

# Improvement of the teaching methods by the experience of reputable pedagogical instruments

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## **ABSTRACT**

*This article is devoted to the use of language perception methods, analytical approach, development of critical thinking in teaching foreign languages as a second foreign language and achieving success. The article substantiates the feasibility of using the design methodology for teaching a foreign language, shows the increased interest of students in applying this teaching method. By implementing educational projects, students learn to solve problems similar to those that they will encounter later in practical activities. This increases their motivation to learn a foreign language. In contrast to the traditional relationship between the teacher and the student according to the scheme "object of training - subject of training", in project-based learning, a partnership interaction is formed between the teacher and the student.*

**Keywords:** *improvements, teaching, teaching methods, experiences, pedagogical issues, instruments, Uzbekistan*

## **INTRODUCTION**

Teaching with technology still remains as a challenge. Making judicious choices of when, what and how specific tools and pedagogies to use in the teaching of a topic can be improved with the help of curriculum inventories, training, and practices but as new and more capable technologies arrive, such resources and experience do not often transfer to new circumstances. In the contemporary world teaching has been improving significantly. Hence, learning experience of the reputable scholars teaching methodology has been giving better effects on curriculum. In addition, Informatization penetrates into all spheres of human activity, creating more opportunities for improving the individual abilities of each person. Very important is the problem of the speed of acquisition of new skills and knowledge, due to the fact that they quickly become obsolete. For this reason, in the modern learning process, it is very important to teach the student to independently collect and apply information to achieve their goals and solve various problems. This is an important component of a competency-based approach to learning.

The information gathered here is based on the experience and knowledge of many outstanding and successful trainers, scientists such as Tony Robbins, Robert Anton Wilson, Dr. Stefan Krashen and is dedicated to the perception of language through emotions and analytical perception. It is no secret that many of those who tried and failed to learn the language failed not because of the teachers or even because of the methodology, but because of the psychology and emotional state of perception.

Tony Robbins claims that the right psychological attitude is 80% success. And only the remaining 20% is due to the teachers and the techniques you're practicing. Yes, of course the methodology is very important, but your psychological attitude, motivation, emotions, critical thinking, the way you manage your time is even more important

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in language learning. Those who practice with enthusiasm and optimism - learn much faster and achieve their goals. Those who did not succeed in language learning - used the opposite attitude and had low motivation. Their problem is that they find English difficult to learn. They have no enthusiasm. They don't think they can learn the language. They don't like English.

### **Methodology**

Thanks Dallas McPheeters for the video on 5000 years timeline of learning theories. I could not agree more with the idea that "Technology enables history to repeat itself" Indeed in my twenty-something years of teaching graduate students of Education , I too ;... mix and match *Methods, Media, and Modes* to fit with the subject and the learners. ' In our part of the world where we are all talking about competency-based curricula, I have found that that is the best way to go. For instance, when I wish for my learners to grasp the complexities of educational policy-making and become effective professionals - I will introduce the concept of policy and policy-making as it is universally understood. However, in addition I will give them an assignment in which they will find themselves in a situation where they must of necessity write a policy brief. It becomes more interesting when they are made to produce one policy brief on an issue that they have debated and discussed in groups in spite of the fact that they occupy different offices and therefore play different roles/functions within the education sector.

The project method is an organizational and structural activity in an educational institution, which consists in modeling the future activities of students and implements a personality-oriented approach to learning. The project method is based on the development of the cognitive abilities of trainees, their ability to navigate independently in the information space, and think creatively and critically. According to ULLRICH, F & DANIEL, M. (1957), the project method is based on the idea of a pragmatic desire to achieve a result that can be achieved as a result of solving another theoretically or practically significant problem. This result, as a rule, can be observed and find its application in practice. In Elannani, Hassan. (2013) . \_ It is noted that the project method always provides for independent activity of students - group or individual, which they carry out during a certain time interval, it always implies a solution to some problem. According to Harland, Reginald. (1989). the project method is a pedagogical technology that provides for the use of search, research and problematic teaching methods and as a result creates the conditions for students to fulfill their potential, assists in the development of their abilities and increases their motivation for learning. Students gain experience in solving problems that they will encounter later in real life. According to Gravelle, Maggie. (2012). project activity is an educational process in which the comprehension of the information received is made taking into account personal attitudes to it and the evaluation of results according to the final result.

It is important to understand how we can manage our emotions, our subconscious, how we can develop a strong, powerful, positive attitude towards language, how we can ensure that we do not get bored with studying. On the contrary, our lessons would make us stronger, more energetic and allow us to achieve our goals. Dr. Stefan Krashen, one of the experts in language learning and teaching, has done a lot of research, as well as analyzed a lot of other people's works and found that non-linguistic factors have as much or even more importance than linguistic factors in determining who will eventually achieve successful learning outcomes. This means that your emotions, your colleagues, your environment, your feelings about English are more important than the methods we use in learning.

### **Main part**

The content of the project methodology lies in the fact that the learner determines the purpose of training and the ways of their receipt independently, taking into account his personal needs and interests. In our opinion, personality-oriented teaching, which is the cornerstone of the project methodology in education, should provide for the modification of the traditional "object-subject" interaction scheme between the teacher and student to the "subject-subject" scheme in which partner educational cooperation arises between the teacher and the student. In teaching a foreign language, the main goal is speech activity.

Based on the analysis of the use of the project method in the learning process of various disciplines, the feasibility of its use for teaching a foreign language is substantiated.

So, how do we use that knowledge in learning. First, we create a daily ritual of English. We need to use psychology,

critical thinking, use our body and emotions, use and use our subconscious. We can through the impact on our body, manage our emotions, feel lighter, concentrated during the learning and perception of language (English). The exact opposite state we had at school during the lessons. We may not have felt very happy sitting in our lessons at school. It is very important to feel relaxed and free during the lessons, we should have fun while learning the language. This process should be more like fun, then we will learn much faster. It will be easier to learn grammar, pronunciation and new words when we feel good at controlling our emotions during the exercises. It is very important that the environment where we are located is emotionally comfortable.

Just as we can manage our emotions, so we can control our emotions to feel better and stronger by learning English. It's easy to say "feel good" but most people don't feel good, feel bored or maybe they just have a period in their life when they are tired, have a lot of work to do, or have depression, relationship problems and it's hard for them to learn the language while feeling energetic and happy.

There are two ways to control our emotions. The first is by controlling our body and the second is by focusing our consciousness. Now let's talk about the first way. Imagine that you've been working all day and you're very tired. You think, "I'm so tired, I don't want to learn English. I'd like to lie down on the sofa, rest. How can you change that mood? Of course, you can say to yourself, "I have to study, I have to learn, I have to feel fine", but usually it doesn't work. You have to start working with your body, i.e. with your emotions, first of all, to change your thoughts, thinking and even your body position. Let's imagine what our body looks like when we are tired. Most likely our shoulders are lowered, we are a bit slouching, our head is tilted forward, the expression is frowning or indifferent, our eyes are looking down. Our whole body is kind of tending to the bottom when we feel tired and indifferent. So the easiest way to change our feelings, our emotions, our thinking is to make small changes in the way we use our body. Let's try it right now. Let's lean a little forward, put our shoulders down, slouch, tilt our head forward, look down. And how we feel. Now we're gonna change the position. Let's stretch shoulders, chest forward, chin up, look a little above the horizon too. And now, even if we don't feel happy, we still smile. Stretch out, wide smile on your face. Let it look stupid, no matter, we all smile early. Can you feel the difference? I suppose so. Every time before we start practicing, we have to do these manipulations on our body to control emotions and make sure that this position is maintained during the class.

There is another way we can change our emotions through your body. Another key to changing your emotions is our breathing. The way you breathe determines your body's energy level and how you feel. For example, if you have superficial, intermittent breathing, you will feel quite differently than if you breathe deeply. Deep breathing, breathing heavily and delaying air in your lungs allows you to fill your body with energy. Deep breathing is an easy enough way to increase your energy. That is why it has been used in various religious practices, such as Buddhism, since ancient times. Breathing control is also actively used by athletes, and they know very well that it helps them to control their energy and emotions and their physical condition.

Naturally, you should combine both of these methods before and during your exercises. You breathe deeply for a few minutes with a delay of 2-4 seconds in breathing, then exhale. At the same time do not forget about position of the body, how you move, how you sit. Even these two simple techniques will allow you to learn faster, because your brain will be awake during your exercises. When you get bored, when you feel tired, your brain is half asleep and you are not learning effectively. When you breathe deeply, when you have the right body position, you feel great and learn faster. After all, if you feel differently, you learn differently. Do not forget about your face, because it can not only express emotions, but also create them.

It is a balance of what is being taught and how it is being taught that makes the process of learning fun and interesting, for the whole group. Moreover, many think that , the teacher is the key to students' success. however, the teacher should receive a proper preparation, as well as professional development workshops, in order to broaden the scope of teaching strategies. However, It is very difficult to understand how teachers form professionals who will later cut off from them the opportunity to be well prepared, receive a good remuneration, and have the ideal conditions of work. Hence, students seem to relate more to those teachers who have an all rounded approach in teaching and who are open minded about learning from student discussions, rather than just standing and talking or teaching in one modality, that can get very boring beyond a point. Providing a stimulating lesson is only the beginning. Making sure the student can

transfer knowledge onto paper, for example, is often more difficult for many until they gain more experience. Sometimes many teachers take students slowly through the transference, showing how functional many elements actually are.

"Is there anything like my method, my religion, as a strict miraculous teaching method that everyone has to follow in order to have success in a classroom setting?"

Well, if all students are identical then an ideal educational method could be developed as a blueprint to achieve a consistent SMART student turnout. Just like making ginger breadmen using the same dough and cookie cutter. How would that lighten the load of the educator?

But, now students are not all identical and there goes the cookie-cutter method out the window. So if the consistency of the learner differs then the moulding should incorporate the variations among learners to produce consistency in the turnout of the educational standard.

Teaching methods (approaches) are indicators for ideal results in education. One should be comprehensive in teaching method, coming at the level of the students by understanding their psychology as well. Teachers responding to the questionnaire rated most of the principles of teaching/learning fairly high on the scale. The highest rated principles were "individual differences exist among students," "Importance of feedback for student learning," "Importance of teaching strategy," and "Using a variety of evaluation procedures." The lowest rated principles were "a student's grades should be based on what the student has learned," and "the student's learning style is related to the teacher's teaching style," and "directed learning is more effective than undirected learning." The methods and tools used most by teachers included demonstrations, discussions, laboratories, projects, contests, using real objects and supervised experience. The most effective teaching methods and tools included using laboratories, demonstrations, contests, using real objects, discussion and supervised experience. Teacher characteristics influencing the use of selected to perceive of the selected teaching methods included the number of courses taken focusing on teaching and learning, length of teaching contract, school location, school size, academic background and gender.

The most effective teaching methods and tools included using laboratories, demonstrations, contests, using real objects, discussion and supervised experience. Teacher characteristics influencing the use of selected to perceive of the selected teaching methods included the number of courses taken focusing on teaching and learning, length of teaching contract, school location, school size, academic background and gender. The number of courses taken focusing on teaching and learning most influence on the perceived effectiveness of selected teaching methods and tools. A model was developed for selecting appropriate teaching methods and tools in secondary education programs. There were several important components identified in the model. These components included the type of subject matter, resources available in the school and community, instructional units, skills, facts, concepts, processes, and principles, analysis of the student-teacher activities for the units and using selected teaching-learning principles.

Many of these steps are conducted at nearly the same time. With experience, many teachers can fit appropriate methods and tools to the learning situation very quickly.

#### **PLANNING ACTIONS TO SOLVE A PROBLEM.**

Work of the project team members with information on its understanding and processing

The presence of the final significant result according to the results of the project.

Design technique allows the use of Rosales, Victoria. (2010), Aiello, Paola & Corona, Felice & Di tore, Pio & Di Tore, Stefano. (2012). all effective techniques used by modern and traditional methods of learning a foreign language. First of all, this is the problem of learning, learning with pleasure and a variety of forms of academic work.

1. Problem involves the use of language in solving problems with the novelty of the result. The presence of a problem stimulates thinking and the student learns while thinking. Teachers from different countries have developed a fairly wide range of various design works and communicative tasks that are focused on solving specific problems. The problematic approach can be applied in the process of learning grammar, when the learner applies it in his speech or in the case when he studies it as a system.

2. If a student studies with pleasure, at ease, experiencing the joy of studying, then training will be more productive.

3. The presence of diversity in the learning process contributes to the formation of additional interest in learning. Variety concerns types of topics (monologues, games, dialogs, letters, puzzles, puzzles, etc.), types of exercises, as well as forms of educational activity (individual, group, team work).

In our opinion, the communication of students should relate to situations related to the personal experience of students or which are of particular interest to them, this will make it possible to apply a personality-oriented approach to learning to a greater extent.

In the works of HARVEY, JERRY. (2009), Le Mouillour, Isabelle & K., Hensen - Reifgens & A., Theodoridou & M., Bartsoka, & A., Polydorou, . (2017). as the main conditions for using the project method in education are indicated:

1. The need to solve or research an important problem.
2. The results of the project can be put into practice.
3. The presence of individual or group independent work of students.
4. The presence of a clear structuring project

When using the design methodology, not only verbal means of communication can be applied, but also pictures, tables, graphs, diagrams, etc. Soundtracks and sound-imaging means may be used in phonograms. Thus, the improvement of communication skills is complemented by a wide variety of means of transmitting this or that information. Thanks to this, involuntary memorization of grammatical structures and lexical means takes place, the development of imagination and creative thinking is carried out. Conditions are formed for the free expression of thoughts and deep understanding of the perceived.

Preparation, design and presentation of the project takes much longer compared to the usual tasks. The design methodology makes it possible not only to expand the vocabulary of students, but also to consolidate the studied lexical and grammatical material.

A variety of methods of transmitting meaning encourages students to free creativity, even with minimal language material. During the implementation of the project, the language being studied becomes a means of informational, educational and creative practical activity of the student, and at the same time, the learning of the language in various aspects of its application takes place.

The use of design technology for language learning consists in the formation by the actions of the learner of social and educational activities and is directed at him.

Carrying out the design work, the student is placed in the conditions of practical application of the language being studied, while there is an awareness of the possibilities and goals of mastering a foreign language.

By type of final product when applying projects in the field of teaching a foreign language ZHENG, Yu-huang & CHEN, Lin. (2019) allocate:

1. Research and information projects.
2. Role-playing projects.
3. Practically constructive projects.
4. Social research projects.
5. Publishing related projects.
6. Creative projects.
7. Scenario projects

In Arslan, Rıdvan & Tekin, Yücel & Yazıcı, Murat & Kus, Abdil & Kaynak, G. .. (2009), Sandoval De Herrera, Raquel & Coguo Perez, Alma & Izquiedo, Maria. (2018). It is proposed to implement the project according to the following scheme:

1. Preparation for the implementation of the project.

When preparing a project, the idea and theme of the project are formulated and previously discussed with students.

2. Formation of a group of students for the implementation of the project.

Between students, responsibilities are distributed taking into account their individual interests and abilities, as well as a tendency to logical reasoning.

3. Implementation of the project.

Students carry out the collection and documentation of information, the teacher provides counseling if necessary.

4. Presentation of the project.

The selected, processed and designed material is provided to the teacher, and then the project participants protect their project. Presentation of design work must comply

The educational objectives of the project do not be large and contribute to the issues disclosed in the project.

5. Summarizing the design work.

Verification and evaluation of the results obtained during the implementation of the project, as well as the identification of new problems.

As part of this study, we studied the application of design methods in teaching the Ukrainian language to students of the preparatory department of the Dnieper National University. Teaching at this university at all faculties is conducted in Ukrainian. Foreign students who wish to study at the university initially throughout the year study at the preparatory department, where they study the Ukrainian language.

Before the study, we conducted a survey of students. We asked what difficulties arise in studying the Ukrainian language. 58% of respondents said that they have difficulty mastering scientific terms, and without their knowledge it

is difficult to read literature on a specialty. Ukrainian scientific terms are often not similar to their English and Russian counterparts. At the same time, students were trained at the preparatory department, regardless of which faculty they would like to study in the future. It would not be logical to teach future physicians mathematical terms, and future historians in medical terms. To solve this problem, it was proposed to apply project training.

As projects, the students were invited to make presentations of the faculties at which they were to study further. The report form was a multimedia presentation.

The implementation of the project consisted of several stages.

At the first stage, students established contacts with the leadership of the faculties at which they were to study, stipulating the conduct of excursions to departments and laboratories.

At the second stage, project implementation planning was carried out, it included a tour to obtain information about the faculty and departments, conversations with teachers and students of the last year of study, processing and analysis of the information received. Students distributed roles among themselves and developed an action plan. Teachers made their suggestions and, if necessary, made adjustments to the students' plan, and also provided assistance if the students encountered difficulties that they could not overcome. The teacher acted as a coordinator of the cognitive activity of students.

After processing the received materials, presentations were prepared.

At this stage, most of the time, students work independently, in groups or individually. In the classroom, a short time is allocated for consultations with teachers. The role of the teacher is to help students only when they are experiencing insurmountable difficulties and all attempts to get out of it on their own have already been exhausted. From a carrier of ready-made knowledge, a teacher turns into a coordinator of cognitive activity of students.

At the fourth stage, projects were presented.

Representatives of those faculties to which she was dedicated were also invited.

Thanks to participation in these projects, students of the preparatory department not only improved their knowledge of the Ukrainian language, learned to work in a team, independently acquire knowledge, but also more consciously approached the choice of their future specialty.

## **DISCUSSIONS**

The implementation of projects allows eliminating the learner's dependence on the teacher through self-learning and self-realization in the process of solving the problem and creating a product taken from real life. In our opinion, the main value of project training can be considered the actualization of already acquired knowledge, skills, as well as the acquisition of new ones.

For each project, students must be able to coordinate their efforts with those of others. We consider the project optimal if its implementation requires the use of knowledge from various fields of knowledge.

The advantage of using the project method in the process of learning a foreign language is that, while working on the topic of research, they better increase vocabulary and practice communication in a foreign language.

## CONCLUSION

Let's sum up how we use psychology to control our emotions. The first is the posture. Shoulders back, chest forward, chin up, look above the horizon. The second is breathing. Breathing deep, a little delay in breathing. The third is your face. We smile, even if you feel bad. And the fourth is movement. Move during classes. It can be anything from just pulling and turning your head, to running and strength training.

But what if after 20-30 minutes of training you feel tired again? Take a pause. Stop and give yourself a break. Listen to the windy music again. Stand up, jump, dance, move, smile. Breathe even deeper. Wake up your body and go back to class.

Traditional curricula are often heavily loaded with educational information, and this can lead to a gap between theory and practice, because in such a situation it is difficult to develop an application skill. The advantage of project training lies in the fact that during the implementation of the training project, the student acquires knowledge and skills while solving practical problems. The project method allows you to identify the ability of a particular student or group of students to use acquired knowledge in practice, as well as the ability to self-education.

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