

Diversity Of Approaches In Teaching Different Age Groups

Rashidov Sanjar, Rashidova Munisa

Jizzakh State Pedagogical Institute, Jizzakh, Uzbekistan

Absrtact: The paper considers the diversity of approaches in teaching different age groups. Besides, the classic and contemporary definitions of approaches in teaching different age groups are partially presented in contrastive mode. The precise categorical reference of teaching phenomenon has been also touched upon. The initial researches and various attitudes on approaches in teaching have been discussed and analyzed in the paper.

Keywords: International communication, experience, isolation, extracurricular activities, academic courses, one-minute paper, response policy, chat time, on-site support, living-and-learn, in-resident program, face-to-face communication, student profile, virtual office hours.

1. INTRODUCTION

There is a great importance to understand up-to-date English. English is the main language of popular music, advertising, home computers and video games. Most of the scientific, technological and academic information in the world is expressed in English. International communication expends very fast.

Building rapport with students is very important. The contact between students and teachers are vital to the students' success. One of the main reasons students leave school is the feeling of isolation they experience. The concern shown will help students get through difficult times and keep working. Faculty have many avenues to follow to open up the lines of communication.

2. MATERIALS AND METHODS

For the regular classroom:

Invite students to visit outside of class. Know your students by name. Help students with problems in their extracurricular activities. Personalize feedback on

student assignments. Attend student events. Advise students regarding academic courses and career opportunities. Seek out students you feel are having a problem with the course or are frequently absent. Encourage students to present their views and participate in class discussions. Have regular office hours. Help students to work with other faculty. Let them know of options, research, etc. of other faculty. Share personal experiences and values. Use the one-minute paper at the end of class to get feedback on what the student is learning and how well they are learning it. Talk to students on a personal level and learn about their educational and career goals.

For distance and online courses:

Try computer conferencing. Use list serves. Clearly communicate your email response policy. Encourage e-mail correspondence and discussion forum use, especially beneficial for those that are shy or are from different cultures because it allows them a different avenue of communication that might be more comfortable. "Chat time" online with faculty (at various times, scheduled weekly). Use pictures of faculty/students. Visit the distance sites, if possible. Have an on-site support person. Maintain eye contact with camera and local students. Arrange for group work at a distance site.

Technology, like e-mail, computer conferencing, and the World Wide Web/Internet, now gives more opportunities for students and faculty to converse. It is efficient, convenient, and protected. It allows more privacy so that students are able to discuss more openly without fear that other students are going to hear. E-mail also gives student more time to think about what they want to say. With these new alternatives to face-to-face communication, interaction from more students should increase within the classroom.

Make sure that students feel a part of your class. Spend some time as students are coming in to ask how they are and how they are doing in the class. End the class a few minutes early and be available for questions as students exit.

Some students will be much more likely to ask questions to you when they don't have to speak in front of the entire group.

One easy trick to help develop a relationship with your students is to use their names. Of course, this is easier said than done when your class includes 200 – 300 students. However, try having students make name placards they use in class so you can call on them by name. Or have them say their name when you call on them and try to use their name when you refer to what they said or if you call on them again. Since it's not feasible to “go around the room” to find out more about the students, have them fill out a “Student Profile” the first day of class. Questions could include: “What is your major / minor?”; “What do you see yourself doing in 10 years?”; “What are some extracurricular activities you enjoy?” You might reference this information while meeting with a student, to put him or her more at ease and feel like an individual, as opposed to another face in a large class.

Another thing to try is to walk around during your class. Don't just stand in front of the room, but circulate, even if it is just to help distribute handouts. Make a point to greet students when you see them outside of class (even if you don't remember their name, or even which class they are in!). Make a point to answer student e-mails promptly. You might also think about setting up a class discussion board for questions about class procedures, how to do assignments, and so on.

And, of course, you'll have office hours. Remind students frequently when they are and encourage them to come during that time with questions, requests for help, or even just to chat. “Virtual office hours” are another means of reaching a larger group of students, particularly those who might have a physical disability or have a brief question that doesn't require face-to-face interaction.

One of the most important factors in students' success in college is interaction with their teachers (1). Student-faculty interaction outside of class can take many forms: office hours either in-person or on-line (2), e-mail exchanges, serving as an advisor for a club, volunteer opportunities, and small group

gatherings are just a few examples. For many - particularly those in large lecture courses - these more individualized interactions offer the deepest kind of learning experiences by enabling students to ask questions related to their own struggles and interests, to take responsibility for their own intellectual development, and to make more personal connections with their teachers.

3. RESULT AND DISCUSSION

It is important to note that students may be reluctant to seek out or interact with faculty beyond the classroom for a number of reasons. Students may be first generation students who are easily intimidated by faculty in general, and during the first out-of-class interaction they may have no frame of reference regarding social protocol in such a situation. In order to provide additional encouragement, some faculty make coming for a short visit during an office hour an early assignment in the course. This often \"breaks the ice\" regarding future interactions. Of course, out-of-classroom interactions do offer a mixed blessing for faculty. Conversations with students about the course or the discipline can be enriching both professionally and personally, but also can become extremely (or even prohibitively) time-intensive, especially for faculty with large numbers of students.

4. CONCLUSION

There are a variety of ways to know how interactions outside of class have impacted your students' learning. One simple process would be to document the frequency and duration of interactions and compare the data to exam or course grades. Of course, to take into account the ability and prior preparation of students, more complex data collection would be needed. As well, much of what transpires in these interactions is best considered and reported using qualitative methods and these are time-consuming. Nevertheless, they often provide the most effective way of understanding and describing the nature and impact of the interactions. The use of course management or other technological systems is one way to efficiently capture qualitative data. Here are a few ideas for documenting interaction activity and results. You can keep track of who does and doesn't attend office hours or correspond to you on-line, and how each group performs on examinations and term

papers. You can ask students who do these things to describe to you how those interactions have shaped their learning, and then use those reflections and experiences to both assess the effectiveness of the activity and also share the responses with future students to motivate them to do the same. Finally, both you and your students can use archives of threaded discussion (or other on-line interactions) to compile portfolios of their learning by offering evidence of change over time in their achievement of learning objectives.

5. REFERENCES

- [1] Bally Ch. Traite de stylistique francaise, v. I. Ed. 2. - Heidelberg, 1921.
- [2] Encyclopaedia Britannica 2007. Deluxe Edition Электронный ресурс. - Электрон, дан. - М.: Новый диск, 2007.
- [3] Azisova M.S. Taxi in modern Tatar literature: Dis. kand. filol. science. - Kazan, 2004. - 175 p.
- [4] Akimova T.G., Kozintseva N.A. Zavisimyy taksis (na materiale deeprichastnyx konstruktsiy) // TFG 1987. - L., 1987. - С. 257-295.
- [5] Axmanova O.S. Dictionary of linguistic terms. М .: Sovetskaya ensiklopediya, 1969. - 608 p.
- [6] Bondarko A.V. K voprosu o vremennyx otnosheniyax // Tipologiya. Grammar. Semantics. - SPb, 1998. - p. 157-173.
- [7] Bondarko A.V. Basics of functional grammar. Yazykovaya interpretation idei vremeni. - SPb .: Izd-vo S.-Peterb. un-ta, 1999. - 260 p.
- [8] Borodina A.I. Category of taxi in modern German writing in accordance with the category of taxi in English: Author. dis. kand. filol. science (10.02.04). - Kiev, 1975. - 25
- [9] Jane Austen, *Pride and Prejudice*, 2018: 679
- [10] Hadley Keller, *House Beautiful*, "The fascinating reason Bobby Berk Stores Books this way on *Queer eye*," 9 May 2019
- [11] [Times, Sunday Times, 2010]
- [12] [Times, Sunday Times, 2007]

- [13] [Diane Ravitch, The Language Police, 2003]
- [14] Albert Rowe, Joan Rowe, The Word Finder, 1987: 725]
- [15] Elisabeth Noreback, Tell me you are mine, 2018: 66]
- [16] Cambridge Advanced Learners' Dictionary, Third Edition]
- [17] Ryabova M.Yu. Vremennaya referentsiya v angliyskom yazyke: Dis. d-ra filol. science. - SPb., 1995.
- [18] Salchak Sh.X. Zavisimyy taksis v tuvinskom yazyke v sopostavlenii s angliyskim yazykom: Dis. kand. filol. science. - M., 2006. - 261 p.
- [19] Serebrennikov B.A., Gadjeva N.Z. Sravnitelno-istoricheskaya grammar tyurkskix yazykov. - Baku, 1979. (2nd ed., - M., 1986.).
- [20] Slyusareva N.A. Problems of functional morphology of modern English. - M., 1986.
- [21] Chemist V.V. Kolichestvennost in the structure of prostogo predlozheniya sovremennogo russkogo yazyka: AKD. - M., 1978. - 17 p.
- [22] Xudyakov A.A. Semiosis simple prosthesis. - Arkhangelsk: Pomorskiy gosudarstvennyy Universitet, 2000. - 272 p.
- [23] Shcherba L.V. Yazykovaya system and rechevaya deyatelnost. - M. : Nauka, 1974. - 4