

To Develop the Skills of Future Primary School Teachers to Use Non-Traditional Methods in the Educational Process

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Abstract. This article explores the importance of equipping future primary school teachers with the necessary skills and competencies to effectively utilize non-traditional teaching methods in modern educational settings. As education systems evolve and diversify, traditional approaches to teaching are increasingly being supplemented—or even replaced—by more creative, student-centered, and interactive methods. The paper discusses how integrating non-traditional pedagogical strategies such as project-based learning, role-play, gamification, inquiry-based instruction, and the use of digital tools can enhance student engagement, critical thinking, and knowledge retention in primary education. Special attention is given to the pedagogical training of future teachers, highlighting the need for systematic curriculum reforms in teacher education institutions. The study analyzes current teacher training models, identifies gaps in practical application, and proposes specific strategies for improving methodological preparation. These include increased emphasis on hands-on workshops, collaboration with experienced educators, and opportunities for micro-teaching with feedback. Through a combination of theoretical research and field observations, the article demonstrates that preparing primary school teachers to adopt innovative methodologies is not only beneficial for classroom outcomes but also crucial for the development of adaptable and competent professionals. The findings suggest that the integration of non-traditional methods requires a shift in educational philosophy—moving from teacher-centered to learner-centered paradigms. Ultimately, the article advocates for a multidimensional approach to teacher development that blends theory, practice, and reflective learning to prepare future educators for the dynamic challenges of 21st-century classrooms.

Key words: Future teachers, primary education, non-traditional methods, educational process, innovative teaching, pedagogical skills, teacher training, active learning, creative teaching strategies, professional development.

INTRODUCTION.

In the rapidly changing landscape of modern education, traditional methods of instruction are no longer sufficient to meet the diverse and evolving needs of young learners. The 21st-century classroom demands dynamic, creative, and student-centered approaches that foster critical thinking, collaboration, problem-solving, and lifelong learning. In this context, the role of primary school teachers is more crucial than ever, as they lay the foundation for a child's educational journey and shape attitudes toward learning from an early age. Therefore, it is imperative that future primary school teachers are equipped not only with a strong theoretical background but also with practical

skills in applying innovative and non-traditional teaching methods in the classroom. Non-traditional teaching methods, such as project-based learning, experiential learning, gamification, collaborative techniques, inquiry-based learning, and the integration of technology, have shown significant promise in enhancing student engagement and academic outcomes. These approaches allow for a more personalized, flexible, and inclusive learning environment, addressing the varying learning styles, interests, and abilities of students. However, implementing these methods effectively requires specific pedagogical knowledge, creativity, and adaptability—skills that must be deliberately nurtured during teacher training. Teacher education programs play a vital role in preparing future educators to meet these challenges. By introducing student teachers to non-traditional instructional strategies and providing opportunities to experiment with these methods in real or simulated settings, teacher preparation institutions can empower them to think outside the conventional framework and embrace innovation in their future classrooms. Moreover, fostering reflective practices and promoting a growth mindset among pre-service teachers further contributes to their readiness to take pedagogical risks and adapt to the ever-changing educational environment. Despite the acknowledged benefits of non-traditional methodologies, many teacher education programs still prioritize conventional, lecture-based instruction, leaving future teachers ill-prepared to apply progressive techniques in practice. There is a growing recognition of the need to reform teacher training curricula to align more closely with contemporary educational demands. This includes integrating practical workshops, interdisciplinary projects, digital pedagogies, and field-based experiences that reflect the realities of the modern classroom. This article explores the importance of developing the skills of future primary school teachers to effectively use non-traditional methods in the educational process. It examines current challenges in teacher preparation, highlights the advantages of innovative teaching approaches, and offers strategies for embedding these practices into teacher education. By equipping the next generation of educators with the tools and confidence to apply non-traditional methods, we can create more responsive, inclusive, and engaging learning environments that inspire students and promote holistic development.

RESEARCH AND METHODS.

This study employs a mixed-methods approach to comprehensively analyze the development of professional competencies among future primary school teachers in implementing non-traditional methods in their teaching practice. The research integrates both quantitative and qualitative data collection and analysis techniques to ensure a holistic understanding of the issue.

The primary objective of the study is to identify effective strategies for equipping future primary school teachers with the necessary skills and knowledge to incorporate innovative, non-traditional teaching methods into the educational process. Specific aims include:

- Examining the current level of preparedness of pedagogical students to use alternative instructional methods.
- Identifying gaps in teacher education curricula regarding innovative pedagogical techniques.
- Developing a structured training model to enhance creative and reflective teaching practices among future educators.

The participants of the study were undergraduate students in their third and fourth years at the faculties of pedagogy from three universities in Uzbekistan. A total of 120 future primary school teachers (90 female, 30 male) participated in the study. Additionally, 12 experienced educators and methodologists were interviewed for expert opinions.

Diagnostic Phase – During this initial stage, surveys and diagnostic tests were administered to determine the existing knowledge, skills, and attitudes of students regarding non-traditional teaching methods. The survey included both closed- and open-ended questions and was designed to assess familiarity with techniques such as project-based learning, role-play, gamification, storytelling, and the use of multimedia tools.

Experimental Phase – In this stage, an experimental training module was developed and implemented. The module included a series of workshops, simulations, micro-teaching sessions, and peer assessments. The training was designed around principles of active learning, collaboration, and self-reflection. The experimental group consisted of 60 students who received targeted instruction and support, while the control group continued with the standard curriculum.

Evaluation Phase – The effectiveness of the intervention was evaluated through post-training assessments, classroom observations during teaching practicum, and structured interviews. Comparative analysis was conducted between the control and experimental groups to measure improvement in lesson design, classroom engagement techniques, and reflective teaching practices.

- Pre- and Post-Tests: To quantitatively measure knowledge and application skills related to non-traditional methods.
- Lesson Plan Analyses: Student-created lesson plans were evaluated for innovation, student-centered strategies, and integration of new methods.
- Observation Checklists: During micro-teaching and practicum sessions, observers used standardized rubrics to assess teaching performance.
- Reflective Journals: Students were required to maintain reflective journals throughout the training program to document their experiences and evolving perspectives.
- Interviews and Focus Groups: Qualitative data was collected from both student participants and expert educators to provide deeper insights into the perceived challenges and benefits of the training program.

Quantitative data were analyzed using descriptive and inferential statistical techniques. Paired sample t-tests were conducted to determine significant differences between pre- and post-intervention results. Qualitative data from journals and interviews were coded and thematically analyzed to identify common patterns, themes, and illustrative narratives.

Informed consent was obtained from all participants. Participation was voluntary, and anonymity and confidentiality were guaranteed. The study followed ethical guidelines established by the institutional research ethics board.

RESULT AND DISCUSSION.

The research aimed at identifying the effectiveness of using innovative and non-traditional teaching methods in preparing future primary school teachers has yielded several significant outcomes. Through a combination of surveys, classroom observations, pedagogical experiments, and reflective practices, valuable insights were obtained into how pre-service teachers perceive and implement non-traditional methodologies in their teaching practice.

One of the primary findings of the study is that a majority of the student-teachers initially lacked confidence in using non-traditional methods such as project-based learning, problem-solving tasks, gamification, role-playing, and flipped classrooms. However, after targeted training modules were introduced — including interactive workshops, model lessons, and microteaching sessions — a marked improvement was observed in their attitudes and practical application skills. Approximately 78% of participants reported increased motivation and readiness to integrate such methods into their lesson planning and classroom execution.

Another key result of the study was the enhancement of critical thinking, creativity, and student engagement during practical training. Lesson observations confirmed that classrooms where non-traditional methods were applied saw increased student participation, reduced classroom anxiety, and improved problem-solving behaviors among pupils. For example, role-play exercises in language lessons not only strengthened communication skills but also fostered collaboration and empathy. Similarly, the use of project-based tasks in science classes helped pupils relate theoretical content to real-life situations, thereby deepening their understanding.

The study also revealed that incorporating non-traditional approaches improved the instructional flexibility of the pre-service teachers. Instead of strictly adhering to a rigid curriculum, the trainees began to view teaching as a dynamic and adaptive process. They became more open to student feedback, more willing to experiment with digital tools, and more capable of adjusting lesson plans to accommodate various learning styles and needs. This outcome aligns with the competency-based model of teacher education, which emphasizes adaptability, reflection, and learner-centered approaches.

A critical discussion point is the role of university-based mentoring and institutional support. Student feedback highlighted that mentorship played a crucial role in the successful implementation of new strategies. In institutions where supervisors provided consistent feedback, demonstrated innovative techniques, and created a supportive environment, pre-service teachers were more likely to experiment with and embrace non-traditional methods.

However, some challenges were also noted. A minority of student-teachers expressed difficulty in aligning innovative methods with standardized assessment practices and curriculum requirements. They also mentioned a lack of adequate resources in some placement schools, including insufficient access to digital tools, classroom materials, or administrative support. This indicates a need for systemic collaboration between teacher training institutions and partner schools to ensure continuity between theory and practice. Overall, the research underscores the importance of embedding non-traditional methods into the core curriculum of teacher education programs. It also highlights the necessity of sustained support through mentorship, peer collaboration, and continuous professional development. The ability of future teachers to adapt to evolving educational landscapes depends largely on their early exposure to flexible teaching strategies and their confidence in applying them in diverse classroom environments. The development of skills for using non-traditional methods not only equips future primary school teachers with effective pedagogical tools but also fosters innovation, responsiveness, and holistic development in their professional identity. This, in turn, contributes to a more engaging and inclusive learning environment for the next generation of pupils.

CONCLUSION.

In conclusion, the modern educational landscape demands a paradigm shift from traditional, teacher-centered approaches to more dynamic, learner-focused methodologies. This shift is especially crucial in primary education, where the foundation of a child's cognitive, emotional, and social development is laid. The development of future primary school teachers' skills in using non-traditional teaching methods is not just a pedagogical innovation—it is a necessity driven by the evolving needs of 21st-century learners.

Through the integration of non-traditional methods such as project-based learning, game-based instruction, inquiry-based approaches, flipped classrooms, and digital learning tools, future educators are empowered to create engaging, inclusive, and adaptive learning environments. These methods foster creativity, critical thinking, collaboration, and independent learning in students—competencies that are essential for success in a rapidly changing world.

Equipping teacher candidates with these skills begins at the university level. Teacher training institutions must prioritize practical experience, reflective teaching practices, interdisciplinary planning, and the purposeful use of technology. The inclusion of workshops, simulations, collaborative projects, and microteaching sessions can greatly enhance the readiness of future educators to apply innovative strategies in real classroom settings.

Moreover, developing a growth mindset among teacher candidates is vital. It encourages openness to experimentation, resilience in the face of challenges, and a commitment to continuous professional development. With the right support systems, including mentorship, access to educational research, and opportunities for peer collaboration, future teachers can confidently embrace non-traditional methods and adapt them to diverse classroom contexts.

In sum, the ability to effectively use non-traditional teaching methods is a key component of professional competence for primary school teachers. It not only enhances instructional quality but

also prepares students to become active, thoughtful participants in society. As education continues to evolve, so too must our approach to preparing teachers—ensuring they are not only knowledgeable but also innovative, flexible, and deeply committed to meeting the needs of every learner.

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