

BASIC REQUIREMENTS FOR THE USE OF NON-TRADITIONAL METHODS

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Abstract: In this article, at the current stage of development of the educational system, enrichment of practice with various personality-oriented technologies is considered as an important task, and one of them shows the basic requirements for teaching technology using non-traditional methods.

Keywords: non-traditional, traditional reproductive technologies, brainstorming. card, idea, idea, debate, 4-step method, director, distance learning.

In traditional education, students acquire knowledge by listening to the teacher's lectures and practical lessons, where the information is prepared and structured in advance by the instructor. Based on the teacher's clear instructions, students solve problems and assimilate knowledge. In such a reproductive learning process, students are engaged in activities such as memorizing proofs dictated by the teacher, solving similar examples, and repeating what they hear, ultimately remaining passive observers and listeners in the educational process.

However, in light of contemporary educational demands, such traditional methods have become ineffective for teaching and nurturing students. Consequently, there is now widespread implementation of various methods aimed at transforming both students and teachers into active participants in the educational process. These methods include Q&A sessions, debates and discussions, problem-based learning, modular approaches, simulation games, and open dialogue formats.

At the current stage of educational development, it is essential to enrich practical instruction with person-centered technologies, among which the problem-based teaching method holds significant potential.

The "Brainstorming" method is one such approach, in which learners freely express their ideas and thoughts regarding a particular problem, which are then collectively used to arrive at a solution. The brainstorming method has both oral and written formats. In the oral format, each learner verbally presents their ideas in response to the instructor's question, clearly and concisely. In the written format, learners write their responses on paper cards in a brief and visible manner. These responses are then attached to a board (using magnets) or a pinboard (using pins). In the written format, it is also possible to group the responses according to certain criteria. When properly and effectively implemented, this method fosters free, creative, and non-standard thinking.

The brainstorming method allows for the involvement of all learners and helps them develop communication and discussion skills. It also enhances their ability to express ideas not only orally but also in writing, and nurtures logical and structured thinking. Since the expressed ideas are not evaluated, it encourages the formation of diverse perspectives and contributes to the development of creative thinking in learners.

The use of the brainstorming method is determined by the educational goals set by the instructor:

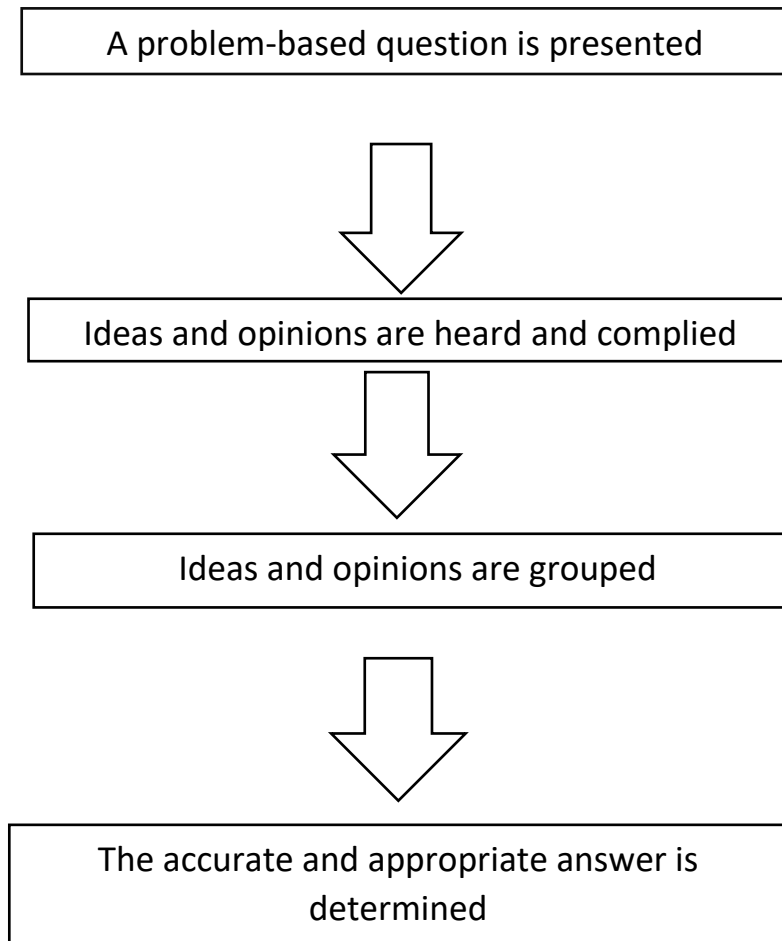
1. When the aim is to identify learners' prior knowledge, the method is used at the introductory part of the lesson.
2. When the goal is to review or connect the topic with the next subject, it is applied during the transition to a new topic.

3. When the goal is to reinforce the covered material, it is implemented in the consolidation phase after the main part of the lesson.

The main rules for applying the brainstorming method are as follows:

1. Expressed ideas and thoughts are not to be debated or evaluated.
2. All ideas, even if seemingly incorrect, are taken into account.
3. Every learner must participate.

Below is the structure of the brainstorming method.



Stages of the “Brainstorming” Method:

1. Learners are presented with a question and asked to express their responses (ideas, thoughts, and opinions) regarding the given issue.
2. Learners share their opinions and ideas in response to the question.
3. The expressed ideas are collected (via audio recordings, video recordings, colored papers, or on the board).
4. The ideas are grouped according to specific criteria.

5. A clear and correct answer to the question is then selected.

Advantages of the Brainstorming Method:

- The absence of evaluation encourages the generation of diverse thoughts and ideas among learners.
- All learners are involved in the activity.
- Ideas are visualized throughout the process.
- It allows for assessment of learners' prior knowledge.
- It stimulates learners' interest in the topic.

Disadvantages of the Brainstorming Method:

- The teacher may struggle to formulate the question appropriately.
- The method requires the instructor to have a high level of active listening skills.

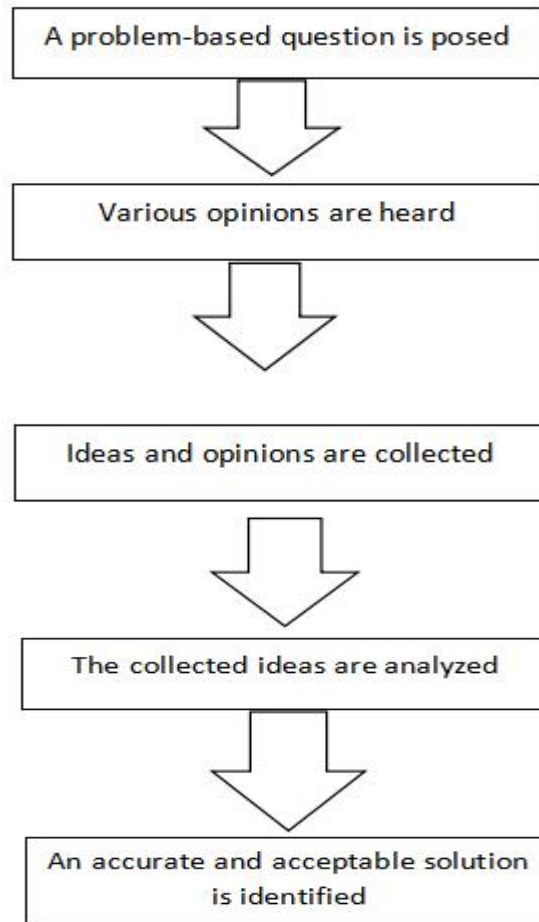
The "Debate and Discussion" Method is an instructional approach in which learners engage in mutual debate and exchange of opinions on a specific topic. This method is used when certain subjects or issues are to be discussed based on existing knowledge and experience. The responsibility of moderating the debate may be assigned to a learner or handled by the instructor. It is important to conduct the discussion freely and involve every learner in the process.

During the implementation of this method, any conflicts that arise among the learners should be resolved immediately.

Rules for Conducting the "Debate and Discussion" Method:

- Ensure that all learners are given the opportunity to participate.
- Follow the "raise your hand" rule (learners should speak only after being given permission).
- Practice active listening and respect for others' opinions.
- Avoid repeating previously expressed ideas.
- Maintain mutual respect throughout the discussion.

The structure for conducting the '**Debate and Discussion**' method is presented below:



Stages of the “**Debate and Discussion**” Method:

1. The instructor selects the topic for discussion and develops relevant questions.
2. The instructor poses a problem-based question to the learners and invites them to participate in the discussion.
3. The instructor records the responses—various ideas and opinions—related to the question, or assigns one of the learners as a secretary to perform this task. At this stage, the instructor creates an open and free environment for learners to express their thoughts.
4. Together with the learners, the instructor categorizes, generalizes, and analyzes the expressed ideas and opinions.
5. As a result of the analysis, the most appropriate solution to the problem is selected.

Application of Modern Pedagogical Technologies in the Teaching Process:

The use of active, innovative, and non-traditional teaching methods, such as the “4-Step Method,” in mathematics and other subjects, along with the integration of modern information technologies and multimedia lesson designs, helps activate students’ cognitive activity. It also increases the efficiency of lessons, enhances teachers’ professional skills, and creates a foundation for the implementation of distance learning and improvement of computer literacy. Organizing lessons based on the requirements of new pedagogical technologies, using non-traditional methods, facilitates students’ learning and increases their engagement during lessons. In a modern

classroom, the teacher is expected to take on the roles of leader, director, and facilitator, while the student becomes the primary actor. Under the teacher's guidance, students actively participate in lessons, think collectively with their peers, engage in debates and discussions, learn to collaborate, gain knowledge from others, work independently, and develop creative thinking.

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