



## TEACHING WRITING USING INTERACTIVE METHODS FOR HIGHER EDUCATION STUDENTS.

Sotiboldiyeva Mahzuna

UzSWLU

English in primary Education Department

<https://doi.org/10.5281/zenodo.8050188>

**Abstract:** In addition, innovative lecturers should also be adaptable and willing to try new approaches, as the educational landscape is constantly evolving. They should also be able to effectively communicate with students and provide constructive feedback that encourages growth and development. Moreover, innovative lecturers should also be able to incorporate diverse perspectives and experiences into their teaching methods, creating a more inclusive and equitable learning environment. This can be achieved by incorporating culturally responsive teaching practices, such as incorporating diverse materials and perspectives into the curriculum. Overall, the role of the innovative lecturer is crucial in creating a dynamic and engaging learning environment that fosters deeper learning and prepares students for the challenges of the 21st century. By embracing modern teaching methods and engaging in reflective practice, lecturers can create a transformative educat

**Keywords:** Interactive learning, interactive activities, standard lessons, interactive lessons, discussion, exchange information, learning models, active interaction, individual contribution, mutual support, think critically, solve problems.

The integration of modern teaching methods in Uzbekistan's educational system can significantly improve the quality of education and prepare students for the challenges of the 21st century. By adopting innovative approaches such as PBL, flipped learning, gamification, and technology integration, Uzbekistan can create an active, independent, and free person with critical thinking skills.

One of the most effective modern teaching methods is project-based learning (PBL). PBL is a student-centered approach that involves students in the active and collaborative learning process. It allows students to work on real-world problems and challenges, which enhances their critical thinking, problem-solving, and creativity skills. PBL also promotes teamwork, communication, and leadership skills.

Another innovative teaching method is flipped learning. Flipped learning is a model where students watch video lectures or read materials before coming to class, and then use class time for discussion, problem-solving, and group activities. This method allows students to learn at their own pace and provides more opportunities for interaction with the teacher and peers.

Gamification is another modern teaching method that is gaining popularity. Gamification involves incorporating game elements into the learning process to make it more engaging and motivating for students. This method can be used to teach various subjects, including math, science, and language arts.

So, technology integration is a crucial component of modern teaching methods. Technology can be used to enhance the learning process by providing interactive and

multimedia resources, online assessments, and collaborative tools. It also allows for personalized learning and provides access to educational materials from anywhere at any time.

There are a number of traits required of the innovative lecturer which include humility, courage, impartiality, open-mindedness, empathy, enthusiasm, judgement and imagination (Hare, 1993). It is these lecturers who will infuse deeper learning in their students. Brockbank and McGill (1998) refer to reflective practice and learning and provide numerous examples of reflection in action by both academic staff and students. The focus must shift from 'talk and chalk' to how students learn and lecturers need to instill a deep approach to learning by giving students varied innovative stimulating learning environments in order to create a deeper learning. Learning should be the result of lecturer motivation and facilitation and the students' learning-focussed activities in which they are engaged and for which they assume ownership (Biggs, 1999). This is why it is imperative that all lecturers seriously engage in reflective practice and experiment with innovative methods where required.

There are a number of traits required of the innovative lecturer which include humility, courage, impartiality, open-mindedness, empathy, enthusiasm, judgement and imagination (Hare, 1993). It is these lecturers who will infuse deeper learning in their students. Brockbank and McGill (1998) refer to reflective practice and learning and provide numerous examples of reflection in action by both academic staff and students. The focus must shift from 'talk and chalk' to how students learn and lecturers need to instil a deep approach to learning by giving students varied innovative stimulating learning environments in order to create a deeper learning. Learning should be the result of lecturer motivation and facilitation and the students' learning-focussed activities in which they are engaged and for which they assume ownership (Biggs, 1999). This is why it is imperative that all lecturers seriously engage in reflective practice and experiment with innovative methods where required. They should strive to use personalised strategies to teach and actively engage learners in course content.

To overcome this, it is important for lecturers to communicate with their students about the purpose and benefits of innovative teaching methods. They should also provide support and guidance to help students navigate these new approaches to learning.

Furthermore, it is important for lecturers to continuously evaluate and reflect on their teaching methods, seeking feedback from students and colleagues to identify areas for improvement. This can help to ensure that innovative teaching methods are effective in promoting deeper learning and student engagement.

Students complain that some assessments do not in any way measure their real learning and what they are assessed with is irrelevant to the real world of work (McDowell and Sambell, 2003)

In conclusion, the role of the innovative lecturer is vital in creating a dynamic and engaging learning environment that prepares students for the challenges of the 21st century. By embracing modern teaching methods, incorporating diverse perspectives, and engaging in reflective practice, lecturers can create a transformative educational experience that empowers students to become lifelong learners.

Each discipline undoubtedly has unique challenges as well as advantages and opportunities when it comes to innovative teaching. The development of student learning in higher education in the context of teaching and learning is currently a global cause for concern. The large class sizes have led to an increased movement towards a mainly lecture

methodology for teaching which has led to far less interaction between students and lecturers and learning quality is thus compromised (Kezar and Kinzie, 2006).

Additionally, hospitality and tourism education should also focus on developing critical thinking skills. This is because the industry requires professionals who can analyze situations, evaluate information, and make informed decisions. Critical thinking skills enable graduates to identify and solve problems, as well as make sound judgments in a fast-paced environment.

One effective way of developing critical thinking skills is through experiential learning. This involves providing students with opportunities to apply their knowledge and skills in real-world scenarios. For example, students can participate in internships, field trips, or simulations that simulate real-life situations in the hospitality and tourism industry. Through these experiences, students can develop their critical thinking skills by analyzing data, evaluating options, and making decisions.

Nevertheless, hospitality and tourism education should focus on developing problem-solving and critical thinking skills among students. These skills are essential for success in the industry and can be developed through a combination of problem-based learning, case studies, and experiential learning. Lecturers should act as facilitators and mentors, guiding students to the right knowledge and solutions to problems. By doing so, graduates will be better equipped to handle the challenges of the industry and make a positive impact on their organizations.

This is because these methods provide opportunities for students to share their ideas, ask questions, and receive feedback from their peers and lecturers. It also helps in developing teamwork, communication, and leadership skills, which are essential for success in the hospitality and tourism industry.

However, it is important to note that online teaching practices can also provide opportunities for interaction and engagement. Lecturers can use various tools such as discussion forums, virtual classrooms, and online quizzes to facilitate student learning and engagement. It is essential to adopt a blended approach that combines both online and classroom teaching practices to cater to the diverse learning needs of students.

In conclusion, the preference for teaching approach and methods of teaching vary based on the subject discipline. Therefore, it is important for lecturers to understand the learning needs and preferences of their students and adopt appropriate teaching practices. A blended approach that combines both online and classroom teaching practices can provide a holistic learning experience and help in developing problem-solving and critical thinking skills among students.

Therefore, it is important for educators to continuously explore and incorporate innovative teaching methods in their classrooms to enhance student learning and prepare them for the challenges of the future. This can be achieved through ongoing professional development, collaboration with peers, and staying up-to-date with the latest trends and technologies in education. Ultimately, the goal of any teaching methodology should be to create a dynamic and engaging learning environment that fosters student growth and success.

However, it is important for educators to address any potential issues with assessment, workload, and feedback to ensure that students are able to fully engage with and benefit from the PBL approach. This may involve providing clear guidelines and expectations for assessments, managing workload and pacing of activities, and providing regular and constructive feedback to students. By addressing these concerns, educators can create a



positive and supportive learning environment that maximizes the benefits of PBL for all students.

### References:

1. Biggs, J. (1999). Teaching for quality learning at university. Buckingham: Open University Press
2. Brockbank, A. (1994) Expectations of mentoring, Training Officer, 30 (3), 86-8.
3. Kezar A, Kinzie J (2006). 'Examining the ways Institutions create student engagement: The role of mission', J. College Student Dev. 47 (2):149-173.
4. McDowell L, Sambell K (2003). 'The Experience of Innovative Assessment: Students Perspective'. In. Sally Brown-Angela Glasner (Eds.), Assessment Matters in Higher Education, Choosing and Using Diverse Approaches, The Society for Research into Higher Education and Open University Press, Buckingham, 72-80.
5. Hare W (1993). What Makes a Good Teacher: Reflections on Some Characteristics Central to the Educational Enterprise, The Althouse Press, Ontario
6. Passov E.I., Kuzovlev V.P., Korostelev V.S. The purpose of teaching a foreign language at the present stage of development of society. General methodology of teaching foreign languages. Reader / Ed. Leontiev A.A. M., 1991.
7. Polat E.S. Education in cooperation // Foreign languages at school. - 2000. - №. 1