



e-ISSN: 2319-8753 | p-ISSN: 2347-6710

IJIRSET

International Journal of Innovative Research in
SCIENCE | ENGINEERING | TECHNOLOGY

INTERNATIONAL JOURNAL OF INNOVATIVE RESEARCH

IN SCIENCE | ENGINEERING | TECHNOLOGY

Volume 11, Issue 11, November 2022

ISSN INTERNATIONAL
STANDARD
SERIAL
NUMBER
INDIA

Impact Factor: 8.118

9940 572 462

6381 907 438

ijirset@gmail.com

www.ijirset.com



Types of Non-Traditional Classes Taught in Elementary Grades and Their Specificity

MELIEVAH.H, Karimova Sadoqat Sharobiddinqizi

Lecturer at the Kokand State Pedagogical Institute, Uzbekistan

KSPI 2nd year undergraduates, Uzbekistan

Annotation. The article reflects on non-traditional lessons. The types of classes and their aspects superior to traditional ones are scientifically based.

Keywords: foreign experiences, international research, primary class, PIRLS, IEA, experience-testing, literacy

Today's progress requires a unique creativity, skills and experience from each teacher. This, in turn, eliminates the great responsibility of teachers of the native language and literature. The teacher of the 21st century should always be present and be able to effectively use them in his lessons to the achievements of today's highly developed science and technology. The interactive methods used in the lessons imply the fulfillment of such important tasks as instilling in students feelings of affection for their native language and land, raising them to the level of perfect literacy, achieving the possession of logically clear and complete speech. It gives a good result to find materials related to the topic that will be spent in native language lessons, to use Game methods when performing them. For example, students form a sentence divided into two. The premise of the game is that whichever letter the first sentence ends with, the second sentence must start with that letter. Sentences relate to a specific topic, as a result of which the text is blocked. For example: "a person cannot live without a person. A person takes a place in the hearts of people with his sympathy, sweet treatment," like. Conducting literary evenings at school is also a kind of effective method. Readers memorize samples from poems at such events, divide into emblems, show excerpts from works, perform on stage themselves. In this, every aspect that the reader memorizes is sealed in his mind for a lifetime, not coming out of his mind.

For the reader, the method of analyzing a work of art given to independent study by writing a review also gives a much more effective result. In the process of writing a review, students have increased attention to the language of a work of art, opportunities are born to teach them to artistic creation. Because in the process of writing a review, the reader tries to fully understand the meaning, weight and power of influence of each word.

Discussion classes are also based on problem learning technologies. Discussion lessons in content and essence:

1. Scientific discussion lessons;
2. Free thinking is allocated to classes.

Scientific discussion classes will be devoted to the study of a particular topic in the program. This lesson is preceded by tasks:

1. To gain interest in education and science by activating the cognitive activity of students, to expand their knowledge.
2. To achieve that students acquire new knowledge through the application of previously mastered knowledge, skills and abilities in the usual, familiar and unexpected new situations.
3. Identification and elimination of abstract concepts in students' knowledge, development of their desire for knowledge.
4. To grow students a culture of speech, to articulate their thoughts succinctly and logically, to form skills in them to prove.

For example: discussion lessons in geography are used in generalizing lessons on topics such as "environmental pollution", "the emergence of life on Earth and early development".

The structure of scientific discussion lessons will be as follows:



I. The teacher's introduction. In this, the teacher introduces the topic, purpose and tasks of the lesson, the general overview of the problems for which the scientific discussion is held, the tasks that the group of students performs in the lesson.

II. Transfer of students' activities to the implementation and solution of controversial and problematic tasks.

III. Organization of a learning debate and discussion among a group of students.

IV. Learning debate and discussion conclusion. The teacher draws conclusions, emphasizing the main ideas and concepts in the solution of problems that caused controversy and discussion during the lesson.

IV. Assessment of students. Students who actively participate in educational debates and discussions are encouraged and evaluated in accordance with the rating system.

V. Give the house a task.

VI. Completing the lesson.

Conference classes also occupy an important place among didactic game classes. Conference classes are important in activating the cognitive activity of students, expanding their scientific worldview, gaining skills and abilities to work independently with Popular Science and literature, and in conscious preparation for independent life.

Before passing the conference lesson, the teacher sets the topic, goals and objectives of the lesson and examines additional scientific and popular science literature on this topic. 10 days before this lesson, the topic of the lesson is published and literature is recommended to prepare for it. In the published didactic game lesson, the choice of the role of "scientists", comprehensive coverage of the topic, preparation of a lecture will be at the disposal of students. An important factor in the preparation period for the lesson is the positive motivation and culture of communication by the teacher, the intense participation of students in the lesson.

It is recommended to conduct a scientific conference lesson as follows:

I. The teacher's introduction. In this, the teacher introduces the topic, purpose and objectives of the lesson, "scientists" who perform the corresponding roles.

II. Listening to scientific lectures. "Scientists" will explain the reports made from the thematic surface on the basis of visual aids.

III. Lecture discussion. In this case, a discussion on the topic is held between "scientists" and other students in the classroom.

IV. The end of the scientific conference. The teacher emphasizes and completes the most important concepts and ideas on the topic.

V. Assessment of students. Students who actively participate in the lesson are encouraged and evaluated in accordance with the rating system.

VI. Give the house a task.

VII. General completion of the lesson.

The press conference is notable for the activation of educational cognitive activity of all students in the classroom.

Seminar classes students independently study the educational material according to the plan recommended by the teacher, using resources. Such classes have great potential in activating the cognitive activity of students, in the independent acquisition of knowledge. The task of the teacher in this process is the preparation of students for seminar classes, the organization and management of students' cognitive activity.

There are two different approaches to conducting a Seminar session. The first different approach is the educational process in the lecture seminar system. In this case, the teacher describes the educational material in the form of a lecture using various visual aids. After that, the students, based on the workshop plan, re-develop the educational material and discuss it at the seminar session. It is advisable to apply this monotonous approach when the subject is rich in terms.

In the second variety approach, seminar lessons are used in the form of independent work, that is, students independently prepare on the basis of educational material that is not yet known to them.

Such an approach is used when the educational material is an opportunity for students to master easily, independently. Such a seminar the didactic task of the lesson is to achieve the assimilation of students' new subject material on the basis of the knowledge embodied in them.

It is possible to achieve the intended goal only when all students prepare enough for the Seminar lessons, get acquainted with the recommended literature and actively participate in the discussion and discussion.



To do this, it is necessary to organize a "corner of independent preparation for Seminar classes" in the fan rooms. In this corner, additional Popular Science articles, manuals on the topic of the seminar are put, and they are periodically updated and replaced depending on the topic of the seminar session.

In the "instructions" section in this corner, the seminar the topic of the purpose of the lesson will be given additional questions for students who want to independently expand their knowledge, along with questions and tasks that all students should complete on the basis of a differentiated new program material for students. We will give an example from such an instruction below.

Students must follow the following to prepare for the seminar lesson.

1. Carefully read the assignment or questions that will be performed in the Seminar lesson.
2. The fact that he tries to answer these questions without using a textbook, relying on his knowledge.
3. Finding the necessary page in the textbook or recommended literature according to the assignment of the Seminar or questions, looking for answers to questions from the text, perceiving what they read, biting the core, trying to keep in mind.
4. Try to write a response based on the same plan by drawing up a training plan to achieve that the answer will be short and clear.
5. At the end of the answers, draw conclusions and write a list of used literature.

The structure of the Seminar lesson can be approximately as follows.

1. The teacher's introduction. It describes the task, plan of the lesson and the problems that need to be solved during the lesson.
2. According to the questions of the Seminar, the answers of the students are listened to.
3. The content of controversial reports is muxokama.
4. Completion of the Seminar sessions in which the students' response will be evaluated and their participation in the discussion will be evaluated. The content of the Seminar is summarized and finished.

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