
METHODICAL PRINCIPLES OF ORGANIZING THE LESSON PROCESS IN STUDENTS

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Abstract: In this article, the methodological principles of the organization of the lesson process for students, as well as "Methods and tools of education" are discussed, and information is given about the practical importance of methods, types, methods of application and tools. The practical significance of the methods is discussed in detail.

Key words: methods, methods of training and teaching, methods of activity stimulation and motivation.

With the development of modern science and technology, the attitude to educational methods changes, improves, and becomes modernized, and they are formed in harmony with modern didactics and educational methods of private methods. Therefore, it is natural that there are different approaches to it.

Educational methods undergo significant changes in the course of teaching and in the history of the centuries-old development of pedagogical thinking. In pedagogy, there is no uniform approach to the classification and definition of educational methods. Some pedagogues and scientists consider the characteristics of the sources of knowledge to be the main ones in determining the methods. The true essence of human education is the independent understanding of new mysteries of knowledge as a result of his mental activity.

The word method is a Greek word that means research, way to reach a goal, method. A method - in the most general sense - is a method of achieving a goal, an activity organized in a certain way. The main content of the methods is scientific theories tested in practice. Any scientific theory essentially has a method function. The method, in turn, becomes a tool for the discovery of new scientific theories and laws. Educational methods mean a set of teaching methods of the teacher and the methods of organizing the learning activities of the students to solve various didactic tasks aimed at mastering the studied material.

Educational methods initially appear in the pedagogue's mind in the form of a general project of activity in a certain direction. This project is put into practice as a set of specific actions, actions or methods aimed at the interaction of teacher and student activities, teaching and learning. The method does not appear in other forms, because of this, the educational method represents the didactic model of activity in general.

In didactics, the term educational methods is also widely used. The educational method means the joint activities of the teacher and students aimed at achieving the expected goal in the educational process. Teaching methods determine how the activity of the teacher and student will be in the educational process, how the teaching process should be organized and conducted. Educational method is a component or separate aspect of an educational method. Methods and method relationships are interconnected. Method and method are connected to each other as whole and part. With the help of methods, only part of the pedagogical or educational task is solved.

Didactic studies show that the nomenclature (naming) and classification of educational methods are very different depending on the chosen approach to their development. We will

focus on the most important of them. Therefore, the educational methods are classified as follows:

1. Traditional educational methods: oral, visual, practical, working with books and video methods.
2. Educational methods according to the description of students' cognitive activity: Information-receptive, reproductive, problem statement, heuristic (partial search), research.
3. Educational methods according to the main didactic goals:
 - a) acquisition of new knowledge;
 - b) formation of skills and qualifications;
 - d) application of knowledge in practice.
4. Educational methods according to the holistic approach:
 - a) methods of strengthening and control of knowledge, skills and qualifications;
 - b) methods of organizing and implementing educational activities;
 - d) methods of motivating and encouraging educational activities;
 - c) methods of control and self-control of educational activities.
5. Interactive methods and graphic organizers.
 - a) methods of encouraging learning;
 - b) methods of understanding new material;
 - d) methods that allow thinking about what has been learned.

Demonstration methods are also of special importance in ensuring the quality and effectiveness of education. The student learns and assimilates subjects better by his own actions. It is necessary to organize the educational process in such a way that they themselves are interested in science, try to learn it.

For this, students must actively participate in the lesson.

- The relationship between theory and practice Theoretical knowledge should always be connected with professional practice. Practical education should be based on theoretical knowledge.
- Demonstration Presentation of knowledge as visually and as close to real life as possible requires language comprehensibility and the use of audio-visual tools in the educational process, teaching directly in working conditions and in real objects. If lessons are given with the help of visual aids, students' learning becomes easier.
- Understandability The content of the educational material should be selected and structured in such a way that students can connect it with their knowledge and do not have difficulty in understanding it. That is, the content of the educational material, as well as the teacher's language and way of expressing his thoughts, should correspond to the student's level of knowledge. But this does not mean that scientific terms are not used.

- Using samples You should always try to choose examples to explain the content of the educational material. A good model, typical examples from practice, and different products clearly show how the quality of the obtained result will be.
- Scientific The content of the educational material must be authentic and scientifically proven or tested on the basis of scientific research. It should also reflect the new achievements and discoveries of science. Material based on the teacher's guess or subjective opinion should not be used.
- Application of knowledge Students should be able to apply the acquired knowledge in practice. Therefore, it is necessary that this knowledge is applied and tested in a practical situation. Such practical situations should be created by the teacher.
- The principle of strengthening results Academic achievements should be recognized and valued. This requires constant communication between the student and the teacher. ¹

The results should be recorded in special "Evaluation Sheets". Didactic principles serve as a guide to the teacher's activity, and in particular support the principle of comprehensibility. Basic rules of teaching:

- from understandable to incomprehensible;
- from close to far;
- from easy to difficult;
- from concrete to abstract;
- from general to specific, from generalized to individual;
- from private to public. ²

Reading and teaching are related to didactic behavior. Didactic actions include the teacher's preparation for the lesson, conducting it and evaluating it. So, it can be said that the requirements for the organization of theoretical and practical lesson processes, the purpose and content of the subject in the lesson process, the effectiveness of educational methods and their selection, the requirements for modern educational training, the choice of educational methods taking into account such issues as requirements creates a wide opportunity to properly design the teaching process and, therefore, to achieve the quality of education. In short, a teacher of a higher education institution should plan, prepare, organize and pass classes in such a way that students can learn, be educated and develop their knowledge in each class. let him ride This is done only on the basis of strict compliance with the requirements for the teaching process.

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