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TEACHER AWARENESS OF VARIOUS INSTRUCTIONAL DESIGN MODELS IN AZERBAIJAN

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АЗЕРБАЙЖАНДАГЫ ОКУТУУНУН АР КАНДАЙ МОДЕЛДЕРИ ЖӨНҮНДӨ МУГАЛИМДЕРДИН МААЛЫМДУУЛУГУ

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ОСВЕДОМЛЕННОСТЬ УЧИТЕЛЕЙ О РАЗНЫХ МОДЕЛЯХ ПРЕПОДАВАНИЯ В АЗЕРБАЙДЖАНЕ

***Annotation:** The implementation of various instruction design models should be deemed as important factors in the attainment of quality teaching. To what extent the education providers are aware of the existence of diverse instruction design forms to facilitate the learning/teaching process and meet the needs of today's students is an emerging concern in many parts of the world including our home country: Azerbaijan. By using qualitative research and by conducting one-to-one interviews this paper will aim to investigate the extent of teacher awareness on various instruction design models.*

***Аннотация:** Окутуунун ар кандай моделдерин киргизүү сапаттуу билим алууга жетишүүдө маанилүү фактор катары каралышы керек. Мугалимдер окутуу/окуу процессин жеңилдетүү жана заманбап окуучулардын муктаждыктарын канааттандыруу үчүн окутуунун ар кандай түрлөрү бар экендигин канчалык деңгээлде билишет деген суроо дүйнөнүн көптөгөн*

өлкөлөрүндө, анын ичинде Азербайжанда дагы тынчсызданууну жаратууда. Сапаттуу изилдөөлөрдү жана жеке маектешүүлөрдү колдонуунун негизинде, макала мугалимдердин педагогикалык дизайндын ар кандай моделдери жөнүндө канчалык деңгээлде кабардар экендигин изилдөөгө багытталган.

***Аннотация:** Внедрение различных моделей преподавания следует рассматривать как важный фактор в достижении качественного образования. Вопрос о том, в какой степени учителя осведомлены о существовании разнообразных форм преподавания для облегчения процесса учения/обучения и удовлетворения потребностей современных учащихся, вызывает растущую озабоченность во многих частях мира, включая Азербайджан. На основе использования качественного исследования и индивидуальных интервью статья направлена на изучение степени осведомленности*

учителей о различных моделях педагогического дизайна.

Key words: *instruction design models, traditional teaching, lifelong learners, engaging classroom activities, student-centered learning.*

Түйүндүү сөздөр: *окутуу моделдери, үзгүлтүксүз билим берүү, кызыктуу иш-чаралар, студенттерге багытталган окутуу.*

Ключевые слова: *модели преподавания, непрерывное образование, увлекательные занятия, обучение, центрированное на учащихся.*

Introduction. Instruction is a plan of teaching and learning activities in which learning is organized. The aim of instruction is to make the learning process take place [9]. It is no longer sufficient to attain high academic achievement, improved behavior or better attendance which were the prime objectives of the traditional way of teaching. Today, education means going beyond the aforementioned. In other words, enhancing learners' critical thinking skills and, fostering their creativity, nurturing their intellectual growth by getting them more and more actively engaged in classroom activities has become a prerequisite of today's teaching and learning process [10]. Obviously, these established targets can be accomplished if the relevant instruction designs are selected, which may yield satisfying results. Besides, the proper selection of instruction design brings the focus of our students back to classrooms, improves student motivation [15], and allows learners to build skills which are essential to qualify as autonomous or lifelong learners. When learning is based on student-centred approaches, students can take ownership of their learning and growth [1]. This prompts the cultivation of individuals who own a mindset open to growth and accountability instead of those who are educated through traditional teaching methods that involve memorization and testing [5].

The emphasis of a traditional teaching model is placed on teachers who play a central role in the teaching and learning processes. According to this model, instructors are regarded as a primary source of information

[12]. At the same time, learners are required to passively receive the information and memorize and retrieve that piece of information when needed [11]. To what extent this instructional approach nurtures skills and abilities needed for the 21st century has become one of the most controversial issues. The essential skills for the present day include the ability to think critically and creatively, be able to get engaged in collaboration and corporation, possess enhanced communication skills and take the lead or initiate actions in case of demand. Implementing student-centred learning makes it feasible to foster the skills which has become the prerequisite of today's time [6].

Student-centred learning is a type of instructional approach which shifts attention from teachers to students Weimer. Because instructors base their teaching on the curriculum, it should be examined if the curriculum is based on teacher or student-centred approaches and whether curriculum reforms are conducted successfully and accordingly. Curriculum reform is often based on content reform [3]. While the content review is undeniable, the way the content is delivered should be deemed equally important. Accordingly, it becomes rational to explore stakeholders' perceptions regarding the implementation of student-centred classes. This research attempted to study the awareness of teachers on various instructional design strategies and which obstacle they face in their attempt of implementing student-centered approaches.

The aim of the study. This study aimed to explore various instructional design strategies implemented by the school, language school and university instructors. The research also investigated the preventative issues which cause difficulties for teachers to implement student-based instructional approaches.

Research design and methodology. To achieve the purpose of the academic work, the qualitative research method has been chosen for this study. Qualitative research allows the researcher to collect data through purposeful sampling, semi-structured interviews and methodical data collection and data analysis procedures. Creswell (2014) writes that research

design involves specific steps to collect, analyse, and report data [2]. The nature of this research is exploratory, as this approach allows the researcher to discover and obtain new information, knowledge and understanding [4]. A small-scale study is based on the following questions:

1. What types of instructional design strategies do you use in your classrooms? (Examples: story-based learning, game-based learning, problem or project-based learning, flipped classroom, lecturing, think-pair-share)?

2. Are there any issues which prevents you from applying various instructional design strategies? or making your classes student-centered?

Research participants. In-depth interviews were held among teachers who are employed in various educational settings, namely public schools, private schools, public universities, private universities and private language schools. Overall, twenty-three participants were involved in this study, of which four were males, and nineteen were females.

Figure1. The number of research participants

State school	Private school	University	Language school
6	6	6	5

Results. This small research was conducted in Azerbaijan and revealed interesting findings. Although findings differed considerably, most of the research participants expressed positive views about implementing student-centred instructional approaches. Findings are grouped in the following way: 1) private school teachers, 2) state school teachers, 3) university instructors 4) language school tutors.

Private school teachers. Six private school teachers participated in this study, and they asserted that they are aware of various instructional design strategies and models like collaborative learning, cooperative learning, problem-based learning and project-based learning. They mentioned that the implementation of active learning styles adds variety to their day-to-day teaching and learning processes, enhances student participation and leads to increased learning outcomes. These participants also emphasized that parents hold high expectations for them to execute learning different from the traditional way of teaching.

State school teachers. Six state schools took part in this research. This group of teachers claimed opposing viewpoint by mentioning that they consider students' preferences when preparing lessons. Accordingly, once instructors in state schools attempt to apply student-centred instructional approaches, they encounter a lack of interest or engagement from the side of their

students. In addition, it was revealed that most students in state schools do not seem to relish the idea of taking accountability for their learning and resist the idea of being in the centre of the teaching and learning process. Moreover, all interviewed teachers mentioned that schools lack resources which acts as an obstacle for them to try to go beyond the traditional way of teaching. Two out of six teachers brought specific examples by stating that they implement think-pair-share or group discussions which delight their students. However, the rest of the teachers claimed that student-centered instruction can make their classrooms noisy which may not be approved by parents or school authorities.

University instructors. Five university lecturers participated in this study. Findings to some extent overlapped with the findings of state schools as those employed in universities propounded that they are not capable of implementing student-centred approaches. Reasons included lack of resources, loaded syllabus, and many students in auditoriums.

Language school instructors. Six language instructors were involved in this investigation. They noted that their decision to apply teacher or student-centred teaching depends on student preferences and their ages. Language instructors believe that implementing a student-centred approach increases student

participation, facilitates students' assimilation of new concepts and leads to better language acquisition.

Scientific novelty. The main objective of this research was to determine if teachers in private, state, and language schools, together with lecturers in universities, are aware of various instructional design strategies or techniques which formulate the basis of student-centred instruction in the Azerbaijani context. In addition, the study aimed to explore issues which prevented knowledge providers from going beyond the traditional way of teaching. While similar studies were conducted in the past in the Azerbaijani context before those studies were mainly confined to either schools or universities. This study attempted to involve education providers from various educational settings.

Significance of the study. The study aimed to contribute to the existing literature about the awareness of Azerbaijani private and state school teachers, university instructors and language school instructors about using various instructional design strategies with their students. Findings based on research questions might act as a rich source of data for those who intend to innovate their teaching style by transcending the traditional teaching method based on teaching and testing at an individual level.

Conclusion. Today, the field of education is facing a considerable challenge: meeting the needs of employability [7]. In the present day, education should foster individuals who possess highly enhanced critical thinking, creativity, and the ability to collaborate and cooperate [8]. Needless to say, these skills or abilities may not improve if future individuals are educated in an environment in which they are not part of the decision-making processes. The benefits of implementing student-centred instructions go beyond that. Student-centred learning has been proven to be successful in enhancing the attainment levels of students as well [13]. Considering this importance, this study aimed to explore teacher awareness of various instructional design models and preventative issues that hamper education providers' use of student-centred approaches. Overall, it can be

concluded that all participants were aware of teacher-centred or student-centred teaching.

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