

THE CONCEPT OF “UNSTANDARD TASKS” AND ITS DEFINITION

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ANNOTATION: This article highlights the role, importance, and advantages of non-standard tasks in the educational process. Non-standard tasks, unlike traditional approaches, are aimed at developing students' creativity, independent thinking, problem-solving, and practical skills. The article analyzes the types of assignments of this type, their main features, and their contribution to the personal and professional development of students. Attention is also paid to the theoretical views of various scientists on non-standard tasks.

KEY WORDS: non-standard tasks, creative thinking, education, problem situation, independent learning, innovative approach, logical analysis, competencies, personal development, teaching methodology.

INTRODUCTION

Non-standard tasks are tasks that are given to students, unlike usual, traditional tasks, which develop creative thinking, increase student activity, and encourage self-learning. They allow students not only to acquire a certain knowledge, but also to analyze the topic more deeply, to look at it from different points of view, and to develop practical skills.

Simple and traditional tasks usually require clear and precise answers based only on the knowledge taught. However, non-standard tasks are used, especially in situations aimed at developing human thinking, requiring creativity and new approaches. These tasks, as a rule, help students realize their creative potential, generate new ideas and solutions, and solve various problems in a new and innovative way.

Non-standard tasks are not only for testing students' knowledge, but also forcing them to learn logical thinking, creative approaches to problem-solving, and deeper analysis. These tasks also encourage students to exchange ideas and work in groups, because often there is a need for collective thinking and cooperation in solving such tasks. This, in turn, helps students not only expand their knowledge but also to accept different opinions and develop different approaches to solving new problems [2; 45-51 c.].

Non-standard tasks are very important for the personal development of students. They not only test the student's acquired knowledge but also encourage them to acquire new, advanced knowledge. The main advantage of such assignments is that they allow the student to look at certain issues from different points of view and teach them to apply new knowledge in practice. Such assignments also help a person effectively solve common problems and prepare them for real-life situations. Because non-standard tasks often model complex situations encountered in practical life or work, which develops the student's or worker's ability to make quick and correct decisions, as well as students' social and practical skills. These tasks help not only to develop oneself, but also to learn skills such as working together with other people, solving problems in a group, and exchanging ideas. Thus, non-standard tasks also provide students with the skills

necessary for success in their personal and professional lives. In the process of completing such tasks, students become more confident in themselves and are ready to freely express their thoughts, develop new ideas and solutions.

Non-standard tasks are richer in content than those used in teaching that reflect some of their aspects. There are one or more tasks for each topic, and the tasks in them may differ from each other in the commonality and expression of characteristics.

L.M. Friedman defines the task as “any symbolic model of a problem situation” [2; 63-68 c.].

As Y. Xinchin noted, solving non-standard tasks leads to the development of specific tasks.

Howard Gardner is known as the founder of the theory of multiple intelligences. He emphasizes the importance of creative thinking and non-standard tasks in the development of various intellectual potential of students. He describes that "non-standard tasks expand students' diverse intellectual potential and teach them to think more comprehensively [3; 6-12 p.].

Ken Robinson has spoken extensively about the importance of creative approaches in education. He particularly emphasizes how non-standard tasks help develop students' creative potential and how unnecessary standardized approaches in the education system are. According to Robinson, the education system should provide students with the opportunity to freely express their ideas and make new decisions, which is achieved through the use of non-standard tasks [4; 112-119 p.].

Seymour Papert sees non-standard tasks as an important tool in the process of reinforcing students' knowledge and creating new knowledge. According to Papert, students learn not only by receiving the information provided by the teacher, but also by studying their own experiences and generating new ideas. In this process, non-standard tasks help them solve problems that arise in the real world.

Jerome Bruner, as a scientist who developed active learning and discovery approaches in education, emphasizes non-standard tasks as an effective tool for developing students' thinking. He says that it is necessary to encourage students to actively participate in the educational process. Non-standard tasks effectively support this process, as they encourage the student to solve problems independently [5; 33-38 p.].

The opinions of these scientists, the introduction of non-standard tasks into the education system, will further enrich the development of students, develop creative approaches, and help improve their skills in solving complex problems.

Today, the education system requires students not only to master ready-made knowledge, but also to be able to apply it in practice, to have the ability to think independently and creatively. From this point of view, the introduction of non-standard tasks into the educational process is of paramount importance.

Non-standard tasks are unique in their content, form, and purpose, serving to develop the individual thinking style of each student and reveal their creative potential.

These tasks differ from each other in their types. Some are aimed at finding solutions to problem situations, while others encourage research, imagination, or logical conclusions. There are also non-standard tasks based on role-playing games, tests, or interactive methods that increase students' interest in learning and help reinforce knowledge.

Types of non-standard tasks aim to form various competencies in students: analytical thinking, creativity, critical thinking, independent decision-making, and finding the right path in problem situations.

Below we will dwell on the main types of non-standard tasks.

1. Problem-based tasks are tasks where students are given complex questions or situations that need to be solved and have no solutions. Students are required to independently analyze, consider various options, and propose the most optimal solution.

These tasks require open-ended answers, can have multiple solution options, and develop students' critical thinking.

2. Creative tasks are tasks that require students to create a new product or idea based on their imagination, fantasies, and innovative ideas. In assignments of this type, students develop the skills of free thinking, imagination, and expression of ideas in a unique form.

3. Research assignments - assignments that assign students the tasks of conducting independent research on a topic, collecting information, analyzing it, and drawing conclusions.

Research tasks form students' skills in conducting scientific research, logically organizing information, and expressing scientifically based opinions.

4. Logical tasks are tasks that require students to perform a certain task using their knowledge and logical thinking skills. These tasks strengthen students' logical and consistent thinking skills and help them draw correct conclusions in uncertain situations.

5. Simulation and role-playing tasks are non-standard tasks that give students the task of performing a certain role or behaving in a life situation. This develops students' practical skills, social activity, and leadership abilities.

6. Non-standard tasks based on tests. This type of task differs from traditional tests. The level of students' knowledge is checked in interesting forms, through games, questions and answers, or interactive methods. This type of assignment facilitates the consolidation of knowledge and strengthens the competitive spirit of students [2; 63-68 c.].

The use of non-standard tasks in various forms revitalizes the educational process, increases students' interest in learning, and prepares them for complex situations in real life. Each type of task serves a specific purpose and ensures the development of students in various aspects. The harmonious use of various forms of non-standard tasks in modern provision is an important factor in improving the quality of the educational process.

In the educational process, non-standard tasks are widely used to ensure the personal development of students, to further deepen their knowledge, skills, and competencies. Non-standard tasks are distinguished by their flexibility, creativity, and closeness to real-life situations. They serve as an effective tool for developing students' skills such as independent thinking, critical analysis, communication skills, and choosing the most optimal option from various options.

Studying the features of non-standard tasks allows for a deeper understanding of their significance in the educational process and creates a solid theoretical basis for their purposeful and effective application.

Below, we will discuss in detail the main features of non-standard tasks.

1. Diversity of solutions. Non-standard tasks usually don't have a single correct answer. Students can solve the same problem in different ways. This develops their freedom of thought and creativity.

2. Requires a creative approach. Such assignments require students to expand their imagination and apply existing knowledge in an unusual way. It is important not only to memorize, but also to generate new ideas.

3. Development of independent thinking and decision-making skills. Non-standard tasks require students to justify their opinions, prove them, and foresee the consequences of their chosen solution [3; 40-45 p.].

4. Dependence on life situations. Many non-standard tasks are based on real-life situations. This shows students how to apply knowledge in practical life.

5. Development of communication and cooperation. Often, non-standard tasks require teamwork. This develops students' skills in clearly expressing their thoughts, listening to others, and making decisions together.

6. Increasing motivation. Tasks given in non-standard form arouse interest in students. Interesting and unusual tasks encourage their active participation and increase their motivation to learn.

7. Adaptability and personality orientation. Non-standard tasks allow taking into account the individual characteristics, interests, and capabilities of each student. This corresponds to the principles of personality-oriented education.

8. Formation of complex knowledge and skills. One non-standard task can teach several subjects or skills interconnected at the same time: logical thinking, mathematical calculations, literary analysis, design creation, etc [4; 120-125 p.].

The diversity and flexibility of non-standard tasks reveal the individual capabilities of each student and revitalize the educational process. Therefore, the wide and purposeful use of non-standard tasks in teaching methodology allows both the teacher and the student to work actively and effectively.

Non-standard tasks are a tool that helps students or workers increase their level of creativity and thinking, which differs from traditional approaches. Such assignments develop creative thinking, abilities, and problem-solving skills, as well as create the opportunity to adapt to changing conditions. With their help, not only theoretical knowledge is acquired, but also practical skills. Thus, non-standard assignments make a significant contribution to the personal and professional development of students and employees.

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