

A Non-Traditional Approach To The Educational Process In Primary Education

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Abstract: This article scientifically analyzes the use of non-traditional approaches in the process of primary education, their role in increasing student activity and their impact on educational effectiveness. It is highlighted that non-traditional methods, such as interactive games, problem situations, creative tasks, STEAM elements, project-based learning and integrative technologies, serve to form students' competencies for independent thinking, communication, and practical activity. The article is based on the person-oriented, activity-based and creativity-stimulating features of non-traditional approaches, unlike traditional teaching.

Keywords: Non-traditional approach, primary education, interactive methods, creative tasks, problem-based learning, STEAM, project-based learning, integrative technology, competency development, student activity.

Introduction: In the modern education system, improving the teaching process, directing it to the comprehensive development of the student's personality, and increasing the effectiveness of education are becoming one of the most important pedagogical tasks today. Especially at the primary education stage, since it is the main foundation for the formation of initial knowledge, academic skills, and personal competencies, it is of great importance to organize the teaching process in new, creative, and non-traditional forms. While traditional lesson forms are characterized by a greater reliance on the leading role of the teacher, non-traditional approaches are characterized by encouraging independent thinking, creativity, and the ability to find effective solutions to problem situations. Non-traditional approaches involve the introduction of interactive games, role-playing exercises, problem-solving tasks, exercises that develop creative thinking, and integrative and project-based learning technologies into the content of education. Such methods increase students' interest and motivation in the learning process, expand their ability to connect the topics being studied with real-life experience, and transform the learning process into a

natural and productive environment. In international experience, the use of non-traditional approaches in primary education is recognized as one of the most effective directions in the development of communicative, socio-emotional, and cognitive competencies.

This study aims to shed light on the scientific and theoretical foundations of the implementation of non-traditional approaches to the teaching process in primary education, to identify their advantages, to demonstrate the mechanisms for their introduction into pedagogical practice, and to study the impact of these approaches on educational effectiveness. The results of the study will serve as a methodological guide for primary school teachers, as well as to increase the practical importance of innovative approaches in organizing modern lessons.

METHOD

The use of non-traditional methods in the process of primary education is a key requirement of the modern educational paradigm. While the traditional lesson model is more teacher-centered, non-traditional approaches see the student as an active subject. Such approaches are based on the theories of

constructivism, active learning, competency-based approach, and activity-based learning. By the decree of President Shavkat Mirziyoyev on April 29, the Concept for the Development of the Public Education System until 2030 and the Roadmap for its implementation were approved this year. Roadmaps are adopted separately for each year. It is planned that by 2030, Uzbekistan will be among the top 30 advanced countries in the world according to the PISA (The Programme for International Student Assessment) International Student Assessment Program.

The large-scale changes taking place in our country, economic and social problems, the school system, the processes of using technologies certainly attract our attention. I believe that in educating the younger generation, who are the builders of the foundation of a new Uzbekistan, it is appropriate to provide them with international knowledge and use literature in accordance with world standards. The use of modern technologies in society entails major changes in the education system, including its tasks, views, goals, concepts, content, didactics and methods of educational processes, school equipment, organization of work and the educational process, as a result of which there are changes in the work schedule and work habits of teachers, control over the educational process, assessment of learning outcomes and other results of work. The success of the educational process depends not only on its form, but also on the effectiveness of the methods used.

The future of the country largely depends on young people with a broad outlook and modern, capable teachers and mentors. In the process of educational work, teaching students to think creatively, to adapt to changing situations, organizing activities on the basis of free competition, and implementing pedagogical technologies, information technologies, educational reform, and training highly qualified personnel in their practical classes are one of the main factors ensuring the development of our country. Today, a modern lesson should be effective in that: The teacher is able to achieve the goals he sets for himself today. The teacher must embody the qualities of honesty and dedication. Non-traditional teaching methods increase the productivity of the lesson process, form the independent thinking process of students, increase students' enthusiasm and interest in knowledge, and

form the skills and abilities to firmly master knowledge and freely use it in practice. In the educational process based on such methods, the scope of teacher activity and student activity is clearly defined, a clear technology for organizing education is indicated. In the primary grades, when the child's mind and thinking are just being formed, the teacher's skill, his ability to skillfully apply pedagogical technologies to the educational process, to search for new ways and methods of education, and to creatively use pedagogical experiences are very important. The introduction of non-traditional methods in the educational process is one of the requirements of the present era. Non-traditional method technology is a specific educational process in which the student is at the center, focusing on the student's personality, a modern form of teaching, active teaching methods and a set of modern didactic tools aimed at achieving the intended goal and guaranteed result of educational work. In teaching primary school students, it is important to correctly select and use methods, tools and forms of pedagogical technologies in order to broaden the students' worldview, to master knowledge widely and easily. Many methods of pedagogical technologies are used in organizing lessons. The first years of school after kindergarten play an important role in a child's life. Therefore, the period of primary education is the most responsible period in the educational process. At this time, along with the emergence of literacy, the child's worldview is formed, and his thinking skills develop. During this period, any activity aimed at developing a child's mind has a great impact on the formation and development of the child's mind. That is why, during this period, it is necessary to pay attention, first of all, to organize the educational process in an interesting and effective way, to create and develop motivation. Because this period is characterized by the child's transition from play activity to mental activity, that is, to educational activity. Didactic games greatly contribute to the effective progress of education in primary grades and to the successful management of students' educational and cognitive activities, that is, through didactic games, theoretical knowledge is easily acquired, and students' interest in learning increases. Didactic games can be a great impetus for the development of students' passion for knowledge not only in primary grades, but also at

later stages of education. Such games have an especially effective effect on increasing the cognitive abilities of students with difficult learning. It should be noted that the textbooks being created for primary grades are lacking in materials related to this area. Non-traditional methods include "Brainstorming", "Work in small groups", "Round table", "Role playing", "Zig-zag", "Carousel", "Problem situation", "Discussion", "Pinboard", "3x4", "Envelope", "FSMU", "Assessment", "Sinkwain", "Attention", "Venn diagram", "Rocket", "True-false", "Field of Miracles", "Word-making", etc. The teacher must also be a creative, innovative thinker, able to establish comfortable communication with students.

CONCLUSION

The use of non-traditional approaches in primary education is an integral part of the modern pedagogical process and represents a set of effective methods aimed at the comprehensive development of the student's personality. Studies show that while traditional lesson models serve to memorize knowledge, non-traditional methods develop their active participation, search, independent thinking and creative approach.

Non-traditional forms of teaching - game technologies, interactive methods, creative approaches, STEAM integration and project tasks - are suitable for the psychological characteristics of primary school children and allow them to acquire knowledge in a natural, interesting and conscious way. These methods are especially effective in increasing motivation, developing communication skills, and activating critical and creative thinking in younger students.

The conducted analysis shows that in order to correctly introduce non-traditional approaches to the teaching process, the teacher is required to have methodological literacy, careful lesson design, the ability to take into account the individual characteristics of students, and the ability to effectively use modern pedagogical technologies. In conclusion, non-traditional approaches in primary education are one of the most important factors in improving the quality of students' knowledge, forming competencies in them, and organizing the teaching process in an interesting and meaningful way. These methods serve to educate a competitive, creative, and active

personality in the future. If non-traditional approaches are used systematically and on a scientific basis, the effectiveness of the educational process will increase significantly.

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