Forms of Training Organization - Components of Teaching Technology in Universities

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Abstruct: This article examines the design of teaching technology important choices of the form of organization of the educational process. Organizing students to work together in groups and based on the principles of collaborative learning. From the point of view of managing the educational process by the best methods of pedagogical methods.

Key words: Frontal, collective, group, individual academic results Antiquity, ancient Greek, views, European, orator, religious, ideology, social, political, concept, German philanthropy, bourgeoisie, scholastic education, purposeful, organized, process, polonization, terminology.

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Introduction.

Socio-economic changes and information development of the entire world community require a revision of the formed traditional education system. This tendency manifests itself in the form of contradictions between the need for a person to master new areas of knowledge and the difficulties of mastering them in full. In this regard, the issues of the development of domestic education in the context of integration into the global educational space, the development of creative thinking, the introduction of scientific achievements in accordance with their need, and the creation of opportunities for the transformation of a student into a subject of his own activity are relevant. After all, only a specialist with a high-quality education can become an active participant in the economic, social and cultural development of society.

The topical issues of the educational policy of the Republic of Uzbekistan are the improvement of professional training of specialists, a radical update of the scientific and methodological system of education, improvement of forms and methods of teaching, narrowing the gap between the real level of training of specialists and the demands of employers, ensuring the continuity of education, analysis of foreign experience in education.

The form of training reflects such external aspects of the educational process as 1) the way of its existence: order and regime; 2) the way of organizing training: lecture, seminar, independent work, etc .; 3) the way of organizing joint activities of the teacher and students: frontal, collective, group, individual. [L.2; 3;].

1. **Methods and Discussions.** When designing the subject of labor training technology, it is important to choose the form of organizing the training activities of the participants:

➢ **Frontal** - simultaneous execution of a common learning task by all participants. The nature of the result obtained: the result of individual achievements. At the same time, the more trained do more work.

➢ **Collective** - collective, joint implementation of a common educational task by all students. The nature of the result obtained: the result of collective creativity.

➢ **Group** - joint execution of a single task in small groups. Nature of the result obtained: the result of group collaboration based on the contribution of each.

➢ **Individual** - individual performance of a study assignment. The nature of the result obtained: the result of individual creativity. Usually preceded by group work. [L.2; pp10-17.].

2. **Group form of organization of educational work**

Group work is a form of organization of educational work,focused on active participantsin the learning process as part of a small group (from 2 to 8 people) created forjoint implementation of the educational task.

In this case, the main thing is not the task itself - the result, but the interaction within the group - the process.

The organization of joint work of students in groups is based on the following principles of teaching in cooperation:

1. one task per group;
2. one encouragement: the group receives one grade for all, which consists of an assessment of joint work (the efforts that all members of the group spend to achieve a common result are evaluated), and academic results, i.e. the success of the group (team) depends on the

contribution of each participant;

3. personal responsibility of each for their own successes and the successes of other members of the group;

4. joint activity: based on the stimulation of such methods of interaction as group discussion, cooperation, mutual assistance;

5. equal opportunities to achieve success: each student must be motivated to improve his own achievements, study by virtue of his own capabilities, abilities, since he is assessed on an equal basis with others;

6. changing the position of the teacher: readiness and ability for new (not frontal!) Interaction with students. [L.3; pp. 33-36.].

Group work requires a significant amount of preparatory time from the teacher and must be provided with teaching and aids (markers, paper, instructions, etc.).

Group work can be carried out as part of:

➢ mini-groups of 5-8 participants,

➢ 3-4 people ("humming groups"),

➢ in pairs.

Work in mini-groups includes the actions of the participants in the following sequence:

The shooters discuss or answer a number of questions, perform a practical task or a combination of them,

present the results,

self-assessment and analysis of results.

"Buzzing" groups are groups that are created to discuss an issue in a short time. There is a buzz in the audience because the discussion is going on simultaneously in several groups: hence the name of the discussion groups - "buzzing".

The practice of creating and organizing humming groups is simple: the study group transforms into "triangles" by moving the chairs accordingly to form its own small "humming" group, separated from the other "triplets" by chairs.

Work in pairs - it is organized quite simply and is applicable for a lecture (at the stage of practical development of new material), as well as for organizing feedback during actualization or testing of knowledge.

Disadvantages:

a. Consideration of the results of work in pairs can be time-consuming and slows down the pace of the training session;

b. mini-groups can discuss and complete the assigned task much more deeply than it is possible in a dialogue between two participants.

Ways to form mini-groups:

Based on:

➢ casual or informal sign;

➢ the degree of psychological compatibility of the participants;
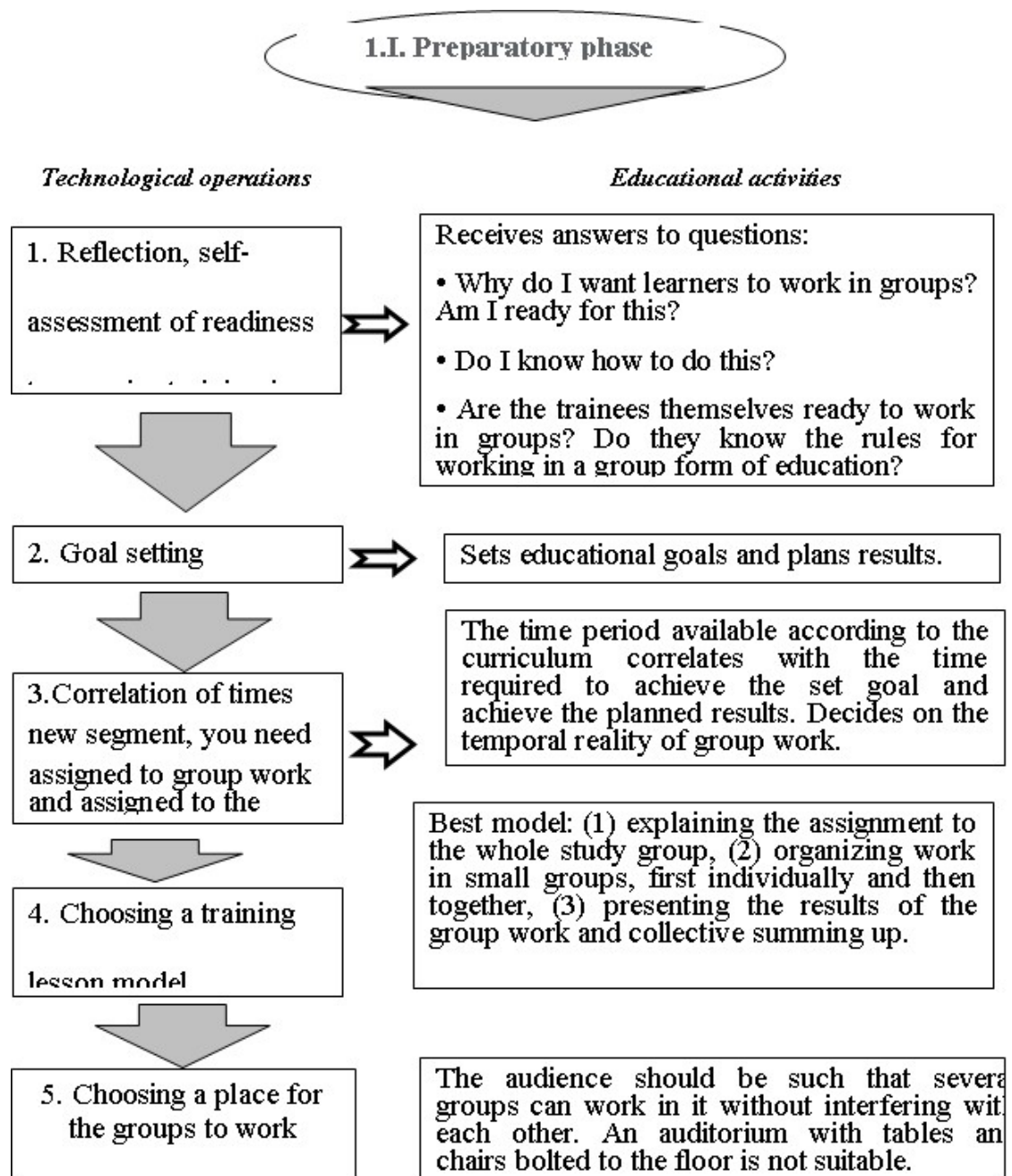
➢ specialization of the participants.

In count:

➢ from 2 to 5 people - to perform small tasks;

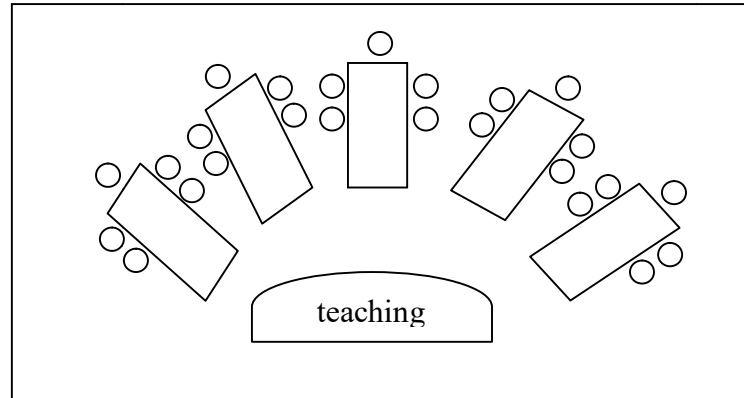➢ from 5 to 7 people - to complete complex tasks.

By time:

➢ mini - groups exist exactly as long as they are given to complete the proposed task: from 5 minutes. ("Humming groups") up to several training sessions (implementation of training projects). [L.1; 2;].

3. **Technology of organizing teamwork in groups**

Technological operations   *Educational activities*

Technological operations	Educational activities
1. Reflection, self-assessment of readiness	Receives answers to questions: • Why do I want learners to work in groups? Am I ready for this? • Do I know how to do this? • Are the trainees themselves ready to work in groups? Do they know the rules for working in a group form of education?
2. Goal setting	Sets educational goals and plans results.
3.Correlation of times new segment, you need assigned to group work and assigned to the	The time period available according to the curriculum correlates with the time required to achieve the set goal and achieve the planned results. Decides on the temporal reality of group work.
4. Choosing a training lesson model	Best model: (1) explaining the assignment to the whole study group, (2) organizing work in small groups, first individually and then together, (3) presenting the results of the group work and collective summing up.
5. Choosing a place for the groups to work	The audience should be such that several groups can work in it without interfering with each other. An auditorium with tables and chairs bolted to the floor is not suitable.

Optimal arrangement of groups

teaching

Stage II. Introduction to the group assignment

Activities	
Teaching	Trainees
1. Sets a cognitive task (proposes a problem situation), discusses with students the ways and the sequence of its solution (implementation in practice). 2. Explains what results are expected upon completion of the work. 3. Informs about the forms of presentation of the results of joint activities in groups. Explains the criteria for evaluating the results of each and the groups as a whole. 4. Distributes students into groups. 5. Distributes the materials necessary for the work to be done in groups. Explains (if necessary) what additional materials can be used when completing the assignment. 6. Distributes or writes instructions on how to complete the group assignment on the board. Discusses this instruction with students, makes sure everyone understands it.	Discuss the assignment. Get acquainted with the training material and instructions.

Stage III. Group work

Activities	
Teaching	Trainees
Serves as an observer. But at the same time: 1) controls the working groups, but does not lead them: students are responsible for themselves. Allows you to work yourself, even if they make mistakes; 2) pays attention to individual work, the formation of skills necessary to complete a specific task; 3) invites learners to share what they have already done and helps them by asking open-ended questions: • "How?" - to analyze the phenomena; • "Why is this method good or bad?" - to express opinions; • "Why do you think that ...?" - to select data from observations of their own	Planning group work. Distribute tasks within the group. They carry out tasks individually. Discuss individual results.

work and the work of others; • "What if…? What other ways are there? ... Some people think that ... We can use ... "- to think aloud, listen to others, select data from the information received; 4) comments on the progress of work; evaluates achievements; makes frequent, specific and sincere comments. Ways to avoid disorganization in group work: It is necessary to coordinate the work of the group all the time: leaving the topic is a temptation for students. Pay attention to the group leaders. Make sure everyone has access to all the materials they need to get the job done. Provide sufficient time to complete the assignment. Ensure that everyone is judged equally and fairly. Define the rules for working in groups. Allow each group to plan their own progress	They form the overall result of group work and prepare it for presentation.

Stage IV. Conclusion. Summing up, analysis and evaluation

Ways to avoid disorganization in group work: - It is necessary to coordinate the work of the group all the time: leaving the topic is a temptation for students. - Pay attention to the group leaders. - Make sure everyone has access to all the materials they need to get the job done. - Provide sufficient time to complete the assignment. - Ensure that everyone is judged equally and fairly. - Define the rules for working in groups. - Allow each group to plan their own progress.

Activities	
Teaching	Trainees
1. Appoints group representatives to report on the results of the work. Reminds metrics and evaluation criteria. 2. Checks the results: • can talk to each member of the group; • or it will be done by a pre-appointed controller; • or will test the material learned during the assignment; • or each group can prepare and ask peer-review questions to determine if others have mastered a given part of the material. At the same time, it allows group members to mutually help each other in preparing for testing (for verification). 3. Analyzes the work of groups, summarizes the results of the task, concludes that the set goal has been achieved.	Group representatives report on the results of the work.

Options for identifying a group representative for the presentation of the results:

1) its appointment by the group itself; 2) appointment as trainers.

From the point of view of process control, it is better to choose the second option. In the "democratic" first case, the group will put up one of the strong trainees. this appointment itself will occur at the moment when it is already necessary to go to report, and not upon presentation of the task.

If you initially name the person to whom you have to report, then the rest will be out of work.

In order for the group to work in the interests of each of its members, it does not need to know in advance who to report to. [L.3; 16-19 pp.].

4. Mutual learning techniques: "Zigzag" ("Saw"),
"Learning Together"

Peer learning is based on a single basic principle: the study group is divided into small groups. Each member of the group becomes an expert in a specific area of the topic being studied and teaches others.

The goal of each group is for all participants to master the topic in full.

Technological map of equipment "Zigzag" ("Saw")

Stage	Activities	
	Teacher	Students
1	Forms groups of 4-6 people to work on educational material, which is divided into fragments of equal complexity and volume (logical or semantic blocks).	
2	Explains the specifics of the work ahead, distributes expert sheets - each member of the group receives a separate part of the overall work and becomes an expert in their area of educational material.	2.1. Each member of the group, in accordance with the questions of the expert sheet, finds the necessary information in the training material. 2.2. "Meeting of experts" - students studying the same material in different groups meet and exchange information as experts, work through their question, jointly plan how to most effectively present this information to members of their source groups. 2.3. The "experts" return to their original groups and teach others everything they have learned themselves: each one reports on his part of the task (like the teeth of one saw). 2.4. They ask questions to each other on the topic as a whole and assess knowledge, or carry out tests prepared by the trainer on the whole topic.

| 3 | Upon completion of work in groups, he can invite any student to answer any question on the topic. | |

Technological map of the "Learning Together" technique ("Coop-coop")

Stage	Activities	
	Teacher	Students
1	Forms groups of 3-5 people of different levels of training.	
2	Each group is given one task - part of a general topic on which the entire study group will work. Provides supports (expert sheets).	Within each group, the general task is distributed.
3	Controls the success of the task, the culture of communication.	3.1. All perform individual assignments and independently work on the entire topic. 3.2. Listen to the mini-reports of the group members. Form a general report.
4	Announces the end of the group work and the beginning of the presentation of the results.	Speakers of the groups or the whole group make presentations of the reports.

Conclusions.

1. The choice of forms of organization of educational work in the design of technologies, the subject of labor training

2. The choice of the forms of organization of educational work in the design of teaching technologies is carried out by the teacher-technologist, no doubt

3. based, first of all, on their relationship with goal-setting, teaching methods and the time allotted for the study of the topic.

4. Analyzes and evaluates group results, determines the winning team.

5. The final assessment of the group includes both the total score for the report and individual scores for independent work. [L.3; 43-56 pp.].

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