



EFFECTIVE CLASSROOM TIME MANAGEMENT: PEDAGOGICAL, PSYCHOLOGICAL, AND METHODOLOGICAL APPROACHES

Beknazarov Akhmadjan Asamiddinovich

**Professor, Department of pedagogical education
and psychology, Renaissance university;
Doctor of Philosophy (PhD) in Psychology
<https://doi.org/10.5281/zenodo.20642692>**

ARTICLE INFO

Received: 06th June 2026

Accepted: 08th June 2026

Online: 10th June 2026

KEYWORDS

Lesson objective, lesson development, didactic stages, cognitive complexity, educational and methodological forms, importance, State Educational Standards (SES), relevance, cognitive complexity, logical consistency, rules

ABSTRACT

This article presents the methodological foundations for the effective management of lesson time by teachers. It discusses the conditions for prioritizing important tasks according to their significance, planning educational and methodological activities at each stage of the lesson, ensuring compliance with the requirements of the State Educational Standards (SES), taking into account the level of cognitive complexity and logical consistency, as well as the priority of rules and principles in the educational process.

The modern education system requires teachers not only to possess profound subject knowledge, but also to manage every minute of the lesson carefully and plan it from a methodological perspective. In many cases, the lack of lesson time or students' incomplete mastery of a topic is associated with the teacher's inability to distribute tasks according to their level of importance. Therefore, identifying the key points of the learning material and selecting appropriate forms of work for each stage of the lesson are among the main indicators of pedagogical competence.

When designing a lesson, the teacher should determine which parts of the learning material serve as a practical foundation for real-life application or as a basis for subsequent topics. This process may be compared to an architect designing the foundation of a building: if the foundation is laid incorrectly, the entire structure may become unstable. Similarly, in the lesson process, it is not possible to allocate equal time to all information.

In prioritizing classroom tasks, the teacher should rely on the following four didactic conditions and understand them in a broader methodological sense:

1. Compliance with the requirements of the State Educational Standards (SES).

The highest priority of every lesson is to meet the minimum requirements established by the state without overloading students with excessive information. Therefore, the first priority should be given to the minimum knowledge and skills that students must acquire by the end of the lesson, namely core competencies. In other words, even if students do not remember the secondary aspects of the topic after the lesson, they should be able to apply this "core" knowledge in real-life situations.

This can be illustrated through the example of mathematics. If a teacher is teaching the topic of “Percentages,” it is not sufficient for students merely to recite the formula for calculating percentages by the end of the lesson. According to the requirements of the State Educational Standards, students should be able to independently calculate how much the price of a product will decrease when a 20 percent discount is applied in a shop. This, in turn, contributes to the development of their financial literacy competence.

2. Level of cognitive complexity. The human brain and attention do not function with the same level of activity throughout the lesson. Psychological studies show that during the first 5–10 minutes of a lesson, the brain is still warming up, while in the final 10 minutes it begins to experience fatigue. Therefore, the most difficult parts of the lesson, which require deep analysis and intellectual engagement, should be planned for the middle stage of the lesson, when students’ attention reaches its highest level.

This can be explained through the example of mother tongue and literature lessons. At the beginning of the lesson, the teacher briefly greets the students and conducts an interesting question-and-answer activity; in other words, this stage prepares the brain for learning. Between the 15th and 35th minutes of the lesson, when students’ attention is at its peak, the teacher explains the most challenging part of the topic, such as the rules of morphological analysis or types of complex sentences. At the end of the lesson, when the brain is tired, no new rule should be introduced; instead, the topic should be reinforced through games or short tests.

3. Logical consistency. In education, it is not possible to skip essential stages. Any new knowledge is built upon a previously established foundation. The most important concepts should be presented in close connection with previously learned ideas and should prepare students for more complex topics. If the teacher moves to the next link in the chain without strengthening the first one, the student’s logical thinking may be disrupted.

This can be illustrated through the example of chemistry. Before teaching students the complex process of “writing chemical reaction equations,” the teacher must ensure that they have a thorough understanding of the valency of substances and the properties of elements in the periodic table. A student who does not understand valency will never be able to balance a chemical reaction correctly. In other words, the foundation, namely valency, must be built first, and only then can the structure, namely the reaction equation, be constructed.

4. Priority of rules and regularities. In modern lessons, students are often given numerous exercises or examples. However, limiting the learning process only to practice may lead to superficial knowledge. Greater emphasis should be placed on understanding the essence of the fundamental rules, theorems, or terms of the subject rather than merely working through practical tasks or examples. If students understand the underlying meaning of a rule, that is, why it works in a particular way, they will be able to solve any new example independently.

This can be illustrated through the example of physics. Instead of solving 20 problems related to Newton’s laws, it is more important for the teacher to devote 15 minutes of the lesson to helping students deeply understand the essence of the law of inertia. For instance, if students understand, on the basis of a fundamental law, why people move forward when a

bus suddenly stops, they will be able to analyze various forms of mechanical motion they encounter in real life.

A standard lesson has its own logically complete stages. The methodological forms used at each stage serve specific educational purposes:

1. Organizational and motivational stage (1–5 minutes). This stage is aimed at attracting students' attention to the lesson and increasing their interest in the topic. The methodological forms used at this stage may include group discussion, short case studies, or crossword activities. Recommended methods include "Interactive Puzzle" and "Cross-Questions." At this stage, students should be able to see the connection between the lesson content and real-life situations.

2. Stage of checking homework and reviewing the previous topic (5–10 minutes). This stage serves to create a foundation for mastering the new topic. Methods such as individual questioning, peer checking in pairs, and test tasks may be used. The use of methods such as "Cinquain" or "Pinboard" helps students quickly recall and activate previously acquired knowledge.

3. Stage of presenting the new topic (15–20 minutes). This stage is intended to introduce new information and concepts to students. Methodological forms such as problem-based lectures, analysis of video materials, and working with textbooks may be used. Recommended methods include, for example, the "Feynman Method," in which the teacher explains complex concepts in simple language, or the "Cluster" method. At this stage, the teacher should not dominate the lesson time; rather, they should encourage students to engage in analytical thinking.

4. Stage of consolidating the new topic (10–15 minutes). This stage is aimed at transforming theoretical knowledge into practical skills. Methodological forms such as small-group work, project-based tasks, and laboratory exercises may be used. Recommended methods may include "Brainstorming," "FSMU," "Boomerang," and others. At this stage, students develop independent thinking through collaborative learning.

5. Lesson conclusion, assessment, and feedback (reflection) stage (3–5 minutes). This stage is aimed at determining the extent to which the lesson objectives have been achieved and at encouraging students. Methodological forms such as self-assessment sheets and short oral summaries are recommended. Suggested methods include the "Insert" method or the "3-2-1" technique: three pieces of information learned today, two interesting points, and one question that was difficult for the student.

Proper lesson design is the teacher's main tool. Identifying key concepts, prioritizing them, and applying appropriate educational and methodological forms at each didactic stage of the lesson significantly increase its effectiveness. Such an approach develops not only students' subject-related knowledge, but also important skills such as independent analysis and the ability to apply knowledge in real-life situations.

References:

- 1.O'zbekiston Respublikasining Qonuni. Ta'lim to'g'risida: [2020-yil 23-sentyabrdagi O'RQ-637-son]. – Toshkent, 2020.
- 2.O'zbekiston Respublikasi Prezidentining Farmoni. "O'zbekiston – 2030" strategiyasi to'g'risida: [2023-yil 11-sentyabrdagi PF-158-son]. – Toshkent, 2023.

3. Abdulla Avloniy. Turkiy guliston yoxud axloq. – Toshkent: O'qituvchi, 1992. – 160 b.
4. Abduqodirov A. Jadidlar ma'naviy merosida ta'lim-tarbiya masalalari. – Toshkent: Universitet, 2018. – 180 b.
5. Abdurauf Fitrat. Oila yoki oila boshqarish tartiblari. – Toshkent: Ma'naviyat, 1998. – 112 b.
6. Abu Ali ibn Sino. Tib qonunlari. I jild. – Toshkent: Fan, 1981. – 464 b.
7. Abu Nasr Forobiy. Fozil odamlar shahri. – Toshkent: Abdulla Qodiriy nomidagi xalq merosi nashriyoti, 1993. – 224 b.
8. Abu Rayhon Beruniy. Tanlangan asarlar. I jild. Qadimgi xalqlardan qolgan yodgorliklar. – Toshkent: Fan, 1968. – 488 b.
9. Alisher Navoiy. Mahbub ul-qulub. Mukammal asarlar to'plami. 14-jild. – Toshkent: Fan, 1998. – 260 b.
10. Allen D. Getting Things Done: The Art of Stress-Free Productivity. – New York: Viking, 2001. – 267 p.
11. Allen D. Getting Things Done: The Art of Stress-Free Productivity. – New York: Penguin Books, 2015. – 352 p.
12. Az-Zarnujiy. Ilm olish yo'li. – Toshkent: Movarounnahr, 2005. – 96 b.

