



PRACTICE-ORIENTED APPROACH IN TEACHING ETM

Akhmadullina Alina Ildarovna, teacher,

dontstopmenow1998@gmail.com

Abstract.

This article advocates for practice-oriented pedagogy in language teacher education, illustrating a method where students lead lessons and provide peer feedback. This approach bridges theory and practice, developing essential skills and self-efficacy in future educators.

Annotatsiya

Ushbu maqola til o'qituvchilarini tayyorlashda amaliyotga yo'naltirilgan pedagogikani qo'llashni himoya qilib, talabalar dars berish va hamfikrlari uchun fikr-mulohaza bildirish orqali nazariyani amaliyot bilan uyg'unlashtirish usulini namoyish etadi. Ushbu yondashuv kelajakdagi o'qituvchilarning zarur ko'nikmalari va o'z qobiliyatiga ishonchini shakllantiradi.

Аннотация

Данная статья отстаивает использование практико-ориентированной педагогики в подготовке учителей языка, демонстрируя метод, при котором студенты проводят уроки и дают обратную связь сверстникам. Этот подход объединяет теорию и практику, развивая необходимые навыки и профессиональную уверенность у будущих педагогов.

Keywords: FLTM(foreign language teaching methodology), practice-oriented approach.



Introduction. Learning by doing is an old and widely supported idea. Many thinkers - like Plato, Hobbes, Marx, Montessori, and Skinner - have promoted it. It has appeared in many forms, such as learning through experience, discovery learning, hands-on practice, and applying theory through action. (Hayne, 2011)

In the modern society, the main aim of any teacher is not to give knowledge, but to teach students how to filter and use the knowledge they have or get from the internet sources. This is why it is more important for students to start practicing teaching languages than to learn by heart what methods and approaches exist, and who and when invented them.

Main part. Implementing a practice-oriented approach in higher education means revising traditional teaching methods, techniques, and approaches to better serve today's societal needs. Studies on learning challenges during digitalisation suggest that incorporating digital technologies into hands-on education not only makes learning more effective but also helps students build the skills they'll need for their future careers success. (Sagitova, 2024)

Pedagogical practice is a required part of training future teachers. Its main goal is to help students apply their theoretical knowledge and teaching skills in real classrooms. It encourages the use of modern teaching methods and supports students' educational and social development. It also helps future teachers develop the habit of continuous professional growth. During pedagogical practice, students perform tasks similar to those of real teachers, working in actual school settings. This allows them to understand and reflect on real-life educational situations and better learn the skills needed for their profession. (Budnyuk, 2021)



Practice-oriented exercises are an important part of learning foreign languages. When teachers use them in class, they help students to:

- Learn the material better and become well-prepared for future jobs;
- Understand how ready they are for real-life teaching tasks;
- Gain both knowledge and hands-on skills for their profession;
- Feel more motivated to learn theory by applying it in practice;
- Develop teamwork skills. (Romanova, 2016)

There are a lot of elements of practice-oriented approach in FLTM classes in Uzbek State World Languages University. One of the techniques, used by the author, is letting the students lead the lesson. In order to make sure students include all the necessary points and base on reliable information, the teacher provides the necessary unit of the textbook and a Power Point presentation in advance. The objective of the students is to adapt the ppt to their own style, add extra information and prepare an activity to check audience`s attention and understanding. The teacher`s role is to observe the team`s presentation and assess according to the following criteria (table 1).

Table 1. Criteria for team presentation assessment.

Skil	Stu	Stu	Stu	Stu	Stu
1	dent 1	dent 2	dent 3	dent 4	dent 5
Ppt adaptation					



Ora l presentati on					
Tas k effectiven ess					
Ov erall performan ce (being able to catch and hold audience attention)					

Usually, the group is divided into three teams, each team getting their own subtopic. Teams take turns performing, observing and giving other team members feedback.

This technique allows students to keep at least third of the information in long-term memory, as they need to learn by heart the information they are supposed to teach, and likely half of the other information in short-term memory, as they need to listen attentively to other teams to assess their performance.



In addition, students' group work skills, ability to provide peer feedback, and performance in front of the audience are improved. These skills and abilities are essential for future language teachers.

There was an interview taken from the graduates of the UzSWLU on the topic of practice-oriented approach they experienced while their FLTM lessons. Here are some citations from the interview:

“To me, a practice-oriented approach facilitates learning process, and helps improve necessary skills like critical thinking and learner autonomy. Students learn to choose appropriate material among huge number of resources. What's more, using this approach allows students to remember the information in long-term”, Rushana.

«Creating our own tasks helps us think like real teachers. It's not as easy as it seems – you have to consider timing, instructions, and whether your classmates will actually learn something from it. But that's the point: it trains us to connect theory to real classroom practice. When our task works well, we feel proud, and when it doesn't, we learn what to improve next time», Aziza.

A critical advantage of this practice-oriented model is its capacity to bridge the gap between theoretical knowledge and pedagogical decision-making. When students transition from passive recipients of methodological theory to active designers of lesson segments, they engage in higher-order cognitive processes. They are no longer merely memorizing the characteristics of the Communicative Approach or Task-Based Learning; they are making deliberate choices about how to apply these principles to achieve specific learning objectives with a real audience—their peers. This reflective practice, embedded within the safety of the university classroom, cultivates a foundational teaching mindset that is analytical and adaptive, preparing them for the unpredictable dynamics of actual school environments.



Furthermore, the structured peer observation and feedback component transforms the classroom into a collaborative professional learning community. By evaluating their peers against clear criteria such as task effectiveness and audience engagement, students develop a critical eye for teaching quality. This process demystifies assessment and fosters a sense of shared responsibility for collective growth. The ability to give and receive constructive feedback is an indispensable professional skill, one that sustains lifelong development. This micro-teaching cycle—plan, teach, observe, reflect—mirrors the continuous improvement cycles that define effective modern teaching careers, thereby normalizing reflective practice from the very beginning of their training.

The integration of digital tools, as exemplified by the adaptation of provided PowerPoint templates, also addresses a key demand of 21st-century education. Students are not simply using technology for presentation, but are critically evaluating and repurposing digital resources to serve pedagogical aims. This task develops digital pedagogical competence—the ability to select, design, and deploy technology to enhance learning—rather than mere technical literacy. In an educational landscape saturated with digital resources, this skill of thoughtful adaptation is far more valuable than the ability to create materials from scratch without a strong theoretical framework.

Conclusion. The effectiveness of practice-oriented approach is obvious in methodology teaching, and can be suggested as one of the tools for methodology teachers. Ultimately, the graduate testimonials highlight the profound affective and professional impact of this approach. When students like Aziza describe the pride felt when a task "works well," it points to the development of teacher self-efficacy—a belief in one's own capability to orchestrate successful learning. This confidence, built through repeated cycles of practice and feedback, is a crucial buffer against the challenges of the early teaching years. By prioritizing experiential learning within methodology



courses, we do not merely teach students about teaching; we initiate them into the professional community of practice, equipping them with the skills, reflexes, and resilient mindset needed to thrive as the next generation of language educators.

Reference list

1. THE IMPLEMENTATION OF COLLABORATIVE LEARNING IN TEACHING THEORETICAL SCIENCES: A CASE STUDY ON THE SUBJECT OF COMPARATIVE TYPOLOGY. (2024). *Web of Teachers: Inderscience Research*, 2(10), 214-219. <https://webofjournals.com/index.php/1/article/view/1992>
2. Budnyuk O., Practice-oriented approach in the system of professional training of future teachers to social pedagogical activity, *Journal of Vasyl Stefanyk Precarpathian National University*, Vol. 8, No. 1 (2021), 24-34, <http://journals.pnu.edu.ua/>
3. Hayne, W., 2011, The Learning-by-Doing Principle, *BEHAVIORAL DEVELOPMENT BULLETIN*, VOL. 11, ISSN: 1942-0722
4. Romanova M., Practice-Oriented Exercises as One of the Ways to Form the Competences of University Students, *International Journal of Environmental & Science Education*, 11(7), 1509-1526
5. Sagitova Z., Introduction of practice-oriented learning in the training of future teachers, *Scientific Herald of Uzhhorod University*, Issue 56, 1946–1956