



METHODOLOGY FOR ANALYSIS AND SELF-ANALYSIS OF TEACHING ACTIVITIES

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Tayanch so'zlar: ta'lim tizimi, topshiriqlar, amaliy faoliyatlar, o'quvchilarning ijodiy faolligi, talabalar va o'qituvchilar, samaradorlik.

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Key words: education system, assignments, practical activities, creative activity of students, students and teachers, effectiveness.

Introduction.. The article discusses the methodology for analysis and self-analysis of teaching activities.

Technology education should be built on the basis of joint creative activity between students and teachers. The role of the teacher in the lesson is, first of all, to activate the mental and creative activity of students and to guide their practical activities, but not from the point of view of issuing assignments, but from the point of view of developing a joint plan of action and discussing the possible course of work.

The professional development of a teacher is of paramount importance in the development of society as a whole: the personality of a teacher, as well as his professional knowledge, is the value capital of society. A teacher is able to convey to students only those value orientations that are inherent to him.

The most important goal of the education system is to prepare students who are able to act independently and actively, make decisions, and adapt flexibly to the changing conditions of a post-industrial society.

In the modern world, in order to be professionally competent, a teacher must, on the one hand, constantly study, engage in self-education, and on the other hand, self-realize in teaching activities. Self-realizing, self-fulfilling, he



not only functions in society, but invests himself in its values, in students, and therefore in social production.

Today, a teacher is required to be “ready to meet every professional situation with dignity, to be ready for retraining in rapidly changing conditions.” Human activity in these conditions, according to psychologists, can be aimed at better and more complete adaptation to the environment at the expense of one’s own reserves and internal resources, where self-development is the key factor in dynamic development.

Discussion and results. The area of manifestation of pedagogical creativity is determined by the structure of the main components of pedagogical activity and covers almost all its aspects: planning, organization, implementation and analysis of results.

The idea of oneself and teaching activity requires generalization and analysis. According to D. Bourdain, it is at this stage that the organization of teacher research activities is possible.

Analysis is a logical method of cognition, which is the mental decomposition of an object (phenomenon, process) into parts, elements or features, their comparison and consistent study in order to identify the essential ones, i.e. necessary and certain qualities and properties.

Psychological and pedagogical theory has developed numerous lesson analysis schemes, built on different foundations. A modern lesson is far from a monotonous and unified structural and content scheme. Therefore, each specific teacher or leader determines for himself those forms that are most acceptable to him and correspond to the paradigm in which he carries out his activities.

Pedagogical activity is technological in nature. In this regard, an operational analysis of pedagogical activity is required, allowing it to be considered as a solution to diverse pedagogical problems. Among them we include a set of analytical-reflective, constructive-prognostic, organizational-activity, evaluation-informational, correctional-regulatory tasks, the techniques and methods of solving which constitute the technology of the teacher’s professional pedagogical culture.

Pedagogical analysis contains the following functions: diagnostic, cognitive, transformative, self-educational.

Assessing the professional skills of a teacher is one of the most relevant aspects in the work of the administration. This allows you to constantly identify professional difficulties, provide timely assistance to the teacher, see his growth, and contribute to successful certification. And since the main indicator



of pedagogical professionalism is a lesson, every leader needs to master the skill of its analysis

When analyzing a lesson, as a rule, methods, ways to activate students, and the effectiveness of mastering the material are evaluated. It is extremely rare that a lesson is analyzed from a physiological and hygienic perspective, from the point of view of health pedagogy.

Along with the analysis of the lesson by the school administration, it is extremely important to hear the teacher's self-analysis and his assessment of his own teaching activities. In many schools this is not practiced, but in vain: self-analysis is an indicator of the teacher's professionalism, the degree of his understanding of the tasks of education, and not just the goals and objectives of one lesson.

Self-analysis of pedagogical activity is a hidden from direct observation, but an essential side of the professional activity of a teacher and his life in general; it is an analysis of pedagogical activity when the phenomena of pedagogical reality are correlated by the teacher with his actions. Self-analysis is usually carried out according to a specific algorithm or checklist of questions.

Analysis of one's own activities is aimed at identifying the most significant components of this activity. Since any activity is always specific (carried out by specific people at a specific time and under specific conditions), its analysis is always limited by certain semantic boundaries stemming from the definition of the activity itself. The activities of a particular teacher are usually classified as pedagogical activities.

Each teacher, regardless of his teaching experience, has his own style, or better to say technique, of work. In pedagogical language, the term "technique" is used less frequently than the concept "technology". Technology is understood as a sequence of actions that, under given conditions, is guaranteed to lead to the required result, regardless of the skill level of the performer. Pedagogical technology, understood in such a narrow engineering sense, can hardly be implemented in practice. Rather, we can talk about a system of basic principles on which the teacher's activities are based, and the many techniques and actions he uses, which can be combined in different ways in different cases. A similar situation is observed, for example, in sports or medicine, where the phrases "technique of dribbling the ball", or "technique of surgery", etc. are quite common. Therefore, it will be more accurate to analyze the teacher's pedagogical activity from the point of view of the technique of its implementation.

By revealing the structure of pedagogical activity, fixing a specific hierarchy and the relationship of its components (basic principles, elementary



actions and operations), we can build one or another pedagogical technique (developmental education, personality-oriented approach, collective learning system, etc.). However, in the activities of a specific teacher teaching a specific subject in a specific class, this general technique turns into a specific one, corresponding specifically to the given pedagogical conditions. We can say that the pedagogical activity of a particular teacher is implemented in the form of a specific pedagogical technique, which is determined by four main components: teacher, class, subject and the pedagogical technique used in a broad sense.

Class analysis. Class analysis is, on the one hand, a necessary element in the analysis of the pedagogical situation. On the other hand, this is an auxiliary point in the analysis of the teacher's personality, which reveals his ideas about the class. When classifying students of any class, we must choose the main classification parameter for us. Currently, both in pedagogical theory and in pedagogical practice, classifications of students of various types and types are considered and used: external - internal, strong - weak, humanities - naturalists, active - passive, etc. Parameters in such classifications can be, for example:

- Level of mastery of the subject.
- Level of proficiency in general academic skills.
- Degree of independence in learning
- Level of proficiency in the necessary propaedeutic and related knowledge and skills (reading, speaking, vocabulary, etc.).
- Degree of development of mental qualities (memory, attention, logic).
- Pace of educational work
- Specific personal qualities (temperament, good breeding).
- Type of educational focus.

For each classification parameter, it is necessary to identify its possible values, relative to which students will be distributed in the constructed classification.

Pedagogical reflection in activity is a process of successive actions from difficulty (doubt) to discussing it with oneself and to finding a way out of it. Reflection is a complex mental ability to constantly analyze and evaluate every step of professional activity. With the help of reflexive abilities, which include a number of basic intellectual skills, you can manage your own professional activities in conditions of uncertainty. Taken together, these "key skills" constitute a kind of reflective technology, with the help of which the professional experience of a teacher is improved.

Conclusion. In conclusion, analysis and self-analysis of a technology lesson should be aimed at comparing the put forward general educational, educational and developmental goals with the achieved results. The purpose of the analysis



is to identify methods and techniques for organizing the activities of the teacher and students in the classroom, which do or do not lead to positive results. The main task in this case is to find reserves for increasing the effectiveness of the work of teachers and students.

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РЕЗИЮМЕ

Pedagogik faoliyatning muhim elementi bu o'z darsini tahlil qilish va o'z-o'zini tahlil qilishdir. O'z ishini tahlil qilish mutaxassisning malakasini oshirishning eng samarali choralaridan biridir. O'z-o'zini tahlil qilish sifati ko'plab omillarga, birinchi navbatda, o'qituvchining o'z harakatlarini o'ylash va baholash odati va ular olib kelgan yoki olib kelishi mumkin bo'lgan natijalarga bog'liq.

РЕЗИЮМЕ

Важным элементом педагогической деятельности является анализ и самоанализ своего занятия. Анализ собственной работы, -- одна из самых продуктивных мер повышения квалификации специалиста. Качество самоанализа зависит от многих факторов, и, прежде всего, от привычки учителя к обдумыванию и оценке своих действий и тех результатов, к которым они привели или могут привести.

SUMMARY

An important element of pedagogical activity is analysis and self-analysis of one's lesson. Analyzing one's own work is one of the most productive measures to improve a specialist's qualifications. The quality of self-analysis depends on many factors, and, above all, on the teacher's habit of thinking and evaluating his actions and the results to which they led or can lead.