

POST METHOD PEDAGOGY AND ITS LEVEL OF STUDY

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Annotation

The phenomena of modern globalization and internationalization, entering the world educational space not only help to create a multicultural educational space, but also contribute to its multifaceted development. In this thesis, the research level of post-method pedagogy and the definition of the given term by world scientists are analyzed.

Key words: multiculturalism, method, linguistics, communication, educational process, pedagogical activity, post-method.

Аннотация. Явления современной глобализации и интернационализации, вхождение в мировое образовательное пространство не только способствуют созданию поликультурного образовательного пространства, но и способствуют его многогранному развитию. В данной диссертации анализируется исследовательский уровень постметодной педагогики и определение данного термина мировыми учеными.

Ключевые слова: мультикультурализм, метод, языкознание, общение, образовательный процесс, педагогическая деятельность, пост-метод.

Annotatsiya. Zamonaviy globallashuv va baynalminallashuv hodisalari, jahon ta'lim makoniga kirish nafaqat ko'p madaniyatli ta'lim makonini yaratishga, balki uning ko'p qirrali rivojlanishiga ham yordam beradi. Ushbu tezisda post-metod



pedagogikasining o`rganilganlik darajasi va jahon olimlarining keltirilgan terminga ta`rifi ko`rib tahlil qilinadi.

Kalit so`zlar: multimadaniyat, metod, lingvistika, muloqot, ta`lim jarayoni, pedagogik faoliyat, post-metod.

At the end of the 20th century, new terms and concepts such as Can's post method pedagogy, Kumaravadivelu's post method situation, and Celca Marcia and Bella's post method entered the world of English theoretical linguistics.

Post-method pedagogy was first proposed by Kumarovodivelu in 1994, and it is considered as the most appropriate method of teaching English without limitations based on the method. In his views, Kumarovadivelu considers post-method pedagogy as a three-dimensional system with three pedagogical parameters. It puts forward the parameters of originality, practicality and opportunity. In addition, he offers microstrategies for use in post-method pedagogy.

First of all, it is important to distinguish the concepts of method and post method. According to Kumaravadivelu's definition, the method is a set of procedures and disciplines aimed at teachers, consisting of a single set of theoretical principles. The post method is the organization of the lesson, which is a set of knowledge and/or specific strategies based on the teacher's previous experience and/or principles (Kumaravadivelu, 29.) In other words, the concept of method is "knowledge is based on "directed" pedagogic theories, and the post-method includes "learning process-oriented" practice theories. Therefore, the post-method is completely different from the existing methods and it is argued that it arose as a result of the limitations of the methods.

Kumaravadivelu uses the term pedagogy in a broad sense, aiming to cover not only issues of classroom strategies, instructional materials, learning objectives, and assessment measures, but also many historical, political, and sociocultural experiences that more or less influence foreign language teaching.

It assumes that method consists of a single set of theoretical principles drawn from feeder disciplines and a single set of classroom procedures directed at classroom teachers (Kumaravadivelu, 1994, p. 29).



Post-method can be defined as the teacher's own construction of classroom routines and principles based on their prior and experiential knowledge or specific strategies. In other words, the concept of method includes theorists who build "knowledge-oriented" theories of pedagogy, and post-method includes practitioners who build "class-oriented" theories of practice. Post-method has three pedagogical parameters: originality, practicality, and possibility. By practicality, this method must be used because theory is useless if it cannot be put into practice. Post-methodical pedagogy also recognizes the potential of teachers to know how to act independently within the academic and administrative constraints imposed by curricula and textbooks. These frameworks provide teachers with important management principles to inform their teaching and learning in order to be aware of and justify their learning. Post-methodological pedagogy is sensitive to a specific group of teachers who teach a specific group of students with specific goals set in a specific socio-cultural environment.

Post-methodical pedagogy places the teacher at the center of language learning and teaching and values their experience and knowledge. The main reason for this is that teachers know their students and the classroom environment best, and they always create a set of systematic exercises that are suitable for their students, not based on a specific methodical method, but on the basis of many years of experience and can conduct the lesson process based on his/her skills.

According to Prabhu, teachers learn from their past experience as students, past teaching experience, knowledge of one or more methods acquired through teaching as a teacher, and by observing the behavior and thoughts of other teachers. they have many years of experience, and this serves as a foundation for them to organize lesson processes in an alternative way. (Prabhu, 1990).

In this sense, teachers who use post-method pedagogy embody such qualities as autonomous, analytical, strategic researcher and quick decision-making. Such teachers are also reflective in observing their learning, evaluating outcomes, identifying problems, finding solutions, and trying new methods.(Arikan, 2006, p.4)



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