

EFFECTIVE METHOD OF TEACHING

KADIROVA FIRUZA RUSTAMOVNA

Samarkand State University

Russian Faculty English Languages Department

Teacher of English Languages

ABSTRACT

Reading is an activity with a purpose. A person may read in order to gain information or verify existing knowledge, or in order to critique a writer's ideas or writing style. A person may also read for enjoyment, or to enhance knowledge of the language being read. The purpose for reading also determines the appropriate approach to reading comprehension. The communicative approach to language teaching has given instructors a different understanding of the role of reading in the language classroom and the type of texts that can be used in instruction.

KEYWORDS: method, and teaching reading.

INTRODUCTION

Students usually get difficulties in learning English subject. Especially for reading section. Teaching reading is not as simple as people think. They should have any more practice and should enlarge their knowledge to deliver reading materials especially at senior high school grade. Researcher found that the English teachers used interesting method that students can learn about reading text in a good condition. Based on the explanation above, the aim of this research is to know what method used in teaching reading applied by English teachers at tenth grade, and how the method is used in teaching reading. The data collected through three methods, they were observations, interview and the researcher himself. The result of this research is the English teachers used guided reading method to deliver the materials in teaching reading. In teaching and learning process, the English teachers gave guidance, direction and information continuously from the English teachers to the student

QUALITIES OF A GOOD LECTURE

- A good lecture should not be too long as to exceed the trainee's attention span (up to 25 minutes).
- A good lecture should address a single theme.
- In a good lecture technical terms are carefully explained.
- Familiar examples and analogies are given.
- A good lecture establishes fluency in technical content.
- A good lecture uses illustrations and examples.
- A good lecture builds on existing knowledge.
- A good lecture employs a variety of approaches.

TEACHER PREPARATION

- 1. Rehearse your presentation in advance of the lesson.
- 2. Anticipate any difficult steps, possible interruptions e.t.c.
- 3. Obtain all materials, tools, equipment, visual and teaching aids in advance and check their useful condition.
- 4. Have all materials within reach and conveniently arranged.
- 5. Time the demonstration NOT to exceed 15 minutes.
- 6. Remove all extraneous materials; check lighting, visibility, student grouping, and proximity to electric, gas and water outlets.
- 7. Plan to use a skill or method to advantage; work from simple to complex, one step at a time.

The purpose of a brainstorming session is to discover new ideas and responses very quickly. It is particularly a good way of getting bright ideas. It differs from the buzz group's discussion in that the focus is on generating as many ideas as possible without judging them. In this technique, all ideas are given equal credence. Participants are encouraged to let ideas flow freely, building on and improving from previous ideas. No idea, however crazy, should be rejected. These ideas are listed exactly as they are expressed on a board or flipchart, or written on bits of paper. The combination of swiftly generated ideas usually leads to a very animated and energizing session. Even the more reserved participants should feel bold enough to contribute. The purpose of listing responses is to collect existing experiences and thoughts. It is useful to collect answers to questions when you expect much repetition in the responses. After a brainstorm session, the ideas can be discussed further and evaluated, for example listing the best options in a systematic way. Ideas can be grouped and analyzed so that they belong to the group rather than individuals. Unlike a buzz session, a brainstorm session can work well with a large group and usually takes less time. It is best to limit the time for plenary brainstorms, as you might lose the attention of some participants.

STRATEGIES FOR DEVELOPING READING SKILLS

Strategies that can help students read more quickly and effectively include

1. Previewing: reviewing titles, section headings, and photo captions to get a sense of the structure and content of a reading selection
2. Predicting: using knowledge of the subject matter to make predictions about content and vocabulary and check comprehension; using knowledge of the text type and purpose to make predictions about discourse structure; using knowledge about the author to make predictions about writing, vocabulary and content.
3. Skimming and scanning: using a quick survey of text to get the main idea, identifying text structure, confirm or question predictions
4. Guessing from context: using prior knowledge of the subject and the ideas in the text as clues to the meanings of unknown words, instead of stopping to look them up.

The last effective and creative teaching strategy is the use of open questions as well as permanent encouragement of students to think creatively about the questions. Students like the idea of being surprised with open questions that they are to answer during the session. There should be no massive pressure from the teacher forcing the students to tackle such questions. Aschenbrener, Terry and Torres (2010) share the view that students will automatically come together and try to find answers to such questions. The strategy is effective and creative because it ensures that students remember the content learned in the previous class. Open questions about the learned topics eliminate the stress associated with reading large amount of books, as it happens in the traditional learning environment. Moreover, the teacher should also take the initiative to encourage students to think creatively about the given questions. They should not give simple answers to these questions because it does not give a proper account of their efforts in trying to respond to these questions. Gao, Coldwell-Neilson and Goscinski (2013) emphasize that critical thinking is vital for students because it shapes their minds and readies them for anything coming in their lives. They are open to diverse events and understand the best ways of responding to these events with critical thinking abilities. It is vital to understand that critical thinking skills acquired in the classroom are always taken into adult life hence enabling students to remain reasonable throughout their lives. The encouragement of critical thinking leads students to success because of the courage to handle and cope with new challenges at any given time. Teachers should be on the forefront, acting as role models when encouraging their students to think critically about the given questions. For instance, the teacher could start by answering the question to illustrate the critical approach to it.

In conclusion, teachers in the contemporary classroom must prioritize effective and creative teaching strategies because they enhance the ability of the learner to grasp the content presented. Teachers should rise above traditional teaching approaches to ensure their students perform excellently in line with effective and creative teaching techniques. For instance, they could use educational aids such as computers to drive the class content into the brains of their students. Additionally, they could try to establish a perfect link between

the class content and the real world to ensure students understand all the information presented in class. Creative thinking is the only way to tap the potential of all students in the classroom.

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