

*N. Hus,
Student,
S. Dienhaieva,
PhD (Education), Senior Teacher,
Zhytomyr Ivan Franko State University*

PEDAGOGICAL CONDITIONS FOR CONDUCTING NON-STANDARD LESSONS IN PRIMARY SCHOOL

Today the formation of the creative personality of a secondary school student who is able to think critically and possess the skills and abilities of creative searching, able to make non-standard decisions of educational tasks is very important. It is a non-standard lesson that will give an opportunity to bring up a creative student. Such lessons are very valuable in the educational process of primary school.

At an early school age, children show the ability to act not only in accordance with the adult's requirements, but also in accordance with the self-produced requirements. The child learns to regulate his/her behavior consciously and independently, his/her actions in a new leading activity - learning. At the same time, not only arbitrary behavior is formed, but also arbitrary memorization, arbitrary attention, and memory. It is the ability to act in an organized manner in accordance with the tasks facing the child.

Non-standard lessons fully correspond to the visual type of thinking of the student, which determines that the child perceives the educational material better, which is presented in an interesting non-standard form. Then the child assimilates the material better, activates cognitive processes, increases motivation to work, gains new knowledge and more.

The importance of non-traditional lessons in the educational process of secondary schools was substantiated by such scientists as A. Bogoyavlenska, L. Vygotsky, A. Verbytsky, K. Rubinstein, V. Davydov and others.

A non-standard lesson is a type of educational lesson, which is characterized by an unusual idea, organizational form and interesting presentation of material for children. In pedagogy, there are different approaches to the interpretation of this concept.

According to the methodologist I. Pidlasa, a non-standard lesson is a type of educational lesson that provides an improvisational structure, originality of the idea and its implementation. The structure of such a lesson necessarily contributes to the fact that it is not spontaneous [2: 51].

N. Moiseyuk points out that a non-standard lesson is a type of activity that has a non-standard structure [1: 343].

Ukrainian scientist, T. Stetsenko, notes that conducting a non-standard lesson requires from the teacher a clear organized and well-thought-out structure at all its stages [3: 21].

M. Vashulenko defines a non-standard lesson as a type of activity that creates a flexible structure, characterizes a special trusting atmosphere between students of the learning process, which creates the most favourable conditions for the transformation of students into active subjects of this process [5: 24–25].

In primary school, various types of non-standard lessons are used. In particular, at the lessons of the "Social Sciences": lesson-court, lesson-quiz, lesson-excursion, lesson-brain-ring, lessons-competitions.

A typical curriculum allows the teacher to choose the way of presenting content from the educational areas of the State Standard independently, to select didactic materials that are necessary for the lesson, based on individual students' cognitive abilities (level of learning, goals, motives, emotional and volitional development) [4].

The main goals of a non-standard lesson are:

- development of students' thinking and abilities, development of creative skills;
- acquisition of the knowledge, skills acquired during active search and the independent decision of problems, as a result of this knowledge, ability is stronger, than at a tradition;
- education of the active creative student's personality, who is able to see, pose and solve non-standard problems;
- development of professional problem thinking - each specific activity has its own specifics.

Advantages of using non-standard lessons:

- providing sufficient motivation to arouse interest in the content of the problem;
- ensuring the ability to work with problems that arise at each stage (rational ratio of known and unknown);
- the significance of the information obtained in the problem solving, etc.

While preparing for a non-standard lesson, the teacher must take into account:

- what students' skills and abilities should form at the lesson;
- what material is best to use for the lesson;
- determine the organization of the lesson;
- summarizing the lesson.

Thus, a non-standard lesson is a type of lesson that is characterized by an interesting presentation of educational material, features of its construction and provides various types of activities in the classroom. Such lessons require more effort to organize and conduct, but often they have an interesting and creative content.

REFERENCES

1. Moiseyuk NE Pedagogy: textbook. way. / Nelya Yevtykhivna Moiseyuk. K. : 2007. 656 p.
2. Podlasie UP Pedagogy: 100 questions - 100 answers: textbook for universities / IN Podlasie. M. : VLADOS-press, 2015. 365 p.
3. Stetsenko T. Formation of cognitive interest of junior schoolchildren by introducing non-standard lessons [Electronic resource] / T. Stetsenko. - Access mode: www.teacherjournal.com.ua/attachments/20573_Ctatty.doc
4. Typical educational programs for zakl. general secondary education: 1-2 grades. - K.: ТД "OCBITA-ЦЕНТР +", 2018-240с.

5. Vashulenko M. Non-standard lesson / M. Vashulenko // Pedagogy. 2011. №5. P.24-26.