

## Creative Features Of Non-Traditional Lessons In English Lesson In The Sphere Of Higher Education

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**Abstract:**First of all, this article deals with the organizing of non-traditional lessons in English in higher education institutions, its specific, innovative features, and the correct conduct of open lessons, taking into account students' interests. Proper allocation of time for the task and the issues of individual approach to each of them, based on the intellectual characteristics of students with different areas of knowledge during the lesson. There are also examples of available classes for students, knowledge, skills and experiences.

**Keywords:** non-traditional, individual approach, self-study, communication, education, innovative features, method, role play, specific topic, language, IT technologies

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### Introduction:

We begin this article with the following statement of the President of the Republic of Uzbekistan, Sh.M.Mirziyoyev, about the education system: "It is time to introduce a new system of foreign language teaching in our country, which will be a solid foundation for the future. As long as we set ourselves the goal of building a competitive state, from now on, graduates of schools, high schools, colleges and universities must be fluent in at least two foreign languages. That fact must be taken into account".

Today's fast-paced time, the period of globalization full of I.T. technologies requires each of us to carefully study foreign languages and create a healthy environment for communication indeed. From this perspective, learning any foreign language requires a strong mind and a severe attitude to the student. At the same time, it is essential to properly create an environment for learning foreign languages, especially English. It should be added that the most important thing for a foreign language teacher is to acquire a speech culture. The teacher's speech should become more and more exemplary for students and help to form their speech culture. I should mention that today's modern age

encourages each of us to think fast and contemporary. There is also a requirement for speed and creativity in learning languages. Every language learner sets a goal to master the language, and the role of the teacher is excellent in achieving this goal. The correct and quality organization of the lesson and its conduct depend on the teacher's skill. It is safe to say that English lessons are interactive and unusual, which ensures the quality of the class. Suppose it is not organized unilaterally, that is, taking into account the interests of students. In that case, it will lead to a decline in the quality of lessons and the inability of many students to master the subject. In each class, especially in a non-traditional address, the teacher must first answer questions such as what topic students are interested in and what topic they prefer to give presentations.

Now let's move directly to effectively organizing non-traditional lessons in English and their innovative features. Here a reasonable question arises:

In what ways should a non-traditional lesson can differ from the usual daily activities?

First of all, it should reflect the following essential aspects:

1. In contrast to the usual lessons, a topic that is interesting and informative for everyone, i.e. students and guests, teachers, should be chosen;
2. The level of knowledge of students should be different;
3. The lesson is organized at a high level, based on visual aids, modern methods;
4. Invite parents and teachers to the lesson;
5. 30 minutes in the central part of the lesson, the student conducts the lesson as a teacher;
6. Conducting a lesson on the holiday occasion;
7. Organization of lessons based on debates

### **Discussions**

Let's look at these aspects in more detail.

The topic of the open lesson should be such that it is enjoyable for everyone, but it does not cause problems for students and teachers to find information on the topic; in general, to work on the matter should be given—the more comprehensive the point, the more ways to work. For example, the topic of "Global problems and their solutions" is essential and exciting today. Students can prepare videos, role cards, various cards on this topic. At the same time, since most of today's global problems are related to ecology and the environment, we invite an expert in this field to an open lesson, using the direct question-and-answer method to make the address more effective.

On the other hand, it should be taken into account that only the student with excellent grades will be involved in the lesson, and the student with the weakest mastering will not be left out. We try to substantiate our opinion that if only a student with excellent grades is involved in an open lesson, low-achieving students will lose interest in learning a foreign language, making the student lose interest in science may cause. On the contrary, if both types of students are involved in the lesson, depending on the excellent students, the good and aspiration of other students to science will increase, and self-confidence and abilities will be formed.

Thirdly, it is one of the most critical aspects of the lesson. As mentioned above, today requires to organize the class based on modern pedagogical technologies, methods, and in the organization of open lectures, these requirements should be twice as strong. It is known that contemporary youth are the cultural representatives of their time; visual images more influence them. In other words, they can learn faster and more efficiently through audiovisual means rather than through material and traditional methods will be adjusted. For example, a foreign-speaking country topic is taught traditionally, using a text consisting of several pictures. This method has not always yielded the expected results. Power Point presentations, films, slide shows, virtual tours, and websites help solve this problem in modern teaching

methods. It will be more effective to show a video in a foreign language during the lesson using the means of the act. Students watch with pleasure and complete assignments with interest. As a result, watching movies in their original language will make learning the language more accessible.

Interactive methods and visual aids are used during the lesson; An exciting way to develop students' creative abilities, games are especially effective in non-traditional tasks. For example, ask students, "How would you save your life?" will be given an assignment on the topic. According to him, first, the students are asked to draw a picture of the first thing that comes to mind on a blank piece of paper, and when they have finished drawing, they move on to the second part of the game. In it, the teacher asks the students: "Imagine that you landed on an island where there is no one. This question will be unexpected for the students, and now they will use their imaginary worlds to answer this question.

Throughout our review, we can say that role-plays are also crucial in non-traditional lessons.

- So, what are the peculiarities of role-playing games?

- What is the purpose of using this method?

In answering these questions, let us first focus on the objective aspects:

1. Role plays, first of all, serve to increase the language learner's interest in the language he is learning
2. Develops students' teamwork skills
3. Ensures that students are in an entire English language environment.
4. Helps to keep the mood of students in balance
5. Strengthens the student's self-confidence
6. Ensures that the answer is alert
7. The student develops the ability to speak fluently in English.

Now I want to add here several vital purposes of role plays that can help:

- To convey –share information
- To elaborate specific skills
- To develop a situation for analysis
- To boom understanding of points of view of others
- To increase insight into a typical way of dealing with an issue
- Provides an opportunity for social interaction among members;
- To develop communication skills
- To involve everybody to work cooperatively for a common goal
- To try new behaviours in the presence of co-learners
- To encourage thinking as well as creativity
- To create motivation (more important purpose)

Role-play helps to boost all domains of learning, cognitive, psychomotor and affective skills. I should mention that roleplays are extremely useful for booming interpersonal, creative skills. What's more, the roleplay method elaborates a greater understanding of the complexity of professional practice. Role-playing games are a necessary resource for students to express their grammatical tenses in English. For example, in The present continuous Tense, the next roleplaying games can be organized: Students are asked questions:

-What are they doing?

Students enter the role and demonstrate the task without making a sound, using the movements of body parts, and the answers can be as follows:

Jane is dancing at the party.

My mother is cooking my favourite national cook.

In this case, the role play continues in the following situation and starting from these processes, students' interest in this method increases.

What are not they doing?

They are not playing football at the moment

Students will be introduced to the keywords in advance and will use them during this game. Thus, it is clear from these examples that through this method, students simultaneously learn about the construction of the Present continuous tense, the structural structure of keywords, verbs, interrogative, negative forms, and they try to understand time through visual actions.

In another example, students are given short stories in text, which they read well. After reading, they perform the characters in the story through roleplaying, understanding the situation. What an effective method! As a result, first of all, learners:

- They are in a natural language environment
- Because they imagine themselves as the protagonist of the work, they are responsible for the task in any way.
- It gives them pleasure
- They are in a friendly atmosphere
- A culture of public behaviour is formed

The next crucial thing I can mention is that role-plays can help students explore emotive culprits like smoking, engaging in mobile phones, or other cultural issues by showing their attitude and making the available lesson more effective.

In the fourth aspect, the attendance of parents will have the opportunity to get acquainted with the kind of teacher who teaches their child and his level of knowledge of English. Parents rarely attend classes, but if they participate in non-traditional courses and see their children's language learning skills with their own eyes, they will be more attentive to them. They will be better able to prepare lessons for their children at home. Conditions. Another vital aspect of parents' participation in available studies is that the student tries to actively participate in the open lesson, showing all his creative qualities so as not to be ashamed of his parents' visit. As a result, the student's language learning is actively supported by parents, and the presence of parents in open classes provides real motivation for students. "At the end of the day, the most overwhelming key to a child's success is the positive involvement of parents", said D. Hull.

The fifth aspect also plays a crucial role in the effectiveness of the available lesson, forming the student's ability to work on themselves. Today's demand requires students to work more on themselves. From this point of view, if the student spends at least 30 minutes of the lesson, the following pluses are achieved:

1. Boosting of self-esteem
2. The student searches for the topic and develops the ability to memorize information on a given topic during the research.
3. Develops the ability to speak in public, to behave freely.
4. His interest in English is growing.
5. The whole lesson is in a language environment.
6. The ability to work in a group is formed.

Teachers encourage student-centred learning by allowing students to share in decisions, believe in their capacity to lead, and remember how learning feels. Believe in Students' Capacity to Lead Give students the chance to take charge of activities, even when they may not have all the content skills. Reduce direct teacher instruction by increasing student-led learning activities. Some approaches include:

- Interest-based choices
- Interest centres (also applies to middle and high school students)

- Genius Hour

Another advantage of the lesson is that the teacher can observe the address, analyze and evaluate the situation. It is important to note that new information technologies are being intensively introduced into the educational process. In education, emphasis is placed today on the student's activity in the search, awareness, and processing of new knowledge. The teacher should act as the organizer of the learning process, the head of students' initiative, providing them with the necessary help and support. Today, we can already say that Internet technologies are part of the general information culture of teachers and students.

The sixth aspect is also unique in that if a non-traditional lesson is held on the holiday occasion:

-First, the festive gives the participants a high mood

-Secondly, students will have the opportunity to play a role-play related to the date of the holiday

-Third, if the holiday is one of the country's national holidays, it allows you to prepare national dishes and organize a small exhibition in the classroom.

-Fourth, the lesson's quality and more exciting organization in inviting a guest, such as a military or medical worker, on the holiday occasion. For example, in Uzbekistan, January 14 is celebrated annually as a Day of Defenders of Homeland. Suppose the available lesson is held on the eve of this holiday. In that case, guests from the military, such as officers and colonels, are invited. Various questions are created in the form of cards from their field. Students answer these questions themselves, and role-play games are performed. The guests will also observe and share their experiences and opinions at the end of the lesson.

Regarding the seventh aspect, it should be noted that, unlike in-class discussion, debates are based on a formal style and a question that generally does not have a right or wrong answer. Debates incorporate topics where a marginal opinion could prove particularly valuable.

In-class debate empowers students allowing them to become intimately involved in researching, teaching and recognizing alternative points of view. It promotes autonomy, decreases biases and encourages students to challenge and analyze their way of thinking. This learning strategy can be precious when attempting to recreate a historical debate to deepen students' knowledge of the debated issues.

## **Conclusion**

Non-traditional lessons are practical for both the student and the teacher, especially for forming their ability to work on themselves.

To keep lessons interesting, probably, non-traditional, the teacher should:

1. Incorporate mystery into lessons.
2. Don't repeat classroom material.
3. Create classroom games.
4. Give students choices.
5. Use Technology.
6. Don't take teaching so seriously.
7. Make lessons Interactive.
8. Relate material to students' lives.
9. Be patient as well as kind
10. Be friendly and ordinary

We want to conclude with the words of Albert Einstein: "Education is not the learning of facts, but the training of the mind to think". If we read something, learn, and study, our worldview develops,

and the unusual organization of lessons opens and discovers new aspects of the student's language learning. Ensures the completeness of the student's language environment and expands the scope of his thinking.

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