

ABOUT THE PEDAGOGICAL BASIS OF THE ORGANIZATION OF SAMPLE LESSONS

***¹Abdulla MUSTAFAYEV, ²Munavvar SULEYMANOVA, ³Ruhiyya RZAYEVA**

¹Associate Professor of the Department of "General History" of Nakhchivan State University.

²Nakhchivan State University, Lecturer of "General History" Department, Doctoral Student.

³Associate Professor of the Department of "General History" of Nakhchivan State University.

Article Info

Article Received: 20 July 2025,
Article Revised: 15 August 2025,
Published on: 05 September 2025.



***Corresponding author:**
Abdulla Mustafayev

Associate Professor of the
Department of "General History" of
Nakhchivan State University.

mustafayevabdulla78@gmail.com
alexandra.tarverdiyeva@mail.ru
rzayeva.ruhiyye.0011@gmail.com

SUMMARY

The article examines the pedagogical foundations of organizing model lessons. It is noted that through model or open lessons, a teacher can get acquainted with innovative techniques, new methodological findings, problems that colleagues are working on, and ultimately compare his work with the work of other teachers. Model lessons are a window into a wide and changing world, into the world of creativity and professionalism. Model lessons organized directly by teachers themselves are extremely important for young specialists.

A model lesson organized by an experienced teacher is more effective. This is because an experienced teacher introduces colleagues to new pedagogical findings, shows how he solves this or that problem situation in the lesson. In this case, the analysis of the lesson has a different character, encourages mutual enrichment, and a wide exchange of ideas and experience is carried out.

It is noted that open lessons are one of the most important forms of organizing and improving the methodological work of teachers. Therefore, the question of the role and place of open lessons in the professional activity of teachers always remains relevant. Therefore, teachers should strive to improve their professional skills, systematize and update the accumulated knowledge during their pedagogical activities.

It is further noted that the purpose of a modern lesson is to form figurative thinking and vivid ideas about the subject. The best way to implement it is to use a computer at school. Lessons conducted using a computer, due to their clarity, variety and simplicity, give a great effect, which is achieved by increasing the psycho-emotional background of students in the perception of educational material.

The article shows and analyzes separately the distinctive features of model lessons from other lessons.

In order to effectively organize model lessons, it is recommended to read a lot of different literature and get acquainted with the experience of methodologists. Naturally, the preparatory work for model lessons is large, and preparing a lesson project on new technologies is one of the important conditions in this work.

Finally, it is emphasized that the practice of conducting open lessons has a number of positive aspects and it is shown that conducting open lessons is a means for teachers to improve their skills and exchange experience. This allows the teacher to look at himself from the outside and contributes to improving his level of professionalism.

KEYWORDS: Model or open lesson; Information and computer technologies; The purpose of a modern lesson; The nature of teaching; Distinctive features of model lessons; Models of model lessons.

INTRODUCTION

The lesson, being the main form of work of the teacher and the student, remains an object of learning, analysis, improvement and creative perception. Through sample (open) lessons, the teacher can get acquainted with innovative techniques, new methodological findings, problems that his colleagues are working on, and finally compare his work with the work of other teachers. A sample lesson is a window into a wide and changing world, into the world of creativity and professionalism. What needs to be done so that these are not perceived as an inevitable task for each teacher, but become a creative necessity? In our opinion, the open lesson should be offered by the teachers themselves, not by someone appointed from above. And a differentiated approach to lessons is needed. It is necessary to take into account who and for whom this lesson is given.

Open lessons are necessary for young specialists. Their lessons are characterized by a classical basis. On their basis, teachers develop the "fundamentals" of pedagogy, on which the entire methodology is based. After sample lessons, analysis and specific, well-stated results are required.

A sample lesson led by an experienced teacher is more effective. The teacher introduces colleagues to new pedagogical findings, shows how he solved this or that problem situation in the lesson. In this case, the analysis of the lesson will be of a different nature, will give impetus to mutual enrichment, and a wide exchange of ideas and experience will be carried out.

Open lessons are one of the most important forms of organizing and improving the methodological work of teachers. Therefore, the question of the role and place of open lessons in the professional activity of teachers always remains relevant. Teachers should strive to improve their professional skills, systematize and update the accumulated knowledge during their pedagogical activities.

In the modern era in which we live in the world of information and computer technologies, each of us has real opportunities to see and hear a professional community that can evaluate our practical experience and skills. It should be noted that not all teachers dare to show the forms of technologies used in the lesson every day, their working methods.

At the modern stage, the creation of a theory of purposeful construction of open lessons is gaining importance, and this is due to a number of circumstances.

In addition, contradictions still remain in the educational environment between the declared goals of education and its real results, between the need for differentiation of education and the uniformity of teaching technology.

Analysis of theoretical propositions developed by representatives of various scientific fields shows that currently there are objective contradictions between the necessary and real level of theoretical basis for the construction of model lessons.

These points provide a basis for determining the relevance of the research problem.

MAIN PART

The lesson, with all its diversity and all its types, is a complex pedagogical event. What should a modern lesson be like? How to combine traditional and new approaches, the requirements of the time? The beginning of the 21st century in Azerbaijan is marked by a conscious interest of the scientific and pedagogical community and educational institutions in improving the quality of education on the basis of informatization. Informatization of the school is currently one of the priority directions. The current conditions require that the problem of the connection of informatization with new information technologies, new relationships between students, teachers and the educational environment, be solved.

The purpose of a modern lesson is to form a figurative thinking and vivid ideas about the subject. There are great opportunities for its implementation, which is the use of computers at school. Lessons conducted using computers give a great effect due to their clarity, variety and simplicity, which is achieved by increasing the psycho-emotional background of students in the perception of educational material.

In modern times, the nature of teaching has undergone quite drastic changes. Thus, the lesson has undergone significant changes. The school has had some characteristics that are different from the teaching that is mainly based on the reproduction of ready-made knowledge. Today, the transition to developing teaching is rapidly continuing. The desire to carefully preserve the achievements of creative thinking, the historical experience of the classroom-lesson system for new generations and to pay attention to new needs and conditions, as well as to foresee and stimulate these needs and conditions whenever possible, is growing. More precisely, the school, the learning process, and especially the lesson are developing with an innovative character. This aspect gives school education both strength and dynamism, ensuring its transformative social functions. Non-traditional lessons, which were introduced in the 70s and 80s of the 20th century and are widely used in practice today, have become a sign of innovation in school education [Vyazemsky (1999): 7]. This had a significant impact on the structure and content of model lessons.

Analysis of historical, psychological and pedagogical literature shows that there is an insufficient theoretical understanding of the prerequisites for the emergence and spread of model lessons, their essence, structure and

didactic value. The genesis of ideas about the lesson and its structure convinces us that the model lesson should be considered as a didactic event that expands the ideas about it and its possibilities, eliminating the stereotypes formed in the theory of its construction. The existing terminological diversity ("non-traditional" lessons, "non-standard", "quite unusual and completely unusual", etc.) creates certain confusion in the theory and practice of the modern lesson. Inconsistency is also observed in approaches to the systematization of non-traditional lessons that have arisen in the practice of teaching individual subjects [Vyazemsky (1999): 8].

There are numerous analyses of sample lessons in the scientific literature and school practice. Four main distinguishing features of sample lessons can be identified: The **1st** distinguishing feature is a departure from traditions in the use of the main didactic structure of the lesson, characterized by one or another variant of reorganization, reduction or combination of its structural components (organizational point, survey, presentation, explanation, homework);

The **2nd** distinguishing feature is a departure from the traditional organizational structure of the lesson in terms of grouping students; their interaction with each other (learning cooperation); teacher-student interaction (teaching instruction);

The **3rd** distinguishing feature is a departure from the content of the lesson, outdated content traditions;

The **4th** distinguishing feature is a departure from traditions in the organization of educational and cognitive activity at school: in this case, giving the model lesson the form of leisure, socially useful, artistic and creative, professional and other socially significant activities known in social practice.

Analysis of historical, psychological-pedagogical literature and school practice clearly shows that model lessons combine all four of the above-mentioned distinctive features. Therefore, it is important to establish sample lessons that are widespread in school practice for each of the main distinguishing features that allow us to assess the "size" of non-traditionalism and obtain a typology of non-traditionalism.

To effectively organize model lessons, it is necessary to read a lot of different literature, get acquainted with the experience of methodical teachers. Moreover, after each open lesson, colleagues ask a lot of questions: "Why in this form?", "Why were these or other technologies used?" and so on.

Of course, the preparation of sample lessons takes a lot of time. Preparing a lesson plan on new technologies is an essential condition for this. This is a kind of research work of the teacher, in order to maintain such a balance, it is necessary to pay attention to the following issues:

- Diagnostics of students;
- Data processing;

- Selection for a special technology class;
- Preparation of the subject program;
- Sequence of submission of documents;
- Preparation of practical, laboratory work for students [Amirov (2018): 98-102].

In the early days of using information technologies during sample lessons in secondary schools, such a negative attitude was also manifested: "Everything you show on the screen with a projector is just pictures that are enough in textbooks." No one wanted to see cartoons depicting physiological processes.

But in the current conditions, the use of information technologies is inevitable. This means that in the current conditions, children should additionally see pictures, animations, videos, and work on the material covered in interactive laboratory work. There is no doubt that engaging in information technologies is inevitable.

It is known that sample lessons are held for teachers who come to courses to improve their qualifications. Therefore, the audience must understand the validity of what is demonstrated. The teacher conducting an open event must prepare informative material for the upcoming lesson. In the perspective, it is useful to name the purpose, topic and "name" of the methodological lesson.

The main points that the teacher will pay attention to in order to increase the effectiveness of teaching are the following: the structure of innovations, a short written summary of the most interesting things, references, examples of didactic materials, notes, a list of literature used, etc.

These pedagogical and methodological requirements mentioned above will increase the effectiveness of the sample lesson.

Of course, all this is done specifically not only for conducting a modern open lesson, but also to prepare high-quality lessons throughout the year.

A model lesson is an important means of exchanging pedagogical experience and improving pedagogical skills, and is conducted by an experienced teacher with the participation of other colleagues in order to demonstrate their working methods. For a model lesson, the most complex topics of the curricula that are of particular methodological interest are usually selected. In general, we should point out that in the process of conducting a model lesson, the correctness of determining its goal should be noted and a conclusion should be drawn about its achievement. In this case, what the teacher should learn from the experience in order to use it in his work is determined, and practical measures are envisaged to improve the educational process that arose in the analysis of the lesson [Hamzayev (1991): 28].

It should be noted that in many cases the example lesson is as exciting as it is interesting. Because at this time a lot of responsibility, care, doubt and anxiety arise. Even if a teacher has worked for many years and has conducted a certain number of sample lessons, each subsequent open lesson seems to return him to the beginning of his teaching activity. Therefore, those who have to conduct a sample lesson should pay attention to a number of issues, seek advice from colleagues, become deeply and comprehensively acquainted with the literature on this problem, and master the chosen topic at a high level.

The first thing a teacher preparing for a model lesson should do is decide on the main, important goal that ensures the necessity of conducting the model lesson. This goal is related to the real conditions in which the lesson will be conducted, and to the teacher's own internal goal. That is, the teacher should know what his goal is in conducting the model lesson.

It is best to have at least more than a month to prepare a sample lesson. It does not always make sense to prepare earlier than a month, because, firstly, a lot can change in the schedule due to various school factors, and secondly, the nervous tension caused by thinking about the sample lesson can have a negative effect on the teacher.

Model lesson - When preparing to conduct an "Open lesson", the teacher must understand how to engage the whole class. In searching for a possible "lesson direction," three "golden rules" can help him: physical activity of students, lack of monotony in the lesson, and work in small groups [Agibalova, Donskoy (1984):1].

A model lesson is not a pre-rehearsed performance in which the participants in the educational process play their roles, but an ordinary lesson that allows the teacher to demonstrate the author's view of the subject being studied and pedagogical interaction. These lessons allow the teacher to receive competent and objective feedback from students and colleagues, as well as to discover unique and interesting aspects of the subject being taught.

It is very useful for a teacher to use various methods for diagnosing professionally important personal qualities. To assess a person's communicative and organizational tendencies, it is necessary to take advantage of new pedagogical theories and diagnostic methods of activity. Studying the motivation to achieve success in a sample lesson is also a prerequisite.

Let's look at the planning of a sample lesson on the topic "Culture of the Turkic peoples in the Ancient and Early Middle Ages" in the subject "History of the Turkic peoples". The preparation of this sample lesson should include the following stages:

- Repetition of teaching material in accordance with the program of the subject "History of the Turkic peoples";

- Selection and rational systematization of additional information on the topic of this lesson;
- Selection and systematization of visual teaching aids;
- Methodological development of the stages of the lesson, competent determination of goals and objectives, formation of personal, subject and meta-subject results of the lesson;
- Planning of the activities of the teacher and students in the lesson, frontal, individual, pair work;
- Preparation of interactive tasks on the educational platform for learning programs, review of the final design and lesson summary.

In order to achieve the goal in the process of conducting a sample lesson on the topic "Culture of the Turkic peoples in the ancient and early medieval ages", it is a very important condition to solve didactic, developmental, and educational tasks. Being able to show methods of working with the textbook and explaining interesting historical facts about the culture of the Turkic peoples are factors that increase the effectiveness of the lesson.

In general, the practice of conducting an open lesson has a number of positive aspects:

Firstly, it is a search for new pedagogical ideas and correction of professional activity;

Secondly, it is an opportunity to evaluate one's own pedagogical activity in a self-management mode;

Thirdly, it is communication and professional rapprochement of teachers;

Fourthly, it is an opportunity to gain self-confidence, as well as a good stimulus for professional growth and development;

Fifthly, it is an opportunity to open up and activate students at a new level of pedagogical interaction.

Thus, we must show that conducting an open lesson is a means for teachers to improve their own skills and exchange experience. This allows the teacher to look at himself from the outside, contributes to raising the level of professionalism.

RESULT

During our research, we obtained the following results:

- One of the important forms of organizing methodological work is "Sample lessons". This type of methodological work, like an open lesson, is a lesson in which the teacher uses non-standard methods to present the material. Quizzes, discussions, presentations are of particular importance here. In a sample lesson, as a rule, there are observers, this can be anyone, colleagues, a leader or a certain commission.

- First of all, it is necessary to properly organize the beginning of the lesson in sample lessons. It is recommended to limit the sample lesson to a certain time frame (90 minutes). During this time, not only the structural elements of the lesson, but also the pedagogical findings of the teacher can be demonstrated.

-The main criteria for assessing the effectiveness of a model lesson are the quality of the acquisition of general competencies, knowledge, skills and experience by students under the guidance of a teacher.

-Model lessons should not undermine the system of knowledge and skills of students. Students should acquire knowledge at the level of their capabilities, talents and abilities by studying the subject without outside interference, advice and supervision.

-Model lessons and their content should not contradict the curriculum. The content of the teaching material should not be expanded unreasonably to demonstrate a new methodology. It is unacceptable to organize the study of problems that are not included in the program. It is also not recommended to increase the time allocated for studying topics.

-The content of the teaching material is selected by the teacher in accordance with the topic and purpose of the lesson. It must comply with the State Educational Standards. The content should implement the ideas of humanization and humanization, the needs of society, personal life experience and the interests of students. The content reflects interdisciplinary connections in order to form a unified scientific picture of the world. The teacher is obliged to identify the most important scientific concepts, theoretical provisions, regularities, basic, necessary in the content of the training.

-The amount of teaching material brought to the lesson should be optimal and should not overload the students. The teacher should ensure that the content of this lesson is related to the previous lesson and previously learned material.

REFERENCES

1. Amirov, M. M. (2005). "Formation of political culture in students in history lessons". Journal "Azerbaijani School", pp. 98-102
2. Hamzayev, M.B. (1991). "Pedagogical psychology". Textbook for students of the Pedagogical Institute, Baku, 296 pp.
3. Agibalova, E. V., Donskoy G. M. (1984). Methodical manual on the history of the Middle Ages. M.: Prosveshchenie.
4. Vyazemsky, E. E. (1999). Methodology of teaching history in school / E. E. Vyazemsky, O. Y. Strelova. M.