



International Journal for Innovative Engineering and Management Research

A Peer Reviewed Open Access International Journal

www.ijiemr.org

COPY RIGHT



ELSEVIER
SSRN

2021 IJIEMR. Personal use of this material is permitted. Permission from IJIEMR must be obtained for all other uses, in any current or future media, including reprinting/republishing this material for advertising or promotional purposes, creating new collective works, for resale or redistribution to servers or lists, or reuse of any copyrighted component of this work in other works. No Reprint should be done to this paper, all copy right is authenticated to Paper Authors

IJIEMR Transactions, online available on 7th April 2021.

Link: <https://ijiemr.org/downloads/Volume-10/Issue-4>

DOI: 10.48047/IJIEMR/V10/I04/20

Title: **METHODS OF TEACHING IN SLT GROUPS**

Volume 10, Issue 04, Pages: 74-77.

Paper Authors:

Zubaydova Nilufar



USE THIS BARCODE TO ACCESS YOUR ONLINE PAPER

To Secure Your Paper As Per **UGC Guidelines** We Are Providing A Electronic Bar Code

METHODS OF TEACHING IN SLT GROUPS

Zubaydova Nilufar

The teacher of English at the Chair “English Language Theory and Literature”, Samarkand State Institute of Foreign Languages, Uzbekistan

Abstract: Teaching methods - method - is derived from the Greek word *Metodos*, which means the way of research or knowledge, theory, teaching.

A systematic and regulated guideline for the organization of purposeful, collaborative activities of the learner and the educator

Teaching method refers to the joint activities of the teacher and students in the learning process aimed at achieving the expected goal. Teaching methods determine what the teacher and student activities will be like in the learning process, how to organize and conduct the learning process. In this article, I shared with my students the methods I used.

Keywords: Teaching system, interactive methods, dating method, SNOW Ball technique, Time machine, Julius Caesar's style, Freedom writing method, ISE BREAKING (warming the ice between student and teacher).

Introduction

In teaching system, each teacher has his own style. We try to make extensive use of interactive methods in the classroom. But if the method that one group likes does not give the expected result to the other group, in most cases we will not consider the reason, we will abandon that method. In this article, I intended to share with my styles from my 20 years of practice. First and foremost, I always use the 1st style, dating method, with group students before I start my class.

That is, I don't ask every student what his or her name, father's first and last name is, or what he or she likes because some of my students don't like to talk about it or it doesn't matter to them. In the first lesson, before starting the lesson, I shoot with students using the SNOW Ball technique, that is, any student or sheet of paper that wants to be shaped into a ball, and I ask the only 1 question, for example, -what did you eat today?

-In what transport did you come to the institute? And so on.

The questions will be interesting, simple and straightforward. I will hear his or her answer, select the next student and throw my ball to him/her and the next question continues again according to the above scheme. This method is designed to increase students' ability to remember, the ability to correct a sentence in

a simple way, and the ability to transfer from 1st person to 3rd person.

At the end, I repeat each student's answer in order and allow my students to ask 5 questions about themselves. By answering their questions, I do ISE BREAKING (warming the ice between student and teacher). This method gave positive results in all groups, it was easy for me to get narrow in each group I used, and my students started to communicate safely. As an experiment, I didn't use this method in 2 of my 6 groups; I started the lesson by writing my last name on the board and explaining the topic in a serious way.

By the end of the semester, the mastery in each of my 4 groups was 90 percent, while in my 2 groups it was no more than 76 percent. During the interviews with the students in the 2 groups, I found that they were trying to record only the information given during the lesson, and that the distance between the student and the teacher prevented them from mastering the lesson. The rest of the group of students tried to come to each lesson late and tell them the questions they were interested in during the lesson or the techniques they had created.

It is noteworthy that despite the wide range of additional information I provide on the topics and the fact that I have to work hard to complete some techniques, 4 groups of students actively participated and became interested in trying out

each method and technique in class and practicing, I was able to develop critical thinking.

The other 2 groups barely mastered the information given during the lesson, and each additional information seemed to the teacher to be deliberately torturing them. In the 2nd semester, I changed my teaching method with my students who were exactly passive and I was able to activate them slowly but with great difficulty. In the remaining 4 active groups, the learning process in the 2nd semester was easy and very lively.

I want to give you the methods that help me the most today. These are:

1. Time machine (Analyzing step by step):

Through this method, you increase Critical thinking in your students and increase their ability to analyze the course process.

In this way, we analyze the lesson process step by step from beginning to end, that is, we start the lesson as usual, greet, ask about the situation, ask the same question and get answers from students.

Then I ask my students to close their eyes for 1 minute and imagine themselves as a more qualified teacher teaching, and the teacher at this stage of the lesson with his eyes open, that is, what I did, how I entered the class, how I greeted, what I started the lesson with, what the question was, what I could do here by analyzing everything I did. Method, we will look at all of these questions in detail so that the classes of the school students who can teach in the future will not be overlooked then I ask my students to close their eyes again and go back to their students and continue my lesson from where they came from. This method is repeated at the end of each stage during the course process. That is, in Warm up, pre-stage, while-stage, post-stage. That's why I decided to call this style the Time Machine.

2. Julius Caesar's style (aimed at overcoming fear in speech)

When I was a student, I read that the great commander Julius Caesar was very talented and it was very difficult to match him in the art of

public speaking. The secret of his power dates back to his youth, when he could not express his thoughts without excitement, and was ashamed to express his thoughts in front of a crowd. His teacher had devised an antique way to help him, that is, he asked Julius Caesar to tell his thoughts to the waterfall with all his might. Caesar was astonished but did not hesitate to speak to his master as he came to the waterfall and tried to speak but the noise was so loud that his words were not heard at all.

Caesar did not stop practicing, and the waterfall came and cried for hours every day to express his thoughts, and at last the shyness and fear in him disappeared. It's probably a myth but this myth intrigued me a lot and I was thinking for a long time about how to use this style and finally came up with it. Many of my students are envious of the richness of vocabulary, but their shyness and inability to express themselves in public have motivated them to use this method. I asked my students to memorize any 5-minute text they wanted and tell it aloud in a crowded street, and have their friends videotape it to encourage them to overcome their fears.

At first, most of my students refused. I also did not come empty-handed, the grade for independent study is related to this video image, and I set a deadline, I announced that those who do not submit within a week will not be evaluated. Within a week, my curiosity and excitement had grown, making it very difficult to see if my students could do it. At the end of the week, the result surprised me. 75-80 percent of the students brought video footage and talked about the process with excitement. They talked excitedly about how total strangers on the street came and watched what they were doing, trying to make fear and shame stronger but thinking they might not be appreciated. The result was better than I expected, my students agreed to conduct such an experiment every week, and my students, who were ashamed to give their opinion during the lesson, began to share their opinions with ease. Since I used this method for the purpose of growing speech for my students and the result was very good, I decided to call

this method the Julius Caesar method, dedicated to the legend I read in my reading.

3. Freedom writing method

Students can be asked to write down whatever they can think of in five minutes on the topic of "Methods and Tools in Teaching Technology". At the end of five minutes (note, announce that five minutes are over and give yourself another minute to complete the work, since interesting ideas are usually born in crisis situations) you can invite them to read their writing to their partners.

At this stage, the teacher will have many opportunities at his disposal. For example, couples can be invited to share their thoughts with the whole group and create a group-mental attack situation.

In my opinion, one of the important ways to see the educational process at a high level in modern pedagogy is the right choice of teaching methods. This is because teaching methods are a way of working that allows the teacher to develop students' mental abilities and interests, acquire knowledge, skills and competencies and apply them in practice. The developmental and formative effects of education on the individual are important. In the process of education, along with scientific knowledge that develops an individual's intellectual and creative abilities, his worldview and spiritual and moral culture are also formed. This, in turn, makes education an important task of upbringing. Teaching methods are methods of interaction between the student and the teacher, and with their help it makes sense to organize the pedagogical process.

In addition, teaching methods are becoming another way of engaging students in independent learning activities. Teaching methods not only impart knowledge but also shape the individual in accordance with the purpose. For example, it is inextricably linked with the educational activities of students, and this process legally demonstrates their unity. Teaching methods are manifested as a method of teacher activity and a cognitive activity that allows the student to master the learning material in accordance with this method. Such

an understanding stems from the two-pronged process of education that has become traditional - teacher activity and student activity, as well as learning through teaching.

The teaching method is a way of educating the student and mastering the theoretical and practical material based on the tasks that develop his personality. Teaching methods serve the scientific, developmental and pedagogical tasks of the educational content. Therefore, methods are primarily a mechanism that reflects the laws of education that shape the personality of students. According to the structure of the pedagogical content of the teaching method, it consists in ensuring and maintaining the mutual dialectical unity of all components and aspects of the methods. Each component of teaching methods acquires pedagogical content only if the place, importance and possibility of implementing the scientific, developmental and educational functions of education are determined. According to the pedagogical literature, the psychological and pedagogical aspects of teaching methods differ. It is necessary to pay attention to these psychological and pedagogical aspects when choosing teaching methods by the teacher. Psychological substantiation of the educational process enriches its methods and deepens its content. The realization of the idea of person-centered education is related to the psychological study of development and the learning process from an early age. Person-centered education takes on a democratic character in the teaching process and creates a psychological environment based on healthy collaboration. In these processes, the student's activity and cooperation in the teacher's activity are fully manifested. The basic principle in such a situation is confidence in the reader. This confidence encourages the reader to understand themselves, to analyze their own behavior, and to discover their interests and potential. In this process, the student is not forced, but is active, reading; learning becomes a necessary need for him.

Conclusion

Properly chosen methods in the teaching process lead to the following situations: - lead to the formation of the student as a person; - the transformation of a specific goal based on human relations into a single activity; - take into account the individual characteristics of each student; - identify the factors that give rise to student characteristics; - analysis of the causes of negative behavior; - prepares the ground for free thought, sincere communication, the desire to know. One of the important aspects of the choice of teaching methods is that the teacher arouses the student's motivation and interest in learning. The main task of the teacher is to arouse the student's aspiration and interest in the material being studied. Creating interest in the reader is an important mental process. This process requires a balance of goals, situations, forms and methods of education. In the process, the student becomes serious about completing the assignments. Convenient ways to do this: first of all, it is important to choose interesting examples, to create problem situations, to be able to set learning tasks in the right way, to create situations to solve life problems. Thus, the teaching process cannot be carried out effectively without the right choice of teaching methods. Therefore, the choice of teaching methods from a new pedagogical point of view requires the need to further deepen and expand their true organic unity and interconnectedness. The choice of teaching methods helps the teacher in the creative organization of learning activities. When choosing them, it is necessary to study and apply the essence of the educational process

Literature:

1. Ochilov M. Teaching method is the basis of pedagogical technology component - "People's Education", 1999, No. 6, pages 32-35.
2. Sayidaxmedov N.S. New pedagogical technologies: Theory and practice - Tashkent, "Finance", 2003