

MODERN FORMS OF TEACHING SPECIALIZED SUBJECTS: LECTURES AND PRACTICAL CLASSES:

Khasanov Islom Rustamovich

Kosimova Komilakhon Abrorjon kizi

Olimjonova Nargiza Olimjon kizi

Odilova Mehinbonu Umedilloevna

Abstract. Modern higher education requires effective approaches that integrate theoretical knowledge with practical professional skills. This paper examines modern approaches to teaching specialized subjects through lectures and practical classes. Different lecture formats, including problem-based, discussion-based, and visual lectures, can enhance students' engagement and critical thinking. Practical classes help students consolidate theoretical knowledge and develop professional competencies through case studies, problem-solving, simulations, and group activities. The integration of lectures and practical classes creates a student-centered and practice-oriented learning environment. Modern teaching methods and digital technologies can further improve the quality of education and better prepare students for future professional practice.

Keywords: specialized subjects, lectures, practical classes, teaching methods, professional competencies, active learning.

Introduction

The rapid development of science, technology, and professional practice has created new demands for higher education and the preparation of qualified specialists. Modern universities are expected not only to provide students with fundamental theoretical knowledge but also to develop practical skills, critical thinking, problem-solving

abilities, and professional competencies. In this context, the effective teaching of specialized subjects has particular importance, as these disciplines directly contribute to students' readiness for future professional activities.

Traditional forms of education, particularly lectures and practical classes, remain essential components of the educational process. However, changes in educational priorities require these forms to be continuously improved and adapted to contemporary learning needs. A modern lecture should go beyond the simple transmission of information and encourage students' active participation, analytical thinking, and understanding of the practical relevance of theoretical concepts. Similarly, practical classes should provide opportunities for students to apply acquired knowledge, solve professional problems, work independently and collaboratively, and develop skills in conditions that approximate real professional practice.

The integration of interactive, problem-based, case-based, visual, and simulation-based approaches can enhance the effectiveness of both lectures and practical classes. Therefore, the modernization of teaching methods and the appropriate organization of educational activities are important factors in improving the quality of higher education and ensuring the development of competent and professionally prepared specialists.

Main Part

Modern teaching of specialized subjects should combine theoretical knowledge with practical professional training. Lectures provide students with a structured understanding of key concepts, while practical classes help transform this knowledge into professional skills and competencies. Modern lectures can be organized as introductory,

information-based, problem-based, discussion-based, visual, and concluding lectures. Particular attention should be given to problem-based and interactive formats, which promote students' critical thinking, active participation, and ability to connect theoretical concepts with professional practice. Effective lectures should have clear objectives, logical structure, scientifically reliable content, relevant examples, and appropriate visual materials.

Practical classes are aimed at consolidating theoretical knowledge and developing students' professional skills. Case studies, problem-based tasks, simulations, laboratory activities, and group work can increase student engagement and provide opportunities to solve realistic professional problems. Practical classes should include clear instructions, demonstration of procedures when necessary, independent student activities, instructor supervision, assessment, and reflection.

The integration of lectures and practical classes is essential for effective specialized-subject education. Theoretical concepts introduced during lectures should be reinforced through practical tasks, while practical experience should contribute to a deeper understanding of theoretical principles. Digital technologies, multimedia resources, and interactive learning tools can further enhance this process when they are appropriately aligned with learning objectives.

Therefore, modern teaching should be student-centered, practice-oriented, and competency-based, with the instructor acting not only as a source of knowledge but also as a facilitator and mentor.

Conclusion

Modern teaching of specialized subjects should combine theoretical instruction with practical training. Effective lectures and well-organized practical classes promote active learning, critical thinking,

practical skills, and professional competencies. The integration of interactive methods, practical tasks, and digital technologies can improve the quality of education and better prepare students for their future professional activities.

References

1. Biggs, J., & Tang, C. (2011). *Teaching for Quality Learning at University*. 4th ed. Open University Press.
2. Prince, M. (2004). Does active learning work? A review of the research. *Journal of Engineering Education*, 93(3), 223–231.
3. Freeman, S., Eddy, S. L., McDonough, M., Smith, M. K., Okoroafor, N., Jordt, H., & Wenderoth, M. P. (2014). Active learning increases student performance in science, engineering, and mathematics. *Proceedings of the National Academy of Sciences*, 111(23), 8410–8415.
4. Michael, J. (2006). Where's the evidence that active learning works? *Advances in Physiology Education*, 30(4), 159–167.
5. Merrill, M. D. (2002). First principles of instruction. *Educational Technology Research and Development*, 50(3), 43–59.
6. Kolb, D. A. (1984). *Experiential Learning: Experience as the Source of Learning and Development*. Prentice-Hall.
7. Garrison, D. R., & Vaughan, N. D. (2008). *Blended Learning in Higher Education: Framework, Principles, and Guidelines*. Jossey-Bass.
8. Freeman, S., et al. (2014). Active learning increases student performance in science, engineering, and mathematics. *Proceedings of the National Academy of Sciences*, 111(23), 8410–8415