

THE EIGHT WAYS TO ADVANCE PEDAGOGY TO THE NEXT LEVEL.

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Abstract

The state and prospects for the development of teaching are among the most acutely discussed issues in Uzbek society today. So does the language teaching is investigated from different perspectives. The article looks at the education process in general and discusses eight steps to upgrade the pedagogy. It provides recommendation teachers can do to improve the teaching and learning process. In line with teachers' skills in classroom management, the article analyzes the importance of student role and preference in advancing the teaching. The article touches on the issue of meeting the students' educational needs as a crucial point in the quality of education improvement. The main consumers of educational services are students whose perceptions of educational quality is analyzed.

Keywords: Pedagogy, education, student voice, classroom management, teaching techniques, quality of education, quality assurance.

INTRODUCTION.

There is a strong belief that high performance in the education system depends on the quality of teaching. In other words, the quality of the education system is not higher than the quality of teachers. Central Asian and Oriental scholars have expressed the same opinion about the teaching and coaching activities of teachers and pedagogical skills. The organization of education has been a pressing problem in all periods of human development. This problem has been the focus of many thinkers, especially in Central Asia, who have expressed

their views on the upbringing of the younger generation and the characteristics of a teacher-educator in their works (Normurodov, 2020).

For example, Alisher Navoi creates the image of a harmonious human being in his works and expresses his views on education. Alisher Navoi emphasizes the need for teachers, educators and teachers to be well-educated and well-mannered in order to provide in-depth knowledge to young people. He describes teachers as following: a teacher should not be ignorant, harsh and greedy; educated teacher knows how to teach. Furthermore, Alisher Navoi states that teacher's work is beyond the reach of an ordinary man, and he/she must always look for perfection in his/her deeds and performance (Normurodov, & Shavkat, 2020).. This article discusses the features of pedagogy and uses eight rigorous methods to advance what make this profession great.

THE MAIN PART.

1. Effective pedagogy pays close attention to students' voices.

There is strong evidence that paying close attention to students' voices can create highly effective pedagogy. Listening to students' voices involves more than just listening to what students have to say as part of the learning and teaching process, and in recent years more attention has been paid to these issues and the potential benefits that come from this process (Vygotsky, 1980). Counseling is talking to students about what is important in school. This may include conversations about teaching and learning; getting advice from students on new initiatives; offering comments on ways to solve problems that affect the teacher is the right to teach and the right to learn; offering an evaluation review of recent changes in school or classroom policy and practice.

2. Effective pedagogy depends on behavior (what teachers do), knowledge and understanding (what teachers know), and belief (why teachers act like this)

Perhaps pedagogy can seem like a difficult profession, even difficult task. In continental Europe, pedagogy is a term that means more than the practice and technique of teaching in the classroom; it also applies to theories that support educational practices for children. In the words of James and Pollard: pedagogy represents the conditional relationship between teaching and learning, and does not view teaching as something that is separate from understanding how students learn. About thirty years ago, education historian Brian Simon criticized the practice of education in England as “Why is there no pedagogy in England?” He described pedagogy as a science of teaching and pointed out that there was no such science in England. He compared the educational traditions of the continent, where the term “pedagogy” takes its rightful place. The concept of teaching as a science has strong roots in this tradition (Hattie & Timperley, 2007). In England, by contrast, Simon’s thinking about teaching and learning was very eclectic, confusing goals and methods and what was done in the classroom without a clear philosophical or conceptual basis. Since 1981, there has been a tremendous amount of change in the classrooms, and more attention has been paid to teachers’ teaching methods in national policy and research. In the late 1990s, the government created national literacy and national computing projects, which strictly guided the teaching of basic literacy and numbers based on best practice-based research. In the early years of the 21st century, the principles of primary strategies formed the basis of the secondary national strategy and spread the national curriculum to secondary schools, which increased knowledge based on best practices. There was a simultaneous interest in teaching and learning in the study: the Teaching and Learning Program is the largest-scale educational research program in the UK with a number of research and dissemination projects designed to explore, study and develop schools. However, in 2004, Robin Alexander pointed out that there was still no pedagogy in England. Alexander, who described pedagogy based on ideas, values, and evidence as both an act of teaching and his participatory speech, was unaware of the theoretical foundations of national policy pedagogy, and children,

teaching, received little information about the evidence and debate about the curriculum (Alexander, 2004). The government could introduce an education system that prioritizes assessment based on a broad and authoritative body of education theory. At the same time, they could create a single national curriculum based on well-established teaching and learning theories. Instead, they chose to define the scope of the content and outcomes of the national curriculum. The curriculum was devoid of theory and did not attempt to consider the characteristics of the learner or to determine what the basic principles of education should be. Based on international educational practice, pedagogy has two meanings for Alexander: the teaching movement and the broader conceptual meaning - ideas, values about children, education, teaching, curriculum and culture, and evidence (Alexander, 2006).

3. Effective pedagogy involves clear thinking about long-term learning outcomes as well as short-term goals

Do good indicators of sustainable understanding and ability in important areas of education lead to personal satisfaction and well-being? Are they contributing to the nation's economic prosperity or to increasing social justice and inclusion? These features show broader outcomes that should be associated with good pedagogy. Montgomery emphasizes the importance of a general strategic approach to student learning to focus students' attention on what they do and how they do it. Much of the literature on teacher effectiveness is focused on individual lessons and lesson planning, which is reflected in policy interventions such as the National Literacy Strategy (Alexander, 2004). Obviously, the quality of individual lessons is important, but it does not require effective pedagogy. These individual lessons are related to the planned learning sequence and focus on the overall learning outcomes - the scheme lesson, the annual scheme in the context of the curriculum and the content of the learning outcomes for which the annual curriculum is intended. The main challenge that arises in this article is to consider the issues of development and outcomes between short-term knowledge outcomes

(achievements in understanding) and long-term learning objectives. Such thinking provides a basis for the selection and placement of individual lessons in the context of an overview of students' educational development.

4. Effective pedagogy is based on previous knowledge and experience of students.

A convincing conclusion from the article is that without the concept of teaching, that is, without a set of assumptions about how young people think and learn, it is impossible to create a coherent basis for thinking about pedagogy. Ideas about teaching and learning will change. What a child can do together today, he can do alone tomorrow. So the only good teaching is something that goes ahead of development and guides it. For a while, Uzbek schools preferred a complex education system that was believed to be adapted to the child's way of thinking. A child who can solve without help when proposing problems, this method cannot use the proximal developmental zone and leads the child to something he or she has not yet been able to do. The importance of starting from previous concepts and assumptions has been confirmed by a number of research pieces. This focus on real conditions recognizes the importance of non-formal education in effective pedagogy, at least as important as formal education.

5. Effective pedagogy involves learning students.

Constructivist theories dominate research, emphasizing the importance of discussion, dialogue, the social content of education, and the ability of teachers to bring students' knowledge beyond the current stage of understanding. Scaffolding is a transition period in two senses: they support the learner's developmental change; they change themselves as well, as the learner develops a higher level of comprehension, the previous scaffolds are no longer needed and new ones are set up to take the learner out of the new mastered stage of comprehension (Kluger & DeNisi, 1996).). In part, and perhaps the most obvious, strategies that offer intellectual support provide for the creation of scaffolding for learning. Strategies that offer social and emotional support, as well as things that increase motivation,

are an important foundation for learning (Alexander, 2006). Building education is a complex business that relies on the knowledge and experience of a teacher. The teacher should be well aware of the current level of development of the students and what they need to teach, as well as the most optimal strategies and structures for the scaffolding. The need for high-quality teachers to effectively build education in schools cannot be overstated. Whether the teacher plays a leading or facilitating role in scaffolding construction, this is the case. In some cases, teachers make extensive use of peer-to-peer or technology-based teaching. In such cases, the teacher plays a supportive role in building scaffolding based on peers or technology. Technology-based scaffolding helps students to visualize their concepts, find and locate resources, save notes, and manage access and knowledge loads.

6. Effective pedagogy involves a number of techniques, including whole class and systematic group work, managed learning, and individual activity.

One of the key findings of successful pedagogy research is that there are no magic arrows in terms of classroom strategy. Although there is frequent research evidence showing the positive effects of certain strategies, only a small fraction of them are strictly compared between different approaches, and the evidence base of claims surrounding specific strategies may be weak. Proponents of certain teaching approaches take these approaches seriously and are able to demonstrate the direct impact of, for example, group work or independent learning. Further complex studies show that a key factor in the success of many pedagogues is not their effectiveness and persistence, but their internal impact. The decisive factor, therefore, is the appropriateness of a particular pedagogy and the ability of teachers to select, plan, and place pedagogy (Florian & Linklater, 2010). It is the combination of pedagogical strategies and their joint application that leads to success, which in turn affects the ability of teachers to use the pedagogical framework. It is then that individual approaches to teaching will not be effective;

rather, with careful planning, good organization, and thoughtful implementation, they can be used effectively as part of a number of strategies.

7. Evaluation of effective pedagogy for education.

Formative assessment is a powerful tool for improving outcomes for students has been steadily accumulating over the last quarter century. A number of important reviews of the research, which synthesized several thousand research papers during that time, documented the impact of classroom assessment practice on students (Ferguson et al. 2011). While most of these reviews have documented the negative impact of some assessment practices, they show that, when used appropriately, learners can learn more about performance strategies, including discounted feedback. Accepting feedback, leading to challenging goals that are not easy, achievements increase when they compare themselves to topic criteria. Other students, whose learning efficiency is not high, are affected by self-management and personal control, but they are not the helpless learners in an academic situation. Feedback allows them to monitor performance in relation to their goals so that adjustments to action, direction, and even strategy are made when needed. Set goals affect self-efficacy and self-confidence, which in turn affects the choice of goal difficulty.

8. Effective pedagogy is inclusive, taking into account the diverse needs of a number of students and issues of student equality.

In examining the fundamentals of the national curriculum in the UK, there are sharp differences with the traditional approach to thinking about the relationship between the curriculum and pedagogy in the UK, and it has been pointed out that: the peculiarity of systems with indicators seems to be a radically different approach to student development and differentiation. Roughly classifying students' abilities and levels is excluded in favor of encouraging all students to achieve adequate understanding before moving on to the next topic or area (Ferguson et al. 2011). Success is explained by the power of movement, not the limit of ability. Regardless of ability or achievement issues, this concern, which is

related to student performance, reflect important research conducted in the UK and has been widely promoted, not limited to Education.

So the question is how to create an inclusive learning environment without relying on ability or achievement as an organizational principle for the unit? Transformability affirms the fundamental belief that children's learning abilities can change for the better as a result of changes in current events and what people do. This allows two different perspectives on the interdependence of teaching and learning: the present is the future of the future; and nothing is neutral. With such an understanding of the interdependence of teaching and learning and its impact on success, it is not acceptable to predict or predict a student's learning ability. Instead, learning is achieved through interpersonal relationships expressed through cooperation, trust, and all principles: All require the practical principles of variability and trust and the existence of "universal morality": teachers work to increase everyone's knowledge opportunity and responsibility. Nothing is neutral in a relationship teaching and learning: whatever the teacher does has a positive or negative impact. Teachers have the right to try to change things for the better. Choosing to plan learning opportunities that will be part of the overall experience establishes an understanding of achievement through team participation, and equality is manifested through unity rather than solidarity.

CONCLUSION

In this review, based on a series of research evidence, eight opinions have been expressed about what constitutes a great pedagogical practice. The evidence examined shows that excellent pedagogy is very simple. Classrooms are complex, multi-faceted, and demanding spaces, and successful pedagogies are correspondingly complex. Highly successful pedagogies are developed by teachers using a knowledge base for research and a knowledge base for teaching in order to support high-quality planning and practice. The best teaching occurs when this research base is filled with a personal passion for what is being taught and the

aspirations of the students. There is a solid evidence base to help identify the components of best pedagogical practices. However, truly effective practice depends on teachers actively linking ideas between research results. The most effective successful sessions in the classroom work on these ideas in a systematic and complex way, and the best teachers are active in building relationships between them.

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