



Creating Effective Teaching and Learning Environment in Higher Education

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Abstract: *We investigated how learning environments—involving their physical, pedagogical, and psychosocial dimensions—influence students learning experiences in the use of various innovative methods in the process of teaching architecture and construction terms in English, to improve the communicative competencies and communication skills of students of non-linguistic faculties of the university. The article discusses improving the level of language competence and cognitive activity of students, improving the quality of language training of specialists and their needs in learning a foreign language.*

Keywords: *architecture terms, non-linguistic, communication skills, cognitive activity, language competence, learners' needs.*

Learning is more than what is written on the page. In fact, effective learning has more to do with how we learn, especially when it comes to the environment. By giving students the physical space and resources they need, we can also ensure they have the optimal mental space to learn.

Modern educational standards give an important place to the formation and development of the communicative and professional competence of students in the architectural major of a higher education. Teaching students with mixed levels, various learning abilities involve creativity, time and a desire to understand how a student learns best. With right tools and suitable learning styles, we can reach progress on our students. The initial step is to meet the learners' needs by eliciting information from them describing their needs and their first checking assessment. The case that we don't have English in entering exams made the average level of learners' knowledge fall. However, several decrees on further development of teaching and learning foreign languages are noticeably increasing the necessity of language knowledge in all spheres. Consequently, it has become mandatory to have a certificate of language proficiency. This, in turn, increased the need for learning a foreign language.

It's essential thing to define learning while teaching foreign language as they are both sides of the coin. Effectiveness of teaching highly depends on the number of learners which is the most accepted criterion for measuring good teaching, showing the correlation between students' results and teachers. "Teaching in the absence of learning is just talking": said Thomas Angelo, highlighting that the efficiency of teaching lies in student learning.

Almost everyone has good language learning skills, even they don't realize it. Choosing the right language teaching method, especially for ESP learners is essential in learning a new language. There is little evidence in knowing if the method selected by an individual instructor was the best teaching method or just "a method" or simply the method which made the teacher feel comfortable. The most significant way to define the effectiveness of the teachers' methods is to provide students with anonymous feedback at the end of each term, which is being done in most universities. There is

much debate within the higher education community in the field of engineering on how teaching or teaching effectiveness may be defined. For instance, Centra (1993), defines effective teaching as “that which produces beneficial and purposeful student learning through the use of appropriate procedures” (p.42). Students are exposed to all sorts of instructional experiences (reading, exams, lectures, instructional materials). They are in effect experimental consumers able to discern usefulness, relevance, quality and instructor interaction with students.

Organizing interaction by selecting various group division activities attract learners interest. While it may be the most practical for the teacher to assign groups, or the most fun for students to choose their own groups, sometimes it’s amusing to mix it up and try a different or unusual way of arranging students into groups. Here are some efficient ways to divide students into groups.

Teacher’s Choice: The teacher assigns groups, either in advance or in the moment. This is the most practical for the teacher, but the least fun for students.

Students’ Choice: Students choose their group members. This may lead to students only working with their friends or some students feeling left out.

Chain Pick: The teacher assigns two captains (or directors, if you want to keep it more drama). Captain A chooses a team member, followed by Captain B. Team Member A then chooses the next member, followed by Team Member B. Each newly picked team member chooses the next team member. Be sure to mix up team captains so the same people are not always picked last.

Sorting Box: Write down students’ names on slips of paper and draw them out of a hat.

Fans: I have groups consisting of boys. Once I used to divide them by selecting similar football club fans, it was fun.

One of the essential ways of conducting successful lesson is creating effective teaching and learning environment in the classroom. There are some of them

- build positive relationships through communication.
- act as a facilitator.
- use learner-centered teaching method.
- promote class discussion and peer interaction.
- staying connected with students.
- come up with projects students can get excited about.
- create a sense of order and routine.
- positively reinforce good behavior.
- manage their stress levels.

Aiming to define the most suitable method for teaching and increasing the number of learners, students were selected to rate the most effective ones. Method should be productive, informative and satisfying. All the methods have advantages and disadvantages, so what have to be done is to notice.

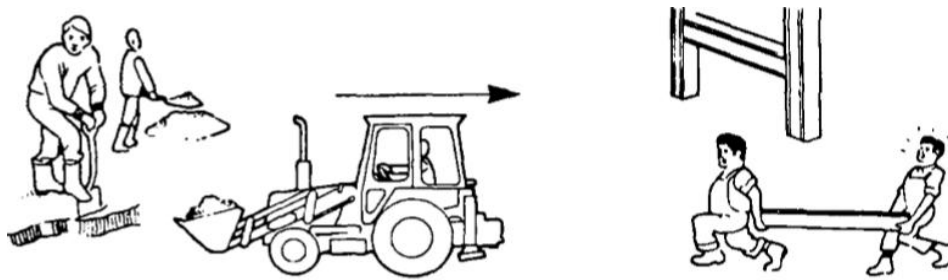
Objectives of the study:

- ✓ To find out various teaching methods used by university teachers to teach students of architecture and engineering.
- ✓ To explore the opinion of students about the teaching method they perceived as the most interesting and best teaching method.
- ✓ To find out the reasons for perceiving any teaching method as the interesting and the best one.
- ✓ To provide suggestions for improving quality of teaching of students for specific purposes.

The use of the case method allows you to develop skills in working with a variety of sources of

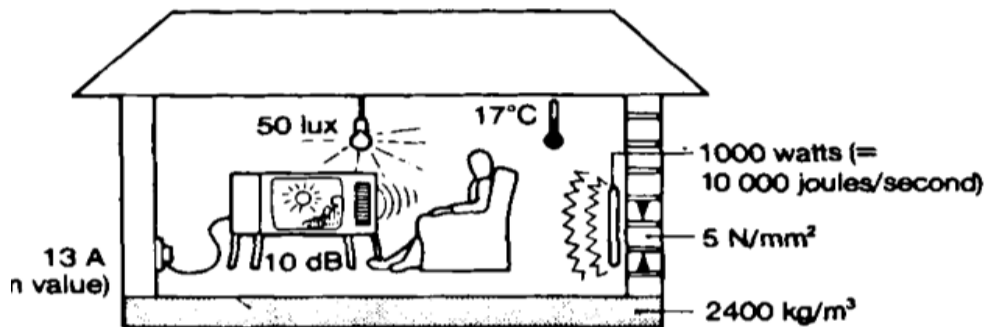
information. The process of solving the problem described in the case implies the collective nature of cognitive activity. The method can also be used to obtain fundamentally new knowledge. In leading universities, the case method is used not only as a pedagogical method, but also as an effective research method.

Case technologies include: the method of situational analysis; situational tasks and exercises; analysis of specific situations (case-stage); case method; incident method; method of situational role-playing games; method of parsing business correspondence; game design; discussion method [3]. Case study method is a method of active learning based on real situations. The introduction of a case method in teaching information technology allows you to put into practice a competency-based approach (see Pic.1)

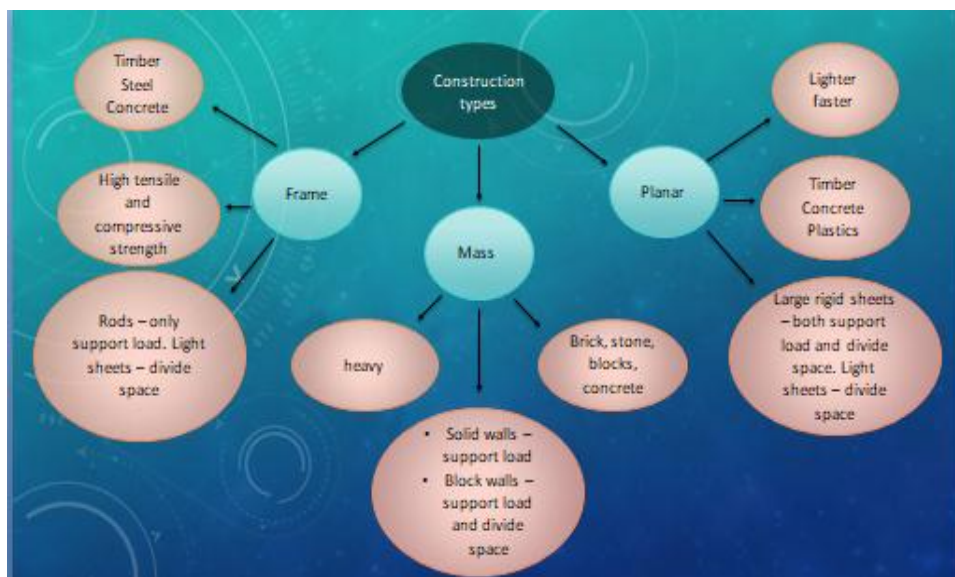


Picture 1. Case-study

Methods such as group discussion, individual presentation, seminars, conferences, lectures, assignments, self-studies, workshop, role play, case study were mentioned in the rating showing the domination of group discussion, lectures, role play, case study and conferences.

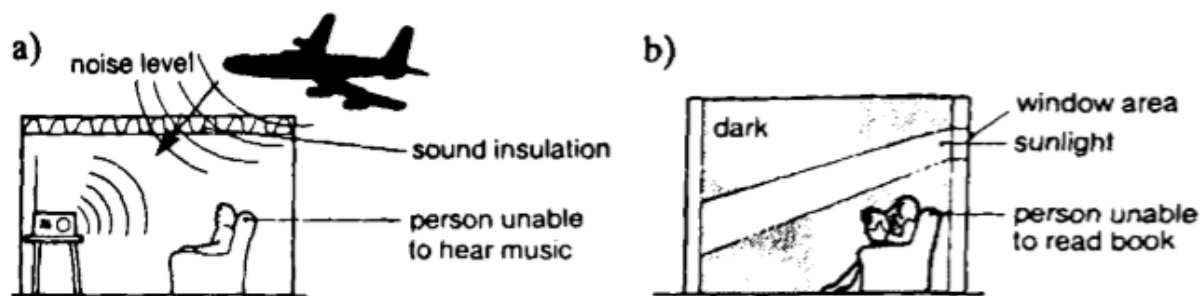


Picture 2. Group discussion (description of measurements)



Picture 3. Mind map (description)

This method can be implemented in all four skills being effective way of improving speaking, reading, writing and listening skills. Moreover, it's beneficial to enlarge specific vocabulary.



Picture 4. Picture prompt

This task makes the learner to find the problem and feasible solution to improve the plan. This method is basically used to develop critical thinking and problem-solving skills, as well as to present students with real-life situations.

It's preferred to prepare several activities for pre, while and post tasks taking into account the topic, the level, relevance of materials. The topic is "Historical Heritage Sites of the world", Passive Voice and terminology supplemented by additional material in the form of reading. It's advisable to start the lesson with experience task which relies on their memory of visiting any historical place in their country which was inscribed into UNESCO. This task leads them to a new topic. The white board is used for putting their answers on it and the two-thirds for new vocabulary while Two-way task presenting PPT about ancient places is demonstrated. Listening material that they already know in L1, helps lower level students comprehend, note, remember these words and information. While higher level students prepare to perform their role plays "tourist and a guide" on the watched PPT using local map, it is essential to use repetition, backward build up expansion drills for lower level ones which help them to pronounce the whole sentences and to develop habit formation.

The PPT and specialty text for reading contain passive voice structures, so explanation grammar rules based on the context improves their grammar knowledge remember not only the structure but the context where it is used. A1, B1 students try to use transformation drill changing tenses of ready given examples from the authentic material. Ex: Almost all ancient buildings were erected of stone because of scarcity of timber. People had built their houses from stone since the earliest times.

By performing role play students can consolidate all worked out information and material, making it easy to remember. All performed groups are discussed after their role plays and given further instructions what to do at home from the results of their performance. As self-study learners can take an interview from foreign tourists who are visiting sights of the city.

The best way to make language teaching method effective is to select appropriate one. Students should be provided with productive, informative and satisfying information; they should be active in participation and discussions. ESP teacher must learn to constantly adapt to the students' needs. Many times, this means dealing with a variety of problems, many of which are all too common occurrences. A good ESP teacher must be able to recognize these common problems, and work to find solutions. Even a small in chosen teaching method can help to create a more productive and casual environment for both teacher and the learner.

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