

## EFFECTIVE ORGANIZING OF LEARNING PROCESS

*Yuldashova Umida Baxtiyor qizi*

*Senior teacher of "Foreign languages" department,*

*Tashkent institute of Finance*

**Abstract;** This article focuses on how to focus on the effective and interesting organization of the lesson, how to properly organize and use the method of explanation. In the field of education, it is important to develop foreign language skills based on effective methods, techniques and practices. The article emphasizes that the main task of the educational process is to draw the student's attention to science; in order to achieve the desired result, the teacher must constantly work on himself, as well as enrich and improve the existing teaching experience.

**Key words:** method, explanation, teaching process, foreign language, material, development

## O'QITISH JARAYONINI SAMARALI TASHKIL ETISH

*Yo'ldoshova Umida Baxtiyor qizi*

*Toshkent moliya instituti, "Xorijiy tillar" kafedراس*

*katta o'qituvchisi*

**ANNOTASIYA;** Ushbu maqolada dars mashg'ulotini samarali va qiziqarli tashkil etish uchun e'tibor qaratish, tushuntirish uslubini o'z navbatida to'g'ri qo'llashni tashkil eta olish, undan foydalanish haqida so'z boradi. Ta'lim sohasida horijiy til ko'nikmalarini samarali metodlar, usullar va amaliyot asosida rivojlantirish muhim masala hisoblanadi. Maqolada, o'qitish jarayonida talaba diqqatini fanga qarata olish, ko'zlangan natijaga erishish uchun, doimiy ravishda pedagog-o'qituvchi o'z ustida ishlashi lozimligi va mavjud dars o'tish tajribalarini boyitib, takomillashtirishni asosiy vazifa ekanligi ko'rsatib o'tilgan.

**Kalit so'zlar;** metod, tushuntirish, o'qitish jarayoni, horijiy til, material, rivojlantirish

If the teacher does not use the methodological methods to make each lesson unusual and interesting, the students in the auditory will be very bored. Any information can be delivered to students through a variety of methodological processes.

Some of the information presented is easy to understand and remember, while others are difficult to understand. Getting out of this situation, achieving the desired result, the ability to combine different teaching methods is a process that every professional educator should not only know, but also carry out in their classrooms. This is done based on his experience and qualifications.

The teaching method includes the principles and methods used by teachers to teach students. The teaching process is determined by the general definition of the topic and the methods used in the process of assimilation, which are approved at the beginning of the academic year, depending on the worldview of the student studying in the classroom (ie explanatory language simple or complex). In this process, the diversity of opinions in the group creates problems in conveying the same theme. For a particular teaching method to be purposeful and effective, it must depend on the specific nature of the learner and the type of education that needs to be implemented. The design and selection of teaching methods should take into account not only the nature of the subject, but also how students learn. It is well known that human development occurs through logical thinking. This thoughtfulness and originality enhances creativity.

The purpose of this article is to explain the essence of the method of "explanation", which plays a special role in ensuring the quality of the teaching process. Every teacher has their own teaching style. Among the traditional methods of teaching, "explanation" is very widespread, and to date, the use of this method alone has become a bit tedious and ineffective in educating professionals in line with the times. The main task of the article is to explain and improve the "explanation" in conjunction with other existing methods and techniques, especially the gradual development of foreign language teaching, depending on the learning needs of students. We want to show that they need to adapt their approaches. we aimed to highlight several fundamental teaching methods used by many teachers, the advantages and disadvantages of each, and to get acquainted with them more closely.

There are many teaching methods, depending on their application, which means that the teacher is in the center, or, conversely, the students are in the center. In the first

process, teachers in the approach are the main representatives of this model. Students, on the other hand, are considered “empty vessels,” whose primary function is to passively receive information (through lectures and direct instructions). The main task of teachers is to convey knowledge and information to their students. In this model, teaching and assessment are considered as two separate objects. Student learning is objectively measured by tests and assessments obtained. In a student-centered approach, students play an equally active role in the learning process, rather than the teacher. The main task of the teacher is to teach and help students and help them to fully understand the material. Student learning is measured through formal and informal forms of assessment, including group projects, student portfolios, and audience participation.

Teaching and assessment are interrelated, and students' learning is constantly monitored by the teacher in the classroom. The most basic method of teaching is explanation. "Explanation" is interpreted by the interlocutor as an object of communication, a discussion or a tool used to understand or "explain" the discussion. The subject is studied by the teacher to explain the concepts, laws and rules that characterize the content of things, events and happenings. The goal cannot be achieved without the active participation of students in this process. It is especially important to ensure that students participate in the generalization and drawing of their own opinions. methods in which the information is provided by the teacher to the students is thrown. (e.g. in conjunction with a story, description, or speech). Skalkova [8;] says that in practice individual forms of explanation are often percolated. In this context, explanation is seen as the teacher's duty to passively accept what is presented to the students.

Communication is a process in which teachers and students exchange information with each other, that is, students are actively involved in the whole process [7;]. The use of explanation in the audience is a common procedure, but its roles and forms are performed differently. Explanation is often seen as a means of describing relevant events, developing students' logical thinking, and directing students to generalize to inductive reasoning. This leads to the identification, demonstration, and

justification of the relationship. Although “explanation” is often not explicitly studied in the literature, it is found in many documents related to communication and reasoning. “Good teaching is good explanation” [3; 1-2]. This quote reflects the idea that the ability to explain is very important in teaching. [5;] According to Behr [1; 189-199], the art of explanation - the ability to give insight to others - is a central activity of teaching. Therefore, in order to achieve the intended goal, the teacher must use effective teaching methods to help students understand the given topic. At most in the teaching process, the “explanatory” method is appropriate for all teaching methods, such as discussions, seminars, workshops, and study guides. [5;] The main purpose of “explanation” in teaching is to develop students’ conscious interest in the lesson, understanding the purpose of the work, and understanding how to do it. This includes the ability of teachers to effectively use explanations to convey information to students. Explanation in teaching from the perspective of educational technology is an activity that involves discovering truth based on clear deductive evidence. In education, explanation can be seen as an attempt to enable others to understand the problem [2;].

All of the above definitions define “explanation” as giving an explanation by describing a relevant situation or situation. Often, “explanation” is seen as a means of describing relevant events, developing students’ logical thinking, and directing students to inductive reasoning to generalize their views. This leads to the identification, demonstration, and justification of the relationship. “Explanation” is not just a description. Accordingly, an important aspect of “explanation” is to emphasize why an event occurs. In other words, “an explanation can be seen as an attempt to determine the cause of something. Fairhurst [4; 205-214] describes something as a contextual explanation (event that needs to be explained), an explanatory (explanatory), and an explanatory (explanatory) in terms of requiring an explanation. “The role of explanation is to make certain concepts, processes, or rules clear and understandable. [8;]

“Explanation” in teaching in an educational setting is important to open students’ understanding of the topic. Develops students’ logical thinking and guides them through inductive reasoning to generalize. There are two types of “explanatory” teaching [6; 3-4]: instructional and disciplinary. According to Leinhardt [6; 3-4], the

“explanation” method in education aims to explain concepts, situations, events, ideas and problems to students in order to understand, learn and use information in a flexible way. Disciplinary explanations are made within the discipline of each individual procedure.

The educator should keep in mind that teachers have styles that reflect their personal characteristics and curricula (from math to foreign languages, such as English) that focus on their learning objectives. and strive to be everything for all students.

In short, no matter how well a teacher prepares for a lesson, he will not be able to achieve any results if he does not gain the interest and attention of the students. Teachers need to identify their personal qualities, strengths, and goals as they develop a comprehensive teaching method, emphasizing students' ability to acquire quality knowledge. Simply choosing a method for training has no purpose or content. Because, if the student studies the subject on the basis of his own will, internal and external motivation, these methods will help to give results.

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