



INVESTIGATION IN THE CLASSROOM AND PEER OBSERVATION

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ABSTRACT

This article intends to analyze the main features and overall views about investigation in the classroom. It is known to all that we actually achieve the best results through investigation and observation. We observe for a period of time and make necessary conclusions. Like this, in the classroom as well, to learn the learners closer, observations and investigations should be made. Also, among learners observing each other and comparing is a very common habit. This research work learns about it closer.

KEYWORDS: *investigation, classroom observation, learner-centered, teaching methodology;*

INTRODUCTION

In this era, we are having new methods of teaching day by day and sorting them out should be our top priority and we need to make the right choices necessary. In this article, we will see the effectiveness of classroom investigation and how it could be done in a right and appropriate way. Through history, we have seen that the best results come out if the learners do not focus only on themselves, but also on other learners. It may sound very surprising, however, when learners themselves get into peer observation, they will have better results as they learn new things by listening and watching them. This paper work is here exactly to show the overall meaning of what is investigation and classroom investigation.

MAIN PART

First of all, it is primarily important to understand what is classroom observation and what it involves. Because without understanding its meaning, we possibly cannot use it effectively. For the best results, its understanding and giving a short explanation about it is pivotal.

Classroom observation is observing not only the room itself, but secretly or openly watching the students and how they are learning special things. Also, classroom observation



involves analyzing both passive, active and normal students and learning their personality and special, unique feature they have. In this way, the teacher learns his/her students closer and will have the chance to get to know them better as well in what methods to work with these special children. Also, every person has a new completely unique world of theirs. While some need special attention, some craves for special attention and special methods. For this special reason, learning and teaching demands special techniques and methods like classroom observation.

Peer observation is another form of this method, but it is a little bit different from the first one. What it involves is that students themselves watch other students, their peers and start to analyze them. Over time, they will learn new things, their habits, positive and negative sides of them. For this reason, I think it is really vital to group students in a right way in teaching. Because, from a psychological point of view, we know that one is more than capable of copying out others habits as well as their positive and meanwhile negative sides. That's the reason why I mentioned it.

"Although there are several types of observational procedures that have been used to examine effective teaching (e.g., charts, rating scales, checklists, and narrative descriptions), the most widely used procedure or research method has been systematic classroom observation based on interactive coding systems." (Martinez, 2011).

Teachers can use classroom observations as a guide to reflect on their own teaching approaches, and those who are observing can learn from other, potentially more successful educators' ways. Observing classes allows educators and administrators to improve not only individual classrooms, but entire schools. Observing another teacher's classroom and having your own class observed can serve educational reasons, such as allowing you to define instructional procedures, assess disparities for a single student or group of students, and enhance your own classroom instruction. "If you are the observer, during observing record Observations and participate in the class only if invited to do so. If you are the observer, after observing reconstruct what happened in class with the instructor, ask your colleague to describe what he or she would change and what was typical and atypical about the class. You should also listen to your colleague, describe rather than evaluate what you saw and offer constructive suggestions." (Center for Instructional Development and Research,



1998). Observers are peers who come to learn from classroom happenings or to assist make that specific classroom a better place, not evaluators or intruders who come to judge how well a teacher teaches. "In this respect observation can be more global or more focused. The importance of observation procedures in addition to coding schemes has been emphasized in recent research." (Cohen, Manion & Morrison, 2000; Mackey & Gass, 2005);

There is no single strategy that works in all situations, and methods and theories are developed and evaluated in the classroom. Observers must be trained to record data objectively and provide constructive criticism in order to avoid misinterpretation.

"Urban schools with predominantly African American and Hispanic students, for example, have been found to typically use computers for tutorial and rote drill-and-practice programs, while suburban schools with students from higher-income families have been generally found to use computers for problem solving and programming" (Cole & Griffin, 1987; Office of Technology Assessment, 1988; Sutton, 1991).

Teachers, too, require training in order to apply data to their own teaching. Teachers have a better understanding of theoretical information as well as practical possibilities for what, how, and to what extent they might apply that knowledge in their classroom. Observations work best when they are approached as a collaborative effort that benefits all parties involved.

"Observers are not evaluators or intruders who come to assess how well a teacher teaches, but peers who come to learn from classroom events or to help make that specific classroom a better place. Also, classroom observation is "the bridge between the worlds of theory and practice." (Reed & Bergemann, 2001);

An observation can provide useful feedback to the person being watched that may not be apparent by other assessment methods. Before being observed, the teacher should be prepared to outline the class's goals, what he or she plans to do in class that day, and what the observer should pay attention to. Following the observation, the teacher should recreate what occurred in class, consider the class's goals and the specific class session that was observed, and request explicit descriptions and constructive ideas. If you are an observer, specify the aim of the observation before beginning, meet with your colleague to



discuss what will happen in class, summarize the observation, and set up a meeting to discuss it.

CONCLUSION

To conclude, I am sure to tell that classroom investigation is very useful teaching methodology to have in the classroom. Teachers should be aware of this fact, if they want to have productive and high-quality lesson in their workplace. Also, it would be of great benefit, in case young children learn or any possible learners learns to copy out some features and positive sides of their groupmates, classmates and peers.

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