

UDK 378

THE DIFFERENCE BETWEEN TRADITIONAL AND NON-TRADITIONAL TEACHING OF PEDAGOGY IN HIGHER EDUCATION

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Annotation: This article considers the essence of traditional and non-traditional approaches to the process of teaching pedagogy in higher education, their peculiarities, non-traditional conference lessons, press conference lessons, meeting lessons, competition lessons, test lessons, "Zakovat" (Intelligence) lesson and "Auction" lesson. The importance of many types of lessons in improving the effectiveness of education, such as trade lessons, creative lessons, binary lesson and business game lessons are stated out in the article.

Keywords: Traditional and non-traditional approach to education, non-traditional forms of education, meeting lesson, "Intelligence" lesson, "Auction lesson", binary lesson.

Today, in our modern world there is a great diversity in terms of approaches of teaching in pedagogy. For example: a traditional approach, a systematic approach, a technological approach, a research approach, a functional, complex, action approach, axiomatic approach and problem-modular approaches are applied in the educational process.

The 21st century will be a century of intelligence and technical progress. On this basis, the need for a new, technological approach to the educational process is natural. The use of types of education in the widely used approaches to practice, their application in practice, in turn, requires a high level of professionalism and creativity from the teacher. However, the technological approach allows the

teacher to be creative, to study independently, to analyze independently, to draw conclusions, not in the teacher. As a result, at a time of great scientific and technological progress, the approach that allows a sharp increase in information and their independent assimilation is a technological approach.

The traditional approach to education has been used since the time of the great Czech pedagogue Jan Amos Comenius, and has been and remains one of the most effective forms of education. This type of education is also called descriptive instruction. In this case, the information presented by the subject (teacher) is stored in memory and consolidated. This means that the traditional approach to education takes place in the teacher-student chain. The teacher tells, explains, demonstrates, gives examples, proves, demands, gets the result, and the student perceives the finished information (what he heard from the teacher), stores it in his memory and tells it and summarizes the acquired information, uses it only when necessary. At the center of this education is the teacher.

Non-traditional approach. It should be noted that technical operations in production, technological processes that give the intended and guaranteed result, regardless of the potential of the participant, in strict accordance with the requirements of the documents (the sum of operations that form a single process of production) developed. The technical rules that must be followed by the worker as the basis of such a technological process, there are requirements, schedules, strict adherence to which results in product quality and results, regardless of who performed the work and where. This is called the repetitive and reproducible technical structure of the technological process in industry. Therefore, the first condition of this approach is the composition of the process, which is repeated in the non-traditional approach to education.

It is a bit more complicated to create a recurring, repetitive structure of educational work, which includes the ability of educational participants, the diversity of technological and methodological levels of those who present educational information, the content of education, the types of educational materials. diversity, heterogeneity of student activities, and other factors. But it is

possible. So far, the key to educational effectiveness, as B.L. Farberman points out: "As long as the educational institution and the student are in control, the educational environment, the technology of the teacher's work, the basis for mastering the technology can be achieved through retraining of teachers."

The technological approach to education is explained by Doctor of Pedagogical Sciences, Professor M. Ochilov as the following: "Technological approach to education: the division of the learning process into interrelated stages, phases, actions, division, coordination of actions to achieve the intended result of education, sequential, step-by-step implementation and project work involves the simultaneous execution of all actions."

Research in the field of a single effective (integrated) approach to teaching, didactic approaches that can transform teaching into a specific production process, the search for didactic tools continues. For this purpose, various forms of training are used.

In our educational experience, such as conference lessons, press conference lessons, meeting lessons, competition lessons, test lessons, "Intelligence" lesson, "Auction lesson", creative lessons, creative work defense lesson, binary lesson, business game lesson, many types of courses are used. Classes like these help to increase the effectiveness of education, motivate students, as well as interdisciplinary communication. Here are some examples of lessons that can be used in teaching.

Meeting lesson. Among non-traditional lessons, the face -to-face lesson is an effective lesson that can be used in almost all subjects, including primary education. There are many great scientists, poets, writers or scientists who have contributed to the development of various sciences. The essence of the meeting lesson is that one of the students enters the "image" of a scientist, scientist or writer who has contributed to the development of science, literature and art in accordance with the theme of the lesson and describes his life, work and creations. thought about.

The following work will be done in the introductory part of the meeting lesson:

1. Introductory remarks by the teacher about the topic, purpose, motto and lesson plan.
2. Invite a student in the “image” of a poet or scientist to class, meet them, and show their work.

The main part of the lesson:

1. Lecture on the life and work of the poet (scientist).
2. Students' questions with the "hero".

In the final part of the lesson:

1. A "mystery box" game with the participation of a scientist or a poet (The box contains questions about the life and work of the scientist).
2. Rewarding advanced students.
3. The final word of a poet or scholar.

In such classes, the portrait of the protagonist is decorated with samples of his works, crossword puzzles, bouquets and other prizes related to his life and work.

Organizing this lesson in the form of a meeting with a great scientist, poet, writer, or scientist who has contributed to the development of different disciplines at the same time will help to make this interdisciplinary connection.

"Auction Lesson." The “auction lesson” is also commonly referred to as the “auction lesson”. It is more effective to use such lessons in generalization lessons. It can be used in the exact and natural sciences. In organizing such a lesson, teachers and students need to master the rules of the auction. Such lessons are conducted in the following order.

To enter the auction, each student is first asked to get a ticket and questions on the topics covered in the subject. If there is no clear answer, an additional question will be asked. The student will then be given the right to participate in the auction. One of the best students will be appointed to conduct the auction. The class will include a gong, a hammer, and other tools. For example, in mathematics

- geometric figures or corresponding objects (matches, pyramids, cans, balls, etc.).
Natural sciences (globe, compass, protractor, ruler, etc.) for sale.

As with the auction, the student must answer 1 to 10 questions on the subject for each subject. For example, the globe is 8, which means that the student has to answer 8 questions to get it. If the other participant says globe - 10, the price will increase. The auctioneer who answers correctly in the count to 3 is considered the winner. A music break will be announced at the auction. Winners will be awarded. We believe that it would be more effective to conduct such lessons in the process of repetition and generalization in the primary and secondary grades of secondary schools.

In conclusion, the role of non-traditional lessons, such as the above, is more important in increasing the effectiveness of lessons and ensuring interdisciplinary connections rather than traditional ones. The integration of disciplines in the study of sciences, the identification and implementation of important rules in them allows students to develop an interest in science, to carry out creative collaboration between teachers and students.

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