

CASES - AS METHODS OF PREPARING STUDENTS FOR THE RATIONAL ORGANIZATION OF WORK

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Abstract:

This article discusses the positive effect of case studies in teaching students the correct and effective organization of pedagogical work, several cases are given.

Basic concepts: rationality, rational work, case, pedagogical work, problem situation, activity, thinking, group.

The use of case studies has a positive effect on teaching students the correct and effective organization of pedagogical work. Cases are problematic situations reflecting different life situations, the solution of which requires students to systematize information. Also, as a result of solving cases, it helps students to develop thinking, acquire knowledge and skills, develop competencies in applying the acquired knowledge in life situations, and develop creative qualities. The accumulated experience allows students to learn how to find the optimal solution for solving problems related to various standard and non-standard situations. Usually cases are made out in writing. When working in a group, the solution of the case can be voiced orally. When searching for a solution to the case, the following sequence of tasks is required:

1. Determining the causes of the problem situation, forecasting the further activities of the participants in the case, indicating additional information necessary to solve the problem and the sources from which this information can be obtained.
2. Purposeful use of knowledge, skills and abilities that help to implement a systematic and situational approach to solving problems, the implementation of an integrated approach to solving problems.
3. Development of a work program on methods of solving the case problem.
4. Analysis of the information provided in the case, development of a specific problem, its solution, a certain sequence of main and particular goals ("goal tree").

Hypotheses on the outcome of the case and the development of alternative solutions to problems, setting directions for the implementation of tasks and evaluating the results.

The following conditions are necessary to obtain the correct solution for each case:

1. Clarify and explain the situation;
2. Determining the causes of the problem, predicting changes in the situation;
3. Description of the work done to solve the problem;
4. Analysis of case solving strategies, evaluation of their effectiveness.

The use of case studies in the educational process helps students to organize their activities correctly. it also helps them to acquire the following skills and competencies related to the rational organization of pedagogical processes:

- be able to identify participants in a problematic situation, their conflicting interests;
- the ability to identify external factors that affect or may affect the solution or development of an existing problem;
- be able to correctly assess the objective and subjective possibilities of solving the problem;
- be able to collect reliable information about external influences on the situation, be able to assess them objectively;
- be able to conduct a reasoned conversation with supporters and opponents, be able to prove their opinion;
- subjective approach in the interview process and avoidance of one-sidedness;
- ability to cope with situations in which information is insufficient and unclear, in situations of various problems and in uncertain situations;
- be able to determine the relationship of situations affecting problematic situations;
- ability to accurately plan and implement problem-solving activities;
- the ability to stand firmly in your position and convince opponents of the correctness of your course of action.
- With the rational organization of pedagogical work, as a future teacher, students must comply with a number of pedagogical requirements.

The teacher has many responsibilities. For this reason, he had to master the skill of "time management" when planning the agenda. In addition to fulfilling the long-term plans of the classroom team, the teacher must simultaneously carry out important work with each student, preparing for the lesson, checking notebooks, updating students' information, they are required to perform several important tasks, such as uploading their daily training to an electronic database. At first glance, it seems difficult to complete so many tasks in a short period of time. But time can be managed by properly planning all tasks. There are several rules for the correct planning of the teacher's activities in the educational process in the classroom. To do this, first of all, it is necessary to plan all the work that needs to be done during the working day, according to their priority. When determining priorities, it is necessary to take into account the importance of completing tasks and its impact on the performance of other tasks. If the priority is not considered important, then this task can be postponed.

Prioritization of tasks allows the teacher to carry out all his work according to a clear plan and not deviate from the plan even in various unforeseen situations. Prioritization is determined based on the importance of tasks and how their implementation can affect pedagogical activity. Some tasks can be postponed in terms of the impact on work activity is not important. Prioritization should not divide the planned work into negative or positive groups, should not lead to duplication of educational topics. For example, educational subjects should not be classified as primary or secondary. This situation distracts both teachers and students from the main goal. Because music or fine art classes, which are often mistakenly considered "secondary", help to reveal new sides of students, increase their mood and interest in learning.

Secondly, it is necessary to plan in advance the tasks that are given to students. At the same time, the tasks given in the lessons should be aimed at obtaining new knowledge and performing new tasks, and the tasks given at home should be aimed at fixing. At the same time, it is advisable not to spend the very short time allotted for classroom work only on repetition. Reinforcement work can be done at home.

Thirdly, the teacher should not burden himself with a number of tasks and tasks. That is, it is advisable not to try to do all the work at once, but to divide the tasks that need to be done into parts.

Fourth, it is always necessary to take into account failures and various possible "risks" when planning the educational process. An emergency failure can reduce the performance of anyone. Therefore, readiness for it in advance, creating the opportunity to prevent failures or correct mistakes, in a word, readiness for any situation has a positive effect on a person's performance. Of course, not all failures can be planned in advance, but it is important to react quickly to any negative situation. Therefore, it is better to be ready and "armed" for problems than to convince yourself that there will be no problems.

Fifthly, of course, the teacher should devote time to himself. In fact, the rest time of the teacher is actually aimed at gaining strength for further pedagogical activity. If the teacher feels tired, the effectiveness of the pedagogical process decreases. An enthusiastic and tireless teacher easily achieves a positive result. So, the ability to use time effectively helps the teacher to choose effective ways to work with students, work on himself and, of course, find time to relax and take care of his health. Time management is the main tool for improving the quality and effectiveness of education, as well as preserving the health of the teacher.

Here are examples of some cases of rational organization of pedagogical work. Case study "Proper workplace organization".

Due to the increase in the number of students, 2 primary school teachers were accepted into the school team. One of them graduated from university this year. His name is Anvarjon. The second moved to this city from another region to live. He has 10 years of experience. 10 primary school teachers are sitting in the staff room. Each of them has a separate table. In the room you need to put 2 more tables. The room is 45 sq.m. that is 9mx5m.

Tasks:

1. Determine the size of the room that will be allocated to each teacher
2. How to place tables so that it is convenient to work?
3. What other information is taken into account to create a rational teacher's workplace?

Case "The right choice of working tool"

Alibek works as a math teacher in a rural district school. In the process of preparing for the new academic year, he must choose the tools necessary for

pedagogical activity. Imagine if he was given a choice of only 6 tools and equipment to use, which of the following would he choose?

Imagine if they were given a choice of only 6 tools and equipment to use, which of the following to choose from: Blackboard, Chalk, Notepad, Pencil, Ruler, Electronic Board, Video Projector, Computer, Multiplication Table, Printer, Alphabet, Short Multiplication Table, Trigonometric Formulas, Chair, Table, Chair, Lamp, Air conditioning .

The case of "Proper planning of the working day".

Adiba works as a deputy director for educational work at the school. At the same time, 8 hours of classes are provided per week for 5 classes. The types of work he has to do during the day are varied and very extensive. Below is a list of tasks and tasks that he has to complete for the day. How to plan your working day?

List of assignments and tasks that Adiba must complete in one day:

1. Delivery of an hour-long literature lesson to the 5th grade.
2. Delivery of an hour-long literature lesson to the 7th grade.
3. Greeting of the working group on the quality of education from the region.
4. Make sure that teachers finish their lessons on time.
5. De-registration of broken and unusable equipment in the gym.
6. Preparation of information about retarded students at school.
7. Checking the results of the scientific Olympiad organized among students.
8. Observing an art competition organized at the school.
9. Visit a dentist.
10. Visit the bank to repay the loan.

Appointment:

1. Divide tasks and tasks into groups according to the need to complete them.
2. Determine the time and duration of the tasks.
3. Planning the working day.

The "coaching strategy" and the methods used in it can be effectively used to create a comfortable pedagogical working environment and teach its rational use.

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