



# Use Of Traditional and Non-Traditional Teaching Methods and Brainstorming Methods in Elementary School Classes

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## ABSTRACT

In this article, the use of traditional and non-traditional teaching methods and brainstorming methods in the educational process is very necessary, and the current tasks are covered. Therefore, primary school teachers are a qualified profession. The role and importance of these necessary teaching styles and methods in the training of teachers is extremely high.

## Keywords:

Traditional, Non-traditional, passive, interactive training, educational technology, neutral, brainstorming, contests, interactive training, role-playing games, modern technology, Convention, conference, research

Traditional teaching method. The main goal of a traditional lesson is to convey and explain the main content, terms and concepts of the subject of the lesson to the students. The lesson begins with the establishment of a connection between the previously acquired knowledge and the knowledge that needs to be mastered. Covering a new topic, strengthening with various exercises, closing the lesson, concluding, evaluating and assigning homework. Traditional teaching is generally considered a passive teaching method. But whether the students are active or inactive in the lesson depends on how the lesson is conducted and how it is planned. In order to increase the efficiency of the traditional lesson and to increase the activity of the students in the lesson, it is recommended to divide the new material into small pieces. Also, it is necessary to monitor how the students are mastering the material, and for this purpose, it is necessary to perform various exercises and assignments.

Below we briefly discuss the stages of traditional teaching.

1. Organizational stage — greeting, checking attendance, preparing the necessary visual aids and equipment for the lesson.
2. Repetition of what has been learned and readiness to start a new topic - repetition of past lesson topics related to a new topic; to determine and evaluate the level of knowledge related to this topic and prepare students to learn new material before moving on to a new topic; explaining the purpose of the new lesson (it saves time if the purpose of the lesson and the main concepts and terms that need to be covered are written on the blackboard in advance, or if they are written on a piece of paper in advance). Reviewing the topics of the previous lesson is carried out by the teacher through oral inquiry, working in small groups, and discussing homework together in class. Also, preparation for a new lesson can be done by setting the main question or problem

characterizing the topic of the new lesson. Such a question or problem should be chosen so that it is really interesting for the students and attracts their attention. It should increase students' interest in knowing the answer.

3. Elucidation of a new topic - presentation of lesson materials in small parts, sequentially, in a certain coherence and logical connection, in a demonstrative way. We will discuss these methods in detail in the next section.

4. Consolidation of a new subject - to form and evaluate practical skills of students on a new subject based on the application of the acquired theoretical knowledge in real life examples and the completion of various assignments; The questions and assignments for evaluation should be based on the purpose of the lesson, and should be aimed at determining whether it has been achieved or not. Consolidation of a new topic can be done with the participation of the whole class, working with various handouts, working in small groups or in pairs. While the students are doing the practical exercise, the teacher should monitor the students' activities and answer the questions that some students don't understand. Also, at this stage, it is necessary to create conditions for students to work independently.

5. Concluding and evaluating the lesson - reminding the purpose of the lesson once again and determining together with the students how far it has been achieved; answering the questions of the student on the topic, recording the main moments of the lesson, determining the level of mastery of the students, mentioning and evaluating the students who actively participated in the lesson (assessment of the students' knowledge can also be done using various methods throughout the lesson can be done; the purpose of assessment is not only to give a grade to the students, but to control the level of learning of the students, to make changes to the course of the lesson if necessary, to revisit the areas that are difficult to understand.

6. Homework consists of a set of questions and assignments aimed at further strengthening knowledge, skills, and abilities on the subject covered or preparing for the next lesson. [19]

### **Non-traditional teaching method**

Methods that increase students' activity in the lesson are also called non-traditional teaching methods. These methods are not new to school pedagogy. They have been used before. Why these styles have been talked about a lot lately. Let's try to explain this with the help of a drawing called "pyramid of understanding". studies show that when a person hears information on a topic, he remembers only 10-20% of it. If he sees visual material on this topic, he remembers 30-50 percent of it. If he hears about this topic and explains his opinion to someone or performs a practical exercise on the topic, he remembers 60-90 percent of the information on this topic. Therefore, when the lesson is conducted on the basis of activating methods, the level of mastery of the lesson material is much higher. A negative conclusion should not be drawn from this. Each method can lead to the expected result only if it is used in its place.

The following methods can be used to increase students' activity in the lesson.

Practical exercise is aimed at strengthening the acquired theoretical knowledge and applying theoretical knowledge to practical problems in order to acquire certain practical skills.

Learning by working in small groups is a creative work in the class aimed at dividing students into small groups of 5-7, finding a solution to a specific problem and increasing activity. Stages: division into groups, discussion of the problem in groups, presentation of solutions to the problem, conclusion.

Role-playing games are modeling (staging) of a certain life situation in the classroom that opens the topic of the lesson and corresponds to it. Stages: explaining the situation, assigning appropriate roles, explaining goals and tasks; monitor students' behavior during the game; to create an opportunity for students to acquire knowledge, to acquire certain qualifications and skills through their actions; analysis of game results; comparing game results with real-life examples.

Making students communicate in pairs - inviting students who are side by side on a topic to communicate and exchange ideas.

Voting - "Against", "Agree", "Abstain" - creating a controversial situation during the lesson; in

order to control the debate that has arisen, put the opinions of the debating students to a vote by class; determine the pros, cons and neutrals for each opinion; hearing arguments and opinions of the parties; then vote again; to conclude.

"Brainstorming" is to invite students to creative work and dialogue on a specific problem. Stages: creating a problematic situation; involving students to find its solution; compare and sort solutions; to conclude.

Competitions are quizzes, question-and-answer competitions held between different groups in order to evaluate the knowledge gained on the topics of a certain chapter.

Independent work - formation of students' skills of independent learning, working with textbooks and independent practical activities; perform tasks for each student separately or in general; without interfering in the students' practical activities, directing and controlling with the help of communication.

Working with vocabulary (dictation) is the current control form of knowledge assessment; it is usually held for a short time to check the students' knowledge of the terms and concepts. A conference is a type of mid-term control, mainly a presentation of independently written work on certain topics in the form of an oral lecture during a quarter or a year.

Research is the highest level of mastery; to conduct research on a small problem that has not yet been studied based on the students' knowledge, individually or together; check whether the assumption is correct or incorrect based on the evidence found. Steps: setting a problem or issue of interest to everyone in the lesson, studying it, collecting data for research, making assumptions and predictions about the solution of the problem and the collected information about how correct they are. analyze and draw conclusions based on data.

### **Brainstorming method**

"Brainstorming" is the most effective way to solve a problem by gathering free ideas and opinions expressed by individuals or groups and arriving at a specific solution through them. When it is used correctly and creatively, it teaches a person to think freely, creatively and non-standardly. Ways to solve various problems

are sought with the help of "brainstorming". This method allows you to quickly collect and summarize the opinion of each member of the group. "Brainstorming" can be used even when students do not have enough information about the problem.

When the "brainstorming" method is used, the exercise usually consists of two stages: the first stage - the proposal stage (the "brainstorming" itself) and the second stage - the stage of analysis and selection of solutions. It is advisable to give a small break between stages during brainstorming.

Recommendations for "Brainstorming". It is necessary to put the problem clearly and clearly. It is better to write the brief essence of the problem that is the basis for conducting a "brainstorming" on a large piece of paper (or a blackboard) and hang it in a place where everyone can see it.

"Brainstorming" has one problem: each "brainstorming" should be aimed at solving only one problem.

Terms and conditions - the procedure and conditions for conducting "Brainstorming" should be clear and understandable for each of the participants. Based on the conditions, training procedures are drawn up, and concise rules should be written down in a visible place.

Democracy - Everyone participates in Brainstorming with equal rights. It is recommended to place the participants in a circle to ensure free communication during the brainstorming session.

Feel free to make any suggestions and do not criticize - in the first stage of "Brainstorming", no suggestions are discussed or criticized. Suggesting unexpected ideas is encouraged. Using this method, enough information is collected regarding the solution of the problem. The more ideas and opinions, the better. An opportunity will be given to supplement and further expand the expressed ideas and opinions.

Non-reasoning - the person proposing an idea should not justify his solution and should not discuss the opinion of others. Because this situation may have a negative impact on the birth of other ideas.

Formalization - every flkr, proposal and idea is written down. The teacher appoints a secretary who writes down the ideas expressed during the first stage. It is necessary to write down the ideas on the board. In order to save time and feel free to express their opinion, it is also recommended that participants write down their ideas on paper and tape them to the classroom board. The following order is followed: one sheet - one idea - one word (phrase).

Limitation of time - a very short period of time is necessary to express the idea.

Control and regulation—Since the first phase of brainstorming is usually done in a highly emotional situation, the teacher controls the flow of the activity and allows students to argue, debate, and interrupt each other. should not allow.

In the second stage, that is, in the stage of analysis of ideas, the proposed solutions and decisions are discussed and divided into groups under the guidance of the teacher. Repeated thoughts are combined, the most basic 3-4 ideas are sorted (macro sorting). Then, the most suitable of the selected main ideas are again sorted (micro-sorting). It is possible to evaluate the strengths and weaknesses, opportunities and limitations of the decisions that are isolated during micro-sorting.

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