

**THE ONLINE LESSONS AT THE SECONDARY SCHOOLS**

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Annotation: *The experience of many countries shows that even if distance learning is organized in a timely manner during the quarantine period, gaps in students' knowledge will be significant when schools open. It is impossible to move to new topics and ensure the quality of teaching without filling the gaps. If gaps in knowledge are not addressed, students will not be able to fully master new topics, the gap will widen, and some students may completely lose motivation to learn and even drop out of school. In this section, we will discuss how to organize this work.*

Key words: *knowledge, distance learning, curriculum, students, gap filling, scientifically, feedback, approach.*

In most cases, knowledge of all the tasks that must be performed during quarantine it is not possible to carry out a full test, nor to adopt a new program, but to carry out a complete planning of their training. It is important to set priorities and, first of all, to determine which of the topics covered will be needed for the next curriculum. Then you need to develop clear learning outcomes and criteria for mastering them. This is necessary for:

1. Determining the level of mastery of the topic and the gaps in the mastery of its individual components;
2. Focus on the most important issues and as a result the education is checked and reducing the component of training;
3. Students have a clear understanding of the teacher's requirements, their academic achievement, and as a result, their motivation and responsibility increase. Don't just use topic names instead of well-defined learning outcomes important, because otherwise the level of mastery of the topic, and then in mastering it is not possible to evaluate achievements. For example, it is not possible to give a clear idea of what is general and what is being assessed: "The water cycle in nature" "Seasons" "World War I" Instead, they provide an insight into what students need to know: Students learn all the basic aspects of water circulation in nature, including basic processes (precipitation, plant water retention, snowmelt, runoff, infiltration, groundwater flow, evaporation, sublimation, sedimentation, advection, condensation, transpiration, leakage, and plate tectonics) and thus the time of water retention, changes over time, impact on climate, impact on the biogeochemical cycle, and the role of the atmosphere. All students should be able to confidently explain these factors and their interactions and demonstrate their understanding in response to an open-ended question diagrams. Students will be able to observe changes in the four seasons, seasons and days weather observations and descriptions related to climate change, weather and be able to write and speak confidently and clearly about the changing seasons. Students need to understand that it is not safe to look in the sun with sunglasses. Students worked scientifically, created weather charts and diagrams, and described events in the world around them, including the length of the day. They should be able to demonstrate their understanding of the season.

Teachers are encouraged to provide guidance to students to help them become more independent learners. At the same time, students know that if they cannot find a solution or an answer to a



problem, the teacher will help them find the tools they need to do the task on their own. (Coke, 2019). Here are some tips to help you, as a teacher, build a class of independent and confident students:

- Teach students to manage goals: Students are self-directed to build their confidence, you need to teach them how to manage their goals. First, help your students set small goals that they can achieve in a short amount of time. Once students understand this concept, you can invite them to set goals that they can achieve in the long run.
- The importance of feedback: give feedback to students as soon as possible important. Provide immediate feedback to your students implement your suggestions immediately and make any changes they need to learn give you the opportunity to do it.
- Encourage a “I can do it” approach: Take time to teach your students how to deal with setbacks. This is one of the best life lessons you can teach them. Students face challenges in life when faced with it, teach him to analyze and look at the situation from the outside. Teach them to share their concerns with others so they can they learn to forget their failures and move on.
- Give your students the right to vote: Your students have the right to vote in your class all the conditions must be created for them to feel as comfortable as possible. Make your classroom a place where students can express themselves freely. It not only makes them feel more important, but also helps them feel part of the class, build self-confidence, and in turn become more independent.

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