

## UNCONVENTIONAL FORMS OF THE LESSON AND THE PECULIARITIES OF THEIR USE IN IMPROVING THE EFFECTIVENESS OF THE LESSON.

<https://doi.org/10.5281/zenodo.10275409>

**Tolipov.R.M.**

*Teacher of KSPI*

### **Keywords**

*Concours, tournament, relay, linguistic domestic life, duel, day, practical, role-playing, plot games, crossword, quiz, darsblock, lesson doubler, research, ichthyology, study of the first sources committee, opinion attack, interview, reportage, review*

One of the advanced methods in modern teaching is considered an unconventional form of education, these are the activation of the educational process, increasing the duty and responsibility to study, initiative in teachers and students, independent knowledge and the cultivation of creativity, ensuring that the course process is lively and attractive. Unconventional forms of teaching bring enthusiasm and enthusiasm to school educational work.

Skilled, creative teachers achieve a high effect in the course and other forms of Education, moving from non-traditional, one-mold forms of education in schools to non-traditional forms. Thanks to their creative research, sa'i's efforts, the theory, methodological foundations, technology of an unconventional lesson in modern teaching practice have been created and are effectively used by teachers of secondary schools.

Unconventional classes are conditionally divided into the following groups according to their content, purpose, style:

1. Lessons in the Musabaqa game style: Concours, tournament, relay, linguistic domestic life, duel, day, practical, role-playing, plot games, crossword, Quiz, etc.

2 lessons that make up the game material in an unconventional way: wisdom lesson, lesson of transparent thought, lesson block, lesson doubler.

3. The lessons available in social practice on their genre, content, forms and style are: research, ichthyology, the study of the first sources kommitaria, thought attack, interview, reportage, review.

4. Classes reminiscent of official circulation: press conference, auction, baxs, debate (regulation), panarama, TV show, TV show, TV show, film, "live newspaper", oral magazine.

5. Lessons based on fantasy: fairy tale lesson, lesson surprise, Ibn Khattab gift lesson.

6. Classes based on the imitative activities of the organization, institutions: Court, investigation, circus, patent, Bureau, Scientific Council.

7. Lessons based on imitative activities for conducting public, cultural events: a correspondence excursion, a trip to the past, a travel literary walk, a literary workshop-an interview-reportage.

V. Classes based on non-classroom traditional work :KVN, 'the investigation is conducted by the learned', fairy tale, performance, concert, fiction, debate, Shooting, Club of the learned.

9. Integrated lesson. (Harmonized lesson).

10. Transformation of non - traditional methods of lesson construction(modified) lectionary paradone, juftsavol, express, zachyot lesson (assessment protection), lesson consultation, lesson praktikum, lesson seminar, TV-free-teldars.

Unconventional classes solve the tasks of a tactical operational, strategy plan, depending on its logic, External Construction and the movement of teacher students. According to the operational-tactical Palan, the workaholic of the training provides for the consideration of the individual characteristics of the teacher and students, the specific characteristics of the class, groups of students, and allows the content of education to save students activities and time.

When organizing non-traditional classes, it is advisable to adhere to the recommendations in it:

- use of non-traditional dasrs in knowledge and skills, skills consolidation, generalization and accounting;

- applying this form of teaching hadeb will not give positive results, but will weaken interest in it;

- thorough preparation for non-traditional lessons, development of concrete aspects of its goals and objectives in the first goal;

- in non-traditional lessons, the teacher takes into account his capabilities, state of Mind, level of preparation and characteristics of the class;

- to involve other teachers in the organization of such classes;

- compliance with the rule "for children with children" when conducting unconventional classes.

So, another of the timeless forms of improving the effectiveness of teaching is non-traditional lessons, which today, in addition to the widespread use of them,

our advanced teachers in the schools of our Republic are looking for new forms of teaching and are implementing in their own pedagogical practices.

The following is a description of the preparation for non-traditional forms of teaching, as well as the way, methods of organizing and conducting them, based on several samples.

#### Lecture

A teaching lecture is an illustrative method of explanation or problematic statement, in which the teacher performs the training in a frontal form. The structure of the teaching lecture includes the following stages: organizational part;

- preparing students to acquire new knowledge ;
- statement of new material ;

- preliminary examination of the levels of assimilation of new knowledge by learners; the teaching lecture is carried out in the upper classes of Secondary Secondary Schools and can last 30-35 minutes.

A teaching lecture can be organized in such forms as conversation, explanation, story.

It is necessary that the teacher prepare carefully in advance for the teaching lecture. In this case, it is required to use not only a textbook, but also other sources related to the material of the lecture.

In the course of the educational lecture, students are described in the lesson material based (methoded) on theoretical concepts, laws, conclusions.

In the course of the lecture, the teacher describes the main directions of the topic (on the basis of blocks). And the most important places are achieved by students to write in a notebook.

The use of various exhibitions, technical means in the educational lecture process is important in the easy assimilation of theoretical concepts advanced by students in the material of the lesson.

#### Seminar lessons

The main purpose of organizing this lesson is to deepen the theoretical knowledge of students, develop them with the book skills of independent work, summarize the analysis, prove it, be able to draw conclusions based on the ability to distinguish important ideas, cultivate creative thinking, culture of speech.

The workshop is also used in higher grades, such as the teaching lecture. The workshop should be introduced to the relevant literature, at least a week earlier (along with the plan) of the session. In some cases, the seminar can also be divided between students on issues (problems in the plan) drawn up on the topic.

Workshop training is organized on the basis of the direct guidance of the teacher, that is, the student opens the training with an introduction and links the problems that should be considered during the training session to the students who are reminded of one more time students. Then each of the problems in the plan will be touched upon separately. Each problem is summarized by the teacher when it is solved with the participation of a wide range of students.

#### Consultations

This type of training is carried out in order to eliminate deficiencies in students' knowledge, skills.

A consultation can be held on one or several interrelated topics. The consultation can be organized by prior agreement in cooperation with a wide range of students, or it can also be planned by the teacher. In this case, the mastery of the teaching staff in the course process, to what extent the material is bent by the students, is achieved.

For consultation, it will be the same mudao in which students' oral questions, written work, independent work materials are analyzed and pre-prepared on the basis of these.

When preparing for a consultation, it is necessary for the teacher to sort out the questions, that is, with an analysis of other types of work.

Consultation classes can also be held on an option;

1. The whole lesson can be taken by the teacher himself and, if necessary, appeal to students.

2. Difficult-to-solve questions can be carried out by the teacher, while the rest of the questions can also be solved directly by the students.

3. It is also possible that relevant specialists will be invited to the training session on this issue or problem, as well as the problem of the transition will be revealed by them.

It is also worth mentioning that if questions asked by students are complex in the solution, the focus is on it and the rest of the questions are grouped around it.

#### Debate and Bucks

One of the decisive tasks of school education is the development of the creative activity of students, their independence, and educational discussions and discussions occupy a place in this urinese connection.

The difference between the educational discussion and the tax is that it is directly threatened in the educational material. For example, in chemistry, the olshni variant of one of these or that chemical bodies, the methods of structure of

instruments; in a literature lesson on the hero of a literary work; in history lessons, various social phenomena; tactics, periods can be discussed.

The discussion encourages the reader to look at the educational material from the outside, while the baxs employs the inner direction of the individual, forming an assessment of events and phenomena in the direction of their own moral ideal.

In addition, baxs is also characterized by the wide student body, that is, the direct participation of students of several classes.

Discussion and baxs are organized with careful preparation in advance. The topic is determined, the object of transfer is selected, the topic and the problems discussed are declared, the time of transfer is determined.

#### Test classes

In the subjects taught in schools, the logical completion of most subjects and sections can be done through a test, that is, through test classes, the knowledge, skills and qualifications of students on the relevant topic or section are determined as final control.

Test classes can be translated into oral, written, practical, forms.

The oral test is basically chatty. in this case, questions are asked to students on the relevant topic or section, and answers are obtained. In turn, the conversation can be problematic (heuristic), frontal in the character.

#### Conference classes

Conference classes are carried out based on the knowledge of the students, which is mastered not only from the relevant subject, but also from several subjects.

These lessons are important for the enrichment of theoretical knowledge of students, the formation of passion and aspiration for the study of subjects in them. In many cases, conference classes in schools were carried out harmoniously in the humanities, social and Natural Sciences

The topics of the conference classes are plundered by specialist teachers. For example, social topics are increased to AML with the participation of teachers of history, geography, literature; and in natural sciences-mathematics-physics, chemistry and biology.

The organization of conference classes involves a period of time. That is, in advance, the topic of the conference lesson is selected, the time of the transfer is agreed, the topic is announced, the speakers are identified and the corresponding submissions are given, the transfer room is equipped on the basis of the topic.

On the basis of the topic, various exhibitions (books are organized on the basis of creative work of readers: paintings, layouts, etc.) are organized. Guests can be

invited to this lesson from the outside (such as parents, representatives of Labor teams, writers, employees of the Fatherland organization).

#### Mutual Maori classes

One of the hallmarks of this type of lesson is tuki, when students are able to comprehensively absorb their material during the course of the lesson (even without homework).

This lesson: mutual assistance of students and responsibility for the team create opportunities for the formation and development of his.

In an effort to organize a mutual Maori class in an interesting way for Students, Students in the classroom can be conditionally divided into "crews" of four or 5 people. In this, each crew will have a guide (shturman), 2 students (pilot), and or 3 passengers (passenger).

Each crew is preceded by a specific task (assignment) "thorough mastering of new material".

Then the teacher explains the new material on the basis of its main directions (in a quick way). It then assigns the crews an independent study of the new material.

The crews move. After a certain period of time, each crew is asked by their guide (shturman) for the lesson material from the students, evaluating their answers, in turn, the pilots ask the passengers and evaluate their answers. While the "crew", which has achieved complete mastery, is ragged.

He is also sent to take a test from another crew.

This situation can be organized in different ways. For example, a teacher prepares cards with the words special "guide", "Representative", "crew" and hands one of them to the guide of each crew. If a card was received with Bordeaux as guide, the lesson material would only be requested from the guide himself, and if a card called " representative " was selected, one of the crew members would be asked,

if a card called " crew " dies, then the lesson material is requested from the entire crew.

#### Gifted lesson

This type of lesson is carried out with the guru of gifted students among the class team. In this, in addition to determining to what extent these students are mastering the material of the lesson, the teacher aims to form in other students the desire to be like their comrades participating in the type of this lesson.

This type of lesson is carried out in most cases in the process of repetition, generalization training. In this regard, it is also worth mentioning that a student

will be gifted in relation to one or another subject. Therefore, when organizing a lesson, it is necessary to pay attention to this.

#### Auction classes

The auction lesson is also entering the educational process of our schools today, when the market is moving into the economy.

The main goal of organizing this lesson is to develop students' aspirations to master the basics of Science, and to achieve a thorough mastery of one lesson material.

The auction lesson is aimed at stimulating students in terms of their essence.

This lesson can be organized in different forms. For example, the initial classes include the possession of a "party of nobles", the acquisition of flags or educational weapons (such as pens, notebooks, pens, books), the "label of praise" in the upper classes, lighting in the mural newspaper of the class (school) the right to participate in examination contests where the subjects are held in the neck.

#### Court classes

This type of lesson is carried out in order to determine the criteria of the knowledge received by students in law classes taught in schools of general education, as well as to further strengthen their knowledge of law.

After the passage of the "crime and punishment" topic of this lesson, the organization of it in order to strengthen it will be in accordance with Maksad.

The training is organized as follows. The teacher introduces the students to the content of the assignment and creates a situation from among the students reminiscent of the trial. That is, students choose one of the middle as a judge, two students as members of the advisory board, one student as a condemnation, one student as an acquittal, and one student as a criminal.

With the details of the committed crime, the court is handed over to the members of the jury. Then the court will be entrusted with the Fair (on the basis of the law) settlement of this criminal case.

#### Science Council classes

The implementation of this lesson tour in the upper classes of our schools is of great importance. This is due to the fact that as a result of the transition to a rating system of assessing students' knowledge, it is necessary to direct their educational activities in different forms. Today, students carry out various types of educational work in all disciplines (such as abstracts, annotations, short lectures, inventive works).

In our opinion, the interest in students in these types of independent work, the implementation of the lessons of the "Scientific Council" plays a large role in the development of aspiration.

To do this, the teacher, thoroughly familiarizing himself with the independent work performed by the students, separates chiki, among them those that can be presented to the Scientific Council.

Makes up the composition of the board of Science, which consists of class activists. He will also hand over the selected works to their disposal. (Their tasks are introduced in advance batasil). The day,time of meeting the council is determined when the Scientific Council president receives information on preparation.

The agenda is set. (In agreement with the chairman) on the agenda it is decided to hold a discussion of the work of one or two students, apponengs are determined, they are assigned the task of writing a takiz with a detailed acquaintance with the work and providing information on the Scientific Council). So, in the process of the Scientific Council, the work prepared by one or another student is discussed in detail, and at the end, the work is evaluated, open or closed (score). The assessment (score) put into the work by the chairman of the scientific council is published to a wide audience of readers.

## REFERENCES

1. Mamadalievich, Y. M., & Mamasolievich, T. R. (2022). THE NEWSPAPER" SADOI FERGHANA" IS THE NEWSPAPER OF THE FERGHANA REGION. *Galaxy International Interdisciplinary Research Journal*, 10(12), 1236-1240.
2. Tolipov, R., & Yusupov, M. (2022). THE ROLE AND IMPORTANCE OF THE FORM OF EDUCATION IN IMPROVING THE EFFECTIVENESS OF THE LESSON. *Galaxy International Interdisciplinary Research Journal*, 10(12), 1633-1637.
3. Tolipov, R. (2022). Characteristics of the levels of formation of the control action in younger schoolchildren. *INTERNATIONAL JOURNAL OF SOCIAL SCIENCE & INTERDISCIPLINARY RESEARCH* ISSN: 2277-3630 Impact factor: 7.429, 11(11), 9299.
4. Yusupov, M. M. (2022). FEATURES OF THE ORGANIZATION AND CONDUCT OF EDUCATIONAL PRACTICE OF FUTURE PRIMARY SCHOOL TEACHERS. *INTERNATIONAL JOURNAL OF SOCIAL SCIENCE &*



INTERDISCIPLINARY RESEARCH ISSN: 2277-3630 Impact factor: 7.429, 11(06), 195-200.

5. Normatov, A. A., Tolipov, R. M., & Musayeva, S. H. Q. (2022). МАКТАБЛАРДА МАТЕМАТИКА ФАНИНИ О 'ҚИТИШНИНГ ДОЛЗАРБ МАСАЛАЛАРИ. *Oriental renaissance: Innovative, educational, natural and social sciences*, 2(5), 1068-1075.

6. Толипов, Р. М. (2023, February). СПОСОБЫ ИСПОЛЬЗОВАНИЯ МЕТОДОВ ИНДУКЦИИ, ДЕДУКЦИИ И АНАЛОГИИ ПРИ РЕШЕНИИ ПРИМЕРОВ И ЗАДАЧ В МЛАДШИХ КЛАССАХ. In *E Global Congress* (Vol. 2, pp. 36-46).

7. Mamasoliyevich, T. R. (2023). BOSHLANG 'ICH SINF МАТЕМАТИКА ДАРСЛАРИДА ДИДАКТИК О 'YINLAR ORQALI ДАРСЛАРНИ ТАШКИЛ ETISH ДАРС САМАРАДОРЛИГИНИ МУНИМ ОМИЛИ. *Ustozlar uchun*, 19(2), 195-201.

8. Mamasolievich, T. R. (2023). PECULIARITIES AND TYPES OF ORGANIZING EXTRACURRICULAR ACTIVITIES IN MATHEMATICS IN ELEMENTARY GRADES. *Conferencea*, 102-107.

9. Рахманкулова, Н. Х. (2021). Исторические данные о числах и количестве. *INTERNATIONAL JOURNAL OF DISCOURSE ON INNOVATION, INTEGRATION AND EDUCATION*, 2(2), 97-100.

10. НН, М., АА, N., NX, R., GB, U., & UA, M. (2022). КОМПЕТЕНТНОСТНЫЙ ПОДХОД В ПРОФЕССИОНАЛЬНОЙ ПОДГОТОВКЕ БУДУЩИХ УЧИТЕЛЕЙ НАЧАЛЬНЫХ КЛАССОВ В ОБЛАСТИ ИКТ. *Международный журнал специального образования детей раннего возраста*, 14(7).

11. Raxmankulova, N., & Mirzanazarova, S. (2022, January). ДИДАКТИК ОYINLAR-BILISHGA QIZIQISHNI UYGOTISH VOSITASI. In *International journal of conference series on education and social sciences (Online)* (Vol. 2, No. 1).

12. Rakhmankulova, N. K. (2022). METHODS OF TEACHING MATHEMATICS IN EDUCATION. In *ПЕДАГОГИЧЕСКИЕ НАУКИ: АКТУАЛЬНЫЕ ВОПРОСЫ ТЕОРИИ И ПРАКТИКИ* (pp. 15-17).

13. Рахмонкулова, Н. К. Важность решения математических задач в начальных классах. *Международный журнал инновационных исследований в области науки, техники и технологий*.

14. Khasanovna, R. N. METHODS OF TEACHING MATHEMATICS IN EDUCATION. 51 ТЕХНОЛОГИИ СОЦИАЛЬНО-ЭМОЦИОНАЛЬНОГО ОБУЧЕНИЯ (SEL) В ПРОФИЛАКТИКЕ БУЛЛИНГА УЧАЩИХСЯ БЫЛИНА ВЕРА ВЛАДИМИРОВНА, 52, 15.

15. Normatov, A. (2023). МАТЕМАТИКА ДАРSLARIDA МАТЕМАТИК MASALANING AHAMIYATI VA O'RNI HAQIDA. *Ustozlar uchun*, 19(2), 81-89.
16. Normatov, A. (2023). ANIQ INTEGRALNING BA'ZI TATBIQLARI. *Ustozlar uchun*, 19(2), 74-80.
17. Gulirano, A., & Adhamjon, N. (2023). Algebra of Quaternions. *Journal of Pedagogical Inventions and Practices*, 21, 53-58.
18. Норматов, А. А. (2023). ПОМОЩЬ УЧЕНИКАМ ПРИ РЕШЕНИИ НЕКОТОРЫХ ЗАДАЧ. *Conferencea*, 76-82.
19. Normatov, A. (2023, June). SOME APPLICATIONS OF THE DEFINITE INTEGRAL. In *Proceedings of International Conference on Modern Science and Scientific Studies* (Vol. 2, No. 6, pp. 260-263).
20. Normatov, A. (2022). Text problems. *INTERNATIONAL JOURNAL OF SOCIAL SCIENCE & INTERDISCIPLINARY RESEARCH ISSN: 2277-3630 Impact factor: 7.429*, 11(11), 341-347.
21. Normatov, A. (2022). APPLICATIONS OF THE DERIVATIVE. *Galaxy International Interdisciplinary Research Journal*, 10(12), 1161-1164.
22. Normatov, A. A., Tolipov, R. M., & Musayeva, S. H. Q. (2022). МАКТАBLARDA МАТЕМАТИКА FANINI O 'QITISHNING DOLZARB MASALALARI. *Oriental renaissance: Innovative, educational, natural and social sciences*, 2(5), 1068-1075.