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SO'ROVGA ASOSLANGAN TA'LIM TURLARI VA UNING AHAMIYATI

Annotatsiya: Zamonaviy ta'lim texnologiyalari asosida oliy ta'lim muassasalarida ingliz tili o'qitish mazmuni va sifatini xalqaro darajaga ko'tarish, zamonaviy pedagogik va axborot texnologiyalaridan foydalangan holda o'qitishning ilg'or uslublarini joriy etish orqali talabalarning ingliz tilida ko'nikmalarini rivojlantirish zaruriyati alohida dolzarb ahamiyat kasb etishini ko'rsatmoqda. Ushbu maqolada oliy ta'lim muassasalarida chet tillar, xususan, ingliz tilini So'rovga asoslangan ta'lim asosida o'qitish va uning turlari, ta'limdagi ahamiyati haqida so'z boradi.

Kalit so'zlar: So'rovga asoslangan ta'lim, strukturaviy so'rov, nazorat ostidagi so'rov, yo'naltirilgan so'rov, erkin so'rov.

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ВИДЫ ОБУЧЕНИЯ НА ОСНОВЕ ЗАПРОСА И ЕГО ЗНАЧЕНИЕ

Аннотация: Для поднятия содержания и качества преподавания английского языка в высших учебных заведениях на международный уровень на основе современных образовательных технологий, внедрения передовых методов обучения с использованием современных педагогических и информационных технологий, необходимо развивать у студентов разговорные навыки в Английский язык имеет особое актуальное значение. В данной статье говорится о значении исследовательского обучения иностранным языкам, особенно английскому, в высших учебных заведениях и его видах в образовании.

Ключевые слова: обучение на основе запроса, структурированное исследование, контролируемое исследование, направленное исследование, свободное исследование.

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TYPES OF INQUIRY BASED LEARNING AND THEIR SIGNIFICANCE

Annotation: To raise the content and quality of English language teaching in higher educational institutions to the international level on the basis of modern educational technologies, the introduction of advanced teaching methods using modern pedagogical and information technologies, it is necessary to develop students' skills in the English language is of particular relevance. This article mentions about the importance of Inquiry based learning, in higher education and its types.

Keywords: inquiry-based learning, structured inquiry, controlled inquiry, guided inquiry, free inquiry.

Introduction

Educators in the 21st century may feel overwhelmed by the variety of classroom strategies and methodologies accessible. When searching for the optimal approach, it's important to consider the learners' needs. IBL is an excellent strategy for classroom exercises. Engages pupils in the teaching and learning process. Inquiry-based learning is a mindset that encourages students to solve problems and seek realistic solutions [1, 5]. Inquiry is the dynamic process of being open to wonder and puzzlements and coming to know and understand the world [2, 34].

Literature review

Inquiry is a broad process that follows an established structure of thought. To comprehend the cognitive process that feeds existing knowledge, make observations, ask questions, and use books and resources. According to Duran and

Duran [3, 49], the inquiry process involves gathering new information, evaluating it, explaining it, forecasting outcomes, and communicating the findings.

Inquiry-based learning (IBL) can be implemented in a variety of methods. Typically, not every session is entirely dependent on the students' own initiative to formulate questions, research and create resources, conduct their own experiments, and others. Additionally, there are three categories into which IBL activities can be placed: teacher-organized, teacher-facilitated, and learner-organized. Instead of being limited to a single technique, IBL is a spectrum of techniques, all of which are supported by constructivist ideas [4, 60].

Inquiry-based learning involves varying levels of instructor control and student participation. Banchi and Bell [5, 26] identified four levels of inquiry: confirmation, structured, guided, and open inquiry. While the terminology varies, the essence of each type remains consistent. This article will use the terms proposed by MacKenzie and Bathurst-Hunt [6, 3].

Research methodology

In his book “Dive into Inquiry” (2016), Trevor MacKenzie describes the types of student inquiry as a scaffolded approach to inquiry in the classroom, one that gradually increases student agency over learning while providing learners with the necessary skills, knowledge, and understanding to succeed in their inquiry [7, 9].

According to MacKenzie and Bathurst-Hunt, there are four forms of inquiry: structured, controlled guided, and free. The order is based on the degree of supervision and information offered to pupils. The forms of inquiry range in the extent to which the teacher is involved in the process. This implies that the instructor may not always design crucial questions or provide materials for each step of the cycle. The degrees of inquiry vary from structured inquiry, where teachers have the most participation, to free inquiry, where teachers have less control over the topic, questions, resources, and how students respond to questions and exhibit comprehension.

Analysis and results

To facilitate students into inquiry learning, begin with organized or controlled inquiry and gradually transition to guided and free inquiry over time. This approach can help students feel less overwhelmed with unfamiliar learning styles. Banchi & Bell confirmed that structured and controlled inquiry are lower-level questions that help students gain the skills needed to conduct freer inquiries.

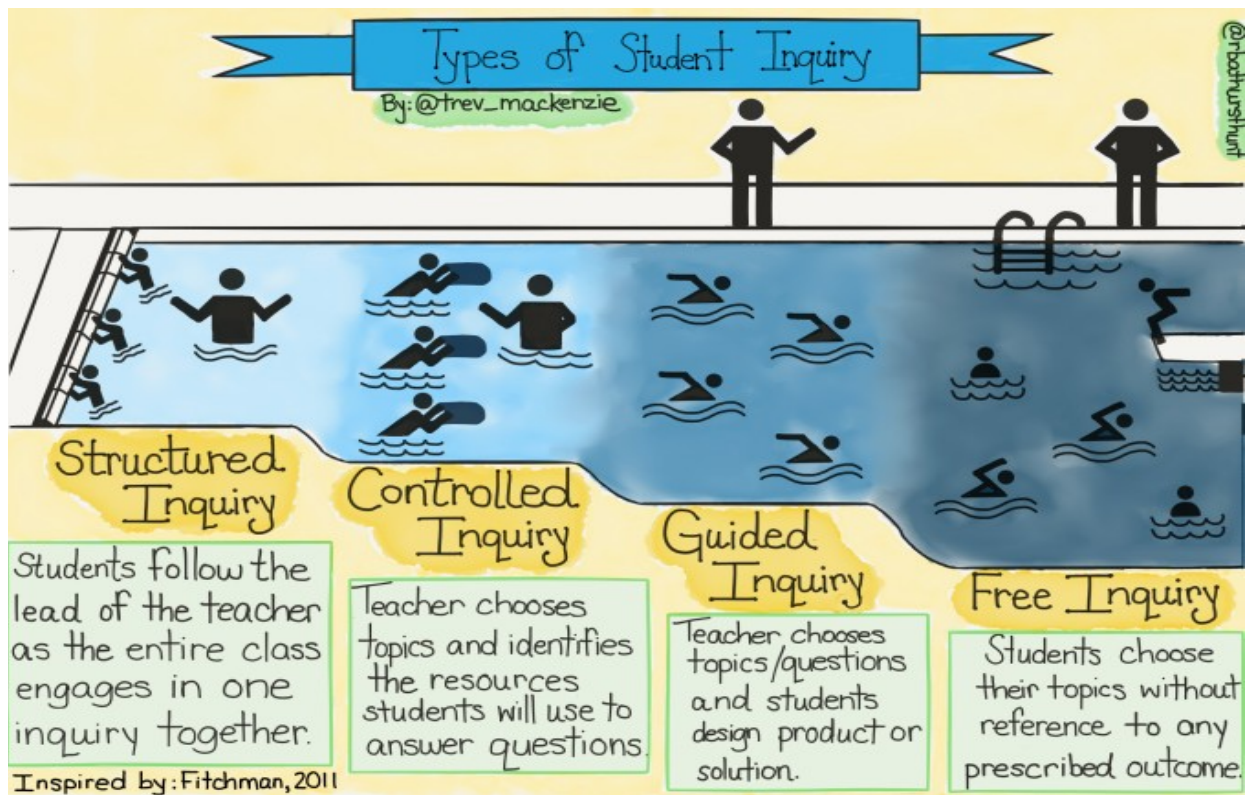
- 1. Structured Inquiry.** The teacher's level of participation is highest in structured inquiry. As they work together on a single question, the teacher stays with the students the entire time.

In this kind of investigation, students use tasks to validate concepts and definitions; nevertheless, the answers or solutions are predetermined. [4, 60]. The essential questions and the resources that the teacher chooses in advance in relation to the questions' objectives belong to the teacher; using the prepared materials, the students will investigate and learn about a new subject, and the teacher will select the method by which the students will record their learning and the task by which they will demonstrate their understanding [6,3]. As the right answers are typically known before the investigation begins, Banchi and Bell state that this kind of inquiry is used when the instructor wants to reinforce learning and maintain a previously taught topic.

- 2. Controlled Inquiry** as opposed to structured inquiry, allows teachers less control over student responses. At this level, the teacher selects the topic and sources for students to answer the important questions. However, the question is not yet solved and no solution is supplied. According to MacKenzie and Bathurst-Hunt, students might get a deeper knowledge by exploring materials that the instructor has identified as useful for addressing key questions. Controlled inquiry methods vary depending on the subject. In science, students may conduct experiments to answer questions, while in

humanities, students may research questions using teacher-prepared materials [5, 26].

In this *picture* Trevor MacKenzie describes types of student inquiry.



Picture 1: Types of student inquiry.

3. Guided Inquiry the third form on the four-level continuum, is more open and requires less instructor interaction compared to controlled inquiry. The instructor is not in charge of selecting and preparing exploration materials. The instructor provides vital questions for students to examine and investigate [6, 3]. Without precise questions, the teacher restricts the scope of research. Guided inquiry allows students to select how they explore answers to critical questions, such as using books, the internet, or other resources. Students can demonstrate their understanding of material through a variety of methods, including presentations, projects, digital portfolios, blogging, and art documentation. Guided inquiry in science courses involves learners determining their own solutions to the teacher's questions rather than following a prescribed approach [5, 26]. In humanities, learners create resources to address instructor questions without conducting experiments.

4. Free Inquiry. According to MacKenzie and Bathurst-Hunt, free inquiry is the final phase in the four-part sequence and involves minimal instructor engagement. This allows students to choose their own themes without regard for predetermined outcomes. According to Banchi and Bell, the greatest degree of inquiry allows students to act as true researchers. Students choose their own questions, sources, and presentation methods to demonstrate their comprehension. The teacher guides the process.

Beginners may feel overwhelmed by this type of inquiry, leading to feelings of anxiety and uncertainty. However, at this stage, learners should have sufficient control over their learning and autonomy to pursue their interests. Teachers should be conscious of negative sentiments associated with open inquiry and assess learners' ability to succeed in this approach. To effectively implement free inquiry, students should have completed a number of inquiry lessons, had experience with appropriate tools and resources, and developed a range of inquiry skills. According to MacKenzie and Bathurst-Hunt, inquiry skills include asking key questions, finding relevant resources, and documenting and reflecting on learning. Murdoch suggests that during free inquiry, teachers should encourage students to explore their curiosity, creativity, and interests [8, 54].

Conclusion

To begin independent learning activities, teachers should have a thorough understanding of on-demand learning and the necessary strategies. They should also demonstrate the tangible benefits to students. Self-immersion in content leads to a deeper understanding of curricular ideas and cognitive skills development. Furthermore, the knowledge gained through this method is quite valuable. Our literature study found that teaching strategies in inquiry-based education had a positive impact on students' learning outcomes. Inquiry-based education strategies might be complex and demanding, but they are valuable for teaching and learning. Inquiry-based learning practices may help students in many types of schools develop their inquiry skills.

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