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Methodology of Organizing and Implementing Training Activities

Metodologi Pengorganisasian dan Implementasi Kegiatan Pelatihan

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Abstract

This study underscores the imperative of delineating a systematic approach to organizing training sessions within higher educational institutions, elucidating the requisite tasks integral to this process. It delves into the procedural intricacies and methodological nuances of implementing such training. The overarching goal is to enhance the efficacy of educational practices, emphasizing the need for a well-structured framework. Employing a rigorous analytical methodology, the study navigates through the planning, execution, and evaluation phases. The outcomes highlight the significance of clear objectives and flexible planning, illustrating the pivotal role of effective group dynamics and varied teaching methods. The study's implications extend to fostering discipline, motivation, and post-training support, ultimately contributing to the continuous development and application of acquired knowledge and skills.

Highlights:

- **Clear Objectives and Flexibility:** Emphasizes the importance of precisely defined goals and objectives for training sessions while maintaining flexibility to adapt to the evolving needs of participants.
- **Effective Group Dynamics:** Highlights the role of establishing cohesive group dynamics during training sessions through activities fostering communication, cooperation, and trust among participants.
- **Analytical Methodology:** Utilizes a rigorous analytical approach to navigate through the planning, execution, and evaluation phases, ensuring a comprehensive understanding of the training process's intricacies.

Keywords: Higher Education, Educational Process, Educational Training, Methodology, Educational Training Goal

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Introduction

Organizing and conducting training sessions is an important stage of learning and teaching various skills and abilities. In this article, we will consider the methodology of conducting preparatory exercises that can be used in various fields.

Determining the goals and objectives of the lessons. Before conducting training sessions, it is necessary to determine the goals and objectives to be achieved. It is important to clearly define what you want to achieve as a result of your lessons.

Lesson planning. Based on the goals and objectives, it is necessary to develop a lesson plan that includes the sequence and structure of the lessons. The plan should be flexible and fit the needs and skill level of the participants.

Forming a group or team. If training is conducted for a group or team, effective communication and interaction between participants should be established. For this, you can use team games and exercises to develop cooperation and trust.

Selection of teaching methods and tools. To achieve your goals and objectives, you need to choose the appropriate methods and tools of teaching. The methods include lectures, exhibitions, practical exercises, trainings and others. Teaching aids can be different - presentations, videos, audio recordings, textbooks and others [1].

Conducting training. Discipline and compliance with rules should be monitored during classes. It is also important to keep participants motivated and interested by actively engaging them in discussions and exercises.

Evaluation of the results and correction of the plan. After training, it is necessary to evaluate the results achieved and compare them with the set goals and objectives. If necessary, make adjustments to the plan and methodology for subsequent classes.

Support for motivation and further development. It is important to maintain motivation after the preparatory training and to help the participants to further develop and apply the acquired knowledge and skills in practice. This can be done by arranging follow-up training, monitoring progress and providing feedback.

Methods

Modern teaching methods require a new approach to the process of organizing and conducting training sessions, developing active forms, methods and technologies of teaching [2]. For this, taking into account that each educational activity is considered the completed stage of acquiring knowledge, skills and competencies of the educational process, it must meet the following requirements:

1. clarity of purpose and content. This requirement is fulfilled by the correct and accurate selection of materials for training, its content;
2. interrelationship of tasks related to training. In this, the teacher should make full use of all the opportunities in forming the professional knowledge of the students;
3. selection of effective teaching methods at any stage of training. The correct choice of the teaching method by the teacher ensures the effectiveness of his work and the activity of the students. This will develop the formation of complete knowledge in them and the skills of implementing acquired knowledge; [3]
4. proper organization of group and individual educational activities of students in training. In addition to working with the whole group during the lesson, the teacher should give individual assignments to students and involve them in independent work;
5. effective organization of training. This requirement is fulfilled by effective use of the time allocated for training, thorough preparation of teachers and students for the training, providing them with constantly updated technical equipment and visual aids, and perfect organization of the content of the training .

Result and Discussion

Teaching each subject has its own characteristics, but there are aspects of training that are common to all subjects. This is especially evident in the structure of theoretical and practical exercises. The structure of the training can be different and it is not always necessary to conduct it with only one template. Its structure depends on the content of the educational material, the level of education of students and the professional skills of teachers . Nevertheless,

didactics shows that there are the following main stages in the creation of theoretical and practical exercises:

1. defining the subject of training;
2. explain the purpose of training;
3. check the homework given in the last session;
4. to explain the new topic material and to ensure independent work of students;
5. repeating the learned material and strengthening it with exercises and practical work;
- 6 repeating the studied topic in the form of a round conversation;
7. checking and evaluating students' knowledge;
8. finish training;
9. give homework.

These stages of training are not always repeated in the same order in each theoretical or practical training. Because a creative pedagogue can fill them with his own experience, enrich them and change them according to the purpose and tasks of the training.

In order for the analysis of training sessions to be effective, teachers must be aware of the main principles of didactics, types of training sessions and their structure. The following shortcomings are often observed in the analysis of this training process:

1. lack of systematic organization;
2. accidental participation in training;
3. lack of a specific goal;
4. stylistic unpreparedness of the analyst for deep analysis of training;
5. lack of a clear monitoring program;
6. not being able to distinguish the main aspects in training;
7. inability to draw conclusions;
8. not being able to provide qualified recommendations and methodical assistance to a professional.

In particular, it is necessary to set a clear goal before participating in each training session. The set goal makes participation in training and its analysis more effective, and the conclusions more accurate.

In the process of preparing for the training session, the teacher should pay special attention to the following: effective planning of training time, in-depth study of the resources selected for use, taking into account the capabilities of the students in the group, depending on the type of training, choosing its methods and tools correctly, ensuring students' learning based on the requirements of state educational standards. The teacher's preparation for training should be carried out in the following stages:

1st stage. A new topic in the calendar-topic plan and the time allotted for it are determined. A sample form of the calendar-subject plan is as follows.

2nd stage. The purpose of the training is determined by clarifying what concepts (knowledge, skills and abilities) should be formed in the subject covered by the state educational standard and science program.

3rd stage. Based on the topic, the technical tools, exhibition and didactic materials, literature used in the training are studied and the training is written. The purpose of the training session should be specific, practical, and evaluated at the end of the training session.

Educational goal: it is determined based on the knowledge, skills and abilities formed in the students during the training.

Educational goal: it is determined on the basis of which moral qualities are formed in students during training.

Developmental goal: it is determined based on which knowledge and moral virtues will be developed in students as a result of training.

The effectiveness of various methods (traditional, modern, interactive, etc.) used in the training session serves to change the subject taught by the students.

Equipment used in training (technical tools, exhibition and didactic materials).

It is appropriate for the teacher to take into account each part of the training while preparing the training plan. This development is a must for every pedagogue. But what size it will be depends on the skill of the pedagogue, there is no same limit for them. The development can be written in handwritten form or on a computer. The vice-rector for educational affairs must review the development of the educational training of each pedagogue, and during the approval process, he must control whether the pedagogues have the following documents for entering the educational training:

- a. calendar-topic and plan;
- b. subject guide;
- c. educational training;
- d. handouts;
- e. various tasks;
- f. prepared slides;
- g. textbook or study guide.

When planning an educational session, the teacher should remember to strengthen the knowledge of students and repeat the previous educational session, to check knowledge and skills, to express their oral and written skills, to improve the skills of working on speech culture, to study the materials of the educational session well, to know the conditions of the problem and their answers perfectly.

When choosing the topic of the training session, the professional skills of the pedagogue, the methodology of organizing and conducting the training session, technology, knowledge, and the necessary tools for the training should be clearly reflected. In this process, the pedagogue faces an important issue. Educational training is not limited to methods and forms of teaching, but requires the implementation of educational and developmental goals, the realization of pedagogue and student cooperation [4].

First of all, a creative plan of the training session is drawn up. The plan includes the following: on the basis of the science program, in-depth knowledge of the content of the subject material, the compatibility of the subject with the present time, the age of the students, the life and work experience of the pedagogue, the spiritual state of the studied subject, the topics that have been covered before, and the topics to be covered later, and the psychology of the students.

A good teacher tries to make homework interesting for students. For this purpose, they change the homework according to its nature and form: oral and written, important and optional, supporting additional literature, self-chosen assignments, individual and group. In order for the homework to be clear and correct, the pedagogue should conduct explanatory work during the training session. That is why a qualified pedagogue spends more time explaining new material. Because the more effective the process of understanding knowledge is, the less time it will take to check homework in the next lesson. In the period of preparation for this process, the pedagogue should conduct scientific-methodological research, use demonstrative and didactic materials, technical means of teaching, and information communication technologies [5].

The stylistic set of educational activities consists of the following:

The composition of the methodological complex is selected in relation to the type of training. The purpose of training can be defined as follows:

- a. subject calendar subject plan;
- b. the plan of a lecture or activity (laboratory work, practice, independent work, course project, etc.);
- c. training scenario;
- d. didactic, demonstration materials, information communication and technical means specified in the script;

- e. a set of questions for control work;
- f. a set of questions or problems for homework.

The composition of the methodological complex is selected in relation to the type of training. The purpose of training can be defined as follows:

- a. use of computer technology in training;
- b. the role of problem teaching;
- c. membership of interdisciplinarity;
- d. ensuring independent work of students;
- e. speeding up the process of students' assimilation of knowledge;
- f. increasing the effectiveness of students' use of existing didactic materials, stylistic guides and equipment in training.

There are mainly theoretical (explanation of the topic, questioning, strengthening, homework), practical (practical application of theoretical knowledge), laboratory training (experiments) types of training. In general, it is also appropriate to use the following types of training.

Forms of training include lectures, stories, conversations, exercises, strengthening knowledge, gaining practical skills, practical experience, using technical tools, performing tasks, managing equipment, etc.

The structure of training sessions - in the introduction, the content of the training sessions is justified, the topic is explained, and the training models selected in the practical, seminar sessions are described [6]. The purpose, tasks and objectives of the academic subject, the distribution of classroom hours according to the subject program and the types of activities, the content of the academic subject, the coherent presentation of the thematic content of the academic subject in accordance with the program, based on the selection of ways and means of teaching, communication, information and management are covered. A conceptual approach to the design of in-class teaching technology is established .

The pedagogue should be able to see the training as a whole and design the process of the future training session. In this, it is important for him to create a technological map of the future training session, because it is created based on each topic, the subject taught for the session, its characteristics, opportunities and needs of students. Creating a technological map is not easy, because for this the pedagogue needs to be aware of pedagogical, psychological, special methods and information technologies. The different and interesting nature of each training session depends on the planned technological map of the training session, which has been carefully thought out from the beginning [7].

How to make a technological map of the training session depends on the experience of the pedagogue, the goal set, the training process must be reflected in it as a whole, and the clearly defined goal, task and guaranteed result, the technology of organizing the training process must be fully expressed [8] Its construction frees the teacher from writing an extended synopsis of the training session, because all aspects of the training process are reflected in such a map. This map is built based on the student's ability and needs, bringing him as a person to the center of education. This makes it possible to increase the effectiveness of teaching.

In the process of teaching, students are treated as individuals, the use of various pedagogical technologies and modern methods enables them to think independently, freely, to research, to approach each issue creatively, to feel responsibility, to conduct scientific research, to analyze, to make effective use of scientific literature, the main thing is to read, strengthens their interest in science, pedagogy and the profession of their choice. Achieving such a result requires the use of innovative and information technologies in the educational process. Modern methods or technological trainings that help to increase the effectiveness of teaching help students to form logical, intellectual, creative, critical, independent thinking, develop their abilities, become competitive, mature specialists and educate the necessary professional qualities [9].

In addition to the technological map, it includes the following: a list of questions used to activate students' knowledge, a manual for working in groups, rules that students can rely on as a result of educational activities (brainstorming, rules for working in groups, a reminder to participate in discussions), slides, tables and other visual materials, additional questions for discussion, criteria and indicators for evaluating activities in groups and individually.

It is not enough for a pedagogue to have deep knowledge of his specialty in order to effectively organize and conduct classes. He acquires pedagogical skills in the process of passing theoretical and practical training, observing and analyzing the training of others. Therefore, the issues of the analysis of educational activities should

be the focus of the heads of educational institutions. Before starting the analysis of educational training, the teacher should know the structure and types of theoretical and practical training, the requirements for its analysis, and its goals and tasks.

One of the factors that helps teachers to increase the effectiveness of teaching through independent work and creative research is the regular analysis of their training sessions. It provides an opportunity to observe and analyze the teacher's training, make conclusions about their pedagogical skills, work system, students' mastery, level of education, and professional competence, and exchange experience among teachers. The analysis of training is carried out in the form of observation, study and is conditionally divided into the following types:

1. in the analysis of organizational affairs, the preparation of the room where the training is held, the mood and health of the students, the cleanliness of the classroom and the table, the presence of chalk and wet rags, the placement of a sheet on the teacher's desk with the names and honors of students who do not participate in the training due to some reasons, as well as the teacher's attendance at the training and his appearance is also taken into account;

2. in the educational analysis, the scientificity and consistency of the subject, the orientation from simple to the complex, visuality and the imparted knowledge, the vitality of new information, their disclosure in lively and fluent language are considered;

3. stylistic analysis takes into account the teacher's ability to teach the studied subject in the lesson, with the help of which methods, taking into account the age and personal-psychological characteristics of the students, to direct the students to think and search, and to create conditions for it, to show the level of his experience, his creativity, stylistic skill should be noticed;

4. methodological analysis can be based on government decisions, requirements, state language, national spirit, the works and opinions of great scholars and scientists in the field, and the use of the latest changes in the republic during training;

5. in psychological analysis, students' mood, their health, a healthy environment in the team, their interest in science, their attitude to the pedagogue, their responsiveness, their perception, their ability to remember new and previous materials, their thinking, in relation to the responsible work in front of them, their willingness or unwillingness, ability, knowledge, skills and qualifications Aspects such as scale are taken into account. The pedagogue's ability to get out of the emergency situation while preserving his reputation, and his ability to manage himself are also taken into account;

6. pedagogical analysis refers to the pedagogue's appearance, ability to communicate with students, culture, manners, ability to give students the components of universal education in the course of training, and his speech culture.

The purpose of observing the educational session is to control the educational process, to observe the independent work of students, to get acquainted with the used teaching methods, to determine the level of knowledge of students, and to provide methodical assistance.

In the analysis of the lesson it is necessary to pay attention to - the appearance of the classroom, the appearance of the pedagogue, the preparation of students for the lesson, the way of organizing the lesson, the demonstration of the lesson, the professional skills and methodological preparation of the pedagogue, the scientific potential and the level of fundamental knowledge, the distribution of time and the level of use, the use of non-traditional methods in the lesson, it is necessary to pay attention to the use of tests, handouts and didactic materials, connection with other subjects, use of the blackboard, homework control, examination and evaluation of students' knowledge level, subject program, calendar and subject plan, the existence of lesson plans, the use of technical teaching tools and advanced pedagogical technologies, the state of preservation of textbooks, spiritual, aesthetic and ecological education in the lesson, the work of the pedagogue with students during the lesson, the compatibility of the types of work used in the lesson with the requirements of the subject, the formation of students' competence and skills in problem-based education, the harmony of theoretical and practical work, full provision of science program materials, organization of independent work of students, passing training on the basis of state educational standards, drawing conclusions on the training, achieving the intended goal based on the final results in this process [10].

Our experienced leaders who have worked in the education system recommend keeping a special journal to monitor and analyze training sessions. It ensures the timing, quantity and sequence of analyses, allows comparison with previous analyzes and allows to see if errors have been corrected. At the end of the academic year, the observations in the analytical journals are fully studied, and the achievements and shortcomings are discussed. This shows what needs to be paid more attention to effectively organize educational activities in the new school year. It is recommended to write the lessons observed in this journal based on the following pedagogical requirements:

1. general information about the training session, the pedagogue and the group: date, pedagogue's surname, first name, education, pedagogical activity, subject name, training topic, purpose, classroom preparation;

2. teacher's preparation for training: working program, calendar, topic and training plan, report text, scientific, educational and methodical literature, educational tools, distribution materials, availability of technical tools;

3. goals of training analysis;

4. scientific, methodical and pedagogical description of the progress of training;

5. planning the structure and parts of the training session: use of time, blackboard, auxiliary materials, provision of students with training materials;

6. the content of the training session: the compatibility of the studied topic with the science programs in terms of time and volume, the scientificity, completeness and consistency of the material presented, the connection of the training with life events, the suitability of the material for the age of the students, the ideological and political value, the educational value of the training, the method of the pedagogue's presentation, asking the topic, evaluation, connecting the new topic to the previous topic;

7. methods of training: the methods and forms used in asking for the topic covered during the training, explaining, strengthening, concluding the new topic and their appropriateness, visual teaching aids used during the training, textbooks, teaching-methodical manuals, technical tools, independent work of the student;

8. attitude of the pedagogue to the training session: knowledge of group students, behavior, ability to manage, work style, leadership role, speech culture, appearance, reputation among students, relationship with group leader and parents.

The positive and negative sides of the training session: in this case, the observer of the training session will distinguish the achievements and shortcomings during the analysis, and write recommendations;

a. performance of the training, achievement of the goal set in the training, quality of student knowledge, compliance of the training with the requirements of the state educational standard;

b. the pedagogue's need for scientific, methodical and pedagogical support or the pedagogue's advanced experience is worthy of popularization;

c. scientific, methodical and pedagogical proposals aimed at further improving the effectiveness of training and teacher's work.

Currently, practical trainings in higher educational institutions are organized on the basis of pair trainings and they last 80-90 minutes. Its convenient aspects provide the opportunity to fully cover the started topics, it is possible to organize surveys, independent work, and control work while fully covering the material covered in time. However, at the same time, only the effective use of the designated pair training time will allow you to fully master the program.

In some educational institutions, there are cases where the principles of wise use of time are not taken into account when observing these exercises. This is especially true when a teacher loses 80-70% of his training time trying to write a new topic in detail. If we take into account 5 minutes spent on organizational work, 10 minutes spent on checking homework assignments, 10 minutes spent on giving and explaining homework assignments, the entire training time is used.

However, with such a stage, the strengthening of the topics covered in the organization of the training, the formation of practical skills are left aside. The student is limited to reading the given training description and does not form important features such as independent work, use of literature and manuals. In order to prevent this, the important aspects of the subject should be written in the report of the training, and lecture texts and literature should be shown to him.

Conclusions

The methodology of organizing and conducting training sessions may include the following stages:

1. Setting Goals and Objectives: Before starting the training sessions, it is necessary to define specific goals and objectives to be achieved. For example, preparing for exams, training athletes before competitions, etc.

2. Development of a lesson plan: based on the set goals and objectives, it is necessary to develop a program that includes the topics and exercises necessary to achieve the goal.

3. Time management: Determine the duration of each lesson and create a schedule to ensure equal distribution of time for all required subjects.

4. Select materials and resources: Gather all the necessary materials and resources needed for the lesson. These can be tutorials, presentations, web resources, example problems, and others.
5. Train the teacher/trainer: Train the teacher or trainer to lead the class. He/she must be familiar with the curriculum and have sufficient knowledge and skills to conduct the lessons effectively.
6. Organizing the venue: Make sure the venue is equipped with all the necessary items. These can be classrooms with whiteboards and projectors for learning sessions, or a gym with equipment and facilities for training.
7. Conducting training: following the developed program, conducting training in accordance with the goals and objectives. A teacher or coach must be active and effectively use all available methods and methods to achieve results.
8. Evaluation and correction: after each lesson, evaluate its effectiveness and efficiency. If necessary, make adjustments to the curriculum or delivery methods to improve its effectiveness.
9. Track and Evaluate Progress: Track and evaluate the progress of class participants. It may be necessary to make adjustments to the class program or provide additional lessons for those who are struggling.
10. Completion of training: generalization and completion of the cycle of preparatory training. Evaluate the achieved results and pass the final evaluation of the participants.

Thus, the methodology of organizing and conducting training includes defining goals and objectives, planning, organizing a group, choosing teaching methods and tools, conducting lessons, evaluating results, and supporting motivation. Following these steps will help you achieve effective results in learning and teaching various skills and abilities.

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