

Process and Some Issues about Effective Techniques

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ABSTRACT

Some features of teaching at higher educational institutions and techniques used are discussed in this article. Some drawbacks and problems that teachers and students may face during their collaborative work also studied below.

KEYWORDS: *Knowledge, educational process, learning methods, higher education, student-centered methods, problem-based methods, training students, greater demand, structural changes, making decision*

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Quick changes in today's modern world have caused the teaching at Higher Educational institutions to face a great variety of challenges. Therefore, scientific researches, surveys, and explorations to figure out useful and effective teaching and learning methods are one of the most crucial necessities of educational system, instructors and professors have a determining role in teaching students in all spheres. An educational institution is a place where new ideas germinate; new methods and aspects are used. It is a unique space, which covers the entire universe of knowledge. It is a place where creative minds converge, interact with each other and construct visions of new realities. Established notions of truth are challenged in the pursuit of knowledge. To be able to do all this, getting help from experienced teachers can be very useful and effective.

Giving attention to students' education as a main product that is expected from education quality system is of much greater demand in comparison to the past. There has always been emphasis on equal attention to research and teaching quality and establishing a bond between these two before making any decision; however, studies show that the already given attention to research in universities does not meet the educational quality requirements.

Attention to this task in higher education is considered as a major one, so in their instruction, educators must pay attention to learners and learning approach; along with these two factors, the educators should move forward to attain new teaching approaches. In the traditional system, instruction was teacher-centered and the students' needs and interests were not considered. This is when students' instruction must change into a method in which their needs are considered and as a result of the mentioned method active behavior change occurs in them. Moreover, a large number of graduated students especially bachelor holders do not feel ready enough to work in their related fields. Being dissatisfied with the status at any academic institution and then making decision to improve it require much research and assistance from the experts and pioneers of that institute. Giving the aforementioned are necessary, especially in present Uzbekistan;

it seems that no qualitative study has ever been carried out in this area drawing on in-depth reports of recognized university faculties;

therefore, in the present study the new global student-centered methods are firstly studied and to explore the ideas of experienced university faculties, some class observations and interviews were done.

Then, efficient teaching method and its barriers and requirements were investigated because the faculty ideas about teaching method could be itemized just through a qualitative study.

Teachers participating in this study believed that teaching and learning in higher education is a shared process, with responsibilities on both student and teacher to contribute to their success. Within this shared process, higher education must engage the students in questioning their preconceived ideas and their models of how the world works, so that they can reach a higher level of understanding. But students are not always equipped with this challenge, nor are all of them driven by a desire to understand and apply knowledge, but all too often aspire merely to survive the course, or to learn only procedurally in order to get the highest possible marks before rapidly moving on to the next subject. The best teaching helps the students to question their preconceptions, and motivates them to learn, by putting them in a situation in which their existing model does not work and in which they come to see themselves as authors of answers, as agents of responsibility for change. That means, the students need to be faced with problems which they think are important. Also, they believed that most of the developed countries are attempting to use new teaching methods, such as student-centered active methods, problem-based and project-based approaches in education.

In some studies, the professors noted that there are some barriers to effective teaching that are mentioned below:

➤ **The requirements defined curriculum and resources in the teaching, the large number of students in classes, and High volume theoretical principles**

As to the use of new methods of training such as problem-based methods or project-based approach, researchers remarked that "*The need for student-centered teaching is obvious but for some reasons, such as the requirement in the teaching curriculum and the large volume of materials and resources, using these methods is not completely feasible*".

➤ **Do not take a problem-based learning and student-centered learning in their evaluation as a bonus for teachers**

If at least in the form of teacher evaluation, some questions were allocated to the use of project-based and problem-based approaches, teachers would try to use them further.

➤ **Do not use educational assistants**

Some believe that the lack of motivation in students and the lack of access to educational assistants are considered the reasons for neglecting these methods.

➤ **Lack of interest and motivation among students**

If each professor could attend crowded classes with two or three assistants, they could divide the class into some groups and assign more practical teamwork while they were carefully supervised.

➤ **Requirements related to faculty outlook in an effective teaching**

Having a successful and effective teaching that creates long-term learning on the part of the students will require certain feelings and attitudes of the teachers. These attitudes and emotions strongly influence their behavior and teaching. Below we give some examples of successful teachers attitudes.

➤ **Alignment with organizational strategies**

Coordination with the overall organizational strategies will allow the educational system to move toward special opportunities for innovation based on the guidelines. If teaching staff of the university know themselves as an inseparable part of the university, and proud of their employment in the university and try to promote the aim of training educated people with a high level of scientific expertise of university, it will become their goal, too. Thus, they will try as much as possible to attain this goal.

➤ **Interested in students and trust in their ability**

When a person begins to learn, according to the value of hope theory, he must feel this is an important learning and believe that he will succeed. Since the feeling of being successful will encourage individuals to learn, you should know that teachers have an important role in this sense.

➤ **Requirements related to the behavior and performance of teachers in effective teaching**

Teachers have to focus on mental differences, interest, and sense of belonging, emotional stability, practical experience and scientific level of students in training. Class curriculum planning includes preparation, effective transition of content, and the use of learning and evaluating teaching.

➤ **Encouraging creativity during teaching the lessons**

The belief that creative talent is universal and it will be strengthened with appropriate programs is a piece of evidence to prove that innovative features of the programs should be attended to continually. Certainly, in addition to the enumerated powers, appropriate fields should be provided to design new ideas with confidence and purposeful orientation. Otherwise, in the absence of favorable conditions and lack of proper motivations, it will be difficult to apply new ideas.

➤ **Explaining and developing knowledge on how to resolve the issues in future career through class discussion.**

Senior instructors try to engage in self-management and consultation, tracking their usage of classroom management skills and developing action plans to modify their practices based on data. Through consultation, instructors work with their colleagues to collect and implement data to gauge the students' strengths and weaknesses, and then use protocols to turn the weaknesses into strengths. The most effective teachers monitor progress and assess how their changed practices have impacted the students' outcomes. As they mention *"It is important that what is taught be relevant to the students' career; however, in the future with the same information they have learned in university, they want to work in the industry of their country"*.

➤ **Developing a satisfactory interaction with students**

To collaborate with students and impact their lives personally and professionally, teachers must be student-centered and demonstrate respect for their background, ideologies, beliefs, and learning styles. The best instructors use differentiated instruction, display cultural sensitivity, accentuate open communication, offer positive feedback on the students' academic performance, and foster student growth by allowing them to resubmit assignments prior to assigning a grade.

This study revealed the effective teaching methods, requirements and barriers in Higher Education System. Teachers believe that teaching and learning in higher education is a shared process, with responsibilities on both student and teacher to contribute to their success. Within this shared process, higher education must engage the students in questioning their preconceived ideas and their models of how the world works, so that they can reach a higher level of understanding. They believed that to grow successful people to deal with the challenges in evolving the society, most developed countries are attempting to use new teaching methods in higher education. All these methods are student-centered and are the result of pivotal projects. Research conducted researchers shows that using a combination of various teaching methods together will lead to more effective learning while implementing just one teaching model cannot effectively promote learning. However, based on the faculty member's experiences, effective teaching methods in higher education have some requirements and barriers.

In this study, barriers according to codes were divided two major categories: professor-related barriers and

regulation-related ones; for these reasons, the complete use of these methods is not possible. However, teachers who are aware of the necessity of engaging the student for a better understanding of their content try to use this method as a combination that is class speech presentation and involving students in teaching and learning.

Using student-centered methods in higher education needs some requirements that according to faculty members who were interviewed, and according to the codes, such requirements for effective teaching can be divided into two categories: First, things to exist in the outlook of faculties about the students and faculties' responsibility towards them, to guide them towards effective teaching methods, the most important of which are adaptation to the organizational strategies, interest in the students and trust in their abilities, systemic approach in higher education, and interest in their discipline.

Second, the necessary requirements should exist in the faculties' behavior to make their teaching methods more effective. This category emerged from some codes, including having lesson plan; using appropriate educational strategies and metacognition training and self-assessment of students during teaching; using concept and pre-organizer maps in training, knowledge; and explaining how to resolve problems in professional career through teaching discussion, documenting of experience and having satisfactory interaction with the students.

In addition and according to the results, we can conclude that a major challenge for universities, especially at a time of resource constraints, is to organize teaching so as to maximize learning effectiveness. As mentioned earlier, a major barrier to change is the fact that most faculty members are not trained for their teaching role and are largely ignorant of the research literature on effective pedagogy. These findings are in agreement with the research of Knapper, indicating that the best ideas for effective teaching include:

- Teaching methods that focus on the students' activity and task performance rather than just acquisition of facts;
- Opportunities for meaningful personal interaction between the students and teachers;
- Opportunities for collaborative team learning;
- More authentic methods of assessment that stress task performance in naturalistic situations, preferably including elements of peer and self-assessment;

- Making learning processes more explicit, and encouraging the students to reflect on the way they learn;
- Learning tasks that encourage integration of information and skills from different fields.

As conclusion we can state that, it was illustrated that a good teaching method helps the students to question their preconceptions, and motivates them to learn, by putting them in a situation in which they come to see themselves as the authors of answers and the agents of responsibility for change. But whenever the teachers can teach by this method, they are faced with some barriers and requirements. Some of these requirements are prerequisite of the professors' behavior and some of these are prerequisite of the professors' outlook. Also, there are some major barriers some of which are associated with the professors' behavior and others are related to laws and regulations. Therefore, to have an effective teaching, the faculty members of universities should be aware of these barriers and requirements as a way to improve the teaching quality.

Effective teaching also requires structural changes that can only be brought about by academic leaders. These changes include hiring practices, reward structures that recognize the importance of teaching expertise, quality assurance approaches that measure learning processes, outcomes in a much more sophisticated way than routine methods, and changing the way of attaining university accreditation.

The nationally and locally recognized professors are good leaders in providing ideas, insight, and the best strategies to educators who are passionate for

effective teaching in the higher education. Finally, it is supposed that there is an important role for nationally and locally recognized professors in higher education to become more involved in the regulation of teaching rules. This will help other university teachers to be familiar with effective teaching and learning procedures. Therefore, curriculum planners and faculty members can improve their teaching methods.

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