



## Using Social Forms In The Lesson Process In General Secondary Schools

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### Abstract

Year by year, innovative ideas and various methods are introduced into the educational process, which in turn contribute to the development of learning institutions. However, in addition to methods and tools, there is another important aspect in organizing lessons that is worth considering and can be beneficial for every teacher. This article discusses the main forms of organizing the lesson process and their application.

### Introduction

Social forms of organizing lessons play a crucial role in increasing the effectiveness of education. Organizing students in various social forms enhances the productivity of the learning process. Each form is significant in developing students' activity, independence, and social skills. Therefore, many scholars in pedagogy and psychology, such as J. Piaget, L. S. Vygotsky, E. Tajibayeva, M. Jo'rayeva, and other researchers, have paid special attention to this issue.

### Main Social Forms and Their Importance

1. Frontal (whole-class) work form. In this form, the teacher works with the entire class, and students' attention is centralized. This method is effective for explaining new topics, drawing general conclusions, and managing the lesson. Piaget emphasized that general discussion in the learning process activates students' thinking. This form is particularly suitable for lecture-based lessons.
2. Individual work form. The student performs tasks independently. This increases their personal responsibility, helps form their own opinion, and develops the skill of making independent decisions. Vygotsky, in his "zone of proximal development" theory, highlighted the importance of individual work in developing a child's abilities.
3. Pair work form. Students work in cooperation with each other. This form develops communication culture, teaches collaboration, and allows learning through peers. Research shows that students consolidate their knowledge more effectively when explaining to each other.
4. Group work form. Students collaborate in small groups. Group work strengthens social activity, encourages solving problems together, and develops leadership qualities. According to Vygotsky, knowledge is formed through social interaction, and group activity provides wide opportunities for this.
5. Collective work form. This form unites students towards a common goal, increases their responsibility, and creates a positive atmosphere in the classroom. This method is particularly effective in project work, discussions, and debates.

Indeed, social forms in the classroom play an important role in increasing learning effectiveness and in developing students' independence, cooperation, and communication skills. The theories of scholars also scientifically support this process. In conclusion, applying various forms of social organization in lessons significantly improves educational outcomes. Frontal, individual, pair, group, and collective forms of work play a crucial role in developing students' activity, independence, and social interaction skills. Each form has its own advantages, and choosing them according to the lesson's content and objectives requires methodological approach and innovative thinking from the teacher. The theories put forward by representatives of pedagogy and psychology scientifically substantiate the practical importance of these forms. Therefore, every teacher should wisely use social forms in the lesson process and strive to develop students comprehensively.

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