies and distance learning increases the role of the theory of programmed learning in educational practice.

At its core, programmed learning implies the work of the listener according to a certain program, in the course of which he acquires knowledge. The role of the teacher is reduced to tracking the psychological state of the listener and the effectiveness of the gradual development of the educational material, and, if necessary, the regulation of program actions.

The method of projects. The main purpose of the project method is to provide students with the opportunity to independently acquire knowledge in the process of solving practical problems or problems that require the integration of knowledge from various subject areas. Within the framework of the project, the teacher is assigned the role of a developer, coordinator, expert, consultant.

A communicative approach to learning. "The essence of this approach means that learning is of an activity nature, since real communication in the classroom is carried out through speech activity, with the help of which students strive to solve real or imaginary tasks.

The communicative approach in teaching also means that the student is at the center of learning as a subject of educational activity, and the training system assumes maximum consideration of the individual psychological, age and national characteristics of the student's personality, as well as his interests.

Competence-based approach. The competence approach is a set of general principles for determining the goals of education, selecting the content of education, organizing the educational process and evaluating educational results.

Technological approach. Within the framework of this approach, the educational process is focused on traditional didactic tasks of reproductive education, is built as a "technological", conveyor process with clearly fixed, detailed expected results.

Search approach. Within the framework of this approach to learning, the goal is to develop students' abilities to independently master new experiences; the orientation of the teacher and students' activities is the generation of new knowledge, methods of action, personal meanings.

Having considered modern approaches to the organization of the learning process, we can conclude that all these approaches are focused on independence in obtaining knowledge, the free development of each student as a subject of learning and as a person, the ability to independently solve problems. The role of the teacher is also changing, now the teacher is not only a "source of information", but also a "controller". The teacher, conducting a lesson with a large group of children, takes into account the individual characteristics of each child, which fully meets the requirements of modern society for learning.

An innovative approach in the classroom. "Innovative lessons are implemented, as a rule, after studying a topic or several topics, performing the functions of educational control and assessment of students' knowledge. Such lessons take place in an unusual, unconventional environment. Such a change of the usual situation is advisable, because it creates a festive atmosphere when summing up the work done, removes the psychological barrier that arises in traditional conditions due to the fear of making a mistake. Such lessons are carried out with the obligatory participation of all students, and are also implemented with the indispensable use of auditory and visual aids (computer and video equipment, exhibitions, booklets, stands). At such lessons, it is possible to achieve a variety of methodological, pedagogical and psychological goals.

The use of modern approaches plays an important role in teaching, but it should also be recognized that there are disadvantages in the organization of the modern learning process.

It is possible to give some recommendations on the organization of the learning process, which would significantly improve its quality, would help the teacher in achieving the task set by society.

1. Material and technical base. It is necessary that each school be equipped with all the necessary technical means, which include not only computers, but also interactive whiteboards and projectors, without which a teacher cannot fully use an interactive approach to learning in practice. Also, an electronic library system can be attributed to the material and technical base, with the help of which each student would have access to electronic Internet resources, which greatly helps in the learning process.

2. High professionalism of teachers. It is necessary that teachers regularly improve their qualifications.

3. Cooperation of school education with preschool and higher education.

4. Scientific and methodological equipment of schools. The availability of special and educational literature, visual aids and materials in schools should be available for use by schoolchildren and teachers. Providing students with textbooks and manuals plays an important role in learning, for this purpose not only approved textbooks should be used, but also teaching aids issued by teachers of a particular school.

5. Participation of parents in the life of the school. Holding parent-teacher meetings where learning issues are discussed. It is important for the teacher to work with the parents of a particular child, so that parents, for their part, can also contribute to successful schooling. Parents should not shift all responsibilities to the school, because the family is an integral factor in the formation of personality.

6. Application of the author's methods. Teachers should not only use the methods already developed, but also make changes to them, add something new to them that has not been used before. Independently developed methods, in turn, must comply with the legislation and requirements for the

organization of the learning process. Various "master classes" are also possible, in which teachers would share their professional experience with colleagues.

7. Extracurricular work with students. The class teacher, in order to better understand the individual characteristics of each of his students, should spend class hours, where he can use modern approaches in the form of various trainings and games to identify any personal qualities of schoolchildren. Various excursions and trips of the whole class are also possible in order to acquire new practical knowledge and experience. Such trips, in turn, perform another important role, they help students to get closer, to unite in one team, to get to know each other better.

8. Rest rooms. Every school should have a room in which students could spend time at recess or after school. The room should have relaxing properties so that every child in it can relax, relax or just prepare for the next lesson in a calm atmosphere. Such rooms can also be used for extended day groups.

9. Sponsorship and charity. It is very expensive to equip a school according to modern requirements, and not every school has enough budget funds for this. Organizations and businesses can and should help schools in this regard.

10. Organization of a favorable atmosphere in the classroom. The main component of a successful learning process is the desire of students to work in the classroom, to gain new knowledge, to extract them independently. In order for a child to have such a desire, the teacher, for his part, should respect each student, not divide them into so-called "favorites", be able to organize the lesson so that children go to it with pleasure, and not with fear. The correct attitude of the teacher to the students is already a sure guarantee of successful learning.

11. Additional education of children - clubs, sections, mini - theaters.

These recommendations on the organization of the modern learning process should be applied and refined in all schools. Only then will it be possible to consider the school ready to fulfill the tasks that modern society sets for it, because otherwise it is very difficult to achieve success in the formation of each individual student as an independent person capable of quickly and correctly solving the problems that society will put before him.

The use of modern approaches to the organization of the learning process in the classroom implements the requirement of modern society - the formation of a harmoniously developed independent personality. The integrated use of modern approaches is of great importance in the organization of the learning process.

How the professional level and pedagogical skills of the teacher are improved, we will consider directly on the example of our school. Let's list the main stages:

1. Studying the experience of colleagues, broadcasting your own experience, open lessons and master classes, participation in online communities of teachers;

2. Organization and participation of thematic holidays, subject weeks (decades);

3. Preparing students for Olympiads and competitions;

4. Participation in the work of pedagogical councils (speeches, discussions, promotion of ideas, etc.);

5. Work on self-education, development of software and methodological support for the educational process, study of psychological and pedagogical literature;

6. Training in advanced training courses of various content, volume of hours, orientation (including distance), participation in scientific and practical conferences and webinars;

7. Participation in subject Olympiads for teachers, in professional skill competitions;

8. Certification of teaching staff.

All these stages are interconnected and continuous, because the quality of the teacher's work also depends on the quality of students' learning. The analysis of the results of educational activities is directly determined by the level of professionalism of teachers. In modern conditions, only an active life position, professional development helps a teacher to ensure one of the most important rights of students – the right to quality education. Thanks to the purposeful, systematically built work on the

development of professional competence of teachers, our school occupies not the last place in the rating of general education institutions of the city.

References:

1. Turgunov S. T. others. Development of professional skills and competence of teachers //Т.: Sano-standart. – 2012. – С. p172.

2. Turgunov S. T. others. Technologies of organization and management of pedagogical processes. Study guide //Tashkent: Sano-standart. – 2012.

3. Djuraev R. X., Turgunov S. T., Nazirova G. M. Pedagogy //Т.: O'zPFITI. – 2013.

4. Umida B. Ways of Improving the Organization and Management of Socio-Spiritual Environment in Secondary Schools //CENTRAL ASIAN JOURNAL OF THEORETICAL & APPLIED SCIENCES. – 2021. – Т. 2. – №. 6. – С. 98-103.

5. Boltayeva M., Boyzakova U. IN DEVELOPING INDEPENDENT THINKING IN STUDENTS ABOUT THE NEW NON-TRADITIONAL METHODS OF EDUCATION //Theoretical & Applied Science. – 2020. – №. 2. – С. 655-657.

6. Boyzakova U. THE IMPACT OF MODERN MEDIA ON THE SPIRITUALITY OF YOUTH IN THE GLOBAL ENVIRONMENT //ПРИОРИТЕТНЫЕ НАПРАВЛЕНИЯ НАУЧНЫХ ИССЛЕДОВАНИЙ. – 2019. – С. 9-10.

7. Boyzakova U. ORGANIZATION OF SOCIAL-SPIRITUAL ENVIRONMENT IN SECONDARY SCHOOLS. – 2021.

8. Odilxanovich S. Q. et al. MAKTABGACHA TA'LIM SIFATINI OSHIRISH //PEDAGOGS jurnali. – 2022. – Т. 5. – №. 1. – С. 395-400.

9. Одилханович Ш. Қ. и др. ОИЛАДА БОЛАЛАРНИ ТАРБИЯЛАШДА ЎЗБЕК ХАЛҚ ПЕДАГОГИКАСИ МАНБААЛАРИДАН ФОЙДАЛАНИШ //Таълим ва Ривожланиш Таҳлили онлайн илмий журнали. – 2021. – Т. 1. – №. 5. – С. 28-32.

10. Turgunov S. T., Maksudova L. A. Organization and management of pedagogical processes //Т.:«Science. – 2009.

11. Шодманов Қ. О., Акрамжонович М. ОЛИЙ ТАЪЛИМ МУАССАСАЛАРИ ПРОФЕССОР-ЎҚИТУВЧИЛАРИДА КАСБИЙ КОМПЕТЕНТЛИЛИКНИ РИВОЖЛАНТИРИШ ВОСИТАЛАРИ //Academic research in educational sciences. – 2021. – Т. 2. – №. 10. – С. 882-889.

12. Boyzakova U. ORGANIZATION OF SOCIAL-SPIRITUAL ENVIRONMENT IN SECONDARY SCHOOLS. – 2021.

13. Muhayyo B., Umida B. The Process of Improving the Spiritual Environment in the Educational Process. – 2022.

14. Djuraev R. X., Turgunov S. T. Education management //Т.: Voris-Nashriyot. – 2012.

15. Turgunov S. T. others. Technologies of organization and management of pedagogical processes. Study guide //Tashkent: Sano-standart. – 2012.