European Journal of Innovation in Nonformal Education (EJINE)
Volume 5 | Issue 1 | Jan - 2025 ISSN: 2795-8612

The Essence of the Content of the Organization of Subject Classes in Non-State Higher Education Institutions

Xudoyberdiyev Abdumalik
Assistant of the "Economics and Information Technologies" Department at the Samarkand Branch of the ISFT Institute

A B S T R A C T
The analysis offered in this article details all components related to subject class organization within non-state higher education institutions while reviewing essential elements essential for effective learning and teaching. A systematic framework guides educational practices by providing essential information about lesson organization stages from planning through preparation and delivery to evaluation and control at each stage. A complete set of organizational recommendations exists on lesson kinds alongside their various forms together with their delivery methods and relevant techniques which satisfy modern educational requirements. The research focuses on integrating innovative learning approaches especially creative project-based problem-solving and information and communication technologies (ICT) while investigating how these methods enhance educational quality. The article establishes that developing students' creative thinking skills along with independent learning adds value to contemporary educational requirements. The paper analyzes theoretical concepts together with practical applications to present methods that bring forward lesson teaching and develop methods to support mixed learning needs. The article highlights how the delivery of holistic student development needs traditional practices alongside innovative approaches which align non-state educational institutions to global standards.

Hosting by Innovatus Publishing Co. All rights reserved. © 2025

A R T I C L E I N F O
Article history:
Received 27 Nov 2024
Received in revised form 28 Dec 2024
Accepted 29 Jan 2025

Keywords: Non-state higher education, Organization of classes, pedagogical technologies, creative education.

Introduction

Student-centered teaching methodologies in non-state higher education institutions follow national educational reforms and worldwide trends which prioritize active student learning. Modern requirements force these institutions to adopt innovative educational technologies and project-based teaching methods alongside problem-solving methodologies. Research on effective lesson organization stems from Uzbekistan's "Law on Education" and its education development program while stressing the need for educators to match their activities with international educational standards. Through systematic planning and innovative delivery together with continuous evaluation these institutions will produce adaptable creative graduates who meet current educational demands.

This article examines the key connection between creative educational methods which influence student educational advancement and their future career progression. This research adopts modern academic concepts based on interdisciplinary learning and creative methodologies alongside information and communication technology (ICT) as its theoretical backbone. Extensive research has identified the benefits of problem-based learning combined with interaction but little evidence addresses how this model operates across diverse institutions with extended timeframes. The study evaluates these research

gaps through combined investigation of existing evidence alongside original analyses of non-state university practices in Uzbekistan.

By using both academic literature reviews and case study data this qualitative research examines lesson organization strategies. The study measures effectiveness through systematic local-global education system comparison alongside educator commentary and classroom observation studies. This study examines creative problem-solving teaching methods to understand their role in student-centered learning processes which confront specific conditions such as restricted resources and distinct expertise levels among educators.

The expectations of this research are twofold: The research has a dual purpose: examining the current practices' positive elements and negative areas along with creating specific strategies to elevate non-state education quality. Effective organization of lessons alongside modern teaching approaches creates improved student absorption and academic achievement according to research results. ICT alongside modern tools create a link that erases the difference between theory education and direct application while developing essential workplace competencies needed for today's fast-growing global economy.

The findings of this study present actionable outcomes and academic knowledge for political leaders together with teachers and educational structures. Non-state higher education institutions can establish essential roles in national development when their pedagogical strategies match present-day needs. The research shows the path which enables educational institutions to develop better learning systems through strengthening creativity and building life-long critical thinking abilities in students. The research calls for deeper investigation of innovative pedagogy and institutional development blends which will guide upcoming educational developments.

Methodology

The research examines modern subject class organization structures in non-state higher education institutions through qualitative analysis methods. According to Uzbekistan's "Law on Education" and "National Programme of Professional Development" the research takes an integrative method to study lesson planning along with preparation and execution as well as evaluation. Analyzing scholarly literature alongside government directives and practical examples the research demonstrates how pedagogical techniques such as project-based learning together with problem-solving approaches augmented by information and communication technology enhance educational outcomes.

The research examines key objectives by performing a critical analysis of local and international studies alongside best practices from various backgrounds. The examined research consists of studies which examine pedagogical technology alongside studies about independent learning and interdisciplinary methodologies. A comparative examination of worldwide teaching benchmarks with non-state education practice reveals specific lesson arrangement deficiencies which serves as a basis to propose remedial approaches. The analysis focuses on practical educational techniques including topic sequencing structures, student-active learning approaches, along with outcome assessment methods to demonstrate their modern learning standards compatibility.

This study investigates how student learning depends on interactive educational settings to enable independent thought development. The study evaluates teachers who need to adopt innovative educational practices together with modern teaching tools in order to determine their effect on class success. Systematic planning and contemporary pedagogical techniques integration achieve both optimized educational experiences and global standard alignment for non-state educational institutions through this methodology.

Results and discussion

The essence of course organization in higher education institutions is to ensure effective and systematic training of students based on the curriculum. The organization of classes in universities includes:

1. Planning: to define lesson objectives, to choose methods and forms of work, to make a curriculum.
2. Preparation: select and analyze teaching materials, develop teaching aids and presentations, prepare assignments and practical exercises.

3. Conducting the lesson: transferring knowledge and information to students, explaining the material, using interactive teaching methods, conducting practical exercises and discussions.
4. Assessment and control: checking students‘learning, grading, analyzing students’ progress and adjusting the learning process.

The organization of classes at universities also includes coordination of teachers' work, distribution of teaching load, consultations and individual classes with students. It is based on the principles of systematicity, consistency and purposefulness, aimed at the formation of skills, abilities and competences of students, their becoming specialists in their field of study.

Class Type. The illustrative-explanatory approach can be a type of problem-based, programmed, computer-based learning.

Illustrative-explanatory approach. The learning process is primarily based on visual methods. Direst relies primarily on students' listening and memorization skills. These kinds of activities save time, maintain the strength of the instructor and the student, and effectively manage the learning process.

Problem-based. Such lessons are aimed at independent assimilation of knowledge, in which the student's thinking and interests are taken into account. At the first stage of the lesson it is important to get them to understand the essence of the problem, the need to solve it. The second stage of the lesson is a way of solving the problem, which is solved by achieving the essence of the.

Programmed. The lesson materials are divided into separate sections; the lesson process is divided into sequences; the lesson material is adapted for thinking about and assimilating in certain sections; each student's every movement is controlled; as soon as a student completes a task, he/she receives and diligently learns the next task for assimilation; a student is shown an incorrect answer; each student works independently in the lesson.

Computer-based learning. It can be used to algorithmic the content of the lesson, i.e. to learn the content, to show ways to achieve the final goal by developing sequences. It is easy to carry out the learning process, monitor, correct the results, manage, and collect the necessary information. The quality indicator of a computer-based lesson is determined by two main factors: the quality of training programmers; the quality of computer equipment and its capabilities.

Lesson Forms.

It can be one of traditional, single or non-traditional forms.

Traditional. Presentation of new knowledge, consolidation of the mentioned materials, testing of knowledge, skills and qualifications, introduction, repetition, generalisation and mixed lessons.

Solo. **Tutoring education**.

Non-traditional. Lecture, seminar, laboratory work, training, excursion, disputation, round table, quiz, press conference, ‘field of wonders’, etc.

Methods of lesson delivery. Demonstration and oral presentation.

Methods of conducting the lesson. In order to achieve the set goal more quickly, it is indicated what teaching methods the teacher should use, but in this case the teacher should not be limited, as he/she should be able to use methods other than those presented in the form of creative activity. In this case, it is necessary to choose wisely from traditional, modern, interactive methods, which serve for effective assimilation by students of the studied topic.

Learning technologies that can be used at the lesson. Creative, project-based, problem-based, information and telecommunication, automated, programmed. You can choose one of them.

Creative. A technology that constantly shapes the student's creative thinking and develops his abilities. Its purpose is to instil creativity in the student and develop the creative abilities that he has.

Design. Based on the design of the pedagogical process, a lesson is conducted and a technological map is drawn up. Its aim is to activate his existing knowledge and acquire new knowledge so that the student can

actively engage in design activities in the sociocultural environment-gan

Problematic. Developer is a teaching technology that stimulates the process of active knowledge acquisition and forms a logical style of thinking. The essence of problem-based learning lies in the teacher's management of students' activities to acquire new knowledge by organizing problem situations in learning and solving educational (useful, vital) problems, problems and questions.

Informatisation and telecommunications. This is a set of methods of information transfer using computers and telecommunications, processing and use of knowledge. The level of information technology in teaching is assessed based on the level of availability of both programmers and hardware.

Automated. It enables self-learning of a training course or a major section of it. This system embodies a simple textbook, a set of questions, laboratory exercises, reference materials and expert characteristics that check the information learnt: provides an optimal way to study the educational material; instils skills of analysis and research; saves the student's time.

Programmable. These are learning devices based on specially designed programmes (computer, simulator, programmed textbooks.) is a technology that allows with its help to independently acquire knowledge, skills, qualifications.

Learning technology can have the following programmes: linear; network; adaptive; generalised; program-algorithmic; block learning; modular learning; full assimilation of knowledge.

Lesson tools. The list of educational tools and visual aids for teaching the same subject is given.

For the teacher. Teaching and methodical manual, methodical recommendations, methodical development, curriculum, lesson plan, lecture text.

For the student. Textbook, methodological manual, tables, handouts, flow charts, map of typical errors, task sheet, interactive methods.

For the lesson. You can choose posters, models, models, equipment, audio-visual aids, technical means, and realistic tools.

Relevant conditions. Provided with technical means, room where it is possible to apply educational methods.

Monitoring. Observation, oral control, written control, independent assessment based on assignments. From these you can choose what you need.

Discipline structure. The section, chapter and topics of the subject are taken from the curriculum for the subject; the section, chapter and sequence of topics of the subject are specified correctly; no section, chapter contains its own suggestions for topics; each section, chapter and hours allocated to the subject are specified correctly; the purpose of the subject is explained on the basis of the standard; the content; attention should be paid to the fact that the teaching methods are specified correctly, the literature used is sufficient. When editing interdisciplinary links, each universal and specialized science is taken into account.

Types of lesson quality control by subject. Current control. Oral questioning, seminars, written work, laboratory work, methodology-viii includes all types of questioning, such as dictations, course projects, homework, which the teacher uses in his practice. Spatial control. A certain part of the credit is carried out after the completion of the section. This is a procedure of transfer control, the form of which is determined by the scientific and pedagogical council of the educational institution. Final control. It is carried out at the end of the semester and after the completion of the relevant section of the curriculum. It is a transferred control procedure, the form of which is determined by the scientific and pedagogical council of the educational institution. Final state attestation. State examinations and the awarding of qualification are completed by the defence of the diploma work (project).

Goals and objectives of pedagogical science.

Objective. Implementation of the tasks specified in the Law of the Republic of Uzbekistan ‘On Education’, ‘National programme of professional training’, formation and development of knowledge,

skills and qualifications in students on the basis of the requirements of the State educational standards, curricula and professional development plans, through which competitive training is carried out, achievement of the ability of young people to find an independent way in political and socio-economic life.

Functions. Developing a general, holistic learning project; setting specific goals and objectives to be achieved in doing so; developing its content; selecting the most effective methods, techniques and tools to help ensure its effectiveness; controlling students' activities and organising assessment.

Conclusion

The examination concludes that updating lesson organization at non-state higher education establishments requires modern teaching methodologies used alongside systematic educational methods. Research shows that combining creative techniques and problem-based methods supported by ICT tools leads students to advance their active learning while developing both independent thinking and higher engagement levels. Educational standards require teaching professionals to develop both interdisciplinary learning systems and practical problem-solving opportunities which results in professional-level learning preparation for future graduates. Educational institutions should place their focus on three main initiatives including the improvement of teaching methodologies and resource distribution for flexible curriculum development to satisfy modern economic and societal requirements. Despite progress the examination exposes systemic access problems with technological resources and uneven instructor teaching abilities which demand additional action for implementing these pedagogical systems effectively. Future study must investigate the enduring effects of these approaches regarding student achievements throughout diverse teaching environments with minimal resources available. Future investigations evolving this research will contribute to developing a comprehensive framework for education quality in alternative institutions thus fostering national progress and international competitiveness.

REFERENCE

1. Abdalova S., Mavlyanov A. The Technology of Organizing Independent Education. - Tashkent: Fan va Texnologiya, 2009. - 91 pages.
2. Mavlyanov A., Abdalova S., Yusupova L. Developing Independent Thinking in Learners through Interactive Lessons. - Tashkent: Fan va Texnologiya, 2009. - 102 pages.
3. Mavlyanov A., Javlonov Sh., Abdalova S., Yusupova L. The Technology of Conducting Lessons Based on Pedagogical Technology Principles. - Tashkent: Voris, 2010. - 112 pages.
4. Ergashevich, E. A. (2024). TEACHER'S PREPARATION FOR TRAINING TRAINING AND TYPES OF TRAINING TRAINING. *Excellencia: International Multi-disciplinary Journal of Education (2994-9521)*, *2*(1), 280-286.
5. Ergashevich, E. A. (2024). STRUCTURE OF A SAMPLE TRAINING COURSE AND MODERN REQUIREMENTS FOR IT. *Excellencia: International Multi-disciplinary Journal of Education (2994-9521)*, *2*(1), 309-316.
6. Ergashevich, E. A. (2024). THE ROLE OF BLOOM'S TAXONOMY IN DETERMINING PEDAGOGICAL OBJECTIVES IN THE PROCESS OF EDUCATIONAL LESSONS. *American Journal of Language, Literacy and Learning in STEM Education (2993-2769)*, *2*(1), 264-270.
7. Ernarov, A. E. (2022). Stages, Forms, Components, and Criteria of Teachers' Preparation for Educational Activities in Higher Education Institutions. Sohibqiron Yulduzi: Social-Historical, Scientific, and Popular Journal – Qarshi, (1), 188-193.
8. Ergashevich, E. A., & Mado, A. (2024). Methodology of Organizing and Implementing Training Activities. *Academia Open*, *9*(1), 10-21070.
9. Ergashevich, E. A. (2024). TYPES, CRITERIA AND CHARACTERISTICS OF MODERN EDUCATIONAL TRAINING. *JOURNAL OF THEORY, MATHEMATICS AND PHYSICS*, *3*(1), 111-119.

10. Ergashevich, E. A. (2024). STRUCTURE, ELEMENTS, TYPES AND TYPES OF MODERN EDUCATIONAL ACTIVITIES. *JOURNAL OF THEORY, MATHEMATICS AND PHYSICS*, *3*(1), 76-83.
11. Ergashevich, E. A. (2024). CONTENTS OF EDUCATION ORGANIZED CLASSES AND ACTIVITIES IN OTMLAR. *JOURNAL OF THEORY, MATHEMATICS AND PHYSICS*, *3*(1), 63-69.
12. Ergashevich, E. A. (2024). SOME PEDAGOGICAL TECHNOLOGIES USED IN THE PROCESS OF ORGANIZING EDUCATIONAL LESSONS IN OTML. *American Journal of Language, Literacy and Learning in STEM Education (2993-2769)*, *2*(1), 252-258.
13. Ergashevich, E. A. (2024). CASE ANALYSIS OF USE OF MODERN TEACHING TOOLS AND TECHNOLOGIES IN EDUCATION. *JOURNAL OF THEORY, MATHEMATICS AND PHYSICS*, *3*(1), 126-132.
14. Ergashevich, E. A. (2024). DEVELOPMENT OF STUDENTS'THINKING AND USE OF MODERN TEACHING TECHNOLOGIES IN ORGANIZING EDUCATIONAL LESSONS IN OTML. *Excellencia: International Multi-disciplinary Journal of Education (2994-9521)*, *2*(1), 287-291.
15. Khallokova, M. E. (2022). Theoretical and Methodological Fundamentals of Improving the Quality of Education in Non-State Educational Institutions. Journal of Positive School Psychology, 11638-11646.