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ABSTRACT

of the dissertation for the degree of Doctor of Pedagogy

USE OF NON-STANDARD CLASSES IN PRIMARY SCHOOLS AS A MEANS TO INCREASE THE QUALITY OF EDUCATION

Specialty: 5804.01 – General pedagogy, history of pedagogy and education

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GENERAL CHARACTERISTICS OF THE WORK

The Reform Program in the field of education in the Republic of Azerbaijan identified the development of scientific, pedagogical and psychological foundations of the use of new educational methods and educational technologies as the main problem.

In the "State Strategy for the Development of Education in the Republic of Azerbaijan" approved by the Decree of the President of the Republic of Azerbaijan dated October 24, 2013, it is stated that "*many people who have completed the general level of education, but do not have the skills of arithmetic, reading and writing. Therefore, ensuring the quality of education should become a key strategic priority".*[1]

Improving education in primary education is one of the most important problems of modern education. One of the key factors for the successful implementation of the learning process in these classes is a high interest in learning, taking into account the abilities and talents of students. Ensuring interest during training ensures the active participation of even those students who are lagging behind in education. These have a direct impact on improving the quality of education.

The search for the means of developing the personality of the student prompted pedagogues to turn to psychological theory and made it necessary to know the reasons for the psychological mechanisms operating in the educational process, including the desires and needs of schoolchildren. The implementation of the General Concept of Education - National Curriculum in the Republic of Azerbaijan, which emerged from this necessity, has led to a qualitatively new stage of education in Azerbaijan.

The Education Code of the Republic of Azerbaijan states: "*The purpose of primary education is to instill in students the skills of reading, writing and calculation, to form in them basic vital knowledge*

[1] State Strategy on the development of education in the Republic of Azerbaijan. Baku: Curriculum, 2013. Issue 4, pp. 103-113.

about man, society and nature, elements of logical thinking, aesthetic, artistic elements, taste and other features".[2]

The learning process in primary classes should lead students to deep mastery of the program materials and at the same time ensure their development, taking into account the individual skills and abilities of each student. Ways and methods of implementation should be significantly updated, creative and at the same time efficient. The creative use of non-standard lessons is very important in this process and is characterized by wide possibilities.

Non-standard lessons are conducted under unusual conditions. Such a change is appropriate because such classes relieve the psychological tension that is created by the fear of making mistakes in a regular class. From this point of view, non-standard classes are of particular importance because of their possibilities and functions.

A non-standard approach to teaching subjects in elementary grades helps the development of students, teaches them methods of analysis and synthesis of mental judgment, promotes the formation of a deeper interest in the subject and provides students with opportunities to independently expand their knowledge. Students read more with great enthusiasm, do not hesitate to express their opinions and begin their answers with the words "I think so ...", "I think ...".

Non-standard classes are of great importance for personality development, and in such organized classes students' research skills are formed, and weaker students are very active in this process.

The well-known Russian pedagogue I.P. Podlasiy writes: *"When young schoolchildren first come to school, they are delighted with the new things they encounter and the knowledge they acquire, which creates interest in them. Over time, however, some of them get 'bored' with this knowledge. As a result, interest in education wanes and there are too many students who study with the usual "3". To prevent this from happening, it is necessary to increase the fun in the educational process".*[3]

[2] Education Code of the Republic of Azerbaijan. Baku: Legal Literature, 2009. 79 p.
[3] Podlasy I.P. How to prepare an effective lesson. A book for teachers. Kiev: Radyanska shkola, 1989. 126 c.

Of course, this “fun” should be educational in nature, which non-standard lessons can provide more of. Today, some primary school teachers use non-traditional forms of education in their pedagogical activities. They are related to the new pedagogical thinking of the teacher. Some of the lesson forms available to modern primary school teachers are changing towards the use of seemingly unconventional lessons, game forms of presentation of teaching material. In such lessons the teacher tries as much as possible to make the students interested in the lesson, while the student spends his time neither at the desk nor in the library reading books, but at the computer or playing an active “game”.

Nowadays, the ability to communicate is an important factor for the success and further activities of the growing generation. Communicative dialogue and modeling skills are important skills for the future person. Non-standard subjects also have a wide range of possibilities in this direction.

Regardless of the subject matter in elementary classes, methods and technologies that mobilize students, engage them in dialogue, cooperation and mutual communication, enable them to independently learn educational materials are of particular importance for quality teaching. In this context, innovative teachers creatively use non-standard lessons that ensure students' independence in the teaching process. In such lessons, each student has the opportunity to express his or her own opinion, participate in the discussion of questions or answers of classmates, ask and answer questions themselves.

In the education of today's generation, old traditions are losing their relevance. The number of creative teachers among advanced teachers is increasing. They prefer to use new methods and forms of education, including non-standard lessons that build students' interest, creativity, independence and activity.

As a pedagogical term, a “non-standard lesson” includes all lessons that are not of the same type, which provide for active communication and cooperation of teachers and students in the acquisition of teaching material. These lessons were created over a not very long period of time as a result of creative searches to develop students' thinking, to ensure their effectiveness in the classroom, to

improve the quality of education and to a certain extent to give them a certain degree of "citizenship.

There has always been a quest to improve the quality of teaching and to develop students' interest in learning.

At the end of the 20th century the following directions emerged in psychological and pedagogical sciences: education and development of young schoolchildren (L.V.Zankov); development of theoretical thinking (V.V.Davydov, D.V.Elko), formation of mental activity (P.Y.Galperin, N.F.Talizina), formation of cognitive interest (G.I.Shukina), new methods of education (V.F.Shatalov, I.Y.Lerner), integrative and differential education (M.A.Menchinskaya, G.S.Kostyuk), development of cognitive activity of primary school students (S.A.Amonashvili), optimization of education (Y.K. Babansky), basic principles of systematic approach to education in school (M.N.Skatkin, V.V.Davydov, M.I.Makhmutov and others). These scholars have contributed to some extent to the psychological-pedagogical and didactic problems of course work.

Analysis of pedagogical studies shows that interest in the problem of non-standard lessons in the educational process has been observed over the last 20 years, and pedagogues and psychologists pay special attention to it.

Non-standard lessons are considered as a form of active learning. It is an attempt to increase the effectiveness of teaching by using various teaching tools and methods, to combine all the principles of teaching and apply them in practice. For students, a non-standard lesson is to go through another psychological state, which means a different learning style, positive emotions, seeing oneself in a new role, that is, new tasks and responsibilities. This kind of lesson is an opportunity for students to develop their creative abilities and personal qualities, to appreciate the role of sciences and see their application in practice, to feel the interrelation of different sciences, this is independence and a completely different attitude towards one's own science work. From this point of view, non-standard classes create favorable conditions for the formation of personal qualities of students and deeper assimilation of knowledge.

There is still no consensus in educational theory about the types and special features of non-standard courses. Although a lot of work has been done on this problem at the thesis level, the phenolmenon of non-standard courses still needs theoretical analysis.

L.N.Sokolova about the Russian language and literature lessons as a tool for the formation of cognitive independence of upper-grade students, D.G.Gulomnabiyev about the pedagogical conditions of non-standard geography lessons for the formation of students' personality, B.Zoolishoyeva about the theoretical-procedural aspects of non-standard lessons for the formation of elements of systematic thinking of young schoolchildren, N.G.Prashkovic about the organization of non-standard lessons in secondary education, I.B.Aliyev on didactic games, entertaining and logical exercises in elementary school mathematics as a means of increasing the effectiveness and quality of education in classrooms and as a site Z.V.Bayramova on didactic games as a means of moral education of young schoolchildren, A.H.Musayev on didactic games and entertaining exercises in mathematics in elementary school classes as a means of increasing the learning efficiency of the students they receive.

The analysis of these dissertations, which are close to our research, shows that effective methods and ways of using non-standard lessons in improving the quality of education in primary classes have not been fully considered, although there are many valuable ideas and useful recommendations in them.

The possibility of using non-standard lessons as a tool for improving the quality of education in primary education was born out of necessity.

Our research shows that the most effective ways to improve the quality of education are to increase students' cognitive activity, nurture their cognitive interests, create research activities and develop their communication skills. Taking all this into account, in our study we used pedagogical methods to increase the cognitive activity of primary school students, nurture their cognitive interest, form research activities and develop their communication skills, using non-standard lessons reflecting modern teaching approaches in primary classes of general education schools. We set ourselves the goal of

identifying and justifying conditions, effective ways and developing ways of their implementation in the educational process.

For this purpose, we used non-standard lesson-game, lesson-travel, computer-lesson, lesson-research games, lesson-plot-role-playing games in our research and tried to justify them theoretically.

The aim of the research is the learning process in primary school classrooms.

The subject of the study is the research and justification of the use of non-standard lessons as a means of improving the quality of education in primary classes of general education schools.

The purpose of the research is to reveal the essence and place of using non-standard lessons to improve the quality of education in primary classes, to develop effective ways of their implementation in the educational process.

Tasks of the study:

–to reveal the essence of the concept of non-standard lessons in the scientific-pedagogical and methodical literature;

–to study the classification of non-standard lessons;

–to analyze the scientific and pedagogical literature in terms of the problem and to study the status of its solution;

–to identify the specific features of non-standard lessons implemented in primary school classes and the requirements for them;

–to investigate the role of non-standard lessons in increasing the cognitive activity of primary school students;

–to develop technologies of implementation of non-standard lessons in order to increase the cognitive activity of primary school students, nurture their cognitive interests, form their research activity, develop their communication skills;

–to conduct a pedagogical experiment to verify the effectiveness of non-standard lessons as a tool for improving the quality of education in primary classes (based on the materials of the mathematics subject of primary classes).

Research methods. analysis, observation, interview, survey, modeling, pedagogical experimentation, mathematical-statistical methods.

The main provisions submitted for defense.

–Non-standard lessons are the main factor that improves the quality of education in primary schools and is a tool to increase students' motivation to learn.

–The effective use of different types and methods of non-standard lessons in the teaching of elementary classes improves the quality of education by providing cognitive activity of students, develops their interest and motivation to learn.

–Effective use of lecture-excursions and plot-role-playing games and some other non-standard forms of teaching increases the cognitive interest of students; their communication skills develop, research ability is formed.

Scientific novelty of the research work. In the research, the place, role and application technologies of non-standard lessons as a factor in improving the quality of education in primary classes are developed, and it is justified that the effective use of non-standard lessons in the teaching process is a tool. It is defined as increasing students' interest and motivation in learning and developing students' thinking and imagination processes in the best way through non-standard teaching methods.

The theoretical significance of the study. The theoretical significance of the study on the role and importance of non-standard lessons in the development of students' cognitive activity in the education of primary classes, the identification of didactic possibilities and their implementation will significantly contribute to teaching. The enrichment of pedagogical science in this area and the implementation of non-standard lessons will lead to the identification of their scientific basis.

The practical importance of research. New and modern methods of conducting non-standard lessons have been developed with the aim of developing students' cognitive activity in the education of primary classes. They can be widely used in the preparation of textbooks, methodological tools and programs, as well as in the activities of practical teachers.

Approbation and application. The main ideas and results of the research were discussed in reports and speeches at republican and international conferences, published as articles in scientific-metho-

dical journals. One textbook, one textbook, ten scientific articles (one in a foreign country), six dissertations (four of them international) on our research were published and approved in this way.

Name of the organization where the dissertation work has been performed. The thesis was completed at the Department of Elementary Pedagogy of Azerbaijan State Pedagogical University.

The total volume of the dissertation with a mark with the mention of the volume of the structural units of the dissertation separately.

The dissertation consists of introduction, 2 chapters, 8 paragraphs, conclusion and list of used literature in 160 titles. The total volume of work covers 218989 signs, 160 pages (introduction 17343 signs, 10 pages, chapter I 98996 signs, 60 pages, Chapter II 98963 signs, 72 pages, conclusion 3687 signs, 2 pages, list of used literature 14 pages).

MAIN CONTENT OF THE WORK

The introduction proves the relevance of the research, the purpose, subject, aims and objectives of the research, scientific novelty, the theoretical and practical significance of the results of the research are demonstrated and defensive proposals are put forward.

Chapter I is called “Implementation of non-standard lessons as a pedagogical problem in primary classes”. This part consists of four paragraphs. The first paragraph is called “The essence, content and types of non-standard lessons”. Two main approaches to non-standard forms of lessons stand out here:

1. The first approach to non-standard or unconventional forms of teaching as a departure from the exact structure, combined deviation and combination of different methodological principles.

2. The second approach interprets non-standard lessons as innovative, modern forms of lessons (lecture lessons, round table lessons, auction lessons, discussion lessons, etc.) that have emerged recently and are widely used in modern schools.

The analysis of psychological and pedagogical studies has shown that there is no common opinion in pedagogy about the term

that defines a non-standard course. I.Y.Lerner called it “other generally accepted forms”, V.I.Zagvyazinsky “the most diverse forms of educational work”, G.K.Selevko “technology”, N.Y.Shurkova “free lessons”, S.V.Kulnevich and T.P.Lakotsenina called it “alternative lessons”, V.M.Bukatov and A.P.Yershova “non-destructive lessons”, O.V. Trofimova “non-traditional lessons”.

The lack of a single idea in terminology leads to confusion in the theory and practice of teaching.

Based on the analysis of the psychological-pedagogical research conducted by the author on the essence of the concept of “non-standard teaching”, the author came to the following conclusion:

1. It seems more appropriate to use the term “non-standard course”. These are lessons that change the way they are organized. These changes are based on all kinds of games, competitive exercises and fantasy imitating work.

2. A non-standard lesson is distinguished by a more flexible structure, the absence of templates and the presence of problematic situations. The content of a non-standard lesson, as a rule, does not go beyond the framework of the usual school subjects. In this type of lesson, in addition to the activity leading the lesson, various types of activities are used: research, discussion, investigation, games, etc.

3. The definitions given to non-traditional forms of teaching indicate that it is used as a synonym for non-standard teaching or even in a similar sense.

4. Non-standard lessons, in their function, essence, content and organization, have the ability to stimulate the creativity of teachers and students.

I.P.Podlasi's textbook “Pedagogy” distinguishes 36 types of non-standard lessons, A.Pashayev and F.Rustamov in their textbooks indicate the 19 most common types of non-standard lessons.

The concept of “non-standard lesson” is defined by I.P.Podlasiy as follows: *“Non-standard lessons are improvised training exercises without structure”.*[4]

[4] Podlasyi I.P. Pedagogy: A new course: Studies.for students of pedagogical sciences.universities: [in 2 volumes]. Moscow: Vlados, vol. 1. 1999. 576 p.

I.Rustamova and S.Khudiyeva give the following definition of non-standard classes: *"Non-standard classes are classes with a changed form of organization. These changes are based on all kinds of games, competitive exercises and fantasy imitating work".*[5]

According to the author, the basis of the typology proposed by T.A.Stefanovskaya is *"a non-standard way of conducting classes. These are classes in the form of competitions and games (races, role-playing games); classes in the form of public communication (press conference, auction); classes simulating social and cultural events (excursion, literature room); classes based on fantasy (fairy tale class); classes combined with other organizational structures (consulting class, seminar class); conducting traditional forms of study outside the classroom (SHK, "club of those who know well") in the classroom, etc".* [6]

A comparison of the standard course and the non-standard course is shown in the table:

Table 1.1

Comparison of a standard course and a non-standard course

Criteria	**Standard course**	**A non-standard course**
Leading target	Didactic	Developmental, educational
Course structure	Standard, serious	Individual, free of charge
Criteria	Standard course	A non-standard course
Teacher-student interaction	The teacher is the master of knowledge, the leader of the teaching activity; the student is a passive listener	The teacher is an advisor who manages various types of activities; the student is a partner and a like-minded person
Teaching tools and methods	Explanatory - explanatory (information - receiver); reproduction	problem statement, partial search, heuristic talk, research methods

[5]S.Khudiyeva. Non-traditional classes are the result of a creative approach to the organization of training. Baku: Curriculum, 2011. №4, p. 98-99; Rustamova I. Organization of non-standard classes. Baku: Curriculum, 2012. №2, p. 82-83.

[6] Stefanovskaya T.A. Pedagogy: science and art. A course of lectures. A textbook for students, teachers, and graduate students. / Moscow: Perfection, 1998. 368 p.

Following Table 1.1

Completeness of course content	Single topic	Polytechnic (poli - Greek, "many")
Sources of information	Mainly the teacher's word, the textbook	Various sources of information: textbooks, books and magazines, Internet, the student himself/herself
Level of individualization and differentiation of education	Below: Targeting the "average" student	High Individual characteristics of each student are taken into account
Student's activities during the lesson	Reproductive (repetitive) activity: algorithm, template, etc. in action	Productive (creative) activity: problem solving, independent work, etc.
Student motivation	Down	High
Classroom atmosphere	Authoritarian; emotional tension, high anxiety	Democratic, friendly; emotional comfort, focus on success
Competence	It is effective in explaining new material and developing knowledge and skills.	It is effective in developing cognitive independence.

The analysis of the pedagogical literature has shown that there are about 100 types of non-standard lessons.

Summarizing them, the author presents the more common types of non-standard lessons in the following diagram:

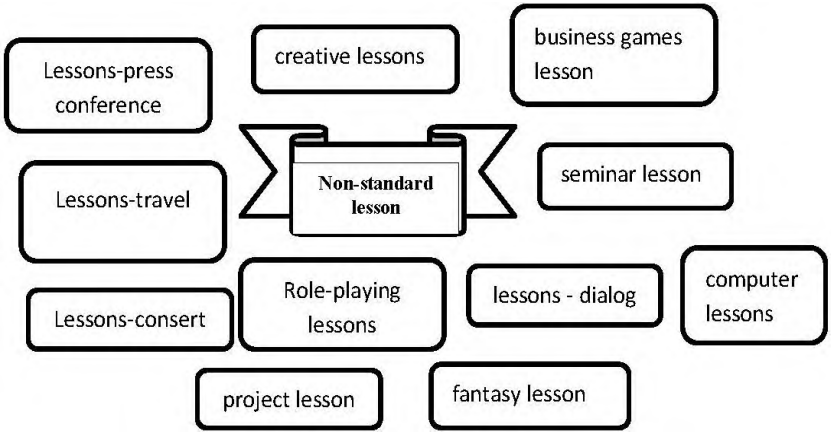


Diagram 1.1. Types of non-standard courses

In the second paragraph of Part I, the scientific and pedagogical literature on the problem is analyzed. In this paragraph, the ideas and opinions of the researchers of our republic D.G.Gulomnabiyev, L.N.Sokolova, S.V.Kulnevich, T.P.Lakotsesina, I.P.Podlasiy, T.A.Stefanovskaya, A.V.Khutorskoy foreign scientists, Z.Bayramova, S.R.Badiyev, S.L.Akhundova and others on non-standard courses are comparatively analyzed.

The author concludes that although in these studies examples of non-standard lessons are shown separately and the importance of such lessons is discussed, what are their pedagogical foundations and how to improve the quality of education in elementary classes is not sufficiently explained. - the technologies of implementation of standardized classes are almost completely unresolved.

The third paragraph of Part I is devoted to the specific features of non-standard lessons implemented in primary classes and the requirements for such lessons.

In this paragraph, 6 didactic principles and 8 didactic requirements derived from these principles are defined in order to develop

students' cognition and achieve learning goals in non-standard lessons. The contents of some non-standard lessons (lesson-travel, lesson-press conference, lesson-competition, “Funny Quiz Club” type lessons, auction lesson, fairy tale lessons, etc.) were briefly reviewed.

As a result of his pedagogical research, the author considers it acceptable for teachers to consider the following recommendations for conducting non-standard lessons:

1. Non-standard lessons should be used as the last lesson both for teaching a new subject and for summarizing and strengthening students' knowledge, skills and habits;

2. It is inappropriate to resort to such forms of organization of the educational process too often, as this can lead to a loss of sustained interest in the subject being taught and in the educational process;

3. Before a non-traditional lesson, it is necessary to prepare thoroughly and, first of all, to develop a specific system of educational and training objectives;

4. When choosing non-traditional forms of lessons, the teacher should take into account his/her own character and temperament, the level of preparation and the specific characteristics of the class as a whole and individual students;

5. When conducting non-standard lessons, one of the main goals should be to set the students' education in an atmosphere of kindness, creativity and joy, based on the principle of “with children and for children”.

In the fourth paragraph of Chapter I, the role of non-standard lessons in increasing the cognitive activity of primary school students was investigated and it was concluded that non-standard lessons create special conditions for the development of cognitive activity.

This paragraph describes 11 stages of developing a non-standard lesson plan aimed at increasing students' cognitive activity. These stages are as follows:

1. Non-standard lesson plan.
2. Realization of the non-standard lesson.
3. Determining the meaning of the lesson.

4. Conditions and requirements for organizing non-standard classes.

5. Do not organize.

6. Division of tasks.

7. Development of the lesson scenario.

8. Selection of tasks.

9. Individual and group work.

10. Evaluation methodology in the lesson.

11. Writing a non-standard lesson outline (plan) (sample structure).

Thus, the result of our research shows that:

1. The use of non-standard lessons in elementary classes helps to adapt the learned material to the age characteristics of students, develop their cognitive activity, and apply the acquired knowledge in life, broadening their outlook. A non-standard lesson is distinguished by a more flexible structure, the absence of templates and the presence of problematic situations.

2. Non-standard lessons create special conditions for the development of cognitive activity. The essence of these conditions is to maintain communication "on the same level", where fearlessness disappears, a sense of "I can" is created, that is, a sense of inner freedom appears in such lessons.

3. During the preparation and conduct of a non-standard lesson, students are often divided into groups or receive individual tasks, which leads to changes in the "teacher-student" and "student-student" system. In such lessons, in addition to orientation, teaching activities, various types of activities are used: research, discussion, creativity, games, etc.

4. More sources of information can be used in a non-standard lesson: teacher, textbooks, books, magazines, the Internet and the student himself/herself. Students independently search for solutions and options to problematic issues. One of the defining aspects of such a lesson can be considered the emergence of intellectual emotions (curiosity, surprise, doubt) in students, the emergence of initiative, an attempt to participate in collective cognitive activity, etc.

5. The implementation of non-standard lessons is a powerful incentive and motivation for education. Thanks to such lessons, the awakening of the process of understanding takes place more actively and quickly, partly because the elementary school student by nature loves to play, the other reason is that there is more motivation in the game than in the regular classroom activity.

Part II is titled “Technologies for utilization of non-standard lessons in improving the quality of education in primary schools” and consists of 4 paragraphs.

Paragraph 1 of the second part is called “Technologies of using lesson-games and field trips in improving the quality of education in primary schools”. In this paragraph, lessons-games and field trips are reviewed from the point of view of developing cognitive activity and educational essence of primary school students. Non-standard lessons are given a scheme that includes modern working forms of lesson organization.

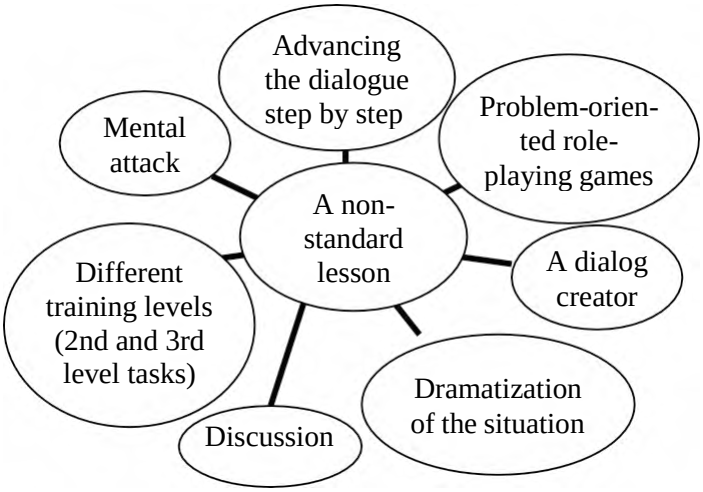


Diagram 2.1. Non-standard forms of course organization

In this paragraph, the tasks of the play activity carried out by the teacher are defined as follows:

–development of children's communicative qualities in play;

–development of imagination as the basis of creative activity;

–development of memory, attention and speech in children;

–development of non-standard thinking in the game;

–organization of collective and individual games in the teaching process, creative play exercises;

–to talk about such principles as normative requirements for the organization of the game for children, depending on the goals and tasks of the game activity. The nature of principles is expressed in the form of general instructions, rules and norms.

The following important and relevant principles are defined for the organization of gaming activities:

–activity is the basic principle of game activity. Activity implies the active deployment of physical and intellectual forces, starting from the stage of preparation for the game, during the game process and discussion of its results.

–openness and usefulness of the game means free participation of all who wish to participate, and every game should be simple and straightforward;

–the game should be active and the time factor should play an important role in the game;

–the visuality of the game implies that all game actions should be visible in real and non-real situations (cinema, theater, computer games), which strengthens students' cognitive interest;

–the fun and emotionality of the game ensures that the game activity is engaging, which sufficiently strengthens students' cognitive interest;

–the principle of individualization reflects a highly personal approach to the game, where personal qualities are developed and the player has the opportunity to show himself and show himself;

–collectivism reflects the common interrelated and interdependent nature of the game, developing mutually friendly relations, teaching common thinking and action;

–the player's determination reflects the unity between player and opponent; personal goals must coincide with the common goals of the team;

–the player's independence and self-activity in the game is one of the main principles;

–the presence of competition and rivalry in play. Without competition there is no play. It is clear that this principle is valuable because it encourages active independent activity, mobilizes physical and intellectual forces;

–effectiveness reflects the understanding of the outcome of game actions, the productive creative activity of the player and the team;

–the accuracy and repetition of the play comes from the fact that almost all students have real roles. This allows them to replay the past and "discover" a specific future. The game is therefore a powerful forecasting tool;

–the principle of problematicity in the game refers to the logical-psychological regularities of thinking in the intellectual-emotional contest;

–simple information about the game creates a strong and real excitement for the players when they expect victory or defeat, etc.

The basic principles of excursion activities are defined as follows:

1. illustrative and explanatory.
2. Reproductive.
3. Partial investigation.
4. Exploratory.

Expanding students' existing knowledge and stimulating their cognitive activity is the main task of excursions. Creating a scientific and aesthetic system of education by comprehensively exploiting the educational potential of history and modernity in order to harness the power of emotional impact, combine logical and emotional beginnings, comprehensively develop cognitive activity and organize the self-activity of the audience is possible precisely in excursions.

The author attributes the following to the characteristic features of the excursion:

a) the rapid assimilation of knowledge by students by moving in space;

b) the suitability of the facility for excursions;

c) the method of studying the environment in a synthetic way, mainly through analysis;

d) subject-based learning method;

e) emotionality.

The success of the trip depends as much on the guide (teacher) as on the educated selection of facts.

The author has defined a set of rules that any guide should follow.

In this paragraph, examples of lessons such as a trip to Disneyland is a game lesson, a trip to "Old Azerbaijan" is a lesson, etc. are described.

It was concluded that the excursion is the ability to accurately perceive the external appearance of the observed object; reasoning skills; initiative and willingness to learn; develops the ability to predict events and accelerate the activity of the construction imagination; it also helps to develop fine and sensitive attention.

In the second paragraph of Part II entitled "Technologies of application of computer lessons and lesson research games in improving the quality of education in primary classes", computer lessons and lesson research games are used to develop cognitive interests of primary school students.

The main factor affecting the quality of education in primary classes is the correct determination of the technology and methodology of lesson processing. The application of ICT in education, the emergence of new educational technologies creates new opportunities for ensuring the quality of education.

The successful adoption of computer tools by children paves the way for them to create their own multimedia products, helping them to achieve the set goals. Thus, students have the opportunity to independently analyze the problems that concern them, creatively approach the implementation of their individual work and make assumptions. At the same time, primary school students learn how to print text, use different fonts and design graphics. All this begins to take on a personal meaning for them.

Modern schools are equipped with a certain amount of computer capabilities in order to ensure the child's participation in perso-

nal activities: educational programs, the use of interactive scientific games, the preparation of tests, the teaching of IT lessons through the computer, etc. Currently, in most of our schools, almost no lesson in the lower grades goes without a presentation. Undoubtedly, this has a positive impact on the development of primary school students: their perspectives broaden, their level of knowledge increases, children acquire new knowledge about nature and society, learn to manage the flow of information, engage in personal activities that help develop research skills.

The author mentions the following requirements that apply to computer education systems and ensure their effectiveness so that the computer is not an unnecessary toy for the primary school student and its use helps to develop research skills:

1) correct and systematic organization of computer use is necessary;

2) The tasks that children perform on the computer should include basic important aspects and the student should be able to analyze phenomena, identify similarities, describe facts based on any signs, their characteristics, etc. should be aimed at clarification;

3) the basic didactic principles (systematicity and continuity, usability, scientificity, etc.) must be observed during the selection of the teaching material;

4) the control of the computer should be quite simple and not distract children from the task.

Regarding research games, the author states that the information obtained should be analyzed and summarized. For this, it is necessary to put the papers with all the information collected on the table. They should be placed so that every student can see them. After that, it is necessary to determine what new things schoolchildren have learned, what conclusions can be drawn from the collected information, what they can say based on the results of the research. In the process of summarizing the research results, the development of thinking and creative abilities of young schoolchildren takes place, they learn to distinguish between primary and secondary ideas, try to define concepts. This work does not differ in mental complexity from

the work of real scientists. The only difference is the degree of "novelty" of the facts.

The author states that the students conducted an investigation in which the following were to be determined by all possible methods:

1) identify basic concepts;

2) classify the main objects, processes, situations and events;

3) identify and specify all the contrasts they encounter;

4) select metaphors and comparisons;

5) form judgments and conclusions;

6) drawing conclusions;

7) show possible future research methods of the research topic;

8) prepare the text of the speech;

9) prepare schemes, models, drawings for illustrations of research results.

In the third paragraph of Part II, plot-role-playing games are interpreted in terms of the development of communication skills and cognitive processes of primary school students.

Four functional features of plot-role-playing games as important types of non-standard lessons are identified:

1. The function of this game is to allow children to take an emotionally engaging position and facilitate the performance of the real situation in which they enter.

2. Children's communication in role-playing games is natural. Leadership and interdependence take place without any coercion. Children bring the types of relationships from the game into their real life.

3. The ever-changing environment of role-playing games requires participants to showcase their abilities and pre-formed habits. This allows perfecting personal qualities and habits and their approach to real, vital activities.

4. According to the rules, role-playing games require willpower to complete the task or role, otherwise you may lose. Here, unlike any other activity, the child addicted to games also develops organization, as he or she manifests himself or herself with complete integrity.

The fourth paragraph of Part II is devoted to the organization, conduct and results of the pedagogical experiment.

The pedagogical experiment was carried out in 3 stages: Phase I (identification phase), Phase II (teaching phase), Phase III (control phase).

The work in the experimental classes was carried out according to the plan we designed and proposed. In the control groups, the educational activities of the students were not intervened and the process continued as before.

Table 2.4.5

Preliminary results of the experiment conducted in secondary schools No. 44, 115, 151 of Baku city and No. 1 of Guba city

School	Clas-ses	Number of students	Prices				Success %	Quality %	Numerical average Price
			5	4	3	2			
Baku city, full secondary school № 44	Exp.	90	9	24	37	20	77,7%	36,6%	3,24
	cont.	86	10	24	33	19	77,9%	39,5%	3,29
Baku city, middle school № 115	Exp	105	15	31	36	23	78%	43,8%	3,36
	cont.	104	13	32	38	21	79,8%	43,2%	3,35
Baku city full secondary school № 151	Exp	104	12	27	41	24	76,9	37,5%	3,25
	cont.	99	12	26	38	23	76,7%	38,3%	3,27
Guba Village Middle School № 1	Exp	107	11	27	40	29	72,8%	35,5%	3,18
	cont.	99	12	26	34	27	72,7%	38,3%	3,23

Graph 2.4.1

Numerical average price results for the preliminary review

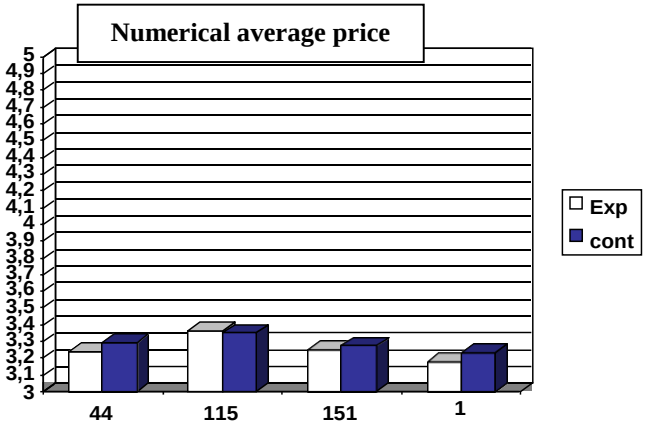


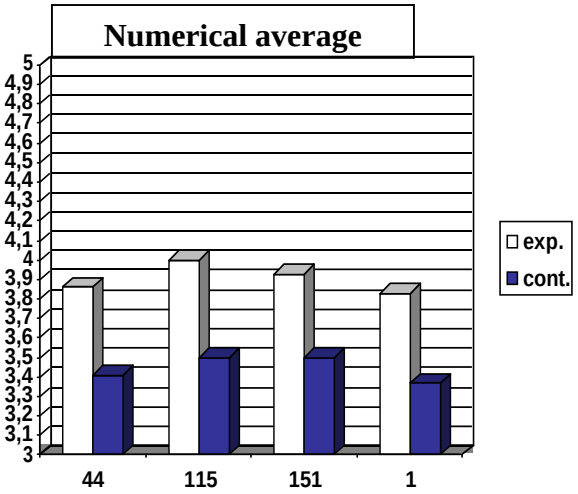
Table 2.4.20

Results of the 3rd audit of the experiment conducted in full secondary schools №44, 115, 151 of Baku city and №1 of Guba city

School	Clas-ses	Number of students	Prices				Success %	Quality %	Numerical average Price
			5	4	3	2			
Baku city, full secondary school № 44	Exp.	90	23	39	21	7	92,2%	68,8%	3,86
	cont.	86	12	29	28	17	80,2%	47,6%	3,41
Baku city, middle school № 115	Exp	105	36	41	21	7	93,3%	73,3%	4
	cont.	104	17	36	33	18	82,6%	50,9%	3,5
Baku city full secondary school № 151	Exp	104	30	45	21	8	92,3%	72,1%	3,93
	cont.	99	18	32	31	18	81,8%	50,5%	3,5
Guba Village Middle School №1	Exp	107	26	46	26	9	91,5%	67,2%	3,83
	cont.	99	13	34	29	23	76,7%	47,4%	3,37

Graph 2.4.4

Numerical average price results for 3rd check



We measured the increase in the first and third inspection results by comparing the success rate between 14.5-18.7% and the quality rate between 29.5-32.2%.

We summarized and cumulatively analyzed the information obtained from our theoretical and experimental studies and came to the following conclusions.

Conclusion and recommendations

From our theoretical research and pedagogical experiments the following results were obtained:

1. In the research work, the effective ways of implementing non-standard lessons for the development of cognitive activity of students in primary classes were systematically investigated theoretically and practically, and it was concluded that non-standard lessons should be used in a planned manner. The regular and orderly realization of the learning process in elementary classes increases students' interest in education and significantly affects the quality of the educational process.

2. The effective use of active learning methods, methods and stimuli that develop students' cognitive activity in non-standard lessons develops students' communication skills, forms their research abilities and, as a result, improves the quality of teaching in primary classes.

3. The variety of non-standard forms of lessons in elementary classrooms and their use at various stages of education fundamentally affect students' cooperation with the teacher and their activity in lessons.

4. Non-standard lessons conducted under unusual conditions, unlike lessons conducted under normal conditions, reduce psychological tension in students caused by fear of making mistakes, increase their self-confidence and allow students to interact with each other.

5. The effective use of different types of non-standard lessons in the education of elementary classes and activating methods and methods of creating stimuli (premiums) that develop cognitive activity in accordance with the age and level of knowledge of students, improves their cognitive activity. . For this purpose, the effective use of lecture-excursions and role-playing games increases students' cognitive interest, improves their communication skills, motivation to learn and strengthens their research inclinations.

6. Non-standard courses are developmental in nature as an element that improves the quality of education:

1) rejection of standard, inertia and formalism in the organi-

zation of the lesson;

2) involving class students in maximum active activity in the lesson;

3) showing interest and enthusiasm instead of entertainment as the basis of the emotional tone of the lesson;

4) support the exchange and multiplicity of opinions;

5) to develop the communicative function in the classroom, to stimulate to action, to provide emotional satisfaction and;

6) the use of the grade as a formative tool (and not only as a summarizing tool) depends largely on the teacher's expectation of such principles;

7. When preparing for and conducting non-standard lessons:

1) the use of non-standard lessons both for teaching a new subject and for generalizing and strengthening students' knowledge, skills and habits;

2) Frequent use of non-standard forms of teaching in order not to cause a sustainable loss of interest in the subject and education;

3) prior to the non-standard lesson, first prepare the system, including the specific objectives of education and training;

4) taking into account the level of preparation and the specific characteristics of the class and individual students when choosing a non-standard form of teaching;

5) it is very important that in non-standard lessons the teacher is guided by the principle of “with children and for children”, and the teacher takes into account the requirements of educating students in an atmosphere of kindness, creativity and joy.

We consider it necessary to take into account the following suggestions and recommendations for the organization of non-standard lessons:

1. Preparation of teaching aids and methodological instructions on the teaching methodology of non-standard lessons according to the age and knowledge level of students, considering it as one of the main tools for improving the quality of education in primary classes.

2. Linking non-standard subjects to the intellectual, cognitive and emotional development of primary school students, directing them to the discovery of potential opportunities and personality deve-

lopment.

The basic content of dissertation was published in the following works:

1. Kazimov Z.F., Israfilova G.T. Mathematics and Logic (Class I). Teaching aids. Baku: ADPU, 2017. 101 pp.

2. Israfilova G.T. Non-standard courses as a way to improve the quality of education in primary schools. Nakhchivan: Scientific works. Humanities Series, 2017. Volume II, Issue. 5(86), s. 108-110.

3. Israfilova G.T. Specific features and structure of non-standard courses. XXI Republican scientific conference of doctoral students and young researchers, Baku, October 24 - October 25, 2017, pp. 229-231.

4. Israfilova G.T. The use of didactic games in first grade mathematics lessons. Baku: Scientific studies. Institute of Education of the Republic of Azerbaijan, 2018. Volume 85, Issue. 3, s. 113-116.

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17. Israfilova G.T. On non-standard subjects that improve the quality of education in primary schools. "Stages of Development in Education: Digitalization and Future Prospects" at the First Republican Scientific Conference on "Stages of Development in Education", Nakhchivan, 4-5 May 2023, pp. 183-185.

18. Israfilova G.T. On ways of solving non-standard work in elementary mathematics lessons. Baku: Scientific studies. Institute of Education of the Republic of Azerbaijan, 2024. Volume 91, Issue. 4, s. 91-100.

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