INSTRUCTIONAL STRATEGIES FOR STUDENT ENGAGEMENT IN ONLINE CLASSROOM

Radjabova Gulnoza Giyosiddinovna
Senior teacher, 1st English Faculty, UzSWLU

Abdurakhmanova Firuza Izatulla kizi
UzSWLU, Group 209, Foreign language and Literature (MA),

Annotation

Beneficial online instruction depends on learning encounters which are accurately outlined and encouraged by experienced instructors. As learners have different learning styles, online instructors ought to plan exercises counting different modes of learning. Educating models ought to be reasonable to the amateur learners. A set of uncommon instructional strategies are utilized to carry out online classes.

Keywords: strategy, promote, engagement, online, classroom, instructor

Introduction

There are numerous instructional strategies accessible for utilizing within the online classes, they may be the foremost of those online instruction which were not developed especially for instructing online. In arrange to achieve specific instructive destinations, strategies ought to be chosen by instructors and teachers. From this point of view, guidelines techniques are compelling apparatuses to plan and encourage learning handle for instructors. J.R. Marzano [3] collected strategies into nine groups: identifying similarities and differences; summarizing and note taking; reinforcing effort and providing recognition; homework and practice; nonlinguistic representations such as mental images, graphs, acting out content; cooperative learning; setting objectives and providing feedback; generating and testing hypotheses; activating prior knowledge via questions, cues, advance organizers. In spite of this rapid growth, there is considerable concern about the effectiveness of this educational innovation. Numerous studies comparing traditional classroom-based instruction with technology-supported instruction have found no significant differences on critical educational variables such as learning outcomes and student satisfaction [2].

A very popular web site (http://teleeducation.nb.ca/nosignificantdifference) contains a listing of over 300 research reports on technology for distance education [4]. A few instructional strategies and forms which are beneficial not as it were the conventional

classroom but moreover within the online classes: 1) Learning contracts, 2) Discussion, 3) Lecture, 4) Self-directed learning, 5) Mentorship, 6) Small Group work, 7) Project, 8) Collaborative learning, 9) Case study, 10) Symposium.

Learning Contracts

Serve as a bridge to connect educational needs to individual student needs. Learning contracts can be exceptionally valuable within the online classes. Numerous viable benefits such as more profound involvement of the learner within the learning exercises which they have been included in planning are seen in learning contract. Another good thing about utilizing learning contract is to extend responsibility, since the learning contract gives more functional and approved. The contract moreover gives implies for the learner to get nonstop input with respect to advance toward fulfilling learning targets.

One of the most frequently used instructional methods is **Lecture.** Put address notes, with joins to related assets and other Web locales inserted in them, on a web page for the learners to survey. Bundle notes together and either connect for download, disseminate through the bookstore, or send through mail. Display addresses through sound or video over the Web. Online lecture ought to be shorter and more to the point than lectures in live classrooms which frequently expand distant past the consideration span of the gathering of people. Break a long introduction into shorter portions in case required. Brief addresses give sufficient data to serve as a premise for assist perusing, inquire about, or other learning exercises. Another advantage of online lectures is that they are promptly accessible for students to return as required.

Discussion

Is often regarded as the heart of an online classes and it is favorable among most adult learners as an instructional strategy because it is interactive and encourages any learners. Through this, learners uncover them possess encounters to be superior basic masterminds. A few modes for discussion such as mailing records (listservs), course administration framework (CMS) discourse gatherings, and social media are advertised by the web, which are noncurrent communication. Synchronous (real time) communication comprises of web-conferencing, chat rooms or text-based virtual reality situations.

Self-Directed Learning

May also be called self-paced, independent, individualized learning, or self-instruction. Learners have an opportunity to visit libraries, historical centers and

different organizing world-wide, conversation to experts, get to later inquire about, and studied daily papers and peer surveyed insightful diaries online. Besides, they can write in collaboratively with peers and indeed share composed media items on web pages.

Mentorship

Is to promote learner development drawing out and giving form according their background knowledge. A fundamental benefit of online mentorship is the opportunity for visiting, helpful communication between tutor and learner. Communications between coach and learner by means of mail, giving an progressing "dialogue" which bolsters the advancement of the tutor relationship and offers numerous openings for convenient criticism on learner's questions, concerns and issues.

Small Group Work

In this small groups, learners discuss content, share ideas, and solve problems. Online learning situations offer a few distinctive preferences for small group work. To begin with, they permit small groups to work autonomously whereas still having get to the teachers. Another advantage of online classes for group work is that they equalize control among members. Finally, the instructor is able to reply specifically to questions and needs of specific small groups without taking the time of other groups.

Online Projects

give students chances to pursue special interests individually or within groups by publishing or presenting their findings and conclusions through the Internet. The Web gives the potential of getting criticism from specialists or interested peers exterior the course by getting to the venture online.

Collaborative Learning

Is the process of engaging two or more students to work together to study? This strategy deals with cooperative learning that enhances student achievement across all subjects and age groups, for tasks involving higher order thinking skills.[1] And without question online learning models are real situations for collaborative learning, but they are not collaborative learning situations by definition. While getting offer for assistance in online instructional exercise learners may be associated with other members without collaborating.

Case Study

Demands learners to draw upon their experience and has action components that are links to future experience. Case study is exceptionally effective whereas utilizing in combination with other directions procedures. Within the online handle, show case thinks about on web pages and examine in conferencing bunches. Cases can be created by lesson bunches as collaborative ventures.

The symposium

A series of presentations given by two to five people different aspects of the same theme or closely related themes. An self-evident good thing about the symposium gives learners investigate assortment of experts' perspectives and offers an opportunity for the group of learners to inquire questions. Since the online environment encourages group communication, it is perfect for the sorts of data trade normal in gatherings. Both synchronous and noncurrent communication can be utilized to back online learning forums.

 In conclusion, the shifted learning styles of learners and giving openings for self-directed and collaborative learning, teachers can encourage capable, successful classes for picking up specific learning objectives and results with utilizing various sources and capacities of online learning. Since, the ways in which we utilize the strategies will vary as we make the leading utilize of the characteristics and capacities of each environment.

Used literature

1. Johnson, D. W., & Johnson, R. T. "Cooperation and the use of technology.", In J. M. Spector, M. D. Merrill, J. V. Merrienboer, & M. P. Driscoll (Eds.). Handbook of research on educational, communication, and technologies (pp. 402-423). New York: Lawrence Erlbaum Associates.2008.
2. Johnson, S. D., Aragon, S. R., Shaik, N., & Palma-Rivas, N. "Comparative analysis of learner satisfaction and learning outcomes in online and face-to-face learning environments.", Journal of Interactive Learning Research, 11, 29-49.2000.
3. Marzano, R. J., Marzano, J. S., & Pickering, D. "Classroom management that works: Research-based strategies for every teacher.", ASCD. 2003.
4. Russell, T. L. "The no significant difference phenomenon.", Raleigh, North Carolina: North Carolina State University.1999.