

## Table Of Content

<b>Journal Cover</b>	2
<b>Author[s] Statement</b>	3
<b>Editorial Team</b>	4
<b>Article information</b>	5
Check this article update (crossmark)	5
Check this article impact	5
Cite this article	5
<b>Title page</b>	6
Article Title	6
Author information	6
Abstract	6
<b>Article content</b>	7

ISSN 2598-991X (ONLINE)

# IJEMD



**INDONESIAN  
JOURNAL OF  
EDUCATION  
METHODS  
DEVELOPMENT**

**UNIVERSITAS MUHAMMADIYAH SIDOARJO**

## Originality Statement

The author[s] declare that this article is their own work and to the best of their knowledge it contains no materials previously published or written by another person, or substantial proportions of material which have been accepted for the published of any other published materials, except where due acknowledgement is made in the article. Any contribution made to the research by others, with whom author[s] have work, is explicitly acknowledged in the article.

## Conflict of Interest Statement

The author[s] declare that this article was conducted in the absence of any commercial or financial relationships that could be construed as a potential conflict of interest.

## Copyright Statement

Copyright © Author(s). This article is published under the Creative Commons Attribution (CC BY 4.0) licence. Anyone may reproduce, distribute, translate and create derivative works of this article (for both commercial and non-commercial purposes), subject to full attribution to the original publication and authors. The full terms of this licence may be seen at <http://creativecommons.org/licences/by/4.0/legalcode>

## EDITORIAL TEAM

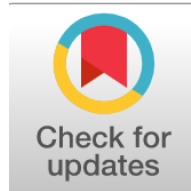
Complete list of editorial team ([link](#))

Complete list of indexing services for this journal ([link](#))

How to submit to this journal ([link](#))

## Article information

**Check this article update (crossmark)**



**Check this article impact <sup>(\*)</sup>**



**Save this article to Mendeley**



<sup>(\*)</sup> Time for indexing process is various, depends on indexing database platform

## **Modern Approaches to Learning Foreign Languages**

### *Pendekatan Modern untuk Belajar Bahasa Asing*

**Sumaira Nawaz, dilbar.kuchkarova@mail.ru, (1)**

*Canada McGill University, Uzbekistan*

**Abulova Zilola Azimovna, fozilov@gmail.com, (0)**

*Bukhara State University, Faculty of Foreign Languages, Uzbekistan, Uzbekistan*

<sup>(1)</sup> Corresponding author

#### **Abstract**

The article provides detailed information on foreign language teaching methods. However, examples suitable for each method are given and analyzed. All types of methods are covered and their benefits are discussed.

Published date: 2022-08-31 00:00:00

## Introduction

The communicative approach encourages teachers to use a lot of pair work and therefore increase «student talking time». We believe for a group to gel and for a good group dynamic to prevail their times when the class should work together as a whole. Circle games are good opportunity to bring the group together.

## Literature review

It is generally recognized today that individual learners have different learning styles, strategies and preferences. It is also generally accepted that to be effective lessons need a change of pace and focus to maintain the concentration of the learners. For both these reasons it is important that we teachers have as wide and flexible repertoire.

As teachers, it's necessary to be able to teach and remain engaging. It puts a greater level of responsibility on creating lesson plans that truly work. Here are several teaching methods that are making an impact.

## Analysis

Spaced Learning. Teachers have reported amazing results when it came to spaced learning. Spaced Learning is a learning method in which the condensed learning content is repeated three times, with two 10-minute breaks during which activities such as physical activities are performed by the students - I think, that PE and lessons can be combined.

Spaced learning involves encouraging students to quickly switch through activities. For example, providing ten minutes of knowledge on the nervous system with a PowerPoint presentation and then having 15 minutes of basketball would be the way to get the better grades.

The results don't lie and the creators of the system at Monkseaton High School in Tyne and Wear have reported that it does work. They claim that it's more effective than simply teaching students by utilizing traditional methods for four hours.

The key is in the brain cells. It helps them to create the connections that they need to actually remember the knowledge. Furthermore, it has the additional benefit of allowing people to relax. If they are compressing sections of the syllabus into such small sections then there's no time to worry. It's all about the learning before moving on to another session of activity.

Flexible Fridays. Sometimes conventional lesson blocks just don't work as every student is different and they all have their problematic subjects. The concept of Flexible Fridays is that an in-depth session of a subject can be acquired by simply having a whole day of mathematics or some other subject.

At Flexible Fridays lessons a teacher try to help each student to study and learn what is the most difficult for him / her personally. Somebody repeats, somebody learns. It makes it more convenient for students as now they can focus on one thing while in school. It means that students don't have a breaking point by spending hours struggling with a subject along at home.

Teachers also find it easier as they can keep their lesson plans and simply go over them again with a more personal touch. Flexible Friday lessons are more in-touch with students and gives focused study time that can help students grasp difficult concepts.

Teachers are also able to aid students by simply having fast-track weeks. Having a whole week of mathematics or English can help students to get through the subjects in a shorter amount of time.

It's good news for teachers and students alike because even though a lesson lasts an hour it could actually lose up to 25 percent of its designated time. There's the preparing for class and packing away to take into account, and students are not always the quickest at performing these tasks.

Teacher should choose what method is more appropriate for his / her students: spaced learning or Flexible Fridays.

## Discussion

Engagement. Under a new teaching method called «engagement» students are urged to engage with the real world, analyses everything that happens in different life spheres (not only internship but also economical, business, social spheres, etc.). Business studies are where this new focus of engagement occurred at the Leasowes Community College in Dudley.

Instead of conventional teaching methods, students were taken to visit local businesses where they were able to witness how the knowledge that they were learning applied to the real world.

Multiple days were set aside for this practice and all students were required to wear business suits in order to attend. The



idea is to get students engaged and to connect their learning to the real world. If teachers can show them how what they are teaching connects to the real world then their own brain cells are going to connect them and associate them.

Hip-Hop Education (HipHopEd) is an approach to teaching and learning that focuses on the use of hip-hop culture and its elements in teaching and learning both within and outside of traditional schools. #HipHopEd is also a Twitter chat where educators convene every Tuesday night at 9 p.m. EST to discuss this approach to teaching. HipHopEd involves the use of hip-hop music, art and culture to create philosophies for teaching. It also uses hip-hop to develop and implement teaching tools and helps to create contexts for teaching and learning that youth are comfortable in. In its simplest form, HipHopEd involves the use of rap lyrics as text to be used in the classroom. In a more complex form, it involves raps created by students as classroom assignments that are used to measure knowledge. In its most advanced form, it uses the elements of hip-hop as ways to describe / explain content, develop classroom activities, and create tools for empowering youth.

Most recently, the use of hip-hop in education has included elements of hip-hop culture like the rap battle to enhance learning and create competitions that spur on learning. This approach has been used to increase student attendance, motivation and content knowledge.

Process Oriented Guided Inquiry Lessons (POGIL) are part of a learning strategy that has both a constructivist and social component. In other words, it focuses on using the real-life experiences of the learner to create knowledge and considers how students relate to the environment where they are taught.

When engaging in POGIL's, the teacher assigns text to students, and then poses a set of questions that they can only answer by exploring the text that was given. In this process, the teacher has to fight the urge to give students any answers or facts to memorize. Their main role is to pose questions that provoke the

students to look more deeply at the text they are given. In a POGIL classroom, students develop conclusions about the text they are interrogating that will increase their knowledge. As students answer questions, teachers «guide the inquiry» by asking supplemental questions that will eventually move the students towards thinking deeply and drawing more complex conclusions. This approach has resulted in increased student interest in the subject being taught and increased mastery of content in the science classes where it is mostly used.

Flipped Classroom. One of the most popular new approaches to teaching is the flipped classroom. This approach involves a process where the typical lecture that happens in the classroom occurs at home. Students watch lectures on video, and then return to school to engage in the exercises they would traditionally have for homework, and to ask questions based on the lecture they watched on their own at home. When students watch videos at home, they can stop and go and at their own pace, and take notes their leisure. When they return to school, they can work in groups to discuss what they watched, and / or have their questions answered by the teacher. In this process, students create, collaborate and learn at their own pace, and apply what they have learned at home in the classroom.

## Conclusion

In all of these approaches, the most powerful thing to recognize is that they focus explicitly on engaging both the student and the teacher. When teachers are treated like the intelligent professionals that they are, and given the flexibility to engage in approaches to teaching and learning that go beyond archaic models that they are often bound to, students respond differently, and education is improved.

## References

1. Abdulkhaev O. A. et al. Features of the temperature properties of a field-effect transistor in a current-limiting mode //Journal of Engineering Physics and Thermophysics. - 2013. - T. 86. - No. 1. - S. 248-254.
2. Karimov A. V. et al. Distinctive features of the temperature sensitivity of a transistor structure in a bipolar mode of measurement //Journal of Engineering Physics and Thermophysics. - 2016. - T. 89. - No. 2. - S. 514-517.
3. Dzuraev D. R., Turaev A. A. Features of key parameters of field transistors // Scientific reports of Bukhara State University. - 2020. - Vol. 3. - No. 2. - S. 7-10.
4. Karimov A. V. et al. Some features of the current limiter on a field-effect transistor // Technology and design in electronic equipment. - 2011.
5. Djuraev D. R. et al. The Principles Of Increasing The Sensitivity Of Transistor Structures To External Influences //Euroasian Journal of Semiconductors Science and Engineering. - 2019. - Vol. 1. - No. 1. - S. 36.
6. Karimov A. V. et al. Tensoproperties of field-effect transistors in channel cutoff mode //International Journal of Engineering Inventions e-ISSN. - 2016. - S. 2278-7461.
7. Karimov A. V. et al. Nekotorye osobennosti ogranichitelya toka na polevom tranzistore //Tehnologiya i konstruirovaniye v elektronnoy apparature. - 2011. - no. 1-2. - S. 90.
8. D. Rakhmonova Maktabgacha yoshdagi bolalarni teatrlashgan tomoshalar orqali mehnatsevarlik asosida tarbiyalash. "BOSHLANG'ICH VA MAKTABGACHA TA'LIM SIFATI VA SAMARADORLIGINI OSHIRISH MUAMMOLARI: INNOVATSIYA, RAQAMLI TEKNOLOGIYALAR VA XALQARO TAJRIBALAR" RESPUBLIKA ILMIY-AMALIY ANJUMANIMATERIALLARI Volume1. B 245. 2022/12/5. Buxoro davlat universitetining Pedagogika institute
9. D.M. Raxmonova Technology of preparing children for school "Improving the quality of education: problems.



Republican scientific-practical conference VXTB and ..., 2020/5. B.454.

10. D.M. Rakhmonova. Interdisciplinary consistency and connection is an important factor in the development of cognitive processes of students. Republican scientific-practical conference" Educational innovations in the development of pedagogical skills, the use of foreign experience and assessment systems: problems and solutions. Tom 2. B. 120. BVXTXQTMOHM. 2020/4/24