



ANALYSIS OF THE SITUATION IN THE LESSON PROCESS

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Annotation

As a result of the analysis of situations related to the process in the course of the lesson, the article analyzes the fact that the students' interest in the issues related to the situation is relatively low, and offers ideas aimed at solving it.

Keywords: culture, enlightenment, situation, analysis, illusion, method, teacher, technology, subject, handout, object.

We would like to start our thoughts with the following words of our first president Islam Abdugyanovich Karimov: "In the XXI st century, I believe, a new generation will appear who will give their lives for culture, knowledge and enlightenment and make this the main goal of their lives. We live for this generation." Of course, these words are great words that will never lose their relevance and remind us, educators, what our main duty is. Below, we would like to draw your attention to the analysis of life situations, which are considered as the main issue in many countries, especially in Finland[1].

In the analysis of situations, as a rule, only one aspect, one direction, or some internal or external interdependence of the analyzed object is considered. Consequently, students do not develop the skills to pose a pedagogical problem.

In the educational situation, the ready solution of the problem is "hiddenly" expressed in one or more options. It is difficult for students to notice them. The problem is that it is necessary to create an illusion in students not only that they are fully prepared for practical activities, but also that the problems to be solved are simple. At its worst, problem-based learning teaches a method of learning or solving a problem for a specific object in a specific situation[2].

Pedagogical observations showed that students' interest in situational issues is relatively low. The following correlations are observed: the greater the practical experience of the audience, the less interest in training in the form of analysis of situational issues[9]. Therefore, we can often hear from teachers that students are relatively insecure about issues related to educational situations.



Therefore, they try to focus on choosing a situation that is more professionally interesting during the discussion process.

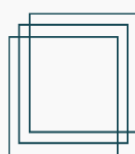
It is very important to teach through situational issues in presenting the results of the analysis of the situation and its constituents. This technology is aimed at students memorizing all topics of the studied subject or section, independently giving their comments to the concepts given by the teacher on any topic, thereby creating an opportunity to check and evaluate their knowledge, and the teacher can evaluate all students in a short time. is typical[3].

The purpose of the technology is to determine the level of students' mastery of the subject and the basic concepts of the subject, to be able to express their knowledge independently, to be able to evaluate their own level of knowledge, to be able to work individually and in groups, to respect the opinion of peers, and to organize their knowledge into a system. is to teach[8]. The use of this technology in all types of educational activities, i.e. at the beginning of the lesson or at the end of the lesson, or at the completion of any section of the educational subject, to evaluate, repeat, consolidate or conduct intermediate and final control of the mastery of the subject, as well as in the process of checking the knowledge of students before starting a new subject possible This technology can be organized in the training process or in a part of the training in the form of individual, small group and team. This technology can also be used for homework assignments[4].

- students are divided into groups;
- students are introduced to the requirements and rules for conducting the training;
- handouts related to life situations are distributed to group members.
- students individually familiarize themselves with the concepts given in the handout on a previously passed topic or a new topic;
- students write a comment as they understood the given concepts based on their knowledge in the handout;
- the teacher reads the concepts given on the topic in the handout and, together with the team, determines the correct explanation for each concept or is introduced on the screen through a slide with an explanation of each concept;
- each student will identify the differences between the answers marked with the correct answer, gain the necessary understanding, self-check, evaluate, and reinforce their knowledge once again[5].

The method of creating situations can be used in the same lesson at the beginning of the lesson to repeat the previous topic, to reinforce or to determine the initial knowledge of the students on the new topic, what concepts they have mastered and what they have learned from today's topic at the end of the lesson.

It should be noted that the method of teaching through situational issues has its own disadvantages. These shortcomings are manifested in the process of its practical application[6].



Inevitably, the model of pedagogical situations is simplified compared to the object taken as a basis, only the information that is most important for business problems is used in the analysis of the situation[7]. The involvement of secondary aspects, according to a number of experts, only complicates the understanding of the situation. One of the important creative issues of a pedagogue in the course of practical activity is independent determination of what information is needed to solve the problem and where it can be found.

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