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TEACHING USING NON-TRADITIONAL METHODS IS A MEANS OF IMPROVING THE QUALITY AND EFFECTIVENESS OF THE LESSON

Yu. G. Makhmudov
Professor at Tashkent University of Humanities
Doctor of Pedagogical Sciences
A. Abdunazarov
Professor of Physics at Tashkent State Agrarian University

ABSTRACT

The article describes the means of improving the quality and effectiveness of teaching and lessons using non-traditional methods..

Key words: characteristic, knowledge, appropriation, traditional, thought, game, active, reward, problem, collaboration, task, independent, process, imagination, conclusion, understanding.

A key feature of innovative educational technologies is that they go beyond the mere acquisition of knowledge, encompassing the use of information as a tool for communication. Teachers increasingly recognize that traditional teaching methods have lost their effectiveness. This is because the 21st century is not an era of rote learning of ready-made methodologies, but rather a time to teach students to explore, investigate, engage in problem-solving, generate conflicting ideas, identify correct solutions, provide multiple suggestions, and foster creative thinking. To achieve this, teachers themselves must be creative and inquisitive.

Non-traditional methods, as part of innovative teaching technologies, aim primarily to develop students' cognitive abilities and thinking skills, serving as a central goal of educational reform. The use of non-traditional methods in lessons should not be superficial or merely formalistic. Implementing them without proper justification is not only ineffective but may also be harmful. Since non-traditional approaches differ from established, planned traditional methods, teachers must anticipate their effectiveness in advance and organize their application purposefully.

The broader adoption of non-traditional methods is motivated by the limitations of traditional lessons and methods, which have become rigid, monotonous, and disengaging for students. Traditional methods often focus solely on memorization of rules without fostering practical application. As a result, students' skills and competencies in laboratory work and demonstration experiments decline, leading to diminished reasoning, critical thinking, and logical activity. In many general education schools, practical exercises and problem-solving are still largely neglected in favor of teaching theory.

The purpose of using non-traditional methods is not merely to provide students with theoretical knowledge, practical skills, competencies, and abilities, but also to bring them closer to real-life conditions. That is, students are encouraged to resolve problem situations that arise in the lesson by utilizing their existing theoretical knowledge, practical skills, and competencies, thereby fostering independent, logical, and creative thinking. In this way, students become active participants, able to think freely, express their opinions confidently, defend their positions, and demonstrate initiative and independence. The development of these characteristics also affects the students' psychological state, and the use of non-traditional methods gradually shapes their unique psychological profile.

In any case, students progressively acquire the ability to express their own opinions, discuss others' perspectives, draw conclusions, compare, and critique. Non-traditional education is conducted on the basis of interactive, creative, problem-based, debate-oriented, and question-and-answer methods, in which the learner assumes a leading role. In general, within non-

traditional education, the student actively participates in the lesson and becomes a knowledge-holder who demonstrates understanding and mastery.

Following this, scientific research, dissertations, articles, and abstracts under terms such as "Non-traditional Lesson," "Non-traditional Method," "Interactive Methods," "Training Lessons," "Cinquain," "Cluster," and "Chain" demonstrate that in all these works, specific methods, techniques, and approaches are proposed that enhance lesson quality and effectiveness. These approaches differ from traditional methods commonly used in physics education.

A lesson is a teaching process aimed at achieving educational objectives, and it must meet certain requirements according to its purpose. These requirements relate to lesson structure, lesson types, and stages, reflecting the traditional form of instruction. Activities such as reviewing homework, presenting new material, consolidating knowledge, assigning homework, repetition lessons, and written assessments fall under this structure. It should be noted, however, that conducting lessons continuously in the same forms and methods can diminish students' interest, cause mental fatigue, and result in a passive attitude toward the teacher's lessons.

Organizing and conducting a non-traditional lesson represents a distinct approach that differs from conventional methods, encompassing non-traditional lessons, non-traditional methods, techniques, and approaches. Broadly, when a teacher applies creative and effective strategies in teaching, conducting lessons in an innovative manner, this can be described as implementing non-traditional education; this approach is also often referred to as an educational technology.

The organization of non-traditional lessons, as well as demonstrating their quality and effectiveness, and highlighting their significance for students' mastery of a subject, is emphasized in J. Tolipova's PhD dissertation titled *Didactic Foundations of Non-Traditional Education*. The study identifies three key factors in implementing non-traditional education: a creative teacher, a well-structured textbook, and an actively engaged student.

Structurally, non-traditional lessons differ from conventional lessons. For example, in H. Bekmuradov's methodological guide *What Should a Modern Physics Lesson Be Like?* [2], a one-hour experimental lesson plan illustrates this distinction. The guide shows that, in order to achieve the targeted skills outlined in the Unified State Educational Standards, students must engage in physics lessons through non-traditional methods based on innovative technologies, participate in creative, illustrative, and free-topic lessons, and express their ideas fluently and accurately.

Researcher J. Boboqulov clarifies the distinction between innovative pedagogical technologies and methods. He defines the essence of innovative educational technologies as follows: "Innovative pedagogical technologies aim to place the student at the center of the educational process, treating them not as an object but as a subject of learning, particularly in physics" [3]. However, it should be noted that the essence of pedagogical technology cannot be measured solely by the emphasis on valuing the student as a central figure.

The effectiveness of conducting education in the form of non-traditional lessons lies in several aspects. First, students are provided with theoretical knowledge of physics based on the Unified State Educational Standards (USES). Second, the intended educational objectives in physics are achieved. Third, students are not only given theoretical information but are also encouraged to apply their knowledge in practical, real-life, and natural situations, which strengthens their motivation and engagement in the lesson.

Advanced educators and methodologists, such as G. Yu. Nikitenko with her lessons *"Excursion into the Ocean of Knowledge"*, as well as researchers J. Tolipova and Z. Nishonova, have conducted several studies on non-traditional lessons, which correspond to the requirements of the *National Program for Personnel Training*. In general, fostering creativity, ingenuity, exploration of non-traditional forms, experimentation, and generalization among students in lesson organization has gained significant attention since the 1990s.

If a non-traditional lesson involves organizing the lesson process in a way that fundamentally differs from conventional stages, then a non-traditional method is considered the process of structuring and conducting instruction from the perspective of specific didactic methods. The organization of a lesson as a technology differs from methodology because technology considers the effectiveness of teaching forms and the individual resources of the teacher. Both teacher professionalism and skill are reflected in technology as well as in methodology. Unlike methodology, technology is regarded as a systematic method and does not contradict the theory of the unity of education and upbringing in didactics.

In didactic and methodological literature, the levels of student activity are generally classified into three stages: reproductive (memorization), partially creative (interpretation), and fully creative (productive) activity.

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