

Pedagogical experience of the teaching methodology on the educational processes.

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Abstract: *This paper investigates major points of the different teaching methods in educational purposes. On this case, improved experiences of the reputable teachers from well-known HEIs were analyzed both theoretically and methodologically in order to lead better implementations as the whole. The article substantiates the feasibility of using the design methodology for pedagogical cases, while illustrating better experiences of improved systems to get better efficiency and interests in further. Finally, research has concluded with both outcomes and shortcoming of the issue with the relevant recommendations for the upcoming investigations.*

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

INTRODUCTION

Modern life does not stand still. 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.

On this case, Uzbekistan has been pinpointing on the development of teaching methodology to get better efficiency as the whole. Government has been pinpointing on different seminar trainings of high qualified teachers from all around the world in order to get more efficiency as the whole. On this case, many researchers of the world has pinpointed in different ways to get better illustration of this.

Lately, Uzbek teaching methodology has been using interactive teaching methods. While in experienced European teaching modules already focusing on team work and assignment based assessment structure as the whole.

LITERATURE REVIEW

All around the world, teaching methodology of the curriculum has been improving simultaneously. On this way, both Uzbek and foreign scientists has considered about these issues in their novelty research analyses. For instance, according to Allen, & James, & Schubert, Lenhart & Lenhart. (1991) applying modern technologies and materials in educational activities, one should give preference to those that give students the opportunity to maximize cognitive activity and enhance the implementation of the creative and problem-developing nature of training. According to Inada, Norihito & Takuma, Yukinori. (2016). modern pedagogy sees the student, first of all, as an equal subject of the learning process. The general learning strategy in the form of a competently oriented approach is predetermined by the level of development of industrial relations and the needs of society.

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According to Shenhar, Aaron & Nofzinger, B .. (2020). _ a successful person living in a post-industrial society should have the following qualities: be able to quickly adapt to various situations, constantly independently acquire the necessary knowledge and be able to apply them to solve practical problems; be able to think critically, be able to overcome difficulties using modern technologies; be able to work with information; make the required generalizations, comparing with similar or alternative solutions, think creatively and generate new ideas; be sociable, be able to work in a team.

About 2500 years ago, the great Chinese thinker Confucius said: "What I hear, I forget, what I see, I remember, and what I do, I understand." As follows from Bell, Barbara. (1967) with passive training, the assimilation of knowledge gained is lectures - 5%, reading - 10%, while with interactive learning 75-85%, with the demonstration of audio-video materials, the assimilation of knowledge is 20-30%. According to Allen, James & Schubert, Lenhart. (2011) while reading, a student remembers 10-20% of information, discussing information with others 60-70%, teaching others 80-90%.

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.

Main part

Based on my experience of teaching ECCE students at post grad and undergrad level, I think two things are important, 1) the academic or knowledge about the area one will teach is a must, even if the area is a bit new, self-study for the teacher is important. 2) it is important to have field experience, as it makes teaching in class extremely interactive, value added and a two-way process.

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.

According to our analyses report, students learn best when the following characteristics are present: (1) variability in teaching methods and materials, (2) interest, (3) clarity, (4) task-oriented behavior, (5) teacher use of structuring comments, (6) student opportunity to learn the material, (7) multiple levels of questions, and (8) enthusiasm.

On this case, Yelon promoted the ten powerful instructional principles that he believed excellent teachers apply which are: meaningfulness, prerequisites, open communication, organized essential ideas, learning aids, novelty, modeling, active appropriate practice, pleasant conditions and consequences, and consistency. On other way, Monk and Dillion (1995) suggested in the planning and managing for teaching science that the aims of activities are to help teachers to develop the following:

- (1) knowledge of the elements of planning and classroom management;
- (2) skills and strategies for organizing and managing activities in lessons;
- (3) skills and strategies in planning and managing continuity between lessons;
- (4) experience in developing and planning a scheme of work.

The units of instruction should be analyzed to fit the student-teacher activities for the class. The units will vary depending on the subject matter. The units identify what the students will learn and what teachers will deliver. This stage can be one of the most important components in the process of successful selection of the teaching strategies. This stage allows the determination of the student-teacher activities. This component is also suggested to connect with Bloom's (1956) Taxonomy of Educational Objectives so that the instructional units can be more effective in terms of the relationship between the units and the achievement of the knowledge, comprehension, application, analysis, synthesis and evaluation process.

Once again student and teacher factors should be considered as the analysis of student-teacher activities are determined. This is a critical stage because teachers must identify all possible teaching and learning situations to

maximize teaching and learning effectiveness. Furthermore, the basic teaching and learning principles should be considered as final selection of the strategies and tools is made.

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.

However, it is important to rethink the process with each new group of students because not all methods are appropriate for all learners. What may be appropriate for one group may not be appropriate for another. Moreover, evaluation is a critical process. It should be carried out at various levels in the process but it is specially important to get feedback on the process. This feedback and evaluation information is useful in further planning. The boxes and lines connect the model components to each other. None of the components and stages exists independently. The relationship of the components and stages to each other may vary within different subject matter areas, but all components and stages are crucial for the overall successful process of selecting appropriate teaching strategies. The process of selecting appropriate teaching methods and tools is not simple. It is a complicated process. The model may help teachers give more short to this important process as they prepare to teach education.

RESULTS

One way analysis of variance indicated that teaching experience, gender, academic background, length of teaching contract, number of courses taken regarding teaching and learning theories, school location and school size were important in rating perceptions of selected principles of teaching/learning. This findings indicate that the application of selected teaching/learning principles is affected by teacher characteristics. This information may be useful in the teacher training program and serve as a guide in secondary education classrooms. The most used teaching methods and tools included demonstrations, discussion, laboratories, projects, contests, using real objects and supervised experience. The least used teaching strategies were distance education programs, learning contracts, Internet, case study, television and computer-assisted instruction. According to the comments of the respondents, the secondary agriculture programs need more computer equipment and technical support to get computer applications in their classes. The following teaching methods/tools were perceived as being the most effective: laboratories, demonstrations, contests, using real objects, discussions and supervised experience. The least effective five strategies were distance programs, learning contracts, Internet, television and case studies. However, these strategies had the largest variation as indicated by the standard deviations. This finding implies that teachers had different perceptions regarding the effectiveness of those strategies.

Characteristics that influenced effectiveness of the selected teaching methods/tools included the number of courses taken focused on teaching/learning, length of contract, school location, school size, academic background and gender. The highest rated factors were the number of courses taken, length of contract and school size. A model was developed to help select appropriate teaching methods and tools in secondary education programs. There were several important components identified to select appropriate teaching methods and tools. It was suggested that teaching methods/tools selection be based on the subject, resources available in school and community, the instructional units (knowledge, skills, facts, concepts, processes and principles), analysis of the student-teacher activities, and the teaching/learning principles.

CONCLUSION

Based on the results of the study, the following conclusions on the improvement of the teaching methods were drawn:

1. The teaching/learning principles rated as most important included: recognition that individual differences exist among students, feedback is important for student learning, teaching strategies are very important for students to learn well, use a variety of evaluation procedures is necessary, career guidance should be provided as necessary, and teachers should set achievable objectives for lessons.
2. Demonstrations, discussions, laboratories, projects, contests, using real objects and supervised experience were rated as the most used teaching methods and tools by teachers of education.
3. Computer-assisted instruction, distance programs and the Internet were not being used to a great extent in classes because of limited resources according to respondents in this study.
4. The most effective teaching strategies in the higher education programs were laboratories, demonstrations,

contests, using real objects, discussion and supervised experience. The least effective strategies were distance programs, learning contracts, Internet, television and case studies.

5. There were significant statistical differences in the perceptions regarding teaching/learning principles when the respondents were grouped by the number of course taken focused on teaching processes

6. There were significant statistical differences among groups when teachers were grouped by the years of teaching experience and compared on the extent of the use of discussion, role play, computer-assisted instruction, learning contracts and using real object and on the effectiveness of using chalk boards, role playing and oral presentations.

7. There were significant statistical differences between groups when teachers were grouped by gender on the extent of using simulations, discussions, role play, pictures, individualized instruction, resource people, supervised experience and mentorship and on the effectiveness of using simulations, overhead projectors, supervised experience and cooperative learning.

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