



The Techniques Used In Teaching Writing Promote Student Efficiency, And The Use Of Direct Instruction By The Instructor Raises Efl Levels.

Ibragimova Zarifa Nabiyevna

Senior lecturer at the department

“Teaching English Language Methodology №2” Uzbek State University of World Languages

Abstract: *The results of the study indicate that the graduating students adopted a critical theoretical framework and procedural/motor goals in their lesson plans. During the interventions, the participants prioritized the teaching of technical/motor content through global and analytical tasks; valued instruction strategies of explanation, demonstration, management interventions, and prescriptive and evaluative feedback; adopted management strategies, primarily group and individual strategies, emphasizing the restricted access of students to materials, and sought to establish a social relationship focused on themselves.*

Keywords: *adopted management strategies, critical theoretical framework, social relationship.*

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Introduction

Regarding assessment, processes of procedural/motor, conceptual/cognitive and attitudinal/affective-social learning were favored using tests, assignments, and learner participation.

With respect to the theoretical framework, the participants recognized the need to introduce a critical conceptual orientation in their lesson plan. However, the difficulty in stating the personal reasons for this option seems to reflect an incipient understanding of the concepts underlying the proposals and their relevance for teaching. Similarly, studies involving physical education students during the curricular internship in the final years of elementary school²⁶ or graduating students²⁷ have shown that curricular orientation of the training programs or teachers was not sufficient to assimilate the concepts and typical procedures of these proposals. Possibly, the reduced duration of undergraduate courses, the nature of the knowledge and experience provided within these contexts²⁸, and the absence of systematic activities to promote reflection throughout the course^{26,29} have led to few opportunities for university students to experiment and to find personal meanings in order to implement new pedagogical practices.

Within this context, the goals related to the need for developing motor/technical capacity seem to have guided a major part of the actions and decisions employed by the participants, particularly

during their pedagogical interventions, conferring some *Econgruence between Life Safety Intentions* and practices, as also identified in a study involving supervised trainee primary physical education teachers⁹.

The approximation to the goals reported by them regarding the curriculum objectives recommended in the specialized literature¹ suggests some indications of their possible teaching perspectives. Evidence from empirical studies indicates that students who report the need for developing motor skills or who do not value the development of cognitive skills as teaching goals tend to use directive models^{30,31}.

Regarding contents, the students' understanding of teaching the technical and/or motor aspects of sports based on a curricular organization focused on the complexity of movements seems to agree with the teaching principles of simplification and progression³². Hence, teaching is reduced to specific fundamentals that aim to minimize the complex nature of the phenomenon. The organization of contents thus occurs as a function of the level of complexity, starting with the simpler stage and culminating into stages of high difficulty. Studies in the field of physical education⁸⁻¹⁰ have demonstrated that students complete the curricular stages and their initial training with an understanding that is restricted to the selection and organization of technical and/or motor contents for the early and final years of elementary school. These studies suggest that past experiences in school physical education classes and sports training influence students' knowledge and beliefs. In the present study, all participants had some past sports experience, a fact that might have contributed to their choice of the content approach.

Although the efficacy of teacher written feedback has been widely investigated, relatively few studies have been conducted from feedback practitioners' perspectives to investigate teachers' beliefs regarding it, particularly compare beliefs held by teachers with different sociocultural and linguistic backgrounds. Consequently, much remains to be known about teachers' conceptions about written feedback, who has different first languages (L1). To bridge such a gap, we conducted this qualitative study to examine the similarities and differences between native English-speaking (NES) and non-native English-speaking (NNES) teachers' beliefs in Chinese University EFL settings. We analyzed the in-depth interviews with eight teachers through thematic analysis. The findings showed that NES and NNES teachers espoused a range of beliefs in relation to the five themes of written feedback: Purpose, scope, focus, strategy, and orientation. While they shared similar beliefs with regard to feedback focus, their beliefs differed in terms of feedback scope. Important implications are discussed for educational practices.

With respect to strategies, the characteristics of instruction identified in the routine of the participants indicate an understanding based on modeling of the task. A detailed description of the characteristics of the task and reinforcing previous information through positive prescriptive and evaluative feedback, combined with interventions of contextual control, allow successive adjustments to the desired behavior, thus contributing to achieve success in the execution of the tasks¹. The participants also prioritized global tasks, particularly recreational games at the beginning of the classes, recognizing their pedagogical potential for stimulating sport motivation³³. In addition, their understanding of the use of analytical tasks and formal games during the main part and at the end of the class, respectively, agrees with the pedagogical principles of execution and application. In this respect, the aim is to separate the technical components of the game context, allowing the learner more time and attention for execution of the movement³³ in order to permit his subsequent reintegration in real game situations³².

The present results regarding instructional strategies and tasks are similar to evidence found for first-year students of physical education courses about the teaching of sports¹¹⁻¹³. However, in the present study, the graduating students exhibited a broader concern about student motivation, seeking to teach the sport through global tasks and positive evaluative feedback. This may be an indication of the

The conviction that the environment should be ordered, structured and controlled for teaching

to be effective has led the participants to adopt action strategies such as arranging students in rows and keeping the materials under their responsibility. This approach to teaching permits the “neutralization” of contextual factors (e.g., materials and people) in order to keep students’ attention focused on performing the task¹. Similarly, studies show that the beliefs of graduating students to teach physical education in elementary school are influenced by problems of discipline and they therefore tend to adopt an ordered management system to minimize these difficulties and to potentiate student learning^{9,10,34}. In the present study, the reduced teaching experiences seem to explain the intention of the participants to adopt strategies for controlling the context. Thus, the trend is that, with increasing experience, the attention focused on management will be directed at other teaching tasks¹⁰.

The centrality of the process on the figure of the teacher, endorsed by the participants, comprises an understanding based on autocracy and transmission of knowledge. In this unidirectional relationship, the teacher is responsible for the set of decisions and actions while the students assume a more passive role, following the direction of the teacher¹. Studies indicate that students conclude their training programs believing that the transmission of knowledge and centrality of the process should be assumed by the teacher in physical education teaching for the early and final years of elementary school^{34,35}. These studies also suggest that personal experiences of sports practice contribute to the understanding of how to relate to students, as observed for the participants in this study.

Regarding learning assessment, it is important to highlight the meaning attributed to the assessment process by most of the participants, which was interpreted as a mechanism that ensures behaviors of participation control, attention, attendance, and discipline. Empirical studies conducted at the end of the initial training indicate that students who teach physical education in the final years of elementary and middle school have an incipient understanding of the role of evaluation and authentic assessments of learning¹⁵, which are often aimed at the measurement of results and behavior control³⁶.

The valuation of tasks related to the intervention rather than the assessment and planning of teaching³⁷, associated with the limited opportunities for reflection and practicing assessments in the pedagogical disciplines of the course, may explain the difficulty in incorporating concepts or evaluative approaches to learning^{14,15}. Particularly in this study, too much concern regarding management tasks seems to have reinforced the understanding of the participants about the functions involved in the evaluation of the teaching-learning process.

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