

## Using Some Effective Teaching Methods in Higher Education System

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### ABSTRACT

This article discusses some features of teaching at higher educational institutions. Some methods of teaching and problems that teachers and students may face during their collaborative work also studied below.

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

Rapid changes of modern world have caused the teaching in Higher Education system to face a great variety of challenges. Therefore, research and exploration to figure out useful and effective teaching and learning methods are one of the most important necessities of educational systems, teachers and professors have a determining role in training students in all spheres. A university 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.

### ➤ 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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