

## Effective Teaching Methods in Higher Education: Requirements and Barriers

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### ABSTRACT

Teaching is one of the main components in educational planning which is a key factor in conducting educational plans. Despite the importance of good teaching, the outcomes are far from ideal. The present qualitative study aimed to investigate effective teaching in higher education systems

**KEYWORDS:** Teaching, Higher Education, requirements, barriers, qualitative research.

Having a successful and effective teaching that creates long-term learning on the part of the students will require certain feelings and attitudes of the teachers.

These attitudes and emotions strongly influence their behavior and teaching. Rapid changes of modern world have caused the Higher Education System to face a great variety of challenges. Therefore, training more eager, thoughtful individuals in interdisciplinary fields is required. Thus, research and exploration to figure out useful and effective teaching and learning methods are one of the most important necessities of educational systems.

Teachers have a determining role in training such people in the mentioned field. A university is a place where new ideas germinate; roots strike and grow tall and sturdy. It is a unique space, which covers the entire universe of knowledge.

It is a place where creative minds converge, interact with each other and construct visions of new realities. Established notions of truth are challenged in the pursuit of knowledge. To be able to do all this, getting help from experienced teachers can be very useful and effective. Given the education quality, attention to students' education as a main product that is expected from education quality system is of much greater demand in comparison to the past. There has always been emphasis on equal attention to research and teaching quality and establishing a bond between these two before making any decision; however, studies show that the already given attention to research in universities does not meet the educational quality requirements. Attention to this task in higher education is considered as a major one, so in their instruction, educators must pay attention to learners and learning approach; along with these two factors, the educators should move forward to attain new teaching approaches.

In the traditional system, instruction was teacher-centered and the students' needs and interests were not considered. This is when students' instruction must change into a method in which their needs are considered and as a result of the mentioned method active behavior change occurs in them.

Moreover, a large number of graduated students especially bachelor holders do not feel ready enough to work in their related fields. Being dissatisfied with the status quo at any academic institution and then making decision to improve it require much research and assistance from

the experts and pioneers of that institute. Efficient teaching method and its barriers and requirements were investigated because the faculty ideas about teaching method could be itemized just through a qualitative study.

*New teaching methods and barriers to the use of these methods:*

Teachers participating in this study believed that teaching and learning in higher education is a shared process, with responsibilities on both student and teacher to contribute to their success. Within this shared process, higher education must engage the students in questioning their preconceived ideas and their models of how the world works, so that they can reach a higher level of understanding. But students are not always equipped with this challenge, nor are all of them driven by a desire to understand and apply knowledge, but all too often aspire merely to survive the course, or to learn only procedurally in order to get the highest possible marks before rapidly moving on to the next subject.

The best teaching helps the students to question their preconceptions, and motivates them to learn, by putting them in a situation in which their existing model does not work and in which they come to see themselves as authors of answers, as agents of responsibility for change.

This study revealed the effective teaching methods, requirements and barriers in Higher Education. Teachers participating in this study believed that teaching and learning in higher education is a shared process, with responsibilities on both student and teacher to contribute to their success. Within this shared process, higher education must engage the students in questioning their preconceived ideas and their models of how the world works, so that they can reach a higher level of understanding. They believed that to grow successful people to deal with the challenges in evolving the society, most developed countries are attempting to use new teaching methods in higher education.

All these methods are student-centered and are the result of pivotal projects. In this study, barriers according to codes were divided two major categories: professor-related barriers and regulation-related ones; for these reasons, the complete use of these methods is not possible. However, teachers who are aware of the necessity of engaging the student for a better understanding of their content try to use this method as a combination that is class speech presentation and involving students in teaching and learning.

Using student-centered methods in higher education needs some requirements that according to faculty members who were interviewed, and according to the codes, such requirements for effective teaching can be divided into two categories: First, things to exist in the outlook of faculties about the students and faculties' responsibility towards them, to guide them towards effective teaching methods, the most important of which are adaptation to the organizational strategies, interest in the students and trust in their abilities, systemic approach in higher education, and interest in their discipline.

Second, the necessary requirements should exist in the faculties' behavior to make their teaching methods more effective. In the present study, it was illustrated that a good teaching method helps the students to question their preconceptions, and motivates them to learn, by putting them in a situation in which they come to see themselves as the authors of answers and the agents of responsibility for change. But whenever the teachers can teach by this method, they are faced with some barriers and requirements. Some of these requirements are prerequisite of the professors' behavior and some of these are prerequisite of the professors'

outlook. Also, there are some major barriers some of which are associated with the professors' behavior and others are related to laws and regulations. Therefore, to have an effective teaching, the faculty members of universities should be aware of these barriers and requirements as a way to improve the teaching quality.

Effective teaching also requires structural changes that can only be brought about by academic leaders. These changes include hiring practices reward structures that recognize the importance of teaching expertise, quality assurance approaches that measure learning processes, outcomes in a much more sophisticated way than routine methods, and changing the way of attaining university accreditation.

The nationally and locally recognized professors are good leaders in providing ideas, insight, and the best strategies to educators who are passionate for effective teaching in the higher education. Finally, it is supposed that there is an important role for nationally and locally recognized professors in higher education to become more involved in the regulation of teaching rules. This will help other university teachers to be familiar with effective teaching and learning procedures. Therefore, curriculum planners and faculty members can improve their teaching methods.

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