



1991-yildan
chiqa boshlagan

2022-yil. 6-son

ISSN 2010-5584

TIL VA ADABIYOT

TA'LIMI

O'ZBEKISTON RESPUBLIKASI
XALQ TA'LIMI VAZIRLIGINING
ILMIY-METODIK JURNALI

НАУЧНО-МЕТОДИЧЕСКИЙ
ЖУРНАЛ МИНИСТЕРСТВА
НАРОДНОГО ОБРАЗОВАНИЯ
РЕСПУБЛИКИ УЗБЕКИСТАН

Я ПРЕПОДАВАНИЕ ЗЫКА И ЛИТЕРАТУРЫ

LANGUAGE AND LITERATURE TEACHING

SCIENTIFIC-METHODOLOGICAL JOURNAL OF THE MINISTRY
OF PUBLIC EDUCATION OF THE REPUBLIC OF UZBEKISTAN

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O'zbekiston Matbuot va axborot agentligida 2014-yil 19-dekabrda 0055-raqam bilan qayta ro'yxatga olingan.

2022-yil. 6-son.

Tahrir hay'ati:

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Sahifalovchilar:

Akmal FARMONOV
Gulnoza VALIYEVA

Nashr uchun mas'ullar:

Nilufar NAMOZOVA
Nigora URALOVA
Nargis BOBODJANOVA

Tahririyat manzili:

100038, Toshkent shahri
Matbuotchilar ko'chasi 32-uy.
Telefon: (98) 121-74-16,
(71) 233-03-10, (71) 233-03-45,
(71) 233-03-67.
e-mail: til_adabiyot@umail.uz
vab-sayt: www.tilvaadabiyot.uz

Jurnaldan ko'chirib bosilgan maqolalar "Til va adabiyot ta'limi"dan olindi, deb izohlanishi shart.

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Tahririyatga kelgan qo'lyozmalar taqriz qilinmaydi va muallifga qaytarilmaydi.

Bosmaxonaga. 2022.25.06. da topshirildi. Ofset usulida chop etildi. Qog'oz bichimi 60x84/8. Shartli bosma tabog'i 6.0. «Arial» garniturasini. 10, 11 kegl. «ECO TEXTILE PRODUCT» MCHJ bosmaxonasida chop etildi. Manzil: Toshkent sh. Mirobod tum., Matbuotchilar ko'chasi 32-uy. Buyurtma ___ Adadi 2100 nusxa. Bahosi kelishilgan narxda.

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ЯЗЫК И ЛИТЕРАТУРЫ

jurnali

O'zbekiston Respublikasi Vazirlar Mahkamasi huzuridagi Oliy attestatsiya komissiyasining
Filologiya va Pedagogika fanlari bo'yicha doktorlik dissertatsiyalari asosiy ilmiy
natijalarini chop etish tavsiya etilgan ilmiy nashrdir.

cal issue. Despite the fact that it was formed under the influence of various currents and processes, the rich cultural and spiritual heritage of these scientists serves as the basis for the modern concept of education and upbringing. Today, Uzbek pedagogy is developing on the basis of glorious universal and national values. This is also reflected in the revised Law on Education and the Concept of Lifelong Spiritual Education. Analysis of national experience in the field of pedagogy, creative mastering of the experience of developed countries

ensures the development of education and upbringing in accordance with its status as a social concept. The faster and earlier changes in society, the pace of development, new social processes observed on the world stage are introduced into the content of pedagogy, the more modern and relevant science will be. For modern pedagogy, it is advisable to choose factors, means and methods that improve the educational process in accordance with the content of globalization processes in the world.

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Nurseit BEKETOV,

*Chirchik State Pedagogical Institute of Tashkent region,
a teacher of "Methodology of primary education"*

CHARACTERISTICS OF EDUCATIONAL WORK AT THE INTERSECTION OF LEVELS OF GENERAL EDUCATION (on the example of the activity of the class teacher)

Introduced into the educational institutions of our country and having its own stage of development of several decades, the institution of class teachers justifies itself to a certain extent. At the very least, the fact that an alternative form of position has not yet been introduced in general education schools allows us to draw some positive conclusions about this situation. In addition to the educational functions performed by teachers in general education schools, parents (in the family), the general public (in public places) and class teachers perform work to ensure the unity of the class community led by them, actively involve them in the educational and upbringing processes, as well as ensure the unity of the school, family and public influence on the personality of the student. Class teachers help the class team accumulate life experience, master the criteria of social behaviour, educate the personality of a comprehensively developed and educated student, who has set a great goal in heart to serve the Motherland.

In general education schools, the educational activities of class teachers have a special place not only in educational work, but also in the management of the educational process. Indeed, as the main link in educational work, the classroom team creates an environment with each student that actively influences the development of the individual. The class regulates the behaviour, education of school students, forms public opinion about the actions of each student and the pro-

cess of formation as a person. Thus, the leadership of general education schools for the correct and effective conduct of educational work in an educational institution should pay attention to the appointment of the most experienced teachers for the position of class teacher.

In the educational process, class teachers must perform work on the basis of the principle of continuity and consistency. This indicates that class teachers should not be replaced if possible. Also, in ensuring the sequence of primary and secondary classes, the deputy director for the direction, the primary school teacher and the head of the middle classes should consider the issue of coordinating joint educational work. To this end, the leadership achieves a good knowledge of the primary and secondary school teachers of the level of upbringing of students and the determination of subsequent work by them, taking into account this level.

The results studied in the course of the experiment and research in secondary schools made it possible to determine the boundaries of the replacement of class teachers. According to this:

- 1) 1-4 grades; 2) 4-11 gradees; 3) 4-9 grades; 4) 10-11 grades.

These boundaries were drawn at the intersection of the levels of general secondary education; it is not recommended to replace class teachers in their intervals. Since the levels of general secondary education, based on the characteristics of this education, are divided into

primary (grades 1-4), general secondary (grades 5-9) and secondary (grades 10-11) education, and each of them to a certain extent has its own characteristics. The class teacher organizes his activities based on personal experience and worldview. Frequent and untimely, as well as not recommended replacement of class teachers has an impact on the educational processes carried out with students. Educational processes as a social phenomenon are organized around a specific idea, and the frequent change of class teachers at unrecommended times leads to ideological distractions associated with the education of students.

The peculiarity of class teachers in the management of educational work is determined by the levels of secondary education (primary, basic secondary, secondary), the conditions of general education schools (village schools, city schools), as well as the professional skills of class teachers. In some cases, school administration pays more attention to practical and individual work with the classroom team, the initial organization of the Youth Union, and some students. This activity is carried out in the form of seminars, open educational sessions, conversations with the teaching staff and parents. Sometimes attention is drawn to the social form of the work being carried out, that is, individual tasks are given on some educational issues through additional meetings of class teachers and the initial organization of the Youth Union. In general, the forms of organization and management of educational work can be varied depending on the individual professional abilities and the creative approach of the school administration.

To organize the development of educational work in general education schools, the school authorities determine the exact program of methodological work carried out with students in grades 1-4 and class teachers in grades 5-11. At the same time, it is advisable to pay attention to the content of the education of students of different age groups. The primary school teacher should work taking into account the fact that children entering school with great interest are easily exposed to educational influence. A student who comes to school wants to become a good student. His upbringing takes place in various activities. That is why the child's first steps to school should be well thought out and organized both as a student learning to write, read and count, and also as a child learning to live and work together with the team. Teaching him to do simple tasks and evaluating his work should be monitored to remind him of what he was told, what he did well and what he had not yet learned. Performing the task together with others, first-grade students accumulate aesthetic, moral and educational experience.

It is advisable to organize the educational process in schools on the basis of the laws of dialectics. According to this, the educational process begins with the simplest things, gradually becomes more complicated, and thus the principle of gradualness in educational work is realized. This means that class teachers do not need to rush to conduct many conversations with children, organize new work, excursions and trips.

The teacher should keep in mind that in the first grade, his manner of dealing with children determines

the nature of the interaction between them. The level of upbringing of students, the totality of positive changes in attitudes towards people, their peers and adults, the fulfilment of their duty, work, and society serve as the main criterion for the success of educational work.

With properly organized educational work, the process of socialization of students is easier, while they develop an interest in sports, various disciplines, techniques and professions. A 3rd grade student forms his own ideal, it can be his peers, his teacher, parents and other movie characters and students evaluate the behaviour of their peers, including themselves, from this point of view. This can be productively and creatively used by the class teacher. From this follows the characteristics of the educational work carried out with the primary classes.

In general education middle classes, educational work with schoolchildren becomes much more complicated. This is due to the youthful physiological and psychological characteristics of students. In grades 5-6, stubbornness, unreasonable rudeness and impudence of a teenager often stem from an underestimation on the part of adults of his desire for independence.

When using the method of verbal influence on adolescents, it is necessary to take into account the development of its effectiveness at this age in connection with the growth of the mental and moral level of the adolescent, the improvement of logical thinking, and the ability to assimilate facts. On the other hand, if adults do not sufficiently substantiate their arguments, the effectiveness of verbal influence is reduced. In this sense, the personal example of class teachers is of great importance in shaping the character of a teenager. As he begins to consider himself an adult, a teenager, unlike a primary school student, very consciously seeks to imitate the behaviour and actions of adults. For a teenager, it is very important what adults do, how they behave, what they say, what they teach. Teenagers are well aware of the purpose for which they are presented with any requirements. Honesty, thoughtfulness, purposefulness and unity of adult requirements are very important to him. For adolescents, the tone and form of the demand is important. Sometimes it is necessary to impose a certain pedagogical demand on adolescents not directly, but indirectly. Educational control and verification can also be carried out indirectly.

In general, the class teacher must be well versed in the art of education in order to properly organize educational work in the class attached to him. School management should support class teachers by appointing experienced teachers to them. The process of education cannot be called a smooth process without contradictions. Therefore, class teachers will need advice from experienced teachers on how to overcome these contradictions, how to re-educate students, how to organize self-education. Regular monitoring of the work of class teachers will allow the school administration to eliminate carelessness and control the results achieved. The purpose of monitoring should be to help class teachers, and not to discuss the work of class teachers at teachers' councils.