

## **Theme 1.4. Organization of educational process in higher and secondary school. Significant differences**

### **What is a lesson?**

Ever since the days of Comenius teaching, it has been regarded as a joint activity of teachers and students. The construction of a system of learning is possible only on condition that the nature of learning as a learner's activity is made up of a very specific point of view.

Jo. Comenius, and later K. Ushinsky, who actually developed the theory of lesson in domestic pedagogy, proceeded from the fact that teaching is the acquisition of knowledge of diverse sciences and the ability to solve various tasks and perform actions using knowledge. Knowledge was interpreted as sensory representations, as well as concepts and their systems. According to scientists, the main components of learning are comprehension, memory learning, linguistic and external manipulative-manual action.

K. Ushinski distinguished, in particular, learning from obtaining knowledge from the teacher and learning by solving problems. In learning, with the knowledge of the teacher, he distinguished two phases: the first - observation and receiving messages; the second is the consolidation of knowledge.

Yes, the first phase can go as simple perception and the second phase as mechanical memorization with passive or active repetition and learning.

The first phase may also involve thinking. Then it involves the degree of direct perception of the object or phenomenon and its comprehension. Perceived, according to K. Ushinsky, images from the outside world are the material on which thinking works and as a result of which knowledge and concepts emerge.

But the school teaches more than one student, it needs to ensure that a large number of students acquire knowledge. There is a need to organize their activities. This logic of the development of the process of learning is not one, but many students had to provide a classroom teaching system and its main element - a lesson.

With this in mind, is the lesson an element or component of the classroom system? The answer to this question may be: A component of a system can be any part of it, and an element is only a functional part of the system, that is, which makes some contribution to the creation of the whole, the system.

An element is spoken only when the system itself is available, a component - when the system itself may or may not be present. For example, a watch is a mechanical system. its components are all the parts, units from which you can create a clock: mechanism, dial, housing, arrow, various nuts, screws, other fasteners, and the elements are only functionally acting parts, namely: mechanism, housing, dial, arrow .

Therefore, we believe that the lesson is a functionally acting part of the classroom-teaching system, therefore, it is an element of it.

As stated in the "Pedagogical Encyclopedia" (Vol. 4, 389), the lesson is characterized by a number of necessary features that do not depend on the characteristics of the teacher and class, or on the educational and material base of the school. These include: the unity of educational and educational functions; stimulation of cognitive activity of students; development of cognitive independence. The lesson is an organic whole, with the sole didactic purpose to which all the elements of the lesson are subordinated without exception; each part of the lesson and the lesson as a whole must be constructed taking into account the learning patterns that determine the organization of the learning process.

Therefore, a lesson is an organizational form of learning that provides the education, upbringing and development of a permanent composition of students for a defined period of time based on the study of a specific and uniform subject.

Classification of lessons. A simple lesson as a complete, complete system is also made up of elements. However, it is important to consider the lesson in two dimensions: practical and theoretical.

In the practical plane, the elements of the lesson are: organization of students' work (organizational part), testing of completed homework, motivation of learning, updating basic knowledge, organization of learning new material, consolidation and understanding of knowledge, organization of homework. These elements are interconnected and form a solid structure that remains invariant for most lessons.

However, practice has shown that such a strong structure of these elements, their obligation is not a necessary condition for the lesson. These elements can alternate, have different duration, can be repeated. Depending on how the above elements interact, in what order they are placed, their duration, and determine the types of lessons.

There are various classifications of lessons by type in the pedagogical literature. In each of them the basis of classification is selected.

For example, the classification of S. Ivanov's lessons is based on the peculiarities of the learning process and its components. This classification provides the following types of lessons:

- Introduction;
- initial acquaintance with the material;
- formation of concepts, establishment of laws, rules;
- application of acquired knowledge in practice;
- training (skills lessons);
- repetition and generalization;
- control;
- mixed or combined.

For example, a very common type of lesson - combined - has the following structure:

1. Organizational part (1-2 min).

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2. Homework check: front-end questioning at the blackboard, combined questioning - oral or written (10 - 12 min).

3. Communication of new knowledge (10 - 30 min).

4. Attachment of new material, contact with previously learned exercises (5 - 15 min).

5. Homework, its essence, method of execution, term of completion, etc. (5 - 10 min).

6. Summary of the lesson (1-2 minutes).

Taking the basis of classification content, didactic purpose and methods of conducting, I. Kazantsev proposed the following typology of lessons:

- with various types of classes;
- in the form of lectures;
- in the form of conversations;
- excursions;
- movie lessons;
- independent work of students in the classroom;
- laboratory and other practical classes.

The typology of V. Onishchuk's lessons is based on the didactic goal and looks like this:

- lessons on learning new knowledge;
- mastering of skills and abilities;
- complex mastering of knowledge;
- generalization and systematization of knowledge;

Didactics of high school. Lecturer: V. levdokymova

- testing, assessment and correction of knowledge, skills and competences;
- combined lessons.

The typology of B. Yesipov's lessons is as follows:

- combined or mixed;
- acquainting students with new material;
- consolidation of knowledge;
- systematization and generalization of knowledge;
- formation and consolidation of skills;
- lessons learned.

The basis for this classification is the purpose of the lesson and the place of the lesson in their system.

The lesson of learning new knowledge, for example, has the following structure:

1. Homework check, play and correction of basic knowledge.
2. Communication of the topic, purpose, objectives of the lesson and motivation of students' learning activities.
3. Perception and initial awareness of new material, understanding of relationships and relationships of objects of study.
4. Memorizing educational material.
5. Generalization and systematization of knowledge.
6. Summary of the lesson and message homework.

As you can see, there are many classifications of lessons and each of them has many types of lessons. Such a list of classifications is due to the considerable interest in the problem of classifying lessons. Of course, all this contributed to the deepening of knowledge about the lesson.

Of course, choosing a type of lesson significantly facilitates the preparation and delivery of the lesson by the teacher, but on one condition, when the purpose of the lesson is clearly and correctly stated.

Then, in the interest of achieving this goal, the choice of lesson type is of practical importance. When the purpose of a lesson is formulated at a very general level, the previous "assignment" of the lesson type is most likely a kind of "fashion".

Therefore, the classification approach to the lesson study cannot reveal the phenomenon of the lesson in its entirety and complexity, and does not come close to it, although it deserves some attention in the history of the theory and practice of the lesson. This also applies to a number of other approaches that have been sufficiently elaborated in the literature.

Our analysis of existing classifications of lessons shows that there is an opportunity and need to make a generalized classifications of lessons that would absorb all the previous ones. A lesson is a form of interaction between teacher and student. However, any interaction is a system.

The lesson is a system that emerges from the interaction of the teacher and the students, each of whom can independently initiate this interaction.

The peculiarity of systems, one of the elements of which is the person, is the ability to control the person throughout the system. Management is known to be carried out on the basis of a cycle consisting of the following elements: development and formulation of activity goals, development and implementation of activities aimed at achieving these goals, obtaining information about the degree of achievement of goals (in other words, the organization of study material), implementation corrective effects.

Thus, in the theoretical plane, the lesson is a kind of interconnected set of elementary completed and unfinished didactic cycles. This provision makes it possible to distinguish the following components in the lesson: planning of learning goals, planning of the purpose and objectives of the lesson, motivation of learning

activities in the lesson, organization of material study, testing, control and assessment of knowledge, reflection and consolidation of knowledge, during which knowledge is corrected.

Since the lesson has a constant and uniform duration during which it is not always possible to achieve the goal of study, then the homework needs to be added to the above components. Each component can be performed either by the teacher alone, or only by the students, or jointly by the teacher and students.

If the motivation and planning of the goals of the lesson occupy the whole lesson, then we have the so-called introductory lessons, or initial acquaintance with the material (S.Ivanov, B.Esipov). If during the lesson the organization of learning new material prevails, then we will have lessons of formation of concepts, establishment of laws, rules, lessons of application of the received knowledge in practice (S.Ivanov), lessons in the form of lectures, conversations (I. Kazantsev), lessons of mastering of new knowledge (In (Onishuk). If the main time of the lesson is devoted to the control, testing and assessment of knowledge, it will be control lessons (S. Ivanov), lessons of testing, assessment and correction of knowledge, skills (V. Onishchuk), knowledge testing (B. Yesipov).

When the main time of the lesson is spent on the exercise of corrective influence, then we will have lessons of repetition and generalization (S.Ivanov), generalization and systematization of knowledge (V.Onyshchuk, B.Esipov).

If the lesson time is filled more or less equally for the implementation of all elements of the management cycle, then we will have a combined or mixed lesson, which is known to be in all classifications. Thus, we can assume that the classification of lessons based on the cycle of management of the process of learning the knowledge is a general classification of lessons.

However, there is another criterion in this classification: management can be done by a teacher, or students, or jointly. If teacher-student interaction is managed by the teacher independently, without student involvement, then we have an authoritarian

approach to learning organization. In fact, this approach is implemented in all types of lessons known to all of us.

If the student independently carries out the whole cycle of management, he plans and organizes the achievement of specific goals, he develops, controls himself, that is, he is the subject of cognitive activity, then there must be appropriate forms of learning organization. These are lessons of high level of individualization, this is home-based independent work, it is lessons with a completely new scheme of interaction between teachers and students.

Therefore, a lesson is an organizational form of learning that provides for the education, upbringing and development of a stable composition of students over a defined period of time, based on the study of a specific and uniform subject for all students in the class. Depending on the different principles, there are different classifications of lessons. Known classifications. B. Esipova, V. Onishchuk, M. Kazantsev, M. Guzik.

The classifications of the lessons make it possible to distinguish the types of lessons and, therefore, their structure. The systematic approach makes it possible to single out another so-called generalization classification. It incorporates all known to this partial classifications.

### **High school.**

M. Fitsula gives the following definition of the process of education in higher education - the process of learning is a form of knowledge of objective reality, mastering the experience of mankind, the interaction of teacher and student. It consists of two interrelated processes - teaching and learning.

Learning is a complex phenomenon, a dynamically moving process, it has a dual nature through the two-way educational interaction of the teacher and the student (students) and, accordingly, the educational activity of the first and the learning activities of the other subject.



Vitvitska S.S. emphasizes that the essence of higher education is different both in its teaching and learning process, which is determined by the purpose and objectives of the higher education institution.

The educational process in higher education institutions is a complex system, with independently functioning subsystems, it has its logic.

Each participant of equal educational interaction carries out specific educational actions, types of operations and work inherent in such subject, but, being guided by various goals, directs active cooperation on development of potentials of the central subject - the student on the way of his social development and acquisition of professional competence. Mutual activity, teacher and student cooperation in the process of communication within the educational process is a pedagogical (educational) interaction. The effectiveness of the educational process will be determined by the formation of dynamic interaction "teacher - student", "teacher - student - students".

The following are established between the subjects (entities and entities): - information - exchange of information, - organizational-activity - joint activity, - communication - communication, - management and self-management. Successful learning activities will depend on the relationship of relationships, Fitzula emphasizes.