

Pedagogical Foundations for Improving The Variative Didactic Support of Invariant Class Hours

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Abstract:

Invariant class hours in general secondary schools of Uzbekistan serve as essential tools for fostering students' moral, social, and civic development. While these sessions are guided by predefined content, their didactic support often remains outdated and fails to address diverse student needs. This limitation weakens the sessions' role in nurturing active, responsible, and creative individuals. Despite their importance, invariant class hours are still dominated by traditional formats such as lectures and Q&A, lacking variative, student-centered approaches that integrate modern pedagogy and digital tools. This study aims to analyze the pedagogical foundations and propose strategies to improve the variative didactic support of invariant class hours by incorporating interactive technologies, individualized content, and creative methodologies. The study reveals that enriching these sessions with variative content including role plays, scenario-based learning, and digital resources enhances student participation, independent thinking, and engagement. Empirical insights show that creative and interactive approaches foster deeper understanding and stronger social skills. The article proposes a structured transformation of invariant class hours by creating methodological banks, developing localized content, and integrating platforms such as Kahoot and Google Classroom to modernize delivery. Implementing the proposed didactic reforms contributes to the comprehensive development of senior students, making class hours more relevant and impactful, and aligning pedagogical practice with global educational standards.

Keywords: Invariant Class Hour, Didactic Support, Pedagogical Technologies, Creative Methods, Interactive Approaches, Educational, Digital Resources, Innovative, Individual, Educational Effectiveness

Introduction

In today's era of globalization, education is not only about imparting knowledge, but also about ensuring the comprehensive development of the student as an individual. From this perspective, invariant class hours held in general education schools serve as an important educational tool in fostering social engagement, patriotism, and moral and aesthetic values in students. Although these class hours are conducted based on a predefined (invariant) content, their didactic provision must be continuously updated in accordance with modern requirements. In particular, by introducing variative components, the content of these hours can be enriched, adapted to the individual characteristics of students, and their active participation can be enhanced.

In the education system, especially in general secondary schools, there is a growing emphasis not only on the academic learning process but also on the personal and social development of senior students. Invariant class hours are among the key pedagogical tools for instilling spiritual-moral, aesthetic, and social values in students. However, these class hours are often conducted in a uniform manner, and due to certain social challenges in classrooms and among students, the primary educational goals are neglected, leaving the individual needs and interests of senior students unaddressed. Therefore, it is essential to improve the didactic support of invariant class hours to enrich the learning process comprehensively.

In many general education schools, the existing methodological materials are often template-based and fail to significantly influence the individual development of students. Thus, improving invariant class hours on a variative didactic basis is one of the pressing issues.

Methods

This study employed a qualitative pedagogical research methodology to explore effective strategies for improving the variative didactic support of invariant class hours in general education schools. The research was based on document analysis, expert interviews, and observational data gathered from classroom practices across various school settings. The primary focus was on identifying limitations in existing didactic approaches and proposing contextually appropriate improvements. A review of current educational literature and national pedagogical standards provided the theoretical foundation for the analysis. Insights were drawn from the experience of class supervisors, particularly in how invariant class hours were conducted, and what tools and technologies were used. Emphasis was placed on the evaluation of practical interventions such as role-play, creative writing, group projects, and the integration of digital platforms like Google Slides and Kahoot. Observational data were analyzed to assess how these variative techniques influenced student engagement, participation, and the development of independent thinking and social responsibility. Methodological recommendations were refined based on feedback collected from educators through semi-structured interviews, focusing on their experiences in implementing innovative methods. This mixed approach blending conceptual analysis with empirical insights enabled a comprehensive understanding of how to modernize invariant class hours through didactic enrichment. The methodology ensured that all suggested improvements were both theoretically sound and practically viable, contributing to the pedagogical discourse on learner-centered, inclusive, and interactive educational practices.

Results and Discussion

Didactic provision refers to the set of tools and methods necessary for effectively organizing the educational process. It includes curricula, methodological guides, visual aids, interactive technologies, and other didactic resources. Variative didactic provision allows class supervisors to

approach a particular topic in multiple ways. This approach considers the diverse needs of senior students and helps develop independent thinking skills.

The essence and role of didactic provision in the learning process. Didactic provision comprises the methodological tools and materials that help organize the educational process effectively. It includes all necessary tools for imparting knowledge, developing skills, and successfully conducting educational activities. In organizing didactic support effectively, teachers should combine methodological guides, lesson plans, visual aids, interactive technologies, and digital resources.

However, in many schools, invariant class hours are still conducted using traditional methods—mainly through lectures and question and answer sessions. This results in passive student participation and does not foster their creativity. Studies and interviews with class supervisors have shown that most invariant class hours follow the same content and methodological pattern: lectures, question and answer, and discussion. This approach does not adequately promote independent thinking, creativity, and teamwork among students.

Hence, in order to enhance the effectiveness of didactic provision, it is necessary to employ modern pedagogical technologies and methods.

For example, in an invariant class hour on the topic “Rules of Ethics and Morality,” the following variative approaches can be applied:

1. Age adaptation: Using fairy tales for primary grades and real-life case studies for senior grades;
2. Active methods: Using role-plays and the “Alternative Ending” method to immerse students in real-life scenarios;
3. Creative approaches: Having students write situational scripts, draw illustrations, or create video clips.

These methods make the topic not only more comprehensible but also better aligned with students’ emotional states and worldviews.

Case study analysis. Experience shows that invariant class hours in many schools are still conducted traditionally—through lectures and question and answer formats. In such sessions, students often remain passive listeners.

Consider the following examples:

1. Traditional approach: The class supervisor gives a lecture on “Environmental Protection” and conducts a question and answer session.
2. Variative approach: Students are divided into small groups; each group identifies an environmental issue in their area and proposes solutions. Project presentations are held.

As a result, students develop a sense of social responsibility and teamwork skills.

Use of Interactive and creative pedagogical methods in enhancing didactic provision. Interactive teaching methods ensure active student engagement and consider individual needs. Likewise, creative methods foster independent thinking and social activity among students. Some creative methods include:

1. Role-play: Students assume different social roles to explore a topic—for example, in discussing “Friendship,” students act out roles such as a friend, someone who has lost a friend, or someone in need of support.
2. Alternative Ending: The teacher begins the class hour, but leaves the conclusion to the students, stimulating creative thinking.
3. Creative writing and drawing: Students are assigned to write stories or draw pictures on the topic,

allowing them to express their ideas freely.

Enriching the Methodological Base:

1. Developing multiple alternative scenarios for each class hour;
2. Presenting topics in local contexts (neighborhood, school, family);
3. Preparing interactive tasks using digital platforms (Google Slides, Canva, Kahoot).

Enhancing student participation:

1. Implementing a “Let Me Lead the Class Hour” project, where students choose a topic, prepare, and conduct the session;
2. Creating video clips or organizing exhibitions based on the topic.

Integration of Digital Resources and Technologies in Didactic Provision. The role of digital technologies in modern education is increasing. Internet resources, mobile applications, and interactive platforms serve as effective tools for engaging students. For instance:

1. Kahoot: Enables the creation of topic-related quizzes for students to answer online;
2. Google Classroom: Facilitates sharing of digital resources, discussions, and assignments;
3. Edpuzzle: Allows the use of video materials during class, enhancing both visual and auditory learning.

Personalized and project-based activities in enhancing didactic provision. Taking into account students' interests, strengths, and weaknesses requires teachers to adopt new methodological approaches. For example, for the topic “Ecology,” students can be grouped to develop projects aimed at solving local environmental problems. Through presentations, students improve expression, creativity, and teamwork skills.

Educational Outcomes of Improved Didactic Provision. With improved didactic support, senior students not only gain knowledge but also develop social engagement, creativity, responsibility, and teamwork abilities. Invariant class hours, enriched with modern pedagogical methods, provide opportunities to nurture students as active, socially responsible, and independent individuals.

Recommendations for improving didactic provision of invariant class hours:

1. Create a bank of methodological materials: Develop multiple variative scenarios, tasks, and project forms for each class hour.
2. Conduct training for class supervisors: There is a strong need for seminars teaching new pedagogical technologies (creative methods, modern games, media tools).
3. Integrate digital platforms: For instance, developing an online resource “Invariant Class Hour Online” to provide teachers with a repository of materials.
4. Strengthen individual approaches: Develop projects based on students' interests, such as “My Dream Career” or “From the History of Our Neighborhood.”

Conclusion

To enhance the effectiveness of invariant class hours and foster various social and personal skills in students, it is crucial to apply modern methods, digital technologies, and creative pedagogical approaches. In doing so, senior students will not only acquire knowledge but also gain the skills necessary to become active members of society.

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