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# **In modernized educational conditions scientific-methodological basis of lesson process analysis and ways of their implementation**

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**Abstract**---The article highlights the importance of monitoring and analyzing the teaching process by school leaders in the context of globalization and guidelines for achieving its goals. The scientific nature of the course, the correct choice of methods, issues of didactic support and adherence to general psychological principles are covered, suggestions and recommendations are given.

**Keywords**---lesson, school principals, teacher, students, methods.

**Introduction**

From the first years of national independence, the development of the education system in our country has risen to the level of state policy. Great work is being done in the hearts of our youth to develop a sense of devotion and devotion to the motherland. The Decree of President Sh. Mirziyoyev dated February 7, 2017 "On the Strategy of Actions for the Further Development of the Republic of Uzbekistan" sets a number of tasks for the development of the social sphere, in particular, education and science. The document envisages strengthening the

material and technical base of educational institutions, construction, repair and overhaul of new educational institutions, as well as providing them with modern teaching and laboratory equipment, computer equipment and teaching aids. The scope of work is expanding from year to year.

### **Materials and Methods**

The main goal is to achieve the effectiveness of education, it is important to monitor and analyze the processes of rational use of created conditions. It is known that the control and analysis of the educational process is one of the basis and psychological forms of leadership in the work of the pedagogical team. The main purpose of monitoring and analysis is not to find shortcomings, to confirm the status of the work, but to ensure that the educational process is properly planned by teachers, to increase the effectiveness of teaching methods through the rational organization of lessons, timely elimination of errors and shortcomings, methodological suggestions and recommendations.

The analysis of theoretical lessons and practical training means the study of pedagogical activity, the provision of practical and didactic assistance based on the identification of its positive and negative aspects. The essence of pedagogical control is that the heads of educational institutions or employees of the department of monitoring and internal control comprehensively study the quality of training and the level of mastery of students in the disciplines. Properly organized supervision helps to identify the best practices of teachers and to promote their pedagogical skills. To do this, the head of the educational institution must have the following qualities.

- Knowledge of the features of the educational process of pedagogical skills, its organization and development of a high level of professional skills;
- Technological skills are related to constructive and organizational skills and include the process of achieving specific activities, obtaining, transmitting information, organizing and planning work;
- Communicative skill understanding the right understanding of humans is consistent with skills associated with communication skills;
- Analytical skills include a deep and thorough understanding of the educational process, knowledge of the simplest and most complex elements of the system, the ability to divide the whole into parts, but rather to round the parts, to inspect and analyze their activities;
- Service communication skills show that management is more complex, as it involves several stages. It is advisable to monitor learning activities on a regular, planned basis.

It should be organized in such a way that it awakens and provides teachers with a positive initiative, responsibility, a positive attitude towards learners and a sense of responsibility for the learning process. The supervisor should consider the following steps in preparation for monitoring and analyzing the training:

1. Pre-planning the monitoring and analysis of training sessions;
2. Clearly define the goals and objectives of training monitoring and analysis;
3. Thorough preparation for monitoring and analysis of training sessions;

4. Introduction to training sessions;
5. Carry out the analysis of training sessions according to the plan;
6. Preliminary development of assessment criteria for the analysis of training sessions;
7. Development of recommendations, identification of measures necessary for the effective use of the results of monitoring and analysis;
8. Strengthening the motivation of teachers through the dissemination of best pedagogical practices;
9. Activation of teachers' work in the status of "Teacher-student".

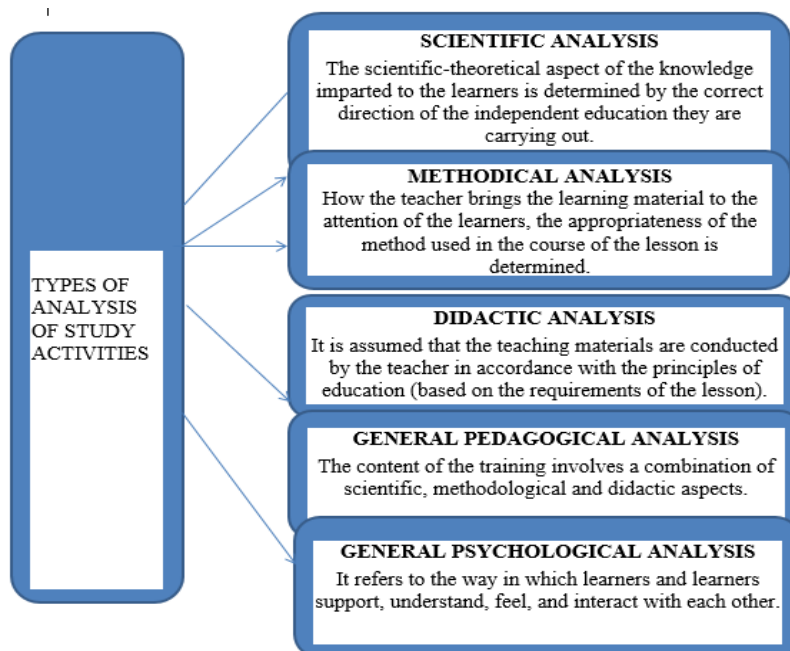
Also, in the context of modernized education, teachers are expected to have the following skills for the exemplary organization and effective conduct of school education:

- Conformity of the content of the training to the curriculum;
- Scientific plan of the studied material and its ideological orientation;
- Adherence to the basic principles of didactics in the classroom;
- Selected in accordance with the type of training, method, means and forms of training;
- Educational value of training sessions;

The developmental value of training;

- The teacher is fully prepared to teach the subject and to teach it;
- Proper organization and evaluation of training sessions.

Table 1. Types of training analysis



## Results and Discussions

Our Thus, the analysis of training can be divided into 5 types: (Table 1):

1. Scientific analysis.
2. Methodical analysis.
3. Didactic analysis.
4. General pedagogical analysis.
5. General psychological analysis.

Scientific analysis is a scientific and theoretical aspect of the knowledge imparted, to determine the appropriateness of the purposefulness of the independent study of students. In this case, it is advisable to take into account the following:

- The state of scientific and methodological preparation of the teacher for a particular lesson;
- Equipped with the latest scientific and theoretical information, sources in the field of their specialty;
- Correct presentation of scientific rules and definitions from the teaching process and the inculcation of scientific traditions in the minds of students;
- Enrichment of textbooks with additional literature;
- Scientific and theoretical expediency of laboratory, practical and independent education of students and teachers;
- Control by the teacher of students' scientifically correct, concise and clear presentation of the content of the subject;
- Speech culture of teachers and students;
- Ensuring the active participation of students in the learning process;
- Timely submission of logical and relevant examples, etc.

Methodological analysis: analysis of how the teacher brings the learning material to the attention of students, the appropriateness and diversity of teaching methods used in the course, the type of education and its specific features. During the methodological analysis, it is determined whether the teaching methods, tools and forms used by the teacher in the process of describing and explaining the teaching material are relevant to the topic. The effectiveness of the teaching methods used by the teacher in the classroom is determined by the diversity, pattern, its relevance to the material of the previous or new topic, and the degree to which it is mastered by the learners. In the analysis of teaching methods, the teacher first examines the skills and abilities to convey them to students in the course of training.

Then it is advisable to use the following criteria in the methodological analysis of the training:

- Development of a technological map of the lesson or training;
- Correct definition of educational goals and results;
- Proper selection and application of innovative teaching methods in accordance with the stage of the lesson;

- The degree of effective use of organizational forms of education in the implementation of methods;
- Effective use of teaching aids in the classroom;
- Harmonization of innovative methods, forms and means of education;
- Interest of students in the training and their activity;
- Correct choice of assessment methods and criteria;
- Proper development of evaluation criteria.

Didactic analysis - means that the teacher conducts lessons in accordance with the principles of education (based on the requirements of the lesson). It is advisable to use the following criteria in the didactic analysis of the lesson:

- The training consists of introductory, main and final parts;
- Effective and integrated use of innovative teaching methods in the training process;
- Proper selection and use of educational tools;
- The level of activity of students in the classroom;
- Efficient and effective use of time allocated for training sessions;
- The degree to which theoretical knowledge is applied in practice.

General pedagogical analysis: the complex of scientific, methodological and didactic aspects of the content of training is considered, namely:

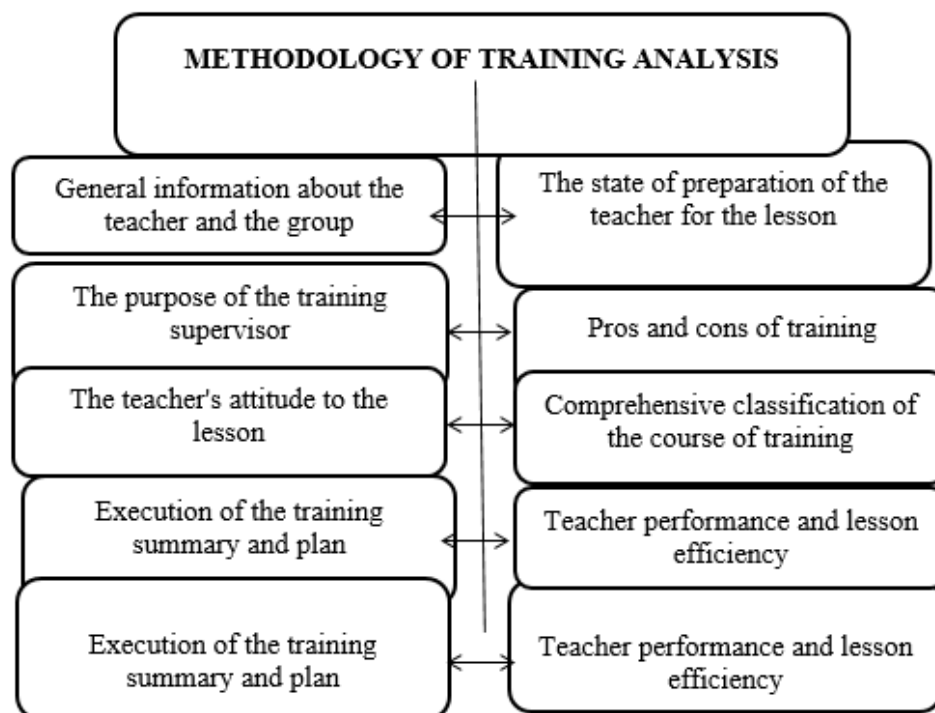
- The level of equipment of the classroom;
- Sanitary and hygienic condition of the classroom;
- The degree to which teachers and students achieve their goals in the classroom;
- Scientific aspect of training;
- Scientific and methodological support of training;
- Adequacy of the didactic aspect in the learning process, etc.

General psychological analysis: as a result of the training process, the effectiveness of the lesson is expected to be achieved through the following mental states:

- Teachers and learners understand and support each other;
- They understand each other, feel each other, respect each other's moods and experiences (Turgunov, 2011)
- Relationships, moods, etc. between teachers and students during the lesson and outside the lesson.

Opinions and comments on the results of the observed lessons and lessons are recorded and documented in a special notebook "lesson analysis". It is advisable to formalize it based on the sequence depicted in Figure 2. Our research work with teachers of the Department of "Pedagogy and Education Management" at the 8th comprehensive school (laboratory) in Chirchik to study and analyze the activities of school leaders in this area once again confirms the above views.

Table 2. Methods of analysis and design of the lesson



1. General information about the teacher and the group conducting the training:
  - date and year;
  - The name of the teacher;
  - When and where the last time he passed the retraining and advanced training course;
  - His education, pedagogical experience and title;
  - Classes
  - the subject taught by the teacher in the lesson or lesson;
  - The subject of the lesson or lesson;
  - The educational, pedagogical and developmental purpose of the teacher in the classroom;
  - The state of compliance with the sanitary and hygienic requirements of classrooms, etc.
2. The state of preparation of the teacher for the lesson:
  - Teacher's daily lesson plan and statement (whether it is appropriate or inappropriate);
  - Visual aids and handouts (slides, diagrams, pictures, tables, etc.);
  - The appropriateness or inappropriateness of the audio and video materials selected in the lesson or session;
  - List of scientific-methodical and general pedagogical literature used by the teacher in preparation for this lesson.
3. The purpose of the training observer:

In this case, the class observer writes in this part of the analysis notebook what goal he has set for himself. For example, in a lesson or lesson, the teacher learns how to link teaching to educational work and how to do it.

4. Scientific-methodical, didactic, general pedagogical and general psychological (complex) description of the course:
  - The structure of the lesson - the planning of its parts, the use of time, group (classroom) board and visual aids (whether the lesson or lesson was conducted in the classroom), the sanitary condition of the classroom, group learning how well the recipients are equipped with training equipment;
  - The content of the lesson - the relevance of the topic to the curriculum in terms of time and content, the scientific nature of the topic, its completeness, its connection with laboratory, practical and independent learning, the relevance of the topic to the age of students, ideological value, educational value of the lesson. fluency;
  - Asking the topic of the previous lesson, assessment of students' knowledge, linking the new topic to the previous topic;
  - Innovative teaching methods of the teacher, the methods used by the teacher to ask the previous topic, to describe, reinforce and complete the new topic, their expediency, visual aids used during the lesson, technical means, independent work of students in the lesson;
  - Attitude of students to the lesson or lesson - punctuality, attentiveness, listening, observation, interest, activity, passion, discipline, knowledge of the basics of the subject, the ability to think independently, the ability to independently perform practical or laboratory work.
5. The teacher's attitude to the lesson.  
Arrive at a lesson or class with good preparation, know the psychology of students in the group or class, how to treat students in the class, how to lead a group, work style, teacher's guidance in the lesson or lesson, speech culture, appearance, communication between students reputation, use of teaching aids in the classroom, communication with the leader of the group, etc.
6. Pros and cons of training will be.  
They then record the scientific and general pedagogical recommendations for this part of the lesson analysis in a lesson observation notebook.
7. Execution of the conclusion and the plan of training.  
Whether the teacher fully achieves or does not achieve the educational, pedagogical and developmental goals, the quality of students' knowledge, the state educational standards in the classroom, the appropriateness of the curriculum and the relevance of education, the teacher's scientific and methodological training or the need for methodological and practical assistance, the advanced pedagogical experience of the teacher and whether it is worthy of popularization.
8. Teacher's activity and lesson effectiveness.  
Suggestions from the tutor to further improve this activity should help to further improve the educational process.

It is known that when the surface of the educational process is monitored, a large amount of facts, information and evidence characterizing the achievements and shortcomings of the work of teachers and other staff are collected. Material based on this fact is very valuable. Therefore, it is advisable for the teaching staff to use the results of control in their work.

At the meetings of the Pedagogical Council the following is required:

- discuss the state of the educational process on the basis of control data (the director or his deputies speak);
- achieving educational effectiveness in teaching theoretical and applied sciences;
- identification of additional measures to strengthen the material and technical base of the educational institution;
- identify the necessary measures to address the identified shortcomings and prevent future ones;
- identification of specific measures for the dissemination of best innovative pedagogical practices;
- Discuss the results of the general examination in methodological meetings at the teaching staff so that they can use the best practices in teaching and educating students;
- conduct research on this important aspect of the pedagogical problem based on the study of common mistakes made by learners.

## **Conclusion**

In conclusion, it should be noted that strict adherence of teachers to the scientific, methodological, psychological criteria for the organization of the teaching process is an important condition for the preparation of competitive graduates in the new Uzbekistan. The supervisor-teacher should begin the monitoring and analysis of the lesson with a positive attitude and mood, taking into account that this mood has a direct impact on the psyche of teachers and students. Most importantly, it would be a great light on the light if the supervisor intended to enter the classroom with the aim of providing practical methodological assistance to the teacher, rather than evaluating, checking, and studying his / her pedagogical activity.

The most delicate aspect of leadership is to work with teachers and staff in the educational institution, to organize their activities, to unite the teaching staff in a common goal, to gain their respect, to become a favorite leader. This requires the leader to have knowledge, skills and competencies in social psychology, the art of communication and skills, as well as communicative, constructive and organizational skills. In the developed countries of the world, special attention is paid to the creation of modern methodological support for the design of the integrated educational process by increasing the competitiveness of graduates, developing the professional competence of teachers. The results are consistent. Our goal is to study the experience of advanced foreign countries in the field of education, to apply it in practice in accordance with our national mentality and to achieve success.

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