

SIGNIFICANCE OF NON-TRADITIONAL METHODS AT THESE DAYS

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Abstract: *The main goal of non-traditional methods is to arouse and maintain the interest of students, but not through the curriculum, but to deviate from the canons established by modern education. This can increase efficiency.*

Unconventional methods are mostly liked by students because they are completely different from the usual ones, but these methods should not be neglected. Such methods should not be used often, otherwise they have a chance to become traditional methods and lack efficiency.

Key words: *non-traditional, creative, attention quality*

Annotatsiya: *Noan'anaviy usullarning asosiy maqsadi o'quvchilarning qiziqishini uyg'otish va qo'llab-quvvatlashdir, lekin o'quv dasturi orqali emas, balki zamonaviy ta'lim tomonidan o'rnatilgan qonunlardan chetga chiqish. Bu samaradorlikni oshirishi mumkin.*

Noan'anaviy usullar asosan o'quvchilarga yoqadi, chunki ular odatdagidan butunlay farq qiladi, ammo bu usullarni e'tiborsiz qoldirmaslik kerak. Bunday usullarni tez-tez ishlatmaslik kerak, aks holda ular an'anaviy usullarga aylanish imkoniyatiga ega va samaradorlikka ega emas.

Kalit so'zlar: *noan'anaviy, ijodiy, diqqat sifati*

Аннотация: *Основная цель нетрадиционных методов – вызвать и поддержать интерес учащихся, но не за счет учебной программы, а отхода от канонов, установленных современным образованием. Это может повысить эффективность.*

Нетрадиционные методы больше всего нравятся студентам, поскольку они полностью отличаются от привычных, но пренебрегать этими методами не следует. Такие методы не следует использовать часто, иначе они имеют шанс стать традиционными методами и потерять эффективность.

Ключевые слова: *нетрадиционность, креативность, качество внимания.*

Fun and creative tasks not only help to attract students' attention and increase motivation, but are also a means of shaping and developing mental



operations. Such operations can be: synthesis, comparison, analogy, generalization. All these operations are aimed at the development of creative thinking, as well as the development of independence and cognitive activity. Sometimes the teacher will explain and give an easy way to solve a specific problem. And the student in the process of training only begins to take what needs to be done, repeating it after the teacher. With such a presentation of the material and disclosure of the topic, the student is likely to lose interest in the topic. The teacher should strive to ensure that he conveys to the teenager only the essence of the subject and the process of how the student is supposed to do it takes place independently.

It should be noted that using non-traditional teaching methods is more emotionally appealing. And the emotional attractiveness of the educational process contributes to the development of interest in learning the language. Constantly using the same textbook or the same type of exercises is annoying and often lacks positive emotions. From this we can conclude that if the teacher uses non-traditional methods in the lesson of English, then there is a chance that students will rush to class with even greater interest and achieve all the goals set for them.

It is necessary for teenagers to get the maximum pleasure from work in the classroom. Therefore, every teacher should strive to increase students' desire and interest in learning English.

In summary, we can say that the use of non-traditional methods in foreign language teaching is possible. The main thing is to correctly and qualitatively approach the preparation of this type of lesson. To do this, you need to expend a tremendous amount of effort and money. However, if you follow certain rules and choose interesting forms of non-traditional classes, the learning process will be more effective.

A feature of a healthy psyche of a child is cognitive activity. The child's curiosity is constantly directed toward knowledge of the world around him and the construction of his own image of that world. The child tries to establish causal connections and dependencies by playing and experimenting. The more mentally active the child is, the more questions they will ask and the more varied these questions will be. A child can be interested in everything in the world: what is the composition of the material? What is it made of?

The child seeks knowledge, and the acquisition of knowledge occurs through numerous "why?" "how?" "why?". He is forced to operate on knowledge, imagining situations and trying to find a possible way to answer the question. When some problems arise, the child tries to solve them by making



real effort and trying, but he can also solve problems in his mind. He imagines a real situation and, as it were, acts in his imagination in it. Such thinking, in which the solution of the problem occurs through internal actions using images, is called visual-figurative. Figurative thinking is the main form of thinking in elementary school age.

Of course, an elementary school student can think logically, but it should be remembered that this question is sensitive to learning based on visualization.

The child's thinking at the beginning of learning is characterized by egocentricity, a special mental attitude due to the lack of knowledge that is necessary to solve certain problem situations correctly.

The lack of systematic knowledge, the insufficient development of concepts leads to the fact that the logic of perception dominates in the child's thinking.

The child's cognitive activity, aimed at examining the world around him, focuses his attention on the objects under study for quite a long time, until interest dries up. If a 6-7 year old child is busy with a game that is important to him, he can play for two or even three hours without distraction. As long as he can also concentrate on productive activities (drawing, designing, handicrafts that are important to him). Such results of concentration of attention are a consequence of interest in what the child is doing. He will languish, be distracted, and feel utterly miserable if he has to pay attention to activities that he is indifferent to or doesn't enjoy at all.

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