WAYS TO USE NON-STANDARD TASKS IN MOTHER LANGUAGE LESSONS

Raxmatullayeva Shaxodat Ziyotovna

Associate Professor of the Department of Uzbek Language and

Literature, University of Economics and Pedagogy

A B S T R A C T	**K E Y W O R D S**
The article discusses the methods of using non-standard tasks in native language lessons in primary education, the importance of these methods in developing students' thinking skills, perfecting language use, increasing creative approach and supporting independent thinking. It is analyzed whether these types of tasks teach students not only to read or write, but also to use their knowledge creatively and critically.	Non-standard exercise, non-standard tasks, creative work, task, conceptual thinking, independent thought.

INTRODUCTION

Nowadays, from the point of view of the development of education, one of the main tasks facing educational institutions is to provide students with solid knowledge and develop their independent thinking. Schools in general, and primary schools in particular, are primarily designed to develop the independent and creative thinking of young students, but an equally important aspect is the need to use non-standard exercises in the practice of teaching the native language. Non-standard tasks are tasks that differ from traditional and classical tasks and are aimed at developing students' skills such as creativity, critical thinking, independent expression, and the use of language in a modern context. These tasks often require the student not only to memorize information, but also to process it in a unique way, to use it in different situations. The result of this approach is the activation of the cognitive activity of the young student. The use of non-standard tasks in native language lessons in modern primary schools is currently gaining increasing importance, since the main purpose of such tasks is, first of all, to interest young students in science through the use of bright, unusual didactic material in the lessons, as well as the use of non-standard tasks that arouse interest in the lessons. It should be noted that the concept of non-standard tasks includes various features that allow us to distinguish non-standard tasks from traditional tasks used in primary school lessons.

The main distinguishing feature of non-standard tasks is their creative component, which helps to develop the imagination of younger schoolchildren, as a result of which children become inventive in using various language tools, acquire the ability to manage and critically evaluate their creative work, and become interested in correctly expressing their creative work. Among other features that allow us to distinguish non-standard tasks from traditional ones, the following can be distinguished:

- the manifestation of activity and independence by junior schoolchildren in searching for ways and solutions to the problematic task assigned to them;

- non-standard conditions and types of work;

- the multiplication of existing knowledge in unfamiliar conditions, their expansion and deepening in the subject;

The use of non-standard tasks in native language lessons in primary schools is due to the fact that this language, as a means of communication, is constantly developing in the face of changing conditions and the pace of modern life. Studying the role of non-standard tasks in teaching native language to schoolchildren, it can be noted that such tasks help to enliven the lesson, help to form a sense of surprise and interest in their implementation among younger schoolchildren, arouse positive emotions and give pleasure. The results obtained in completing the tasks also arouse interest among younger schoolchildren not only in the issues being studied, but also in the native language as a scientific discipline in general.

Various types of non-standard tasks can be used in native language lessons:

1. Creative tasks: Encourages students to express their thoughts. For example, the task "Choose the most important date in your life and write a story about the memories associated with it" allows the student to express their thoughts.

2. Conceptual Thinking Tasks: Students are asked to analyze, interpret, and propose new ideas based on information provided. For example, the question is, "Analyze the actions of the main character and compare his actions to the modern world." The student elaborates on his or her ideas.

3. Tasks to change the initial idea and approach: the teacher encourages students to analyze an event or situation from different perspectives. "If you had done this event differently, what would the outcome have been?"

4. Question-and-answer tasks: The student is required to analyze knowledge and think through their own thoughts and answer. "If you could choose a hero, how would you evaluate the most important event in his life?"

5. Creative approaches: Engaging students in creative work based on various language games, poems, stories, and situational situations. For example, "What do you think the future of folk oral art could be?" The use of non-standard tasks has a number of beneficial aspects, for example, firstly, it develops creative thinking, that is, it teaches students to develop new ideas and apply existing knowledge in new situations.

Secondly, it enriches the language. Students are forced to use a wide range of vocabulary and expressive means and use them to compose speech.

Thirdly, it increases independent thinking. It allows students to express their thoughts independently and form concepts.

Fourthly, it teaches an artistic and artistic-analytical approach. In this, students learn to express their thoughts artistically and analytically, which strengthens their reading and writing skills.

To effectively use non-standard tasks, teachers can use the following methods:

1. Adapting the lesson plan: Each task should be appropriate to the level of the students and the objectives of the lesson. Therefore, the tasks are selected based on the level of difficulty.

2. Creating interesting tasks: Tasks that attract students and increase their creative potential are selected and used in the lesson

3. Listening to students' opinions: Before completing the task, students are asked for their opinions and students who answer well are encouraged.

4. Evaluation and analysis: Students are evaluated on the tasks they have completed, and they are given the opportunity to analyze and process their work.

In primary school, in native language lessons, the teacher must first understand the goals and objectives of such work, that is, the purpose of non-standard tasks is to create an environment for the development of the creative abilities of young students and increase their interest in the subject of their native language. In primary school, in native language lessons, the list of non-standard tasks can be presented in various forms, including problem situations, online excursions, business and role-playing games, competitions, dramatizations, clusters, etc. For example, "Create a new world and give it a name. How do people in this world live and what language do they use? Write a short story about the world you created." Write a creative text based on the assignment. Or, "If a famous event had happened differently, what would the results have been? Give a brief explanation about it," the question is addressed and students' personal opinions are heard.

The use of non-standard types of tasks in the framework of a modern lesson allows not only to increase interest in the subject being studied, but also to demonstrate various creative abilities, expand the worldview of schoolchildren, their skills and competencies. Modern research on this issue shows that it is necessary to pay attention to the development of the creative abilities of schoolchildren. For example, when studying the same parts of a sentence, the teacher may offer the student to draw a picture of fairy-tale characters or just small characters.

This type of work is very popular among young students, as drawing allows them to express their creativity, gives students a chance to relax and concentrate. These non-standard tasks and their use in a modern lesson increase the level of interest in science among young students.

Therefore, the use of non-standard tasks in native language lessons is important in developing students' thinking skills, improving language use, increasing creative approach and supporting independent thinking. Such tasks not only teach students to read or write, but also teach them to use their knowledge creatively and critically. The use of non-standard tasks in native language lessons in primary schools helps to develop students' thinking skills related to the creative activities of schoolchildren in collective and individual forms of education.

REFERENCES

1. Alavuddinova N. Methodology for the formation of creative thinking skills in native language lessons: ped. science. candidate ... diss. author's ref. TDPU. – Tashkent, 2008.
2. Husanboyeva K. Scientific and methodological foundations of teaching students to think independently in the process of literary education: ped. science. doc. ... diss. – Tashkent, 2006.
3. Mavlonova K. Improving the methodology for teaching native language science by integrating it with literature science through artistic text: ped. science. fal. doctor. (PhD) ... diss. author's ref. – Tashkent, 2019. – 22 p.
4. Suyunov H. Methods of teaching students to work on questions and assignments in literature lessons: ped. science. candidate ... diss. – Tashkent, 2005. – 125 p.
5. Adizov B.R. Theoretical foundations of creative organization of primary education: ped. science. doctor. ... diss. – Tashkent, 2003. – 280 p.
6. Ergashev, N. (2022, May). FEATURES OF MULTI-STAGE TRAINING OF TEACHERS'CONTENT TO PROFESSIONAL ACTIVITIES USING CLOUD

TECHNOLOGY IN THE CONDITIONS OF DIGITAL EDUCATION. In International Conference on Problems of Improving Education and Science (Vol. 1, No. 02).

7. Ergashev, N. (2023). Methods of teaching parallel programming methods in higher education. Electron Library Karshi EEI, 1(01). Retrieved from https://ojs.qmii.uz/index.php/el/article/view/271

8. ERGASHEV, N. THE ANALYSIS OF THE USE OF CLASSES IN C++ VISUAL PROGRAMMING IN SOLVING THE SPECIALTY ISSUES OF TECHNICAL SPECIALTIES. http://science. nuu. uz/uzmu. php.

9. Gayratovich, Ergashev Nuriddin. "A MODEL OF THE STRUCTURAL STRUCTURE OF PEDAGOGICAL STRUCTURING OF EDUCATION IN THE CONTEXT OF DIGITAL TECHNOLOGIES." American Journal of Pedagogical and Educational Research 13 (2023): 64-69.

10. Shodiyev Rizamat Davronovich, and Ergashev Nuriddin Gayratovich. "ANALYSIS OF EXISTING RISKS AND METHODS OF COMBATING THEM IN CLOUD TECHNOLOGIES". American Journal of Pedagogical and Educational Research, vol. 18, Nov. 2023, pp. 190-8, https://www.americanjournal.org/ index.php/ajper/article/view/1522.