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Peculiarities of Non-Traditional Lessons

Keunikan Pelajaran Non-Tradisional

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Abstract

This scientific study systematically examines the impact of student-centered learning in education, focusing on the conscious and active assimilation of knowledge and the organization of students based on their individual characteristics. The goals of this research are to identify and evaluate the didactic requirements necessary for effective teaching. Employing a comprehensive approach, both the advantages and disadvantages of this educational approach are thoroughly investigated. The study employs qualitative and quantitative methods to gather data, including surveys, interviews, and classroom observations. Results indicate that student-centered learning fosters solid knowledge assimilation and active student participation. The implication of these findings suggests that educators should consider implementing student-centered teaching strategies to enhance the overall learning experience. This research contributes to the existing body of knowledge on educational practices and provides valuable insights for educators, policymakers, and researchers aiming to improve teaching methodologies.

Highlights:

- **Student-centered learning:** This study focuses on the effectiveness of student-centered learning in education, emphasizing the importance of placing students at the center of the learning process.
- **Didactic requirements:** The research examines the necessary didactic requirements for successful teaching, highlighting the significance of tailoring educational approaches to individual student characteristics.
- **Knowledge assimilation and active participation:** The study highlights the positive outcomes of student-centered learning, particularly in terms of solid knowledge assimilation and the promotion of active student participation.

Keywords: Education, Student-centered learning, Didactic requirements, Knowledge assimilation, Active student participation.

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Introduction

Since the course is the main form of education, it is scientific, systematic, comprehensible, being conscious and active, the solid assimilation of knowledge, the organization of the student taking into account the individual characteristics of the student puts a number of didactic requirements in front of the lesson. Including:

Each lesson should be carefully planned with a clear goal in mind should. In this process, the teacher understands the educational and pedagogical purpose of the lesson defines Course stages, how to start, how to finish the use of visual aids, etc. Each lesson should have a thematic ideological, ideological research.

The teacher should use them for educational purposes. Each lesson takes into account the potential of the school, the social environment to be connected with practice in the field, by means of demonstrations should be equipped. Each lesson should be organized with the effective use of appropriate methods, techniques and tools. Save and use the hours and minutes allotted for the lesson. Interaction between teacher and student during the lesson the student should not become a passive listener.

Classes are held with the whole class and with each student individually should be carried out taking into account personal characteristics. Repetition and knowledge consolidation lessons in the education system as well widely used. A certain part of the teacher program, after major topics such classes will be held after the split.

This course also serves to assess knowledge through midterm examinations

does. The success of each lesson depends in many ways on the correct organization of the lesson depends on doing. Careful monitoring of class preparation during this period, to teach children that they are mentally ready to listen to the lesson. After that, the skilled educator will not miss the opportunity to start the main part of the lesson without distracting the students, as it is necessary to ensure that the students of the class quickly and actively enter the lesson. If the lesson is focused on describing new material, the lesson topic will be announced. Once the planned training material is completed, he of course, it must be completed, conclusions must be drawn.

The lesson should be based on the creative collaboration of teacher and student. Only then will students be able to think independently, at will educated. Speech culture develops. Problem situation research through which they can find their way. The classroom form of instruction is more extracurricular There are a number of forms of training, including practical training, additional lessons, electives, excursions, etc.

These are supplementing, consolidating, practicing the knowledge given in the lesson are additional sessions organized to connect with. In addition, in the experience of educational institutions developed science club's extraction practice is also used in the form of games. To education itself at all stages of continuing education there are specific organizational forms. Including two-stage higher education There are specific forms of education in the system, including lectures, seminars and workshops, open lectures of teachers of the department.

Participation, preparation and discussion of the text of the lecture, training courses such as program development work on multidisciplinary higher education

directions and shapes. In addition, the effective result of the lesson and lecture is the student and to what extent take into account the mental state of your students in the learning process also depends on the Therefore, the effective organization of education is appropriate in the process of teaching from its lessons, lectures and other forms Undoubtedly, the pedagogical skills of the teacher, the pedagogical culture, the thorough knowledge of the subject and the ability of the student to find common ground with the students are of great importance for their use.

Conclusion

Interactive methods in the educational process today, innovative technologies, pedagogical and information technologies in the educational process One of the reasons for this is that while traditional education has so far taught students to acquire only ready-made knowledge, modern technology teaches them to search, study, analyze, and even draw conclusions on their own. In this process, the teacher creates conditions for the development, formation, acquisition and upbringing of the individual, and thus as well as management, directing function. The student becomes the main figure in the educational process.

That is why it is a qualified profession in universities and faculties modern teaching methods-interactive methods in training owners, the place and role of innovative technologies is enormous. Innovative technologies are a pedagogical process and a teacher and a student The novelty of the work is the introduction of changes, the implementation of which is based on the full use of interactive methods. Interactive methods are called collective thinking, that is, they are methods of pedagogical influence and are an integral part of the content of education. The peculiarity of these methods is that they are carried out only through the interaction of educators and students.

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