



The use of non-traditional educational technologies in primary classes and methods of using modern teaching technologies

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Abstract:

The use of non-traditional educational technologies in primary classes and methods of using modern teaching technologies and its methodology are discussed.

Key words: teacher, student, teaching method, innovation, educational technologies, verbal communication, educational process, personality, didactics.

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Education is a cooperative activity of the teacher and students, and in this process, the development of the individual, his education and upbringing is also realized. In the lessons, the teacher conveys his knowledge, skills and abilities to students through exercises, and students acquire the ability to use them as a result of mastering them. In the process of learning, students use different forms of learning, that is, they rely on specific differences in receiving, processing and applying the information being learned. In the course of education, issues of education and upbringing are solved in the form of cooperation between teachers and students during classes, independent work of students, extracurricular activities.

The purpose of education is formed according to the needs of society. Therefore, the goal of education should be appropriate and proportionate. It is stated in the scientific literature that the goal of education is the formation of skills and qualifications, the development of logical and creative thinking, the inculcation of the national idea, the formation of oriental education, and the

spiritual enrichment of the individual. Based on the educational goal, students' communication culture is improved by increasing their independent thinking, oral and written literacy, and developing logical thinking. On the basis of the educational goal, spiritual, ideological and sophisticated education is provided. In the process of language learning, there is an opportunity to get closer to the cultural and moral values of the people.

One of the great sages said, "...if you live with anxiety about the future, give your children a good education and teach them." It would not be wrong to say that the reforms implemented in the education system in our country are not a work aimed at achieving results in one or two years or in a short period of time, but in the true sense, it is a change that will last for several hundred years. This shows that our president cares about our future, our future generation, and the idea that all the children of our country - my children, they should be stronger, more educated and definitely happier than us - is a wise policy.

Today, different methods are used for the improvement and development of



each field, as well as different methods are used in the field of education. Therefore, it is appropriate to use the methods of didactic game technologies in the teaching of natural science classes, because the variety of methods used in natural science classes increases the student's interest in science. The unique aspect of the didactic game educational technology, unlike traditional education, requires the cooperation of the primary school students to organize educational activities without prohibiting their independence and academic activities. Consciously directing them to their activities is considered to increase students' interest in learning the basics of science through effective organization, not to carry out any activity by command, and to give them the right to freely choose without limiting the possibilities of individual needs and interests. In conducting such classes, the teacher must first of all work creatively in order for the student to gain full knowledge of science, to be moral, to develop the talent of choosing a profession, and to acquire the good qualities of our people. The teacher should be alert and intelligent towards the student, taking into account his interest and abilities, and should treat him like a coach.

Only after that, the didactic game technologies used in the lessons activate the students' cognitive activity, independent work on textbooks and additional literature, development of the culture of speech and communication, consciously guide them to the profession, get the goal right in eliminating the difficulties that arise during the didactic game, analyze various situations, prepares the ground for drawing a correct conclusion¹. Based on the many years of experience and observations of Methodist

teachers, it was noted that didactic games are one of the most convenient and effective ways to make science lessons and extracurricular activities meaningful, among other subjects. It is shown that the use of didactic games in the lesson increases students' interest, skills and abilities aimed at deep acquisition of awareness. Also, in order to increase the efficiency of the educational process, the need to use a number of innovative technologies, including role-playing games, cluster, businessmen's game, etc. in science classes, was also discussed. M. Kholmetov stated that the main purpose of the state requirements for the education of children of preschool age is to raise the next generation physically and mentally healthy, that the concept of preschool preparation includes the areas of mental and special preparation of the child, first of all physical preparation, the rules of national games suitable for the child, active participation in it. He thought about his ability to perform the assigned tasks¹. J. Tolipova and N. Numanova pointed out that modern educational technologies can be used to implement all the tasks included in the independent type of continuous education system. It shows ways to use modular education, didactic game education, and problem-based education technologies in the educational process of general secondary schools. The didactic game technologies used in the lessons are aimed at activating students' cognitive activities, independent use of textbooks and additional literature, developing the culture of speech and communication, consciously directing them to the profession, getting the goal right in eliminating the difficulties that arise during the didactic game, analyzing various situations and making the right conclusions. prepares the ground.



According to A. Zikiryaev and others, the problem of didactic principles in the educational process was in the attention of students at all times². They noted that, along with the achievements of specialists, the scientific foundations of the system of educational principles have not yet been fully developed.

According to A. Yusupova, R. Gurbaniozov, special attention is paid to the issues of achieving the application of the most modern pedagogical technologies in education and the human factor, and the "systematic approach" is the basis of it. The "systematic approach" is the basis of pedagogical technology and is its most important feature. The basis of pedagogical technology in continuing education is the project of a systematic approach, and at the same time, what should be paid attention to in the effective use of pedagogical technology in primary education³. In addition, it is known that in traditional education, many processes, such as educational goals, content, teaching methods, assessment of control results, are implemented without a certain system, that is, they are not designed before their implementation. In the old school of primary education, which consisted of giving ready-made information to the students and ensuring that the students retain it in their memory, there was no thought of achieving a guaranteed result. In primary education, each issue is deeply approached, and pre-planned information is not only given by the teacher, but attention is paid to students' independent work, exchange of ideas with the teacher in the lesson, and thinking about achieving a guaranteed result, traditional and non-traditional education are compared and their advantages are revealed. O.

Berdieva pointed out that there are problems in the reform of the educational process in the current economic transition period, and that solving some of these problems requires initiative, curiosity and creativity from the teacher, and the purpose of the new pedagogical technology in the educational process, the effectiveness of it in order to achieve the goal, the teacher explained the new topic based on the plan he mentioned that he should use question-answer, drawing, necessary computer tools.

The successful implementation of modern pedagogical technologies in the pedagogical team and their good results depend on a number of factors. They can be divided into three large groups: the factors of the first group are related to the content, quality and other characteristics of the introduced news. In this case, it is important to study and analyze the excellence of the innovation, its experience and compatibility with national and local conditions. The second group covers the factors related to the approach to the introduction of the innovation: the planning of the introduction of the innovation, the implementation of gradualism. The third group is socio-psychological factors, which includes the pedagogical team's attitude to innovation, leadership style, etc. The introduction of any innovation, including the introduction of modern pedagogical technology, and the necessary effectiveness depends on how the members of the pedagogical team accept the innovation and their attitude towards it. Usually, in the process of introducing the new thing, there is a psychological fear about the new thing. Psychological depression is manifested in the indifference or negative attitude of the pedagogical team to the innovation. In



people, it is observed that such psychological problems are encountered openly or secretly. According to the results of the research, such confusion is related to the fact that people prefer the usual way of working, are afraid of uncertainty, the appearance of redundant work, and do not understand the necessity or importance of innovation. The effectiveness of the implementation of modern pedagogical technologies in the educational process is strongly influenced by the attitude of the leaders of the pedagogical team to the innovation, the management style, and the characteristics of the interaction between the leader and the employees. It is necessary to provide the members of the pedagogical team with all the necessary information about this news and to take measures aimed at improving this relationship. Didactic game technologies are used in the educational process in the form of a didactic game lesson. In these classes, the learning process of students is combined with game activities, called didactic game classes.

Didactic game lessons are divided into plot-role games, creative games, business games, conferences and game exercises, according to the harmony of the students' learning activities with the game activities, content and essence. Before using didactic game technologies in the lesson, it is necessary to choose a topic suitable for such a game. When using didactic game technologies during the lesson, the didactic process takes place during the lesson. Establishing the stages of the didactic process in a certain sequence is the organization of students' knowledge with the help of selected teaching methods in accordance with the established goals. Teaching methods, according to their nature and content,

belong to one or another classification based on a certain pedagogical theory. When thinking about their effectiveness, it is necessary to take into account the extent to which the goal set by the society for the school, academic lyceum, vocational college is being achieved, based on ensuring the activity of the teacher and the student in cooperation, which can trace the teaching process and direct it purposefully. Or teaching methods have a special place in direct educational practice. The teaching method initially exists in the mind of the pedagogue in the form of a generalized project of activity. This project is introduced into practice at the level of interaction of the teacher's activities, as a complex of specific actions, actions or methods of teaching. In pedagogical publications, there are cases of dividing teaching methods into active and passive groups. If each method is used in its place in solving one or another goal, it is undoubtedly active. Pedagogical technologies are also focused on achieving a predetermined goal based on ensuring a high level of student activity in the lesson.

It is known that the implementation of advanced pedagogy and new information technologies in education not only increases the effectiveness of training sessions, but also plays an important role in educating an independent and logically thinking, well-rounded and highly moral person by applying the achievements of science in practice.

Today, the interest in using interactive methods and information technologies in the educational process is increasing day by day. One of the reasons for this is that until now, in traditional education, students were taught only to acquire ready-made knowledge, and the



use of modern technologies teaches them to search for the acquired knowledge by themselves, to study independently and to think, analyze, and even draw final conclusions by themselves. In this process, the teacher creates conditions for personal development, formation, learning and upbringing, and at the same time performs the function of management and guidance. Today, in education "Brainstorming", "Thoughtstorming", "Networks" method, "Sinquain", "BBB", "Fifth plus", "6x6x6", "Debate", "Role-playing game", FSMU, "Small working in groups", "Rounded snow", "Zigzag", "I will say the last word" and other modern technologies are used.

It gives a positive result if it is used to repeat game-tasks in lessons or in reinforcement lessons. The choice of which type of game-task should depend on the type of lesson, the level of training of students to perform games-tasks, their level of knowledge, opportunities for independent creative work, the ability to quickly recall what they have learned, and the degree to which creativity is formed.

In education, attention is focused on the issue of teaching the student to think, to understand the opinion of others and to be able to express this opinion in oral and written form. The way of life, cultural creativity of the nation is studied on the basis of its rich historical heritage.

Today, the teacher is required to use advanced pedagogical and new information technologies in the educational process. Based on the above, based on our experiences, we present our thoughts on the ways of education by using interactive methods in the lessons.

We believe that it will provide practical help to our colleagues in improving the effectiveness of training sessions. Also, it becomes one of the

close assistants of students in fulfilling the responsible task of choosing their direction and forming the skills of preparation for independent life. Below we give recommendations on the implementation of modern methods of teaching based on certain topics in the class section. You use it in a creative way, and in response to the thoughts of our first president: "Let's look for an answer to the question of what we are doing today to instill in our children feelings of pride, pride, and devotion to our motherland, which is sacred for every age" [1] We hope that you will contribute to achieving the intended goal by applying modern methods.

"Fifth (sixth, seventh ...) plus" method This method is especially important for students to acquire logical thinking skills. When using it, the following actions are performed:

- ▣ Formation of a system of concepts that serves to reveal the essence of the subject being studied;
- ▣ achieving the placement of four (five, six, ...) relevant concepts and one unrelated concept from the resulting system;
- ▣ assigning students the task of identifying a concept that is not related to the topic and removing it from the system;
- ▣ encourage students to comment on the essence of their actions (in order to strengthen the topic, students should be asked to comment on the concepts preserved in the system and justify the logical connection between them).

This method requires students to think analytically about the studied topic (or section, chapter), as well as to be able to express the most important basic concepts.

When applying the method, the following actions are organized:



☒ the teacher creates a system of basic concepts related to the topic (section, chapter) and not related in equal proportion;

☒ students identify the main concepts related to the topic (section, chapter) and not related to the topic and remove the main concepts that are not related from the system; ☒ students explain the nature of their actions.

The method can be used in individual, group and public form to ensure thorough mastering of the subject by students and to determine their knowledge.

Using this method to strengthen a new topic in the study of topics such as "Kitchen equipment", "Birds", "Pets and poultry" in the 1st grade textbook gives a positive result. In this case, four words related to the topic and one irrelevant (extra) word (concept, idea) are given.

Students identify this word (concept, idea).

For example, it can be used as follows to complete the task given in exercise 1 of the 1st grade textbook. The recording will be displayed on the screen. Students identify the word redundant.

Then a task is given to make a sentence with the participation of these words, and moral education is given based on the formed sentences.

Example: A horse is a man's best friend.

Based on the sentences created by the students, love for mother nature is awakened in the hearts of students, they are taught to have a positive attitude towards domestic animals.

"Find video" method

Currently, in pedagogical activities, special attention is paid to the organization of the educational process with the help of various media (computer, television, radio, copier, slide, video and

audio tape recorders). Teachers have the task of appropriate and appropriate use of various media in the educational process.

When using the video puzzle method, the following actions are performed:

☒ several video clips are shown to the attention of the students without explanations, which help to illustrate the essence of the topic being studied;

☒ students explain what process is shown in each picture;

☒ record the nature of the processes in their notebooks;

☒ answer the questions asked by the teacher.

Based on this method, a video on the topic is shown through a computer. Students give their opinions about the topic of the video, the theme expressed in it.

For example, on the basis of "Electrical equipment" (1st grade), "Seasons" (2nd grade), students are given an understanding of our national traditions, customs, and economic relations.

Nowruz Udums (texts for use)

On Nowruz day, people meet their parents and loved ones. Divorced people reconcile on Nowruz day.

On the eve of Nowruz, the elderly planted seven types of grains in special pots, and depending on their germination, gathered the harvest coals that will be harvested in the fall.

In some places, water is sprinkled on the ground according to the rainbow that appears on Nowruz days. If this is done, it seems that the year will be rich and blessed.

On Nowruz days, a rope is made on the apricot trees in the garden. The girls and boys gather and take turns flying. It is



said that if a stag flies during Nowruz, one year's sin will be shed.

This method can be used to test students' knowledge of vowels and consonants in the 2nd grade, and to strengthen it. For example, vowels are shown on the screen. Pictures representing words beginning with this sound are shown alternately. Pupils write the names of the objects in the pictures in their notebooks. In this way, students' memories are strengthened and their vocabulary increases.

The use of interactive methods and educational games, modern information and communication technologies in primary classes helps students to think independently, expand the scope of creative research and logical thinking, connect what they learned in classes with life, and increase their interest. The effective use of conditions created by teachers based on such modern requirements and the organization of lessons based on advanced pedagogical and information communication technologies guarantees the quality of the educational process.

In our opinion, the main requirements for educational games are:

1. Educational games should be suitable for the age of students;
2. The games should be proportionate to the content of the topic;
3. The time of educational games must be clearly defined;
4. Educational games should have both educational and educational value;
5. The purpose and significance of educational games should be determined.

Only when the above requirements are followed, the effectiveness of the lesson increases and modern technologies serve the effectiveness of education.

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