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## USE OF NON-STANDARD FORMS AND METHODS IN A FOREIGN LANGUAGE LESSON

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#### **Kalit so'zlar:**

Non-standard form of education, form of education, pedagogical form, group work, frontal and individual form, integrated lesson, competition, tournament, relay race (language battle), duel, KVN, business game, role-playing game, crossword puzzle, quiz, research, invention, mental attack, interview, reportage, commentary, paradox lecture, double questionnaire, express questionnaire, test lesson (certification defense), consultation lesson, student letterhead defense, tele-lessons without TV.

### Annotation

This article is devoted to the topic "The use of non-standard forms and methods in teaching a foreign language" and contains information on the use of various forms and methods of work and types of non-standard lessons that positively affect the educational process and improve its quality.

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The problem of using non-standard forms and methods of teaching a foreign language in the educational process has been studied relatively recently. Nevertheless, much attention is paid to it in pedagogy and methodology. New forms of education are being explored and traditional ones are being analyzed in order to create a higher level of knowledge of students. In non-standard approaches to the organization of the educational process in a modern school, student-centered pedagogy comes to the fore. However, the promotion and development of new non-standard forms and methods of teaching a foreign language in recent years has led to a gradual restructuring of the entire methodological system. Non-standard forms of education are aimed at increasing the efficiency of students' activities. Non-standard forms and methods in foreign language lessons make it possible to solve many communicative tasks, one of which is teaching communication in a foreign language, to ensure the maximum activation of students' communicative activity in a lesson under the guidance of a teacher.

The problem of assimilation of non-traditional forms and methods in teaching a foreign language was considered in the works of methodologists and psychologists: I.P.Podlasova, V.A.Slastenina, I.F.Isaeva,

E.N. Shiyanova and others. Non-standard forms and methods of teaching are considered as a process of upbringing, education and development of the student. This approach allows you to diversify student life, increase motivation to study science, develop the intellectual and emotional sphere of activity.

The analysis of the scientific literature on the problem under study and the study of pedagogical practice made it possible to determine the contradictions between the objectively increasing requirements for the results of schoolchildren's learning and the theoretical and practical adequacy of the forms and methods of teaching among the underdeveloped. As a result of this contradiction, a problem arises: the search for effective ways to use non-standard forms and methods in foreign language lessons.

The relevance, theoretical and practical significance of the problem determines the clarification of the topic: "The use of non-standard forms and methods in teaching a foreign language."

Currently, there is a need for continuous improvement of the education system and practice, and this phenomenon is associated with social changes taking place in society. Improving the quality of education and the level of personal development of students has always been and remains a priority in the modern methodology of teaching a foreign language. Organized training and education is carried out within the framework of a certain pedagogical system, has a certain organizational structure. In didactics, there are three main systems of organizational design of the pedagogical process, which differ from each other in the quantitative coverage of students, the ratio of collective and individual forms of organization of students' activities, the degree of their independence and specificity management of the educational process by the teacher.

The form of education (or pedagogical form) is a stable, holistic organization of the pedagogical process in the unity of all its components.

The pedagogical form is a stable, holistic organization of the pedagogical process in the unity of all its components. The form is considered as a way of expressing the content, and therefore, as its carrier. The effectiveness of the educational process increases the use of various forms of education in the classroom in a foreign language.

The term "form of study" refers to a particular type of course. The most complete forms of organization of educational activities of students are M.D. Vinogradova, V.K. Dyachenko, V.V. Kotova, M.N. Skatkina, I.M. Cheredova and others. The authors agree that the interaction of pedagogical education takes place in organizational forms. Due to the form, the content will have a form and adapt to use. Each form consists of the same components: goals, principles, content, methods and means of teaching. Language classes have direct and indirect organizational forms of learning, reflecting the nature of communication between its participants. Direct training is carried out in groups or individually. Intermediate education is carried out without a personal connection between the teacher and his student, mainly through written language or substitute means. Here is an independent individual work of a student with a textbook, technical means. Distance learning is one of the forms of intermediate education that implements an individual form of language lessons.

Organizational forms regulate (determine) the relationship between the individual and the team in education, the level of activity of students in educational and cognitive activity, the nature of its management by the teacher. The form of training may vary and depends on the intensity of communication in the learning process. Thus, the student is both the subject of educational and cognitive activity and the subject of communication through indirect (remote) communication, for example, through a book or in direct contact with the teacher or other students. Accordingly, individual, pair, group and frontal forms of educational work are known.

The form of group work allows you to create conditions for learning and communication under the control of the group responsible for the exercise. This workflow makes maximum use of discussion of results and mutual consultation and all this with intensive independent work. When implementing the

project method, a group form of work can be used. Group forms also include pair work, which should be used to teach dialogic speech. In pairs, you can perform questions and answers exercises, learn to build dialogue units according to the model, create dialogues based on a given situation, and so on. According to P.I. a clear, well-organized group work is a type of teamwork, a clear distribution of work among all members of the group, double-checking the results of each work, constant support from the teacher, with his quick help, it can be successfully continued. Group leaders and their composition are selected according to the principle of uniting schoolchildren of different levels of education, extracurricular awareness of the topic - compatibility, which allows students to complement each other and compensate for each other's strengths and weaknesses. Often, students in groups are not always able to independently understand complex educational material and choose the most economical way to study it. As a result, weaker students have difficulty mastering the material, and stronger students need more difficult tasks. Therefore, other forms of organizing the work of schoolchildren in foreign language classes - frontal and individual - together with the group form, give the expected positive results.

### **Group work:**

Properly organized group work is a type of group work that is successful with a clear distribution of work between all members of the group, mutual verification of the results of each work, constant support from the teacher, his prompt assistance, and can continue. Without careful guidance, group teachers cannot work effectively. The purpose of this activity is, first of all, to teach students to work independently, to consult with classmates without breaking the general silence in the classroom, to create a system of tasks for individual groups of students, to teach them the ability to work independently, to distribute these tasks among team members so that the pace of work and opportunities for all were taken into account. As rightly writes T.A.Ilyin, all this, of course, requires the teacher to give each group the necessary and sufficient attention, and therefore certain labour costs, but in the end it solves important educational tasks from him, such as educating students for independence, activity helps to do, and the ability to cooperate with others in the performance of common work, forming the social qualities of the individual.

### **Front form:**

With frontal learning, the teacher manages the educational and cognitive activities of the entire group of students working on the same task. It organizes the cooperation of students and sets a unique pace of work for everyone. The frontal form of learning can be carried out in the form of problematic, informational and explanatory-illustrative presentations, and can also be accompanied by reproductive and creative tasks. The main disadvantage of the frontal form is that it is designed for the average student and does not take into account the individual characteristics of students. Therefore, for maximum efficiency of the educational process, it is necessary to use this form of education, as well as other forms. The frontal form is recommended for teaching listening comprehension, reading technique, interpretation, writing, etc.

The frontal form of organization of educational activity of students is the activity of the teacher and students in the classroom, in which all students simultaneously perform the same work common to all, the results of which are discussed with the whole class, do, compare and generalize. The teacher works with the whole class at the same time, directly communicates with the students in the course of their story, explains, demonstrates, involves students in the discussion of the issues under consideration, and so on. It helps to establish trusting relationships and connections between the teacher and students, and instills in children a sense of collectivism, teaches students to think and find errors in the thinking of their classmates, sustainable cognitive interests and activation of their activity. The frontal form of organizing training can be carried out in the form of a problem-informational and explanatory-illustrative presentation, or it can be accompanied by reproductive and creative tasks. The frontal form of educational work, as noted by scientists and teachers - Cheredov I.M., Zotov Yu.B. etc. have a

number of significant drawbacks. By its very nature, it is aimed at a specific abstract student, therefore, in the practice of school work, there is often a tendency to flatten students, motivate them to work at a single speed, and make students multi-stage of efficiency, training, knowledge, skills and competencies is not ready. Students with low learning ability work more slowly, learn the material worse, get more attention from the teacher, more time to complete tasks than students with high learning ability require more different exercises. Strong students, on the contrary, should not increase the number of tasks, but complicate their content, tasks of a research, creative type, which help to develop students and master knowledge at a high level. Therefore, in order to maximize the effectiveness of students' educational activities, it is necessary to use this form of organization of educational work in the classroom, as well as other forms of educational work. So, when studying new material and consolidating it, writes Yu.B. According to Zotov, the frontal form of organizing a lesson is the most effective, but it is better to organize the application of the acquired knowledge in changing situations, to make the most of individual work. Although laboratory work is organized frontally, here it is necessary to look for opportunities for the maximum development of each student. You can, for example, complete a task by answering questions and tasks of different levels of complexity. Thus, the best aspects that can be optimally combined in one lesson are different forms of learning.

### **Individual shape:**

The individual form of education assumes that for each student, self-realization is a task specially selected for him in accordance with the possibilities of learning and learning. Such tasks can be textbooks, foreign literature, newspaper articles, working with various sources (grammar, dictionaries, etc.), writing essays, comments, and so on. It is advisable to organize an individual form of work in a foreign language lesson. The distribution of assistance is of a different nature, structured by the teacher, taking into account the capabilities of each student. Such differentiated individual tasks will save students from mechanical work and will significantly increase the amount of effective independent work with less time. Thus, conditions are created for the implementation of an individual approach in teaching students a foreign language. At all stages of the lesson, it is advisable to carry out individual work to solve various didactic problems; assimilation and consolidation of new knowledge, formation and consolidation of skills and competencies, generalization and repetition of the past, control, mastery of research experience, etc. Of course, it is easiest to use this form of organization of schoolchildren's educational activities when combining, repeating and organizing various exercises. However, it is less effective when learning new material on its own, especially when studying it first at home. Such an organization of the educational activities of students in the classroom allows each student to gradually but steadily deepen and consolidate the knowledge gained, and acquired by virtue of their abilities, talents, calmness, necessary skills, abilities, cognitive abilities, allows them to develop work experience, form their own needs for self-education. This is the advantage of the individual form of organizing the educational work of students, its strengths. It should be noted that the individual form of the case has a serious drawback. The considered form of work, which contributes to the development of students' independence, organization, perseverance in achieving the goal, somewhat limits their ability to communicate with each other, to transfer their knowledge to others. These shortcomings can be overcome by combining the individual form of organization of students' educational work in the practical work of the teacher with such forms of collective work as frontal and group work.

### **Non-standard forms and methods of work in teaching a foreign language**

Since the mid-70s a dangerous trend has been identified in the local school that reduces the interest of schoolchildren in lessons. Teachers tried to prevent the exclusion of students from cognitive activity in various ways. Mass practice has responded to the growing problem of the so-called non-standard lessons, the main purpose of which is to awaken and maintain students' interest in academic work. Non-standard lesson - an impromptu lesson with a non-traditional (not established) structure. Teachers disagree about non-standard lessons: some see them as a step towards the development of pedagogical

thought, the democratization of the school, others see such lessons as a dangerous violation of pedagogical principles, a compulsory lesson and the retreat of teachers under the pressure of lazy students who seriously do not work and do not want to. The focus of the modern school on the humanization of the educational process and the comprehensive development of the child's personality implies the need for a harmonious combination of real learning activities with creative activities, in which basic knowledge, skills and abilities of the individual inclination of students are formed, with the development of their cognitive activity. Non-standard lessons are one of the important educational means, because they form students' constant interest in learning, relieve stress, contribute to the formation of learning skills, have an emotional impact on children, so that they form knowledge more firmly and deeper. Features of non-standard lessons are in the desire of teachers to diversify the life of a student: to arouse interest in cognitive communication, in the classroom, at school; satisfy the child's need for intellectual, motivational, emotional and other development. Conducting such lessons also shows that teachers are trying to go beyond the template in building the methodological structure of the lesson. And this is their positive side. But it is impossible to build the whole educational process out of such lessons: in their essence they are good as a holiday, a holiday for schoolchildren. They must find their place in the work of each teacher, as they enrich his experience in constructing the methodological structure of the lesson in various ways. In non-standard classes, students are required to perform non-standard tasks. A non-standard task is a very broad concept. It includes a number of features that distinguish this type of task from the traditional (standard). The main distinguishing feature of non-standard tasks is their creative connection with "activity, which in psychology is called effective." There are other signs: students independently look for ways and options for solving the set educational task (choose one of the proposed options or find their own option and justify the solution); unusual working conditions; active repetition of previously acquired knowledge in unfamiliar conditions.

#### Types of non-standard lessons

An analysis of pedagogical literature made it possible to single out several dozen types of non-standard lessons. Their names give a little idea of the goals, objectives and methods of conducting such classes. We list the most common types of non-standard lessons. Teachers have developed many methodological techniques, innovations, innovative approaches to conducting various forms of lessons. Depending on the form of conducting, the following groups of non-standard classes can be distinguished:

1. Classes in the form of contests and games: contests, tournaments, relay races (linguistic battles), duels, business games, role-playing games, crossword puzzles, quizzes, etc.
2. Lessons based on well-known forms, genres and methods of work in social practice: research, invention, analysis of primary sources, reviews, brainstorming, interviews, reporting, commentary.
3. Lessons based on non-traditional organization of educational material: wisdom lesson, revelation, lesson block, lesson - "full learning" starts to move.
4. Lessons similar to mass forms of communication: press conference, auction, benefit performance, rally, regulated discussion, panorama, television, teleconference, reportage, dialogue, live newspaper, oral magazine.
5. Lessons based on fantasy: a fairy tale lesson, a surprise lesson, a gift lesson.
6. Lessons based on imitation of the activities of institutions and organizations: court, investigation, tribunal, circus, patent office, academic council.
7. Traditional forms of extracurricular activities: "Examinations are conducted by experts", fairy tales, performances, concerts, staging of works of art, debates, "meetings", "club of experts".
8. Integrated lessons.

9. Change the traditional methods of organizing a lesson: lecture-paradox, double questionnaire, express questionnaire, lesson-test (evaluative defense), lesson-consultation, defense of the questionnaire, without TV gifts.

There have been significant changes in the methodology of teaching foreign languages in educational institutions. First of all, this is a general strategy in relation to the communicative direction, understanding the practical purpose of learning, i.e. mastering the language as a social phenomenon, a means of communication in oral (listening and speaking) and written (reading and speaking) includes service, which is reflected in tactical exercises, especially in the initial stages. The student must have a comprehensive development, the necessary culture, good manners, be ready to enter into professional activities. The teacher must ensure the education of an educated, socially active person, and this is possible only if the quality of the educational process is improved. Each teacher needs to know the purpose, system and teaching methods included in the kits, the content of educational and methodological materials, be able to creatively use educational and developmental opportunities. In other words, in order to teach English at the level of modern theory, it is necessary to acquire methodological skills. The implementation of the main directions of the reform of education and vocational schools were reflected in the improved program in foreign languages. It has been changed and updated. In particular, it is said that education should ensure the unity of education and upbringing, so that students can master the basics of the language and be able to apply it in practice. This emphasizes the practical (communicative) orientation of the learning process in this subject. For example, schoolchildren work in groups, which allows them to significantly increase their language practice and develop creative initiative. The material is textbooks, exercises and texts provided by the teacher in the form of possible communication. A brief introduction to the situation is a prerequisite. There have been significant changes in the methodology of teaching foreign languages in educational institutions. First of all, this is a general strategy in relation to the communicative direction, understanding the practical purpose of learning, i.e. mastering the language as a social phenomenon, a means of communication in oral (listening and speaking) and written (reading and speaking) includes service, which is reflected in tactical exercises, especially in the initial stages. The student must have a comprehensive development, the necessary culture, good manners, be ready to enter into professional activities. The teacher must ensure the education of an educated, socially active person, and this is possible only if the quality of the educational process is improved. Each teacher needs to know the purpose, system and teaching methods included in the kits, the content of educational and methodological materials, be able to creatively use educational, educational and developmental opportunities. In other words, in order to teach English at the level of modern theory, it is necessary to acquire methodological skills. The implementation of the main directions of the reform of education and vocational schools was reflected in the improved program in foreign languages. It has been changed and updated. In particular, it is said that education should ensure the unity of education and upbringing, so that students can master the basics of the language and be able to apply it in practice. This emphasizes the practical (communicative) orientation of the learning process in this subject. For example, schoolchildren work in groups, which allows them to significantly increase their language practice and develop creative initiative. The material is textbooks, exercises and texts provided by the teacher in the form of possible communication. A brief introduction to the situation is a prerequisite. It would be wrong to think that non-standard methods and forms of work are just entertainment. The game is definitely serious because it is a means to an end, and it includes new things to learn and learn. During or after its completion, it is possible to conduct an analysis, draw conclusions, and organize the practical application of the studied material.

Thus, it is possible to theoretically substantiate the effectiveness of the use of various forms and methods of work that positively affect the educational process and improve its quality. In addition, it should be noted that when solving problems of non-standard forms of education, students develop creative abilities, enrich their worldview and increase their interest in learning a foreign language.

Of great interest is the use of role-playing games to simulate real situations of communication in a foreign language lesson. So it looks like we need to take a closer look at roleplay. The method of teaching foreign languages has long been the use of role-playing games in the classroom. Psychologists (A. N. Leontiev, N. V. Koroleva, and others) argue that role-playing is especially sensitive to the sphere of people's activity and the relationship between them, this sphere of activity is its content. Every RPG includes a hidden rule, and its development moves from games with detailed game status and hidden rules to games with open rules and hidden roles behind them. All these facts make it sufficiently convincing that a significant restructuring of the student's behavior in a role-playing game occurs arbitrarily. In this case, arbitrary behavior is understood as behavior performed according to a pattern (regardless of whether it is given in the form of someone else's action or in the form of an already distinguished rule) and controlled by comparison with this pattern. This means that in a role-play the reader does not feel the tension that can be felt in a normal reaction, he becomes more relaxed and free. This explains the secret of the popularity of role-playing games among teachers and students. It is a teaching model of intergroup communication, a unique organizational form of teaching oral communication based on the communicative principle, role-playing games are easily adapted to the lesson and, among other things, give students real pleasure. The role-playing game is used to solve complex problems of mastering, consolidating and mastering new material for the formation of creative abilities, as well as general learning skills. This allows students to understand and study the learning material from different perspectives. The social significance of role-playing games lies in the fact that in the process of solving certain problems, not only knowledge is activated, but also collective forms of communication develop.

The role-playing game can be used in teaching a foreign language to schoolchildren of any age. And since the game remains the leading form of activity for children of primary school age, it should be used to teach children a foreign language. This will increase students' interest in learning a foreign language.

**The role play is characterized by:**

- 1) a special attitude to the surrounding world (each participant is simultaneously in the real and imaginary world, which ensures the attractive value of the game as a whole due to the game moment);
- 2) the subjective activity of the participants (each participant in the game has the opportunity to show individual qualities and strengthen his "I" not only in the game mode, but also in the entire system of interpersonal relations);
- 3) a type of activity of social significance (a participant is "mandatory" to the game, regardless of the internal warehouse and mood, he cannot participate in the game, since the conditions themselves exclude a passive position);
- 4) Special conditions for the process of learning lessons (theoretical and practical knowledge is provided to game participants in an invisible form of natural communication, and not for forced memorization of large amounts of information).

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