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ANALYSIS OF THE PRACTITIONER'S LESSON AS A MEANS OF INCREASING THE LEVEL OF HIS METHODOLOGICAL COMPETENCE

Annotation. The article is devoted to the problems of formation and development of the professional competence of future teachers-trainees, ways and methods of conducting lessons. It is noted that in the development of the competence of the future teacher, the main role is played by new ways and methods of conducting lessons, planning them, and developed examples of lesson analysis are offered.

Key words: competence, professional competence, teacher, trainee, lesson analysis, techniques.

In modern scientific works, the role of lesson analysis in the formation and development of the professional competence of the future teacher is especially emphasized, their authors put forward new ways and methods of conducting lessons, planning them, and offer developed examples of lesson analysis [1-3]. Lesson analysis is considered «as the most important method of scientific control over the effectiveness of the teacher-trainee and students, is the main way to obtain information about the achievement of certain learning goals by the trainee, as well as ways and means of solving the problems of education and development, about the effectiveness of his use of teaching methods and education in the classroom» [3, p. 80]. However, as foreign scientists emphasize, «despite the fact that the practice of future teachers is recognized as one of the key elements in improving teaching standards, the role of the teacher as an observer, leader or evaluator remains largely understudied and subjective» [5].

Indeed, observations of the process of pedagogical practice indicate a number of problems: the majority of trainees - future teachers of a foreign language (more than 60%) do not consider a detailed analysis as a systematic and effective element of their activities. The main reason for the difficulties interns call the lack of time, lack of knowledge and experience in this type of work. Indeed, our observations have shown that when conducting an analysis, instead of a meaningful comparison of the planned and achieved results, trainees often perform only an emotional assessment of the work in the lesson, without taking into account the essential criteria for assessing a foreign language lesson.

Therefore, based on the fact that «methodological competence is a set of interrelated personality traits expressed in the knowledge of the taught and related subjects, knowledge of methods and the ability to use them in the educational process, professional skills, the presence of value attitudes and personal qualities» [4, p. 37], as well as noting the important need to analyze the lesson as an obligatory component of the methodological competence of the student - the future teacher of a foreign language, we would like to propose a developed scheme that can be used by trainees both to observe and analyze the lessons of mentors and classes other student interns.

Scheme of analysis of a trainee's foreign language lesson:

1. General data and conditions for the lesson:

1. Date. Class. The number of students in the class. Surname of the teacher (student-trainee).

2. Sanitary and hygienic condition of the class.

3. Lesson equipment: the presence of visual aids, a projector, a laptop, an electronic board, headphones, etc.

4. Appearance of students (according to the requirements of the Ministry of Education and Science, discipline).

5. Preparation for the lesson: topic, availability of a calendar plan, outline plan, its timely presentation; initiative and independence of the student in the preparation

of the lesson, the timely preparation of the classroom and everything necessary for his work and students; educational and upbringing objectives of the lesson.

II. Target setting of the lesson:

a) Is the target setting of the lesson correctly (specifically) set by the trainee student;

b) development of what active skills of students is pursued by the teacher (trainee) in the lesson;

c) whether the selected language material corresponds to the target setting set in the lesson;

d) Is it possible to set this target setting in this lesson;

e) whether the skills and abilities of students correspond to the tasks set to achieve the goal;

f) whether the teacher (trainee) correctly set the target setting for the students at each individual stage of the lesson.

III. Organizational moment of the lesson (beginning of the lesson):

a) entrance of the student-intern into the classroom, warming-up activities: greeting, mini talks about the weather, the past day, plans for today, etc., establishing discipline; a mark in the class register of absent students;

b) message of forthcoming work;

c) Is the class prepared for the lesson;

d) whether the students are able to make a report in a foreign language about their readiness for the lesson; do the students understand the teacher's questions about the number, day, absences, etc. and whether they answer them correctly and quickly;

e) whether the beginning of the lesson was the organizing moment of the students for the lesson;

f) Whether the attendants have made all the necessary entries on the board (date, day, etc.).

IV. Phonetic or lexical exercises:

1. Is the language material chosen correctly for phonetic (lexical) charging.

2. What kind of material is included in the exercise (individual sounds, words, phrases, sentences); question-answer exercises.

3. Whether the phonetic (lexical) exercise was carried out correctly from a methodological point of view;

4. Did all students take an active part in the exercises;

5. The connection of the material of this charge (phonetic or lexical) with the language material previously studied by students;

6. What skills did the teacher-trainee develop in students during the exercise;

7. How much time is allotted for charging and whether this time is effectively used;

8. What wishes can be expressed to improve the organization of charging and the choice of language material.

V. Checking homework:

1. Start of test (time). nature of homework. What work did the teacher do to correct students' mistakes? Student work during the test. The nature of the errors. Are there common (typical) mistakes in students doing homework. Parsing and fixing. The number of checked works. The result of checking and evaluating student work. Conclusions of the teacher on the work performed;

2. Communication of oral speech, reading and writing when checking homework.

3. What skills did the teacher try to develop by giving homework and what are the results?

4. What educational tasks did the teacher solve when checking homework?

5. How much time did the teacher allocate according to the plan, did he actually spend time checking homework?

6. What wishes can be made on the selection of exercises for homework and on the method of more effective control of this assignment?

7. Oral survey of students on the current and passed material:

a) start of survey (time)

b) teacher's questions, their sequence; survey on the studied material;

c) identifying the quality of knowledge and skills of students;

d) the nature of the students' answers; clarity and expressiveness of speech; diction and pace of speech; work on the culture of students' speech and their pronunciation, correction of their answers and pronunciation; omissions by the teacher of students' mistakes.

e) the activity of students, their upbringing, responsibility, independence, discipline and organization;

f) student work during the survey;

g) the number of students who answered;

h) the quality of their knowledge and skills, their assessment; substantiation and motivation of assessments;

i) the educational nature of the oral survey. Frontal work with students during the survey;

j) derivation of grades at the end (of a question or lesson), the degree of students' educational preparation. Poll end (time), poll lasts 5 minutes;

k) What suggestions can be made on the organization and methodology of the oral survey, regarding the control of students' speech skills and abilities.

VI. Presentation of new material:

1. Beginning of the presentation (time).

2. Introduction (repetition of the material covered as the basis for a new lesson, preparing students for the perception of new knowledge). The topic of the new lesson. Transition to the presentation of new material.

3. Content of the new lesson; the nature of the language material. Difficulties (phonetic, spelling, lexical and grammatical): taking into account language difficulties in the process of presenting new material. Target orientation of the content of the material. Educational and educational value of the content of the lesson, its ideological consistency. The correctness of the language material. Introduction of new terms and their explanation.

4. What basic didactic principles were used to explain the new language material.

The use of comparison (in the system of the foreign language itself with previously studied language material and with the native (Tajik) language of students) when explaining new material. Is the presented material accessible to the understanding of students (is the teacher presenting new material in an accessible way)? What visibility is used in the presentation of new material (presentation, subject, visual, pictorial, linguistic), its quality and effectiveness. Did the teacher present the new material consistently and systematically? Did the teaching methods used by the teacher correspond to the age characteristics of the students? What is the opinion of the students during the teacher's presentation of the new; what interest and activity the students showed in the presentation of new material. Use of induction and deduction when explaining new material. In what ways did the teacher develop the logical thinking of students? The connection of new material with previously studied language material by students.

5. Methods and techniques of presentation. Methods and techniques for explaining language material. Using the "show" method when explaining language material. Techniques for introducing sounds. Pronunciation techniques. Techniques for introducing new words. Means and techniques of semantization of new words, their correspondence to the nature and specifics of the language material. Techniques for introducing and explaining grammatical phenomena. The use of visualization in the explanation of language material.

6. Connection of speech, reading and writing attitudes when presenting new material.

7. Whether foreign speech is used correctly by the teacher. Is there enough foreign speech in the lesson.

8. How does the teacher make sure that the material is understood by the students before he proceeds to consolidate.

9. What knowledge, skills and abilities of students did the teacher use when explaining new material.

10. What skills of students did the teacher develop simultaneously with the presentation of new material.

11. How much time the teacher spent on presenting new material and whether the time was used effectively. End of presentation of new material (time); The presentation lasted 15 minutes.

VII. Consolidation of new language material:

1. Beginning of consolidation (time, place of consolidation) of new material in the lesson plan.

2. In what forms of language activity did the consolidation of new language material take place (oral speech, reading or writing).

3. Variety of methodological techniques and forms of work when fixing this language material. The effectiveness of these methods.

4. Coverage of the class when fixing new language material; organization of general classroom and individual work of students; work with weak and strong students.

5. How effective was the consolidation of the language material. Proposals for improving the methodology for consolidating new material (time); consolidation of new material (time): consolidation lasted 5 minutes.

VIII. Homework:

1. Was there an explanation of the homework?

2. Are the types of homework varied enough?

3. Are the students prepared from a linguistic point of view for this homework assignment.

4. What skills is this homework aimed at developing?

5. Is homework given on time?

6. Is the homework written correctly by the teacher on the blackboard.

7. Did the students manage to write down their homework and did everyone write down the assignment in their diaries.

IX. Lesson summary:

1. The need for the teacher to conclude the lesson.

2. What methodological techniques did the teacher use to make sure that the students learned the material and developed the correct skills to use it in oral speech (reading, writing).

3. Did the teacher achieve the goal set in the lesson, judging by the answers of the students or other exercises conducted.

4. What wishes can be given to the teacher to improve the summing up of the lesson.

5. Development of mental processes and activities of students in the classroom: sensations, perceptions, ideas, memory, considerations, thinking, speech, feelings, will, attention, skills and interests of students.

6. Behavior of students in the classroom: the participation of all students in the work, the degree of their activity; working mood of the class; student interest; the state of discipline in the classroom; its dependence on the content and correct conduct of the lesson; causes of misconduct.

7. The teacher as a leader and creative person in the classroom:

A) The leading role of the teacher: perseverance, exactingness, control, personal characteristics.

B) Creativity of the teacher, his independence in conducting the lesson, thoughtfulness, resourcefulness, initiative and creativity, application of the experience of the best teachers.

C) Ability to manage oneself and the class; implementation of the "rules of student behavior": measures to maintain discipline; contact with students and timely response to violations of discipline in the classroom; reaching out to all students; study of students in the classroom; individual approach to them; which students get more attention from the teacher; pedagogical tact.

D) The role of the teacher: is it correct, free, expressive, clear; diction and the degree of tension of the voice, the quality of pronunciation.

E) Facial expressions, gestures, posture and location of the teacher in the classroom.

F) The general nature of the teacher's work and his condition (confidence, cheerfulness, emotionality, inspiration).

G) Appearance of the teacher.

X. *Lesson results:*

1. General result: implementation of the goal of educational and educational tasks, plan and content of the lesson; purposefulness, consistency, logical connection of the parts of the lesson, its completeness; the number of concepts and the quality of knowledge, skills and abilities acquired by students under the program; the role of independent work of students; the pace of the lesson; rational use of time in the lesson, dosage in time of individual stages of the lesson.

2. The educational value of the lesson: the education of a humanistic worldview among students in the lesson; the value of the lesson for the development of humanistic traits of character and behavior, the educational power of the lesson.

3. Lesson as an integral part of the system of lessons.

4. Conclusions and suggestions.

In conclusion, we note that in the course of teaching practice at the secondary school No. 8 in Khujand by students of the Faculty of Foreign Languages of B. Gafurov KhSU, the above scheme has already served as a support for the trainees to analyze the lessons. Working on it every day, improving the ability to analyze the lessons of their fellow students and school teachers, the students noted the usefulness of the scheme. Indeed, we can conclude that the application of the presented scheme has served as an important means of increasing the methodological competence of future teachers of a foreign language.

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