

## METHODS FOR ORGANIZING CLASS TIME

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### **Abstract**

A typology of educational work is established, encompassing: frontal (mass), individual, and group (club-based) formats, with a clear distinction made between mandatory and voluntary forms. The text describes modern practices (such as clubs, scientific societies, cultural universities, theaters, film studios, extracurricular reading, conferences, and youth organizations), the methodology for "class hours" (regular/unscheduled, substantive preparation, connection to the life of the group, creative approach), and the necessity of integrating ideological and educational initiatives with socially useful activities within the framework of coordinated, comprehensive planning.

### **Keywords**

forms of organizing educational activities, whole-class instruction, homeroom period, unscheduled events, practical activities, work-based learning.

In pedagogical literature and practical educational activities, the following typology of forms for organizing upbringing is the most widespread: frontal (mass) work, individual work, and group (club) work. The plans of class teachers usually reflect all the listed forms; when classifying them, it is important to consider the difference between forms that are mandatory for all students and those carried out on a voluntary basis.

In recent years, new organizational forms have emerged in practice, such as amateur clubs, scientific societies, universities of culture, school theaters and film studios, as well as extracurricular readings and theoretical conferences. Significant and diverse educational outcomes are achieved through the activities of youth organizations.

The activities of the "Youth Union of Uzbekistan" have a distinct educational impact on graduates, consistently implementing tasks to create conditions and opportunities for the formation of a healthy, harmoniously developed generation

and comprehensively developed young men and women who meet the requirements of the 21st century.

The class hour is one of the most widespread forms of frontal educational work, sometimes also called an educational hour or a homeroom hour. Currently, conducting class hours is typically scheduled in advance and held regularly, most often once a week. The format of such sessions involves a primarily free exchange of ideas between students and the class teacher; its topics are planned in advance, focusing on ideological and moral education, the culture of behavior, discussing important publications, new books, plays, and films, as well as organizing meetings with interesting people.

In some cases, class hours are organized outside of the pre-arranged plan and are dedicated to important events, discussing special situations within the collective, or to making prompt assessments of the class's activities. It is best if such sessions do not duplicate the functions of class meetings where organizational issues are resolved and a presidium is elected.

It should be remembered that conducting a class hour requires a different pedagogical skill than teaching a lesson; its high-quality organization is often more difficult. Much depends on the creative initiative of the class teacher and the students' level of activity. It is effective for each class hour to differ in content, vary in form, and be closely connected with the daily life of the collective.

It is difficult to fully list the variety of forms for organizing educational work in school. Progressive teachers and educators continuously search for, test, and implement new organizational methods for the educational process. At the same time, one cannot rely solely on external organizational forms: as M. I. Kalinin correctly pointed out, it is impossible to solve all educational tasks with a single ready-made form, even a high-quality one. It is necessary to apply various methods and techniques of upbringing and, first and foremost, to ensure a high ideological-educational level of activity oriented toward the most important national ideals. In this regard, one must strive for the consistency and harmony of pedagogical influences; as V. A. Sukhomlinsky noted, summarizing his many years of experience, the pedagogical result of each tool is determined by the degree to which other means of influence are thought out and purposeful.

In accordance with the school Charter, class teachers select forms of organizing the educational process that serve the comprehensive development of the individual and correspond to the general goals of education. When choosing forms, it is necessary to take into account the age characteristics of the students and the specific conditions of the class collective's life activities.

The class hour is one of the most widespread forms of frontal educational work. It is also sometimes called an educational hour or a homeroom hour. In modern school practice, class hours are usually scheduled in advance and held regularly, often once a week. The format primarily involves a free-form discussion between students and their homeroom teacher; its topics are planned in advance and are oriented toward ideological and moral education, the culture of conduct, discussions of current publications, new books, plays, and films, as well as organizing meetings with interesting people.

In some cases, class hours are organized outside the schedule and are dedicated to important events, discussing special situations within the collective, or providing an operational summary of class activities. Such sessions should not duplicate the functions of class meetings where organizational issues are resolved and a presidium is elected. Sometimes, the class hour format includes reviewing newspapers and magazines that have been read or discussing various aspects of class life; when the student collective's activities are well-organized, these sessions become meaningful and engaging.

It should be taken into account that organizing a high-quality class hour requires different pedagogical skills than conducting a regular lesson, and its success largely depends on the creative initiative of the homeroom teacher and the level of student activism. The substance of each class hour, its implementation in various forms, and its close connection with the daily life of the collective ensure its effectiveness.

The practice of conducting class hours for parallel grades is particularly noteworthy: it helps to coordinate the actions of several homeroom teachers and their students, distribute preparatory tasks, and strengthen the bonds between classes, thereby helping to form a single, unified school-wide community. In preparing for the class hour, it is important to think through the form and content of the event in advance, distribute tasks among the students, and strive to prevent them from becoming passive observers, as the educational benefit arises not only during the class hour itself but also during the preparation process.

It is advisable for homeroom teachers to reinforce the outcomes of the class hour with concrete, practical actions. It is essential to inspire in students the desire to cultivate the virtues discussed in the session; this is achieved, first and foremost, by organizing socially useful practical activities. The class hour is only one link in the entire system of the homeroom teacher's work. When planning educational activities, it is necessary to rely on a comprehensive approach, ensuring the close

interconnection and unity of all forms of ideological-educational influence with practical measures.

The effectiveness of forming the foundations of a scientific worldview and civic morality in students increases when it is conducted in conjunction with labor education. In grades 4–5, it is appropriate to organize collective readings of the most important works followed by a discussion. The homeroom teacher holds student meetings to resolve organizational matters, such as electing the class monitor or members of the wall newspaper editorial board, agreeing on holiday preparation plans, distributing school duty rosters, organizing competitions for socially useful labor, and so on. Frontal forms of educational work also include student conferences and debates, meetings with respected members of the community, joint visits to cinemas, theaters, and museums, tourist and local history excursions, and other collective events.

When drawing up a work plan, the homeroom teacher must determine in advance when and on what issues frontal work will be conducted with the class.

Individual work with students plays a significant role in the activities of a homeroom teacher. The educator, relying on the collective, must take into account the individual characteristics, interests, and abilities of each student. In any class, there are children who require special attention: these are students who are underperforming, prone to laziness or misbehavior, as well as those who are overconfident and arrogant. It is necessary to help eliminate these shortcomings through interaction with the class activists, teachers, and parents. A special approach is needed for shy and passive students: they require timely support, gradual involvement in joint work activities, holding personal conversations, and being assigned socially significant tasks.

While conducting frontal and individual educational activities, the class teacher also exerts pedagogical influence on various groups of students. The teacher identifies and systematically forms the class leadership (aktiv), gathering them and consulting with their representatives. Such experience serves as an effective training ground for fostering social activism.

Within the classroom, small groups often emerge based on common interests and joint activities (collecting, bird-keeping, model-making, etc.). It is advisable for the class teacher to take an interest in their activities and guide them in a constructive direction. It is necessary to prevent the participants of these small groups from becoming isolated from the life of the class and the school. It is appropriate to involve them in keeping their classmates informed by making presentations and contributing articles to the wall newspaper.

When groups that disrupt discipline and interfere with the educational process appear in the classroom, targeted corrective and educational work must be organized with them. The class leadership should be demanding, consistently involving such students in collective activities, assigning them specific socially significant tasks, and monitoring their completion. When working with challenging groups, the class teacher relies on the class leadership and the collective's public opinion as important sources of educational influence.

Educational activities at school should be based on a systematic combination of frontal, group, and individual forms of work, taking into account the distinction between mandatory and voluntary measures. The class hour is an important tool of ideological and educational influence, but its effectiveness is ensured only by the class teacher's substantive preparation, creative approach, and the subsequent consolidation of results through practical work.

Forming the core of the class leadership and targeted work with small groups serve to develop social activism and broaden the educational sphere, while it is necessary to prevent their isolation from the general life of the class. Work with challenging groups should be based on relying on the class leadership, interacting with teachers and parents, and should include consistently involving students in socially useful activities.

**Conclusion:** It is especially important to combine and comprehensively plan ideological-educational measures with labor education, ensuring the coherence of pedagogical influences and the consistency of work formats. In practice, it is recommended that class teachers plan frontal and individual measures in advance, distribute preparatory tasks, and systematically track the results through specific socially useful deeds.

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