

DIDACTIC FOUNDATIONS FOR DEVELOPING PROSPECTIVE PRIMARY SCHOOL TEACHERS' SKILLS IN USING NON-STANDARD TASKS (USING THE EXAMPLE OF THE SUBJECT "NATIVE LANGUAGE AND LITERACY, AND METHODS OF TEACHING IT")

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Annotation: The article examines the didactic foundations for developing prospective primary school teachers' skills in using non-standard tasks, specifically in the context of the subject "Native Language and Literacy, and Methods of Teaching It." The study highlights the importance of non-standard tasks in enhancing students' creative thinking, problem-solving abilities, and active engagement in the learning process. It also explores effective pedagogical strategies that enable future teachers to integrate innovative assignments into classroom practice. The research emphasizes that mastering non-standard tasks contributes not only to improving students' literacy and language skills but also to fostering critical and analytical thinking, adaptability, and reflective competence among future educators. The findings provide practical insights for teacher training programs, suggesting methodological approaches that ensure the development of professional competencies necessary for modern primary education.

Keywords: Non-standard tasks, didactic foundations, primary school teachers, literacy teaching, pedagogical strategies, professional competencies, innovative teaching methods, critical thinking.

The modern primary education system increasingly emphasizes the development of critical thinking, creativity, and problem-solving skills among students. One of the most effective ways to achieve these goals is through the use of non-standard tasks in classroom activities. Non-standard tasks are exercises that go beyond traditional, routine assignments; they encourage learners to think independently, analyze situations from different perspectives, and apply knowledge in innovative ways. Such tasks are particularly important in the context of teaching Native Language and Literacy, as they help students not only understand and master the content but also develop cognitive flexibility, logical reasoning, and communicative competence.

Training future primary school teachers to effectively implement non-standard tasks is a pressing challenge in modern teacher education. Prospective educators must not only master subject knowledge and standard teaching methods but also acquire the skills necessary to design, adapt, and integrate non-standard assignments into their teaching practice. These skills are crucial for creating a learning environment that fosters student engagement, motivation, and active participation.

Research indicates that teachers who are proficient in using non-standard tasks contribute significantly to the development of students' higher-order thinking skills. Such pedagogical strategies encourage creativity, self-directed learning, and the ability to solve complex problems. Moreover, non-standard tasks provide opportunities for differentiated instruction, allowing teachers to address the diverse learning needs of their students and enhance overall literacy outcomes.

In the context of primary education, integrating non-standard tasks into literacy teaching requires a systematic approach. Teachers must understand the didactic foundations that underpin these tasks, including principles of cognitive development, age-appropriate learning strategies, and the alignment of tasks with curriculum goals. By equipping future teachers with these competencies, teacher training programs can ensure that graduates are capable of fostering innovative and adaptive learning environments in their classrooms.

This study focuses on identifying and analyzing the didactic foundations for developing prospective primary school teachers' skills in using non-standard tasks, specifically within the framework of the subject "Native Language and Literacy, and Methods of Teaching It." The goal is to provide practical insights and methodological recommendations that enhance the professional readiness of future educators, enabling them to implement creative and effective teaching strategies in their future classrooms.

The use of non-standard tasks in primary education has received significant attention in contemporary pedagogical research. Non-standard tasks are defined as exercises or assignments that go beyond routine, traditional teaching methods, aiming to stimulate students' creative and critical thinking skills. Scholars such as Bloom (2016) argue that incorporating such tasks into classroom practice enhances cognitive engagement, problem-solving abilities, and independent thinking. These tasks are not only a means to teach content but also a tool to develop higher-order thinking skills, which are essential for lifelong learning.

Azizkho'jayeveva (2018) emphasizes the importance of non-standard tasks in teacher preparation, highlighting that prospective educators must be able to design and implement assignments that challenge students' conventional thinking patterns. According to Azizkho'jayeveva, this approach not only improves students' literacy and language competencies but also promotes analytical reasoning, adaptability, and reflective thinking among learners.

Muslimov (2019) and Karimova (2021) further note that non-standard tasks foster active learning environments. Their research indicates that when teachers employ creative exercises, students show higher engagement and motivation, leading to improved academic outcomes. These studies underline the importance of equipping future teachers with the methodological skills necessary to integrate non-standard assignments effectively.

Qodirova (2016) and Shamsiyeva (2020) examine the practical application of non-standard tasks in literacy and language education. They argue that these tasks help students develop both comprehension and expressive skills while promoting collaborative learning and peer interaction. Such pedagogical strategies are particularly relevant in the context of the subject "Native Language and Literacy", where understanding, interpretation, and practical use of language are central goals.

Furthermore, Tursunov (2017) and Vasilev (2018) discuss interactive and innovative teaching strategies, highlighting that non-standard tasks can be systematically integrated into the curriculum to support differentiated instruction. By considering individual learners' needs and abilities, teachers can use these tasks to provide personalized learning experiences, fostering both academic and social-emotional development.

Overall, the literature consistently emphasizes that non-standard tasks are a critical component of modern primary education. They serve as a bridge between theoretical knowledge and

practical application, enabling teachers to cultivate essential skills in students. Moreover, teacher training programs must focus on developing future educators' competencies in designing, implementing, and evaluating non-standard tasks to ensure effective classroom practice.

The conducted study focused on evaluating the effectiveness of non-standard tasks in developing the skills of prospective primary school teachers, particularly in the context of the subject "Native Language and Literacy, and Methods of Teaching It." The research included two stages: initial diagnostic assessment and the implementation of a structured pedagogical intervention incorporating non-standard tasks.

Initial Assessment

During the first stage, the study assessed the current competencies of prospective teachers regarding their ability to use non-standard tasks. Data were collected using surveys, observation, and structured interviews. The results revealed several key insights:

1. Many students demonstrated a basic understanding of non-standard tasks but lacked practical experience in applying them in classroom settings.
2. The majority were unfamiliar with strategies to adapt tasks to different literacy levels and learning styles.
3. Limited experience in designing innovative assignments constrained their ability to engage students in creative problem-solving.
4. Reflective practices, such as evaluating the effectiveness of a task and analyzing student responses, were underdeveloped among prospective teachers.

These findings indicated that while theoretical knowledge about non-standard tasks existed, practical application and methodological skills were insufficient. This gap highlighted the need for targeted pedagogical interventions.

Pedagogical Intervention

In the second stage, a series of workshops, interactive lessons, and guided practice sessions were conducted to enhance the participants' competencies. The intervention focused on:

- Designing and implementing non-standard tasks tailored to different literacy levels.
- Integrating tasks that fostered critical thinking, creativity, and collaborative problem-solving.
- Encouraging reflection and self-assessment to evaluate task effectiveness.
- Developing strategies for managing diverse student responses and promoting active classroom engagement.

Results

Post-intervention analysis indicated significant improvements in prospective teachers' competencies:

1. Participants showed increased confidence in designing and implementing non-standard tasks.
2. Their ability to adapt tasks to various learning contexts and student needs improved.

3. Reflective skills were enhanced, enabling teachers to analyze outcomes and adjust instructional strategies effectively.

4. Prospective teachers reported higher engagement levels and motivation, which correlated with their readiness to apply innovative teaching methods in practice.

Quantitative analysis of pre- and post-intervention assessments confirmed that the integration of non-standard tasks had a measurable positive impact on skill development. Moreover, qualitative feedback from participants emphasized the perceived value of hands-on, interactive training for enhancing pedagogical readiness.

Analysis

The results clearly demonstrate that systematic training in non-standard tasks equips future teachers with the necessary skills to foster creativity, critical thinking, and student-centered learning. The pedagogical intervention not only strengthened theoretical understanding but also provided practical experience, bridging the gap between knowledge and application.

The study also highlights the importance of continuous reflective practice. Prospective teachers who engaged in self-assessment and peer feedback demonstrated more effective implementation of non-standard tasks, reinforcing the connection between reflective skills and pedagogical competence.

Overall, the findings suggest that integrating non-standard tasks into teacher training programs can significantly enhance the professional preparedness of future primary school teachers, equipping them to create dynamic, interactive, and effective literacy classrooms.

The conducted study demonstrates that non-standard tasks are a highly effective tool for developing the professional competencies of prospective primary school teachers, particularly in the context of literacy education. The research highlighted the need for both theoretical understanding and practical skills in designing, implementing, and evaluating non-standard tasks.

The intervention, which combined interactive workshops, guided practice, and reflective activities, resulted in significant improvements in participants' ability to:

1. Design non-standard tasks that stimulate creativity, critical thinking, and problem-solving.
2. Adapt tasks to the diverse literacy levels and learning needs of students.
3. Apply reflective practices to assess the effectiveness of instructional strategies and improve their teaching approaches.
4. Engage students actively in the learning process, fostering collaboration and independent thinking.

These findings confirm that systematic training in non-standard tasks enhances both the methodological and reflective competencies of future teachers. Participants reported increased confidence and motivation to integrate innovative assignments into their future classrooms, which is essential for creating dynamic and student-centered learning environments.

Furthermore, the study emphasizes the importance of incorporating non-standard tasks into teacher education programs as a strategic component. Doing so not only strengthens the professional readiness of future educators but also contributes to improving students' literacy skills, cognitive flexibility, and overall engagement in the learning process.

In conclusion, non-standard tasks serve as a bridge between theoretical knowledge and practical classroom application. By equipping future primary school teachers with the skills to effectively use such tasks, teacher training programs can foster a new generation of educators

capable of implementing creative, adaptive, and evidence-based teaching strategies. The results of this study provide practical insights and methodological recommendations for enhancing the quality and effectiveness of primary education in the modern pedagogical context.

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