



LESSON AND ITS ANALYSIS AS A FACTOR OF INCREASING THE QUALITY OF EDUCATION

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Article history:	Abstract:
<p>Received: 11th December 2020 Accepted: 30th December 2020 Published: 15th January 2021</p>	<p>This article discusses the role of analysis of classes in higher educational institutions for improving the quality of education. The authors of the article showed what purpose the analysis of the lesson pursues and how it is necessary to carry it out correctly. The article also shows his types of analysis of the lesson, emphasizes its importance as one of the most important forms of management and control of the educational process.</p>
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The purpose of observation and analysis of classes is to determine the general readiness of students for classes, learning activities, interest in science, ability to work independently with the text, maps, tables, tools and equipment, attitude towards the teacher.

In the process of observation and analysis of the lesson is determined by the level of knowledge of the teacher of the curriculum materials to highlight the main ideas given to students during the explanation of a new topic, adherence to the principles of science, control over the acquisition of knowledge, skills and abilities, the ability to organize individual and team work with students, effective use of time in the classroom.

It should be noted that classes should be controlled and analyzed on the basis of a clear goal. Only then the effectiveness of the implementation of educational goals and objectives can be qualitatively good and help to make clear conclusions about the learning process. Inconsistency in the analysis of the lesson, the lack of a clear goal, casual participation in it, the inability to analyze in depth, the inability to provide practical help to the teacher does not lead to an increase in the quality and level of teaching, but rather is one of the main causes of failure.

Lesson analysis is not only methodologically important, but it is also one of the most important forms of managing and controlling the educational process in educational institutions. Systematic implementation of the practice of observation and analysis of the lesson by the teacher allows us to compare lessons and determine whether mistakes have been corrected. One-time observation is an exchange process in which the teacher enriches his or her experience, develops methodological skills and competencies, and provides suggestions and recommendations, while the teacher uses his or her skills and works with high efficiency. Repeated observation and analysis of the class allows the instructor to draw conclusions about their teaching skills, students' mastery of the topics, their level of knowledge, and their other professional and professional abilities.

It should be noted that when analyzing higher education teachers' classes, observers often evaluate the external aspects of the class, despite the fact that it is a holistic system, and make superficial judgments about the content of the class. The analysis of the lesson also mentions the use of visual aids by the teacher, work with didactic cards, etc., But does not take into account such issues as, for what purpose, in what situation they were used, how effective they are, timeliness and the psychological characteristics of students. In addition, a serious shortcoming is the lack of teacher attention to self-analysis. The principle of self-analysis is the basis for the teacher to determine a targeted way to identify and address the successes and shortcomings in his work. Based on our observations and direct experience, it was found that teachers often make the following mistakes and shortcomings in the teaching process:

The purpose of the lesson is not presented to students; ineffective use of interactive methods; does not ensure the active participation of all students in the educational process; cannot provide independent work of students; does not assess students in a timely manner in accordance with the rating system of assessment; the

teacher's speech will not be fluent; cannot explain the subject in relation to work practice; does not pay attention to the explanation of the subject from a scientific and practical point of view; the use of additional literature is not recommended; for example, the questions asked to students are not structured in a problematic way.

In higher education institutions, class analysis is conducted in the form of observation and examination of teaching. In this case, who should monitor the teachers' classes? For what purpose is it monitored and analyzed? - a reasonable question arises. Classes of teachers are controlled and analyzed by the rector of the university, the vice-rector for academic work, the department of quality control of the university education, the head of the educational-methodical department, deans of faculties and heads of departments, members of the public council.

The educational process is monitored and analyzed for the following purposes: to determine the quality of the educational process, to help improve the pedagogical skills of teachers, to study and promote advanced methods and techniques, to share experiences, to determine the level of knowledge and education of students, to conduct research, to study the cognitive activity of students, to prevent possible errors and shortcomings in the educational process, to provide practical and methodical assistance to the teacher, taking into account the specific psychological characteristics of students in the academic year.

The course of the class is an object that solves many educational aspects of the educational process. Accordingly, special training is required of the teaching staff, which observes and analyzes the lesson. These are:

1. The analysis of the class is conducted in the following steps:

Preparing to observe the class, monitoring the course progress, conducting self-analysis, analyzing the class, suggestions and recommendations.

2. Analyzing the lesson, we recommend to pay attention to the following:

Preparation for the preliminary observation, definition of goals and objectives from the observation, clear definition of the observation class, preparation of the structure of the observation, preparation of the necessary materials, interview with the teacher.

3. Analysis of the aims of the class:

Taking into account the specifics of the subject and course, the age and level of knowledge of the students, the correctness and validity of the learning objective, the readiness of the students, the correctness and validity of the lesson objective, taking into account the place of the course in the system, the correct placement and presentation of the objective to the students, the degree of achievement of the objective.

4. Analysis of the structure of the lesson and the organization of the lesson:

Conformity of the structure of the lesson to its purposes, type, logical sequence and interrelation of stages, correct distribution of time for each stage, correct choice of forms of training, availability of the lesson plan and organization of its implementation by the teacher, technical equipment. Effective organization of the work of teachers and students.

5. Analysis of course content:

Compliance of the course content with the requirements of the State educational standard, reliability, completeness, digestibility of materials, scientific level of the described material, educational direction of the course, the level of educational impact, its connection with life, technological education and career guidance, overcoming difficulties in mastering new knowledge by students, highlighting the main idea of new material. Formation of new concepts. Demonstration of the importance of basic knowledge.

Analysis of students' independent work

Features of completing assignments and assignments, types of independent work, level of difficulty, taking into account the level of training of students, conducting explanatory work by the teacher, teacher's help. The degree of mastering the new material, how the new topic is related to the previous topics Repetition (organization, forms, methods, volume).

Analysis of teaching methods

The choice of teaching methods, tools and techniques is based on the content of the educational material, the objectives of the lesson, the capabilities of the audience. The method used by the teacher at each stage of the lesson, the variety of methods and techniques used. Effective use of modern pedagogical and information technologies, visual aids, handouts and didactic materials. Assessment of knowledge, skills and abilities of a teacher from a scientific and methodological point of view.

Analysis of student discipline and academic performance

Overall audience score. Attention and activity of students. Interest in the subject. The competence of students at the stages of the course. Organization of independent educational activities of students. Evaluation of the effectiveness and appropriateness of the use of forms of educational activity. Formation of knowledge, abilities and skills. Compliance with uniform requirements. Individual work with the gifted and lagging behind. Joint execution of general and individual works. Discipline in the group and ways to maintain discipline.

Communication between teacher and students

Organization of pedagogical ethics, speech, moral and psychological environment.

Assessment of students' knowledge

The quality of knowledge, skills and competencies provided to students, providing solid and deep knowledge.

Levels of acquisition of practical skills and competencies

Types of control. Formation of rating control (TC, PC, IC) in accordance with the rating criteria.

The analysis of the lesson is divided into the following types:

1. Scientific analysis;
2. Psychological analysis;
3. Methodological analysis;
4. Didactic analysis;
5. General pedagogical analysis.

Scientific analysis is the definition of the scientific and theoretical aspect of the given knowledge, the correctness of the student's independent work from the point of view of purposeful activity.

In the scientific analysis of the lesson, each teacher-observer should pay attention to the following:

Does the teacher have scientific potential (deep knowledge of the subject in which he is an expert), the state of scientific preparation for the lesson, possession of the latest scientific and theoretical information about his specialty, the correct presentation of scientific rules and definitions in the course and the assimilation of scientific terms, etc.

Methodological analysis - the relevance of the methods used by the teacher in the educational process. It is determined by the type of education and its characteristics. The relevance or inadequacy of the methods used in the process of explaining and explaining teaching materials to students is determined during the methodological analysis.

It should be noted that the effectiveness, diversity, approximate methods used by the teacher are determined by the extent to which students have learned the material of the past, as well as a new topic. Therefore, each observer (rector, vice-rector, heads of departments, deans, etc.) should pay special attention to the analysis of this type of activity.

When analyzing teaching methods, it is advisable to consider the following:

1. Organization of the activities of teachers and students:

Lectures, workshops, laboratory work, seminars.

6. Student progress:

Teacher speaking techniques, visual aids, textbooks, outline maps, charts or tables, laboratory equipment, ICT, chalkboard, etc.

Didactic analysis is an analysis of the effectiveness of the types of education and how accurately and error-free the laws and rules that define it are in the classroom.

The didactic analysis of a class should pay attention to the following:

1. The instructor's statement must be completely understandable to the group of students and must be gradually assimilated by them.
2. The political and ideological relevance of the instructor's opinion to educational requirements.
3. All students must consciously master the material provided by the instructor.
4. Presence of developmental and problem-based learning in the teacher's statement.
5. Consistency and logic of the instructor's opinion.
6. Appropriateness or inappropriateness of the use of visual aids, handouts, didactic material and technical means during the lesson or when presenting a new topic.
7. Purposefulness of excursions, experiments, laboratory and practical works.
8. Correctness of work with the textbook.
9. Direction of examples in the section of the textbook.
10. Conducting the lesson in a particular system.

General pedagogical analysis is a brief and light analysis of all aspects of the lesson.

In the general pedagogical analysis of the lesson it is advisable to take into account the following:

1. The state of readiness of the classroom for instruction (including availability of equipment).
2. The sanitary and hygienic condition of the room or auditorium.
3. The subject of the teacher's class and its educational, pedagogical, and developmental goals.
4. The level of scientific, methodical and pedagogical preparation of the teacher for this lesson.
5. The organization of the lesson and the correctness of the teacher's use of its stages.
6. The ability of the instructor to rise to the level of a pedagogically exemplary person when teaching students.
7. Objectivity and clarity of assessment of students' knowledge.
8. The level of activity, discipline, independent thinking and mastery of the basics of the subject by the students.
9. The attitude of students to the teacher's class and the level of respect for the teacher.
10. The role of the instructor in the classroom and the methodology of his work.
11. Communication of the instructor with the class during the class.
12. use of local history materials in the classroom or when presenting a new topic.
13. Qualitative indicators of students in the classroom.
14. The teacher can fully achieve the educational, pedagogical, developmental goals of the class.

Thus, based on all of the above, it is clear that lesson analysis at a higher education institution plays the most important role in terms of improving the quality of education. Only by completing all types of class analysis can you determine whether or not a class meets the requirements of the State Educational Standard and whether or not the instructor meets those requirements. A comprehensive lesson analysis also helps to avoid errors in the learning process and effectively improves the quality of education. Comprehensive analysis of lessons forces teachers to regularly work on themselves and improve their knowledge, skills, and abilities. Without analysis, it is impossible to achieve a high level of educational quality. This means that lesson analysis is essential to the effectiveness of the educational process.

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