

## INNOVATIVE APPROACH TO THE LESSON PROCESS IN THE TRAINING SYSTEM

<sup>1</sup>P. Davronov, <sup>2</sup>M. Rahimkulova

Professor, Samarkand regional center for retraining and advanced training of public educators<sup>1</sup>,  
Associate professor, Samarkand regional center for retraining and advanced training of public educators<sup>2</sup>

### ANNOTATION

This article provides information on innovative approaches to the organization of training in the training system.

**Keywords:** Methods of formation of small groups

### INTRODUCTION

In his Address to the Oliy Majlis on January 24, 2020, the President of the Republic of Uzbekistan Shavkat Mirziyoyev made it a priority to achieve results in his work.

Because in this case, every teacher of our country must make a worthy contribution to the fulfillment of such a high task. In this regard, the Samarkand regional center for retraining and advanced training of public educators is carrying out certain activities through the use of innovative technologies in the classroom. In this article, we refer to the opinion of colleagues about a type of lesson that is formed as a result of a number of pedagogical experiments.

Usually, the number of trainees in the groups of retraining or advanced training is 25 people. There are 5 small groups of 5 listeners each.

Table 1. Methods of formation of small groups

| Small groups | 1-small group                       | 2-small group                       | 3-small group                       | 4-small group                       | 5-small group                       |
|--------------|-------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|
| Columns      | 1-column                            | 2-column                            | 3-column                            | 4-column                            | 5-column                            |
| 1-line       | 1-listener                          | 1- active listener name and surname | 1-listener                          | 1-listener                          | 1- Active listener name and surname |
| 2-line       | 2-active listener name and surname  | 2- listener                         | 2-active listener name and surname  | 2-listener                          | 2-listener                          |
| 3-line       | 3-listener                          | 3-active listener name and surname  | 3- listener                         | 3-active listener name and surname  | 3-listener                          |
| 4-line       | 4-listener                          | 4-listener                          | 4- active listener name and surname | 4- listener                         | 4-active listener name and surname  |
| 5-line       | 5- active listener name and surname | 5-listener                          | 5-listener                          | 5- active listener name and surname | 5- listener                         |

Note for reading the table: 3x4 means: the listener at the intersection of column 3 and row 4. This listener should learn to say, "I'm the 4th listener of the 3rd small group." Also, 1x5 means: the listener at the

intersection of column 1 and row 5. This listener should get used to saying, "I'm the 5th listener of the 1st small group," and so on.

It is enough for the teacher to write the names of the listeners in the cells of the table, corresponding to the entries, in order to form small groups in the direction in which he teaches.

In order to ensure the effectiveness of the study materials provided to the audience in a particular area, it is advisable to have at least two active listeners in each subgroup. To do this, in the first lesson, the teacher asks the audience questions: what is the profession, what is pedagogy, what is society, what is the state, what is the family, what is the purpose of schooling, identifies at least ten active listeners and names them. As a result, each of the 5 subgroups formed with their help, at least two active ones, are provided with listeners who can express their independent opinion on the problem orally, if necessary, in writing.

The combination of placement of listeners in small groups meets the important requirements:

- 1) each subgroup has at least 2 active listeners;
- 2) the presence of at least 2 more active listeners, both in the new subgroups formed as a result of the intermingling (symbolic travel) of the existing 5 small groups of listeners.

These two main requirements are taken into account in the proposed table. For example, when listeners in 5 subgroups form new subgroups corresponding to their numbers: the 2nd active listener of the first subgroup moves to the newly formed 2nd subgroup, the 2nd active listener of the 2nd subgroup becomes the 1st active listener, replaces an active listener in a small group. Similarly, the 5th active listener of the first subgroup moves to the newly formed 5th subgroup, the 1st active listener of the 5th subgroup moves to the newly formed 1st subgroup, and the 5th active listener in the original subgroup becomes the listener.

One of the active listeners in the small groups is the leader, the most active listener in the subject is the team leader, and the teacher is the coach. During the lesson, small group leaders and team leaders are allowed to move freely around the classroom, if necessary.

If there are 28 listeners in a group, 25 of them, each consisting of 5 listeners, will be formed into 5 small groups. A small group will be formed from the remaining 3 active listeners. These 3 active listeners are studying the whole text of the topic.

When forming and working with small groups, it is advisable to use the digital method 5x5x1 (there are 5 small groups, each with 5 listeners).

The learning activities of each small group of listeners during the lesson are based on the ideas of pedagogical technology "One man for all, all for one man." This is because the inability of a listener to perform the assigned task sufficiently leads to a decrease in the rating score of a small group.

The group is asked to prepare at least five questions based on an independent study of the topic and prepare their answers. As a result, each subgroup will have 25 question banks. Under the leadership of a small group leader, 5 best questions will be identified in cooperation. The process of asking questions and finding answers to them is also instructive.

Each subgroup is given at least ten minutes to present a topic they have prepared. During the rest of the lesson, small groups of questions and answers are formed on the basis of the prepared questions. At the end of the lesson, active subgroups are identified and encouraged to ask meaningful questions and answer them correctly, and the lesson is summed up.

## **CONCLUSION**

The organization of lessons in this way, first of all, the independent study of knowledge by students, comparing this knowledge with their personal and professional activities, making integrative conclusions, the effectiveness of the lesson, the less time a teacher spends, less time and effort.

Conducting lessons in the style described in the article is the main educational goal, which ensures the effective mastery of the proposed knowledge by the listener..

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