The new methods of teaching in auditory

Juraev Nurmakhamad, Fergana Branch of the Tashkent University of Information Technologies Named After Muhammad al-Khorazmi nurmakhamad61@gmail.com

Nazirov Zaynobiddin, The Master's degree student of Tashkent University of Information Technologies Fergana branch

ABSTRACT

The purpose of this thesis is to implement a new method of teaching called "Knowledge – Practice, Analyze – Practice (KPAP)" in an auditory of high education. This method can solve several previous problems in classical teaching system as well as it can also open the special door for both teachers and students to have teacher-student-friendly atmosphere. This method can be used for mainly practical means of subjects related to mostly in practical atmospheres of teaching. This method consists of two main stages to be taken to achieve the best practical experience so far.

This method may seem to be the same as seminar lessons which have been conducted in many high schools and institutions. However, this is completely different with the old method of teaching as I will explain it below.

Keywords: Teaching Methods, Knowledge – Practice, Analyze – Practice, Practical subjects, homework checking, Students' success in a subject. High school teaching.

What are teaching methods?

Teaching methods are ways to instruct students in a classroom, helping them to understand and remember what they've learned. Some of the best teaching strategies allow educators to convey information in a clear and concise way while also ensuring students retain it over the long term. If students can comprehend facts on a deep level and practice skills properly in the classroom, they can apply that wisdom and those abilities to their personal lives and their future careers.

Teaching methods are opportunities to make learning engaging, inspiring and fun for students. They aid teachers in fulfilling the responsibility of guiding the social and emotional development of children. By using the right strategies, teachers can instill values of respect, empathy and cultural sensitivity into their classroom. They also use teaching methods to prepare students for standardized testing. Your classroom philosophies and principles can vary based on your preferences as a teacher, your school mission statement, your subject areas and other factors.

Knowledge – Practice method.

The **Knowledge – Practice stage**: this is nearly similar with the method has been being used for a long time as an instructor gives information and facts on the subject and theme chosen for the lesson by using verbal and technological means of teaching. A teacher should give the most important and basic information as much as clearly so that the students are able to understand. The teacher also should be sure that the knowledge being given to the students

in auditory is really relevant. The time for giving information depends on the theme and subject plus the method of teacher using in lessons. When the teacher feels that the students are ready to use the knowledge they have gained and of course are eager to try it or them by themselves, then the teacher could turn to the part of the stage that's Practice.

The **Practice** part is usually active time for students to use the things they have gained at the lesson. When the Practice part is being performed, the teacher should pay attention that the students are trying to practice only the things and knowledge gained in this lesson. By doing so the teacher could ensure whether the students have understood or not, the knowledge or information is relevant for them or not, this theme is interesting and useful or not. Furthermore, if the teacher make the students do practice on the knowledge they gained at the lesson period, they have a chance to help the students who haven't understood well enough or have difficulties of using the knowledge. Some may feel that if the lessons are two types as Lecture and Seminar and the former is specialized to give knowledge and latter is for practice, the students can learn better and effectively because of that the time between the lecture and seminar shows whether they have gained the knowledge or not. However, I believe that by this method there are two basic week points.

1. If a lecturer and a seminar teachers are different teachers, the seminar teacher may not have any ideas of how and what information the lecturer has explained. Even they use the same syllabus for a subject they can't use the same method of explaining. As a result, the seminar teacher may require the students that they haven't been thought.
2. The second difficulty is forgetting. There is usually plenty of time between a lecture and a seminar. Therefore, students may forget the things they have learned at lecture lessons until the seminar lessons are conducted.

By means of these, I think to do both at the same time in a lesson is really beneficial and effective. This method is comfortable for subjects which more practical than theoretical such as Computer Science, Mathematics, Physics and even Language learnings. For experimenting this method, I've been using this method to conduct English language lessons for about 8 years for all levels. In addition, I've been using this method for Computer Science lessons at university. The results are really excellent.

Implementing the method: To use the method, educators should divide their lesson time into two parts. First is for giving knowledge, the second is for practice. The theme is not thought in one single lecture fully but instead it is thought in two lessons. As traditionally, one lesson is for lecture and the another is for practice / seminar, here both lecture and the practice is conducted at both lessons but partially. Bu doing so the timeline of the lesson plans for a full semester is not changed but just only the method is changed.

Analyze – Practice method.

The Analyze – Practice stage is also known for teaching nowadays. It is checking the homework. In many cases teachers do not pay much attention to give and check homework of every lesson in some high schools. As education in high schools is mainly specialized on independent learning, this seems as not important to be taken considerations. Sometimes it is considered to be enough to do practical activities at classrooms to understand the theme and gain the knowledge related. However, I think in this case we have also much to do to improve the quality of our education systems. My analyzing and practicing of the homework given every lesson, teachers as well as students can have a sense of being more familiar with the subject they are teaching and learning respectively.

There the term Analyze is not strange for all related to education world. It means to check and examine the students in terms of their work done at home and answers they are giving. Additionally, in subjects of practical means, it is a great way to analyze the students' experiences and practical abilities.

Benefits of this method for teachers

- Make sure that the students set aside time for the subject out of the classrooms.
- Help students if they do not understand and can't do the homework. If so they can explain the theme again so that the students gain well
- By giving small home tasks of the whole project or independent work, they can train the students for the final exam projects well enough
- Teaching the students effectively

Benefits of this method for students

- Learn the subject better
- Ensure their own abilities on the subject
- Get ready for every lesson and gain more knowledge on the subject

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