



CONDITIONS FOR EFFECTIVELY CONDUCTING THEORETICAL CLASSES IN ECONOMICS AT INSTITUTES

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Abstract

The methodology for conducting lessons and lectures consists of preparing a lesson as part of a training course, developing a system for quality control of educational material, as well as self-monitoring and monitoring the quality of teaching by the educational part of the educational institution. This topic is relevant today. A large number of teachers do not adhere to the norms and rules for preparing and conducting lessons. The material must be presented interestingly, competently and correctly. The purpose of this article is to analyze ways of preparing and conducting lessons in economic disciplines.

Keywords: a lecture, notes, supporting material, interdisciplinary connections, oratory, knowledge, skills, abilities, research activities.

Introduction

A teacher's preparation for a lesson consists of two organically interconnected stages: planning a system of lessons on a topic and specifying this planning in relation to each lesson, thinking through and drawing up plans for individual lessons.

When preparing for a lesson, an economics teacher analyzes the content of the material, identifies the main and secondary points, and formulates the main thesis. The thesis must be clearly, unambiguously formulated, contain no ambiguity and remain unchanged throughout its proof. For proof, arguments are selected whose truthfulness does not raise doubts among students (for example, when proving the thesis "you need to write correctly," there is no need to put forward the argument "it's a shame to be illiterate") [1].



It is important to highlight the main problem not only of one lesson, but also of an entire topic or section, and then consistently prove it in each lesson, gradually leading students to the main conclusion.

When assessing teaching methods, it is necessary to pay attention to the structure of the lesson, the teacher's ability to present the material deeply and clearly, to use visual aids and technical teaching aids, to arouse interest and activate the cognitive activity of students, to get in touch with the audience, to please students with their demeanor, etc.

When preparing educational material, it is very important to determine its volume, distribute it into primary and secondary, and find means of developing educational activities.

Developing a lesson structure is a form of creative methodological skill. A real teacher always prepares for a lecture, develops notes, highlights supporting material that takes into account interdisciplinary connections, possible questions from students, and trains his oratory [2].

A teacher's preparation for a lesson consists of two organically interconnected stages: planning a system of lessons on a topic and specifying this planning in relation to each lesson, thinking through and drawing up plans for individual lessons. Thematic planning is intended to determine the optimal ways to implement the educational, developmental and educational functions of the educational process in the system of lessons and extracurricular activities on a given topic or section of the curriculum. This system, depending on the main didactic goal, may include lessons of various types and types, as well as other forms of organizing students' extracurricular and extracurricular work. The success of thematic planning depends mainly on how clearly the teacher understands what students need to firmly grasp, what to become familiar with, what to be able to do, what to know, etc. Therefore, thematic planning begins with a careful study by the teacher of the curriculum for the subject, educational standards, identifying the main educational goals and development goals of students within the framework of studying the subject as a whole and in terms of solving didactic problems on this topic [3].

Let us make a reservation, however, that this thematic scheme is not a pedagogical dogma, but only provides directions for a creative search for techniques and ways to implement its basic requirements. When starting to plan a system of lessons on the next topic, the teacher must clearly understand what basic knowledge, skills and abilities the students have already mastered, what



types of successive connections (intra-subject, inter-subject) can and should be updated on their basis. And only after such a diagnosis can specific programs for students' work on this topic be developed. In these programs, the teacher clearly outlines what basic knowledge, as well as skills and abilities for their application, students should master when studying the material on a given topic. The program lists the basic concepts and patterns that are introduced on this topic (or unknown features of previously introduced concepts are studied), the most important information about the phenomena, processes, events being studied, etc.; characterizes the types of problems that students must learn to solve, as well as the proposed increments in the knowledge, skills and abilities of students that should occur as a result of studying the topic. At the same time, the teacher plans to develop students' skills in educational and research activities, outlines the main tasks of instilling a responsible attitude in students to the content of the topic being studied, to the types of activities that students will have to perform while studying this topic [3].

The teacher's direct preparation for a lesson is lesson planning, specification of thematic planning in relation to each individual lesson, thinking through and drawing up a lesson plan and outline after the main content and focus of the lesson have been determined. A lesson plan is necessary for every teacher, regardless of his experience, erudition and level of teaching skill. It is compiled on the basis of the thematic plan, the content of the program, the teacher's knowledge of the students, as well as their level of preparation. In planning a lesson and developing technology for its delivery, there are two interconnected parts: 1) thinking about the purpose of the lesson, each step; 2) recording in a special notebook in one form or another of a lesson plan.

The purpose of the lesson is determined based on the content of the program material, the material base of the institute and the nature of the activities of students with educational material that can be organized in a given educational situation. In this part of lesson preparation, the teacher, based on a thought experiment, predicts the future lesson, mentally plays it out, and develops a unique scenario for his own actions and the actions of the students in their unity. And only after determining the main content and direction of his own activities and the activities of the students in the lesson, the teacher selects the necessary and sufficient material that the students must learn, outlines the sequence of introducing certain concepts that will be practiced in the lesson [8].



Pedagogical technology lies in the fact that the goals of learning are formulated through its results, which are expressed in the actions and activities of students, and such actions that a teacher or other expert can accurately qualify. Consequently, a very difficult methodological problem arises: how to translate the results of economic teaching into the language of economic behavior and actions of students.

This can be done in different ways: either by creating a clear system of goals, where their categories and hierarchy (pedagogical taxonomies) would be highlighted, or by creating the most specific descriptive standards for both learning goals and its results. Unlike the exact sciences, economics is an extremely complex matter.

Basic terms and concepts in economics are perceived and assimilated quite easily if there is a clear scientific argument, accessible presentation, well-thought-out distribution by sections and topics, convenient and informative illustrative material (tables, graphs, diagrams, drawings, etc.).

When preparing each lesson, the teacher must always remember that learning is a systematic process. AND I. Lerner emphasizes such a feature as fostering an emotional attitude to learning. The emotional-value attitude is based on [4]:

- a) an object for which a person has a need;
- b) the process of activity to satisfy the need;
- c) the attractiveness of this need, the corresponding emotional experience and its satisfaction. "Not a single lesson without the intense thought of the participants in the training, not a single event without encouraging students, from first-graders to graduates, not a single case of suppression of independence - this is the key to versatile educational training" [5].

When preparing a lesson, it is very important to choose the right type and form. In foreign methods, much attention is paid to alternative models of educational activity or attempts to gradually move students' activities beyond the limits of reproductive assimilation.

A lesson aimed at achieving clearly defined goals may have the following structure (option of didactic psychologists from the USA R. Gagne and L. Briggs) [6]:

- a) organizing students' attention;
- b) informing about the didactic purpose;
- c) stimulating the recall of necessary knowledge and skills;
- d) communication of educational material that should cause a certain reaction;



- e) stimulating student reactions;
- f) providing feedback;
- g) management of mental activity;
- h) stimulating the consolidation of acquired knowledge and the ability to use it in other circumstances;
- i) evaluation of student actions.

English didactician A. Romishovsky offers a lesson structure that allows for a consistent transition from reproductive skills to search ones [7]:

1. Communicating the necessary knowledge.
2. Formation of skills at the reproductive level:
 - a) demonstration of activities in general and by elements (this can be combined with the transfer of knowledge according to the “demonstration + explanation” principle);
 - b) organization of skills training in simplified conditions (artificial simplification of the task, distributing it into separate components);
 - c) organization of independent practice with continuous feedback and positive reinforcement from the teacher.
3. Transition to the search productive phase:
 - a) organization of various problem situations: solving non-standard problems, simulation modeling, etc.;
 - b) mandatory analysis by students of their activities, discussion of it with the teacher (group).

A lesson is a form of organizing training with the goal of students mastering the material being studied (knowledge, abilities, skills, ideological and moral-aesthetic ideas).

A good lesson is not an easy task even for an experienced teacher. The art of conducting lessons largely depends on the teacher’s understanding and fulfillment of the social and pedagogical requirements that the lesson must satisfy. These requirements are determined by the goals of the institute, the laws and principles of education.

The following types of lessons are distinguished:

1. Lesson in learning new knowledge.
2. Lesson on consolidating the acquired knowledge.
3. Lesson on practicing acquired knowledge.
4. Lesson for monitoring students' knowledge.
5. Lesson on closing gaps in students' knowledge, skills and abilities.



6. General lesson.

When preparing for a lesson, an economics teacher analyzes the content of the material, identifies the main and secondary points, and formulates the main thesis. The thesis must be clearly, unambiguously formulated, contain no ambiguity and remain unchanged throughout its proof.

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