

BENEFITS OF PHASING AND PLANNING THE LEARNING PROCESS

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Kalit so'zlar: o'qitish metodlari, yoshlarning qiziqishini jalb qilish, pauza jarayoni, o'zaro savol berish, VAK, eng noaniq nuqta, chalkashtiruvchi nuqtasi.

Abstract: The current article discusses the main benefits of using new teaching methods in the process of learning any subject. The study covers the description of how to use new teaching techniques and in what cases, and explains easy and comfortable methods for students in order not to encounter difficulties during doing homework and to remember them well, and for teachers in order to be able to attract their pupils to their lessons.

Аннотация: В данной статье рассматриваются основные преимущества использования новых методов обучения в процессе изучения любого предмета. Исследование включает описание того, как и когда использовать новые методы обучения, а также предоставляет учителям удобные и простые способы вовлечь учащихся в урок, а также помочь учащимся не столкнуться с трудностями в процессе выполнения домашних заданий и запомнить их, объясняет.

Annotatsiya: Joriy maqolada har qanday fanni o'rganish jarayonida yangi o'qitish usullaridan foydalanishning asosiy afzalliklari muhokama qilinadi. Tadqiqot yangi o'qitish usullaridan qanday va qaysi hollarda qo'llash tavsifini o'z ichiga oladi va o'qituvchilar uchun o'quvchilarni darsga jalb qila olish, shuningdek, o'quvchilar uchun uyga berilgan topshiriqni bajarish jarayonida qiyinchiliklarga duch kelmaslik va ularni yaxshi yodda tutish uchun qulay va oson usullarni tushuntiradi.

Introduction: Although teaching can be a stressful and complicated job at times, the number of teachers is going to rise from day to day all over the world. That is why, let alone working with a group of students, sometimes even when working individually, they face difficult situations and misunderstandings. In order to find appropriate solutions for those problems, teachers are working on creating new pedagogic methods.

Teaching methods are opportunities for teachers to improve the quality of lessons and make students interested in learning subjects. As for the word "method", it was

first known in the 15th century and prescribed treatment from Latin *methodus*, from Greek *methodos*, and from "meta+hodos" way. In the Merriam-Webster Dictionary, it is defined as:

- 1) a procedure or process for attaining an object;
- 2) a discipline that deals with the principles and techniques of scientific inquiry.

Literature review: Active learning professor James Ballencia gives such a definition of teaching: "With the goal of teaching mindful learners who actively pursue knowledge, teachers become more actively engaged in how they teach the curriculum and how they develop each student's learning potential. They mix and match a variety of tactics to ensure that students not only learn more, better, and faster, but they also learn smarter. James Ballencia, who studied techniques that can also help teachers as much as they help students, expressed a relationship between success and teaching methods such as:

- "Reciprocal questioning" also known as reciprocal teaching, is a teaching and learning strategy that involves a dialogue between teachers and students to engage them in a corporative learning process.
- The "pause procedure" is a deliberate instructional technique used to create brief breaks in the course of a lesson, providing students with time to absorb, reflect, and respond to the content being presented.
- The "muddiest point" technique is a formative assessment strategy often used in educational settings to gauge student understanding of a lesson or a particular topic. This technique is designed to help instructors identify areas where students are experiencing confusion, uncertainty, or a lack of clarity, allowing them to address these issues before they become obstacles to learning.

Wendy Arnold, who has 30 years of classroom experience teaching young learners aged 6 to 12 years old, specializes in children whose first language does not use the alphabet as well as early literacy strategies. Take her VAK, namely the "visual-auditory-kinesthetic" method, as an example. This method is dedicated to simplifying the process of remembering and memorizing information. At one of the Central Asian conferences, Wendy Arnold presented her speech with the title "Teaching English as a foreign language is completely dependent for success on the quality of teachers" and she said, "Teachers seem to be the single most powerful influence on student's learning."

Methodology: Some scholars claim that teaching students using creative methods can be absolutely effective.

- 1) The reciprocal questioning method was developed by Annemarie Sullivan Palincsar and Ann L. Brown in 1980. This method is usually implemented in the following steps:

- Questioning. The teacher initially models the use of four key strategies - summarizing, clarifying, questioning, and predicting - which students will then use in the next steps.
- Students leadership. Once the strategies have been implemented, the teacher hands over the leadership role to the students. They take turns assuming the role of the teacher by leading the group in the use of the four strategies.
- Collaborative Learning. The students work together in small groups, taking turns as the leader to pose questions and discuss the text while applying the strategies they have learned.
- Feedback and Reflection. Finally, students reflect on how well their questions and discussions helped them understand the text and its key concepts.

Reciprocal questioning is commonly used in language arts and literature classes, as well as in other subject areas. This approach promotes active engagement, critical thinking, and deeper comprehension of the material. It also fosters a sense of ownership and responsibility for learning among the students. It has been implemented in elementary, middle, and high schools, as well as in special education and English language learning programs. Research studies have demonstrated the effectiveness of reciprocal teaching and the reciprocal questioning method in improving student's reading comprehension and overall academic achievement.

- 2) The pause procedure is a teaching strategy that was developed by Mary Budd Rowe in the 1970s. It is designed to improve student engagement and learning during classroom discussions. The pause procedure in the context of education and teaching refers to a classroom strategy where teachers intentionally pause during their instruction to allow students to reflect on and process the information being presented. This strategy is aimed at enhancing student understanding, engagement, and participation in the learning process. During this method, the teacher might pause after introducing a new concept, posing a question, or providing relevant information. This pause allows students the opportunity to think, process the information, and formulate their responses before the lesson continues. It also encourages active thinking and engagement, as students are given time to consider and internalize the material before moving forward. This method is often used in conjunction with other instructional strategies such as think-pair-share activities, classroom discussions, or response activities to enhance student learning and interaction.
- 3) The muddiest point method is designed to help instructors gauge students' understanding of a lesson or topic by identifying the areas that are the most unclear or confusing to them. This method typically involves the following steps:
Prompting: At the end of a lesson, the instructor prompts students to briefly

write down the concepts, ideas, or topics that they found most confusing or unclear. **Collection and Review:** The instructor collects these responses, reviews them, and identifies recurring themes or common areas of conclusion among the students. **Adjusting Instruction:** Based on the insights gained from the "muddiest point" feedback, the instructor can make real-time adjustments to their teaching approach, revisit specific topics, provide additional explanations, or offer further clarification to address the identified areas of confusion.

- 4) The VAK learning styles model, also known as the VAKT model, was developed by Walter Burke Barbe and Raymond H. Sevassing in 1979. The VAK model categorizes learners into three primary sensory modalities: visual, auditory, and kinesthetic/tactile. The theory suggests that individuals have a preferred way of learning and processing information based on these sensory modalities.

Here's a breakdown of the VAK learning styles:

1. **Visual (V):** Visual learners prefer to see information in order to understand and learn. They benefit from visual aids such as diagrams, charts, videos, and written instructions. They often have strong spatial awareness and can easily visualize concepts.
2. **Auditory (A):** Auditory learners learn best through listening and verbal instructions. They may benefit from lectures, group discussions, audiobooks, and verbal explanations. They tend to have a strong ability to remember spoken information and may enjoy engaging in debates or oral presentations.
3. **Kinesthetic/Tactile (K):** Kinesthetic or tactile learners learn best through hands-on experiences and physical activities. They prefer to engage with material through movement, touch, and manipulation. They may benefit from interactive simulations, role-playing exercises, and other physical learning experiences.

The VAK model suggests that individuals may have a dominant learning style, but they can also benefit from incorporating elements of other modalities into their learning experiences.

It's important to note that while the VAK model has been widely popular in educational settings, there has been some criticism of its oversimplification of learning styles and the lack of empirical evidence to support the idea that tailoring instruction to specific learning styles leads to improved learning outcomes.

Conclusion: Therefore, working on teaching strategies is very important in the education sphere. This can make it easier to attract the attention and interest of students. For this, teachers must always research serious topics and discover something new for the class. As the educational researcher Naga Subramani argues, "an effective teacher constantly renews himself or herself as a professional in his or her quest to provide

students with the highest quality of education possible. This teacher has no fear of learning new teaching strategies or incorporating new technology into lessons."

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