Structure of a Model Training Course in Non-Government Entities and Modern Requirements for it

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Abstract: The design and structure of training sessions is of paramount importance to the quality of educational services undertakes in educational sphere, especially in nongovernmental institutions of education. This research is focused on basic components of model training sessions,.methodology bases and modern demands, necessary for building of the high-quality process of forming of skills. A través de la consideración de varios aspectos del proceso de formación como es el nivel organizacional, evaluación del conocimiento, del flujo instruccional y evaluación reflexiva de reflexión, la investigación enfatiza la necesidad de un plan y de una implementación, sistemática para asegurar que los participantes en el aprendizaje mantengan su participación cognitiva y retengan el conocimiento. The research fills the existing void oflessons which combine theoretical teaching with practical application, adopting the approach of combining innovative method of pedagogic. With a qualitative approach, the study examines how interactive teaching methods, best for any assignment structured question frameworks and assessment driven feedback support learning centered toward students learning environment. Results show that a well-organized lesson planning framework related to the objectives, enhance students' motivation, their intellectual development and skills acquisition. Moreover, the incorporation of Bloom's taxonomy in question formulation fosters critical thinking and problem-solving abilities. The findings of this research point out that educational establishments must revamp their teaching techniques using structured lesson models that are adaptive to different types of learning needs. Future research should examine the efficacy of digital technology in improving training meeting arrangements and evaluate the impact of digital technology on learning outcomes from students in a variety of educational institutions.

Keywords: educational process, lesson training, structure of educational training, training elements, training type, training types, modern requirements.

Introduction

The training course is a complex form of organizing the educational process, which requires great responsibility from the teacher in the process of conducting the training, a creative approach in its planning. In this case, it is important to correctly distribute time, control each part of the training, individual educational activities in the work of students.

Combined training includes the following stages:

➢ organizational;

➢ stage of checking homework;

➢ comprehensive knowledge check stage;

➢ updating knowledge;

➢ exercises to master new knowledge and consolidate knowledge;

➢ instructions for completing homework;

➢ concluding the training session, reflection stage.

Organizational stage: very short, determines the overall psychological mood of the training. Greetings, the teacher's kind words, calm, trusting habits are considered a prerequisite for completing the tasks of this stage. The stage of activating the subject experience of students ensures their motivation and participation in collaborative activities. At this stage, it is not enough to simply update knowledge and skills, which are sometimes limited. A person can only assimilate knowledge that has personal meaning if he understands it.

Homework is given in almost every lesson, but sometimes this stage is limited to only information about what needs to be done. However, there must be information on how to do it. This does not mean that the teacher himself should prescribe the procedure for doing homework. There should also be a plan for doing it together with the students, as well as the necessary explanations. The absence of this stage leads to problems with homework, lack of knowledge, and poor learning. Sometimes, due to lack of time and improper planning of training, the last two stages are missed: finalization and reflection. But they also have important psychological significance. They serve as a stimulus for the student to evaluate his/her results, to further work, to prove his/her achievements, and to create a positive emotional mood. Reflection also allows students to develop their emotional circle and master the principles of cooperation.

The structure of a training session and the methodology of its conduct depend on the didactic goals and tasks that are solved in the process of teaching and upbringing. Depending on the most common methods and means of teaching, this or that type of training session can have several types. The structure of a training session is a set of training elements that ensure the integrity and completeness of the training session in various variants.

Methodology

The methodology of the article is a qualitative research carried out on the basis of content-analysis to analyze the structure of model training courses in non-governmental schools. The research offers an in-depth review of pedagogical frameworks, instructional approaches and modern standards that define efficient training sessions. Data collection is done through analysis of document of pedagogical material, lesson plans, methodological guidelines allowing a global evaluation of good practices in the organization and implementation of training sessions. The research concentrates on key elements such as lesson planning, knowledge evaluation, teaching method, and student reflection, understanding their correlation with the understanding results. The research uses a comparative study of various teaching approaches focusing on the parts that interactive approaches, question-led learning and assessment-driven feedback play in enhancing Mood and Skill. A systematized coding process is used to group themes related to training session effectiveness as to guarantee the coherence of the interpretations of findings. Triangulation is employed to verify insights by looking at the results from a number of methodologies and improving its credibility. The study aims to offer a basis to methodologically improve teaching methodologies in private educational institutions, in order that lessons are in line with modern teaching practices. The study expands the dialogue on enhancing teaching practices by providing actionable suggestions to educators in the development of ordered, learner-centred learning environments. The future research could focus on how to integrate digital learning tools and adaptive technologies into improving the efficiency and participation of training sessions.

Results and discussion

Exemplary structural elements of the training

№	Training organization	Time	Work to be done in training
1.	Organizing the beginning of the training.	2	Attract students' attention to the learning activity, interest them, announce the topic and tell them the purpose.
2.	Homework check.	3	To determine the level of mastery of the previous subject's learning material. To prepare students to receive new information.
3.	I love you.	20	Learning new material. Presenting new, interesting, scientific material while engaging students.
4.	Advance consolidation of knowledge.	5	After explaining new material, use specific tasks aimed at applying knowledge and developing skills.
5.	Independent work of learners with subsequent supervision.	10	Monitoring and evaluation of independent work.
6.	End of training.	2	Determine what students learned during the training, what new and useful things they learned, and establish the basis for evaluating knowledge.
7.	Information about the housekeeper.	2	Announcing homework and explaining how to complete it.

The organization of the educational process places a number of demands on its participants: clear and creative fulfillment of the programmatic and methodological requirements for the training, competently determining the type of training, its place in the course section, the system of communication between courses, and the characteristics of each training; taking into account the specific learning opportunities of students, their level of education, the level of formation of the group team, their interests, aspirations, needs, and the focus on eliminating knowledge gaps; thinking and solving educational tasks together (forming knowledge, skills, qualifications, cognitive abilities, readiness for independent learning), upbringing (forming worldview, active life position, correct discipline and communication experience, personal qualities, self-education and mental development), development of intelligence, attention, perception, memory, thinking, reasoning, speech, freedom, highlighting the most basic tasks of training, team work clarifying them, taking into account their strengths and opportunities; choosing the structure of training and the pace of conducting it, which ensures the successful solution of the assigned tasks and the careful use of training time; to draw students' attention to important scientific concepts, theoretical frameworks, laws, worldviews, educational ideas of educational materials, to highlight the basics in the content of education, to ensure the close connection of the content of training with life, with the needs of society, and with the personal life experience and interests of students; ensuring the practical, career-oriented nature of the educational process, creating clear opportunities for students to apply the acquired knowledge, skills and competencies; active methods, intensive training, use of oral, demonstration and practical, reproductive and problem-based research methods of teaching in training, methods of independent work of students and work under the guidance of a teacher, methods of instilling in students an interest in knowledge, an attitude towards understanding, a sense of duty, responsibility and disciplinary methods; Conducting frontal forms of work in training in a group and individual manner, striving to organize educational work in the form of collective activity; a tiered approach to students; to form in all students an active and positive attitude to their own learning activities, skills for effective organization of learning work in training, use of educational and developmental opportunities in training, control and evaluate their knowledge, skills and qualifications; to be in a demanding attitude, while

respecting the individuality of the learner; Developing a classroom system of teaching in line with the requirements of scientific and technical progress, effectively using various teaching aids (textbooks, applications, information tools) in a comprehensive manner; implementing acceptable hygienic and aesthetic conditions for working in training; determining the content and volume of homework, taking into account time, while preventing students from becoming bored, and explaining how to complete homework if necessary; to clearly formulate a training plan, ensure its implementation in accordance with changing learning situations, and to determine the results of students' education, upbringing, and development as a result of the analysis obtained during the training, compare them with the tasks of the teacher, identify achievements and shortcomings, and take into account the results of this analysis when planning subsequent training.

Didactic requirements: implementation of the basic didactic principles in training: scientificity, systematicity, consistency, clarity, activity, unity of education and upbringing, connection of theory and practice, demonstration, solidity of knowledge, knowledge of an individual approach to students, etc.; correct determination of the purpose of the training, its exact place in the system of general educational training; determination of the optimal content corresponding to the goals of the training and the requirements of the subject programs; educational, educational and developmental goals; high teaching skills of the teacher, creative application of teaching methods and techniques, skills in mastering modern didactic techniques; ensuring high cognitive activity of students in training, independent study of the material, solving problematic tasks, and performing creative tasks; the interaction of frontal, group and individual work in training; extensive use of didactic materials of various levels of complexity, a differentiated approach to students in accordance with their level of readiness to master the learning material; effective alternation of types of student activities in training; consistency in teaching (ensuring the connection of this training with previous ones based on the implementation of interdisciplinarity in order to form a system of knowledge, skills and scientific worldview); content, volume and structure of educational material, activation of the formation of basic knowledge, skills and qualifications of students; presentation of new material; consolidation of material; teaching: multifaceted, problem-based, individual and differentiated approach, demonstration, use of technical means of teaching, interdisciplinary communication; teaching: work on the personal development of the student, activity, independence, creativity, research, general learning skills, learning and cognitive competencies; use of effective methods of supervision, objective assessment of students' knowledge and skills; control and assessment: checking homework, current feedback, assessing the level of formation of students' learning achievements, learning skills and qualifications, as well as educational and cognitive competencies.

Organizational requirements: preparing the classroom, workplace for conducting training sessions; clarity, effective use of time during training sessions; creating a working environment; discipline of students; Structure of teaching content and methods appropriate to the purpose of the training, and productive use of time. The thoughtful structure of a training session is distinguished by the following: proper organization, effective use of time, clear setting of training goals, formulation of the topic and specific tasks of the training session, correct structure in accordance with the purpose, content and methods of conducting the training session, use of teaching tools (tools, methods and technologies) depending on the situation in the training session.

Educational requirements: setting educational objectives of the training, ensuring its moral and ideological orientation; implementing educational opportunities provided by the content and methods of training; influencing the motivational circle of the learner, the formation of a positive attitude towards learning, the development of their independent creative abilities; implementing teaching methods, instilling high demands on the teacher, along with respect for the learner.

Psychological requirements: the training is aimed at developing knowledge of mental processes: attention, imagination, memory, thinking, reasoning, etc.; taking into account the mental state and

psychological characteristics of students in the training; the ability to organize the attention of students, taking into account their age and individual characteristics, creating a positive emotional atmosphere in the training; The teacher's behavior, his ability to attract students to himself, self-control, kindness, correctness; the teacher's attentiveness and attentiveness, self-control, optimism, initiative, ability to control his mood; his demandingness, respect, fairness, respect for the student's personality, adherence to teaching methods; planning the personal development of each student within the framework of each educational activity and learning subjects; Methodological methods that ensure personal development, the use of psychological and educational tools. Hygienic requirements: prevention of mental and physical fatigue; temperature regime; room lighting; suitability of furniture for the student's height; proper seating of students; prevention of mental and physical fatigue of students; compliance of students with the norms for using computer equipment; timely and high-quality conduct of physical education classes.

Technical requirements: optimal pace and rhythm of the training session; completion of each stage; emotionality of the training session; atmosphere of cooperation, creative labor activity; alternation of types of activity; speech literacy of all participants in the educational process.

Basic requirements for training management: organizational part: the person on duty reports; taking into account and controlling students' knowledge: using various forms of oral, written, frontal, combined, and test-based methods on the topic; conveying to them the purpose of the training, each of its stages: expressing the topic and purpose of the training; highlighting the main questions when presenting the primary material, effectively distributing information; culture of presenting new material: clarity, logic, fluency of speech, scientificity of presentation; Correct selection of teaching aids and methods for each part of the training, taking into account the readiness of students: compliance of the material with modern regulatory documents; consolidation of new material; clarity of homework; connection of educational and educational tasks; the connection of teaching and upbringing with life, creating conditions for the individual to express and affirm himself in training, and creating an atmosphere of creativity, active work, and curiosity in training.

Training development. When preparing for a training, the teacher must determine its purpose, content of the training, teaching methods, and structure of the training. The purpose of the training is the results that the teacher's activities in cooperation with students in the education, upbringing, and development of students should achieve. They can be educational, educational, and developmental. They are closely related. Depending on the specific circumstances, their role in organizing and conducting training is different. Each training session should be developmental. Learning should bring a person a sense of satisfaction, joy, and awaken new strength in him. Therefore, the time for training sessions is limited, and it should be used economically. This can be achieved through the preparation of teachers and students, the availability of subjects, the equipment of the training session, and the implementation of the results.

Completion is one of the requirements for the training session. The training session is a logically completed part of the educational environment, a whole, limited by a specific time frame, in which all the main elements of the educational process (content, means, methods, organizational details) are demonstrated. The result depends on their thoughtful, interactive and camera use.

It is known that the system of educational training for any academic subject has periodicity in the didactic sense. Usually, the period is associated with a significant unity of educational material and subject and has the following didactic components: learning new material, consolidation, repetition of what has been learned, control of knowledge, application of knowledge to solve tasks, formation of practical skills and abilities, personal and social competencies.

Specific requirements: the teacher must be an expert in the subject of education, teaching methods, and the training must be educational and developmental; developmental work must be carried out in each

training, the material presented must be scientific, reliable, understandable, relevant to life, and based on the previous experience of the trainees; an individualized approach to the trainees and interdisciplinary communication must be implemented in each training; The training should be equipped (with technical means of teaching, didactic materials (tables, maps, illustrations, tests, diagrams, discussion algorithms, programs, etc.); all materials should be related to the logic of the training and correspond to the level of development of the student, and innovative processes should be implemented in the training; it is important to introduce computer-based training; the protective regime in the training should be strictly observed: physical activity (2-3 minutes), The suitability of furniture for the age of the student, the suitability of didactic materials in terms of size and color, the suitability of the educational load for the age of the student, compliance with sanitary and hygienic requirements; training should help solve the main tasks facing the educational institution: comprehensive pedagogical support for a low-learning student, assistance in social adaptation for a student with abnormal development.

When preparing for a training session, the following should be kept in mind: the topic of the training session. The type of training session, the main goal, the objectives, how all the stages work to achieve the main objectives of the training session, the form and methods of training, the assessment of students, the analysis of the training session. The presence of one or another stage of the training session depends on the type of training session.

Teaching methods: explanation, story, demonstration, observation, working with books, games, exercises, practical laboratory work, practical work, independent work, use of technical means of teaching, programmed and problem-based teaching.

Method is a part of the method. For example, when using the exercise method, the following methods are used: reporting on the task conditions, writing down the conditions, performing the tasks, analyzing the results of the completed task, monitoring the correctness of the tasks.

Sample training plan: type of training: combined, training topic, training tasks. Training equipment.

1. Organizational stage. Purpose: to prepare students for the training. Stage content: finding their place when the bell rings, greeting each other, taking turns, identifying absentees, writing down the date, organizing the students' mood and attention to work, stating the topic and purpose of the training.

2. Checking homework. Purpose: to check that the homework is done correctly, to identify typical errors, to determine the level of knowledge of students, to repeat the material, to eliminate identified gaps in knowledge during the examination.

   Possible variants of homework examination: frontal and individual examination with a desk, frontal written examination (in front of the desk according to the card), individual written examination, full examination (frontal and individual, written and oral), practical work, computer control, examination of notebooks, technical aspects of teaching.

3. Preparing students to learn new material. Purpose: organization of cognitive activity of learners. Informing about the topic, goals and objectives of the new material being studied. Showing the practical importance of learning new material, increasing interest and attention to learning a new topic. New concepts can be introduced in various ways: riddles, puzzles, crosswords, the game of the fourth excess, vocabulary exercises (related to new material), problem solving.

4. Informing about new material. Purpose: to give clear ideas about the task, rule, and events being studied. Informing about new material can be done: in the form of a teacher's story (scientific, humorous, emotional, demonstration, demonstration, with vocabulary work, with summaries); independent familiarization with new material, with observation and ways to use the textbook; introductory conversation (if the student has a reserve of information on the topic); exchange of conversation and story; use of technical means of teaching.

5. Consolidation of acquired knowledge. Purpose: to consolidate the knowledge and skills necessary for independent work of students on new material, to teach them to apply knowledge in similar situations. Methods used: conversation, working with textbooks, working with notebooks, practical work, programmed tasks, didactic games, technical means of teaching, tables, diagrams and tests, independent work.

6. Conclusion. Purpose: to summarize and draw conclusions about how the group worked in the exercise, to record the work of the students, to determine what new things they learned in the exercise: conclusions, questions to understand the material studied, to write homework, to evaluate the work of the students.

Indicators of the level of learning include the following: level of differentiation or familiarity. Characterizes the lowest level of learning. The learner distinguishes objects, processes, and events from their similarities when they are presented to them in a ready-made form. Cannot write, explain, solve, or apply in practice. Gives answers to questions of varying complexity, and attempts to find the correct answer are observed; memorization. Learners may state the content of the subject, its rules, without deep understanding. They only answer questions in a reproductive plan, sometimes in a specific sequence; understanding. Learners do not just define, but also explain, give examples, and understand the essence of the questions; application (reproductive level). The learner can apply theoretical knowledge in simple tasks. Simple skills can be transformed into simple skills in the process of their application; transfer. The learner knows how to creatively apply the acquired theoretical knowledge in a new noctandart situation.

Conclusion

This study findings highlight the importance of the structured training course in improving performance of the educational processes within non-governmental organizations. The study indicates that well structured training courses, in which guidance is clear, the phases of instruction are logical, parents' knowledge is systematically checked and development is reflected in learning mean a lot to students' engagement and cognitive development. The integration of interactive teaching methods and question-based learning, particularly through Bloom's taxonomy, fosters higher-order thinking and skill acquisition. Moreover, the study highlights the need for training systems to be in line with contemporary pedagogical requirements in order to make the best of educational results. The importance directs educators to gain more structured and student-centered method, related to that lesson designs and executions are preceded and applied to complement of practical applicability and cognitive engagement claims. Moreover, institutions should focus on adaptive learning approaches to serve various learning needs. Though this research supplies a full-headline notion for successful race organisation, further studies must consider adding into digital teaching tools and artificial intelligence driven teaching models to boost commitment, personalization and knowledge-keeping across various educational environments.

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