



Theoretical Aspects of Non-Traditional English Language Lessons

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ABSTRACT

This article deals with the non-traditional types of lessons, which can be used in English classes. We will touch upon, in an attempt to reveal the importance of research in the selection and implementation of the optimal methods and techniques for language teaching and learning.

Keywords:

Non-traditional lessons, teaching techniques, approaches, socio-cultural, communicative competence, motivation, Inquiry-based learning.

Introduction

Non-traditional lessons are always the holidays, when all students are active when everyone has the opportunity to express themselves in an atmosphere of success and class to become the creative team. These lessons include the diversity of forms and methods, especially such as problem-based learning, search activity, interdisciplinary and intra subject communications, the reference signals, notes and more. They relieve stress, enliven thinking, excite and increase interest in the subject as a whole. Because the problem of foreign language teaching in the school is currently relevant. It is known that the purpose of learning a foreign language is to form communicative competence, which includes both linguistic and social competence. Without knowledge of socio-cultural background, students cannot generate communicative competence even to a limited extent. Learning a foreign language is intended to form the personality, abilities and those wishing to participate in intercultural communication. However, such a person cannot be formed without knowledge of socio-cultural

characteristics of the country the language is spoken. The study of language and culture at the same time provides not only effective achievement of practical, educational and developmental purposes, but also contains significant opportunities for the further call and maintain the motivation of learners [3].

Materials And Methods

Formation of positive motivation should be considered as a teacher's special task. As a rule, the motives are associated with cognitive interests students need to master new knowledge, skills, abilities, but the first and the natural need to learn a foreign language communicativeness. For the organization of a favorable climate, orienting students on communication, it is necessary to choose such forms of lessons that will stimulate the activities of students [2].

For effective activity of Students the non-traditional forms of employment are characterized. These studies include lesson-interview; Project work; lesson-excursion; video tutorial, etc. The experience of schoolteachers and research innovative

teachers showed that non-traditional forms of lessons support students' interest in subject and increase learning motivation. The main advantage of non-traditional forms of lessons is to develop the social competence of students, expanding on compared to the baseline level of knowledge about the cultural heritage of the countries of studied language.

The phenomenon of social and cultural literacy involves the development of ability to understand and appreciate the stereotypes that distort perception of other cultures, learning the culture of communication. Today, innovative teachers actively introduce and promote non-traditional occupations, such as a video tutorial lesson - a holiday, internet and other types of lessons. The advantage of video tutorial is familiarizing students to the culture of the countries the language is spoken [6]. Footage not only are students live speech speakers, and immerse them in a situation in which a 'safe environment' introduces students to the language of facial expressions and gestures, style, relationships and realities of the country of studied language. The use of materials on the internet creates a foreign language lesson opportunities for 'immersion' students in natural language environment.

Results

There exist such types of alternative approaches like Inquiry-based learning, Collaborative learning, and Service learning, and many others including cooperative learning. However, we decided to put into the spot the three selected approaches, because of their most importance [4].

So, first we will dig into the *Inquiry-based learning*. Because the word inquiry itself is defined as a seeking for truth, information or knowledge - seeking information by questioning. Individuals carry on the process of inquiry from the time they are born until they die. This is true even though they might not reflect upon the process. Infants begin to make sense of the world by inquiring. From birth, babies observe faces that come near, they grasp objects, they put things in their mouths, and they turn toward voices. Children create a mental representation of language and do it at

an age when they have difficulty grasping abstract concepts, yet language is probably the most abstract piece of knowledge they will ever possess.

The process of inquiring begins with gathering information and data through applying the human senses - seeing, hearing, touching, tasting, and smelling. Unfortunately, our traditional educational system has worked in a way that discourages the natural process of inquiry. Students become less prone to ask questions as they move through the grade level. In traditional schools, students learn not to ask too many questions, instead to listen and repeat the expected answers. Some of the discouragement of our natural inquiry process may come from a lack of understanding about the deeper nature of inquiry-based learning. Effective inquiry is more than just asking questions.

A complex process is involved when individuals attempt to convert information and data into useful knowledge. Useful application of inquiry learning involves several factors: a context for questions, a framework for questions, a focus for questions, and different levels of questions.

Specific learning processes that people engage in during inquiry-learning include:

- Creating questions of their own.
- Obtaining supporting evidence to answer the question(s).
- Explaining the evidence collected.
- Connecting the explanation to the knowledge obtained from the investigative process.
- Creating an argument and justification for the explanation.

Inquiry learning involves developing questions, making observations, doing research to find out what information is already recorded, developing methods for experiments, developing instruments for data collection, collecting, analyzing, and interpreting data, outlining possible explanations and creating predictions for future study [4].

Discussion

Many other new technologies that we did not have space to describe also hold promise for

motivating students. Among them is the 'flipped' classroom, in which students' access instruction that formerly occurred in class by viewing teacher-created videos and interactive lessons at home, and then use class time to work on advanced concepts and collaborative learning. Another example is adaptive learning, which uses technology and data to generate personalized learning plans adapted to each student's particular needs and which often restructures the classroom to integrate customized software-based lessons with group work and teacher-led lessons [7].

Video games as motivators. Scholars from the University of Wisconsin-Madison argue that video games are a powerful learning tool. The reasons they give directly echo the four dimensions of motivation:

- video games create virtual worlds in which students can experience and apply in real-time the concepts they are learning in the classroom. This makes abstract theories easier to understand and more correctly applicable to Students' everyday lives, increasing *interest* and *value*;

- by putting abstract ideas in the context of real-world problems, games help students to more readily understand complex concepts, increasing *competence*. *Competence* is also increased by games that allow students to repeat skills until they are mastered and personalize their learning to meet their own skill level;

- playing video games helps develop social practices and relationships as players work and strategize together, thereby increasing *relatedness*;

- video games provide measured guidance so that bits and pieces of information are communicated by the game and then manipulated by the player; this fosters self-direction and *autonomy*, as well as competence.

Richard Ryan and his colleagues make a similar argument for why video games are intensely engaging, based on the field of self-determination theory. James Paul Gee explains that a video game is designed so that each level is just slightly harder than the player's current ability but still seems achievable, and is challenging enough to maintain interest but not

so challenging as to undermine feeling of competence or control [3].

Video games require a player to master each level before moving on to the next; it is expected that a player will need multiple tries to compete each level, so failure (to a point) is expected and therefore not feared. These are exactly the conditions that motivational and educational theorists believe are ideal for establishing a mastery-based, challenge-seeking mindset of intrinsic motivation. "Kids often say it doesn't feel like learning when they're gaming - they're much too focused on playing", Gee writes. "If kids were to say that about a science lesson, our country's education problems would be solved" [1].

In a review of research on video games and motivation, Michele Dickey identifies several characteristics that make games especially motivating, including frequent positive feedback, gradually increasing challenges, and clearly-set goals. She concludes that certain online role-playing games may provide a flexible model for creating engaging interactive learning environments, which foster intrinsic motivation, by providing choice, control, collaboration, challenge and achievement. These games, she notes, also make it possible to frame different domains of learning in an individualized way. Dickey and others make a compelling case that game design could be adapted to the delivery and reinforcement of educational content. Video games and virtual environments present an ideal mechanism for students to pursue individual learning goals, according to Rigby and Przybylski; most importantly, these authors note, the structure of virtual worlds fosters relatedness through cooperation [5].

In short, games and virtual worlds seem a promising way to reach Students, especially those who are disengaged and unmotivated in school but are willing to focus for hours each evening on a video game. Recognizing this potential, researchers and educators have developed video games that can be used in school to reinforce academic skills.

Conclusions

In conclusion, we can say that the purpose of non-traditional lessons: testing of new methods, forms, methods and means of instruction that leads to the realization of the basic law of pedagogy-law on active learning. At these lessons, we can achieve a variety of purposes methodology, pedagogy and psychology, which can be summarized as follows:

- It controls the knowledge, skills and abilities of students in a particular subject;
- Provides business, working atmosphere, serious attitude of students to the subject;
- Provides the minimum participation of teachers in the classroom.

Non - traditional forms of the English language lesson are best used after studying any topic or several topics, serving as a training control. These lessons are held in an unusual non-traditional setting. Such a change in familiar surroundings is suitable because it creates an atmosphere of celebration during the outcomes of the work done; remove the mental barrier arising in a traditional setting for fear of making a mistake. At these lessons, we can achieve very different levels of methodology, pedagogy and psychology in nature.

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