THE MODEL OF INQUIRY-BASED TEACHING AND MEANS OF ITS REALIZATION IN THE PRACTICE OF ENGLISH TEACHING

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Annotation. This article aims to investigate the process of inquiry as well as the effectiveness of utilization of inquiry based approach in FLT at the higher educational institutions. As well as, we highlight the fact that, HE institutions of Uzbekistan highly support the implementation of inductive methods to the English teaching process, therefore, we discussed the core features of inquiry based teaching as one of the types of inductive teaching, on the basis of the topic “Migration from countries to cities” and shows the steps of its realization at the linguistic Universities.

Keywords: inquiry based approach, analysis, interference, evaluation, critical thinking, reflection etc.
In recent years the innovative technologies have been widely implemented into the FLT system in Uzbekistan. HE institutions of our country strongly support the utilization of ICT in language learning to improve efficiency and effectiveness of learning that can improve the level of language proficiency.

ICT in FLT is considered as a medium in which a variety of inductive approaches and pedagogical philosophies may be implemented with the help of which quality of education may possibly be improved and the requirements set by the contemporary knowledge society can be met. Nowadays, higher education in Uzbekistan is promoting effective modern educational technologies and approaches into practice according to the international standards.

One of such inductive approaches we may consider the inquiry based approach, which is due to the student involvement makes the learning more relevant; encouraging students to develop their own agency and critical thinking skills.

This model requires students to think in a systematic way in order to reach reasonable solutions. It is also student centered and promotes collaboration among the students. Some important characteristics of IBL are:

- It encourages the development of critical thinking.
- It allows an active participation of students in the acquisition of knowledge.
- It facilitates problem solving skills.
- It guides students to form and express concepts through a series of questions.
- It allows for a more meaningful use of digital technologies.
When we examined the teachers, students, and curriculum materials of 1st year bachelor degree and how they tap into inquiry facets, we noticed lackness and that they need improvement.

Our framework for inquiry-based education is therefore defined by the teacher in his actions in the classroom, including questions asked, activities used, and the set-up of the learning process.

We were eager to conduct a lesson in order to experiment the inquiry process in teaching English, as this approach is widely used in teaching science-based subjects as chemistry, biology, physics. The experimental teaching was conducted with 1st year students of bachelor degree, English Philology faculty of Uzbekistan National University.

As we revealed the process of inquiry has cyclic character, including 5 interrelated steps which should be guided by the teacher.

*Visual demonstration of 5 stage inquiry-based instruction (asking → investigating → creating → discussing → reflecting) can be shown on the basis of a certain teaching material for the first year students of linguistic universities.*

*Taking account of first year students’ needs to the teacher guidance, guided inquiry is very optimal variant of teaching, as they may not know whether their investigation plans make sense or not. The key things teachers can do to promote inquiry include: ask open-ended questions that calls for higher-order thinking, such as analysis, inference, evaluation and prediction according to the topic “Cities and country life: Migration from countries to cities” they are studying: “What do you think, why do people migrate?”, “What factors may attract newcomers to those cities?”, “Would you assess migration as a good or a bad phenomenon?” Was migration higher after II World War or is it higher nowadays? “Would you consider living in another country after your University graduation?” and etc.*

*The teacher should encourage students to a grater depth of analysis by presenting general probes and questions exploring underlying assumptions and boundary conditions: Why?”, “Could you say a little more about that?”, “Could
you find out the cause and effects?”, “What leads you to that conclusion?”，“Do we have any evidence to support that?” and so on.

At the second stage, **investigate is fully self-motivated process, as it is thoroughly depend on the students. Students investigate the main points and problems of the topic.** The teacher asks students to conduct a brief survey of family, friends, or others who have come (recently or long ago) from distant places to live in city and ask why they chose to immigrate to the city. The teacher explains that the students should classify the responses fitting into one of these categories:

1. Looking for new or better job opportunities
2. Looking for a more secure and better environment
3. Forced to move out from their original place
4. Other reasons (please specify)

Moving on the stage of **create**, students make a report of their findings. **At this stage**, the teacher should be creative in developing materials, varying classroom routines, and devising student activities.

*On the fourth stage, **discuss**, students share their new discoveries with other members of their group. They also find out about other classmates’ findings and involve themselves into a community-building process. Such methods aim to maximize student – student interaction through their various participatory, and provide opportunity for students to learn through active engagement. They also make a bar chart in which they illustrate the percentages of each category and identify the major reasons of immigration of country people to the city.***

The last stage, that is **reflecting**, presupposes looking over their insights and asking what they have learned, what they should have done, and if new questions have developed.

Al in all, systematic implementation of inquiry based approach and practice of critical thinking skills will help high school students develop habits of mind that allow them to view the world through a critical scope.
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