

Forms of Organization of the Educational Process

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Annotation: The article examines the effectiveness of using various forms of the educational process. For centuries, teachers have been teaching schoolchildren. Have accumulated extensive experience. New forms of teaching are being sought and analyzed in order to create a high level of student knowledge.

Keywords: educational activity, work activity, science, motivation, intellectual activity, practical activity.

Person-oriented pedagogy prioritizes non-traditional approaches to the organization of the educational process in a modern school.

The content of education is the knowledge, abilities, skills, characteristics of creative activity, determined by the requirements of society, which must be related to the efforts of teachers and students to achieve it. is a system of ideological and behavioral qualities. If the goals and content of the training are really compatible with the traditional interpretation, then in the new one they are separated. The real goal is to create the personal potential of a person, to develop his ability to act adequately in the upcoming objective and social situations. Content is everything that makes this goal happen. The success of achieving the goal depends not only on what is learned (the content of education), but also on how it is learned: individually or collectively, in authoritarian or humanistic conditions, based on attention, perception, memory or the whole personal potential.

The tasks of the educational process are as follows:

- to study the psychological and pedagogical bases of the forms of organization of the educational process;
- comparison of traditional forms with innovative forms;
- Development of new forms of teaching that stimulate active cognitive activity of students.

In the process of education and its organization, it is necessary to focus on the implementation of the leading components of the educational content.

Implementation of teaching requires knowledge and skillful use of various forms of organizing the pedagogical process.

What are the forms of educational organization, what is their essence?

The form of teaching is a purposeful, content-rich and methodologically equipped system of cognitive and educational communication, interaction, relations between the teacher and students. A single and separate form of teaching (lesson, lecture, laboratory work, seminar, excursion, etc.) has a special educational value. It ensures that children learn specific facts,

generalizations, conclusions and practice individual skills. The system of various forms of education, which allows to reveal integral departments, topics, theories, concepts, and apply interrelated skills, has a general educational and educational value, and the school forms systematic knowledge and personal qualities in students. The need for the systematic connection and diversity of educational forms is related to the uniqueness of the educational content, as well as the specific characteristics of the perception and mastering of educational material by children of different ages. .

The content of the subject and the age characteristics of schoolchildren require an appropriate, adequate form of education and determine its character: place in the educational process, time duration, variable, flexible structure, methods of organization, methodological equipment. Different combinations of these components make it possible to create different and diverse forms of teaching.

There are different classifications of forms of educational process organization, but all of them depend on the structure of educational communication or didactic goals and tasks. All forms can be divided into general and private.

General forms of students' work

For a long time, it was generally accepted in the pedagogical literature to divide all organizational forms into:

1. general class or frontal training;
2. group (brigade or unit);
3. Individual.

In the first case, the teacher works with all the students in the class at the same time, in the second case, there are several groups of students in the class, and each small group is taught by one of the students, and in the third case, each student does the work , alone, without anyone's help. This classification is not complete. First, there are no pairs and team training. Second, in classification, division members are not mutually exclusive, so frontal classes are a special case of group classes. The basis for such a split remains unclear; This is usually a sign of the same or similar tasks. If all students in a class do the same work, then such classes should be considered frontal, but in fact, each student in these classes works individually, separately, even without the help of a teacher.

The same can be said about the classes where tests are held. What if there is independent work on flashcards during the lesson - some students have the same tasks and others different?

It turns out that group work is carried out in the classroom, in fact, all students work individually (students are separated from each other).

What if students work in groups, but all groups have the same tasks?

This is not frontal work, but group work. Consequently, such distribution of educational forms is considered incorrect and incomplete.

Specific forms of education . The specific forms of organizing the educational process are the use of general forms only in accordance with specific didactic goals and tasks.

Depending on the primary goals and characteristics of the acquisition of knowledge, skills and abilities by schoolchildren, the following stages are distinguished in the educational process: formation of new knowledge, strengthening and improvement of knowledge, formation of skills and abilities, application of knowledge ' repetition of knowledge in practice, systematization of knowledge, control of mastering of knowledge and skills and competences. This division does not mean that students absorb only new knowledge when forming new knowledge. They can combine and systematize knowledge of previously learned material, but the main goal of this

link - the formation of new knowledge - is subordinate to all others used to achieve it. Also, at the level of knowledge consolidation and improvement, students can acquire new knowledge, repeat what they have learned before, but its main purpose is to consolidate and improve knowledge on the currently discussed section of the program.

Structured forms of educational organization are based on one or another connection and often their combination. For example, it is possible to organize an appropriate class, lecture, conference or excursion based on the link of knowledge formation.

Formation of students' knowledge can be carried out in appropriate types of extracurricular lectures, conferences and excursions.

A lecture allows students to learn more material in 45 minutes than a lecture. It differs from the lesson in a monologic way of presenting the material. The lecture structure lacks conversation as a teaching method. The lecture is intended for high school students who can concentrate for a long time to perceive, understand, process and independently master information .

If the material being studied has been well studied before, is not difficult and is well covered in the textbook or study guide, the teacher can hold a conference on the relevant topic and discuss it among the students. can organize a discussion. The discussion should be prepared in advance, for which the teacher determines the topics of the lecture and the main directions of independent work for the students. The teacher's task is to interpret the debate among schoolchildren and summarize the results of the discussion. This form of educational organization is intended for students who have developed the skills of working with literature.

During the educational excursion, students get knowledge by observing various exhibits in the museum, the operation of mechanisms in the enterprise, and various processes occurring in nature.

Active consultation is also aimed at developing student knowledge, allowing the teacher to review the material learned in class with students who were not in class or did not understand or master it.

Consolidation and improvement of knowledge can be done in a seminar, a final conference or an excursion in addition to the appropriate type of class. The seminar combines conversation and discussion among students as a form of educational organization.

The final conference may be discussed in the form of a discussion. The teacher concludes the discussion and draws conclusions. This form of educational organization is primarily intended for high school students.

In the final excursion, students, having already mastered the material prepared in advance, carefully inspect objects, stands and observe various processes. In this way, their knowledge improves and deepens. A final tip on the material studied is also useful.

In order to improve students' skills, extracurricular educational and practical trainings are also conducted. This form of organization of training effectively helps to achieve the goal by purposefully combining various practical training and experimental work. The difference between academic and practical lesson from the corresponding type of lesson is its greater independence of students in experimental and practical activities. The knowledge acquired by students in the educational process can be used in practical training. The form of a practical lesson is the organization of education in which students have the opportunity to apply the acquired knowledge in practical activities.

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