

BENEFITS OF USING “JUST IN TIME” CONCEPT IN ESP TEACHING

Kurbanova Niginabonu Pardayevna
Tashkent State University of Economics
The Department of the English Language
n.kurbanova@tsue.uz

ANNOTATION:

There are a lot of claims about the term “Just in Time” concept and its appropriateness in teaching process. Some researchers even doubt about the target term being a concept at all. The current article demonstrates the utilization of the “Just in Time concept” in ESP teaching process and its drawbacks as well. Not a secret, the profession of Economist requires the specific skills and abilities, due to the importance of data they provide to be correct and detailed. Moreover, the experts should be aware of international state of economy, of developed countries, so that they are able to compare, modify collect data. The main notion of the concept, which will be focused on within the article, is to encourage future economists to develop their cognitive skills. Aligned with the advantages some drawbacks will be pointed out, and discussed based on literature review.

Keywords: ESP, Concept, drawbacks, economists, “just in time” exercises.

INTRODUCTION:

In previous decades there has been rising apprehension that the instructions in education which are active in institutions with the major of Economics – particularly in preliminary stages of learning – lacked in integrating advanced teaching pedagogies utilized effectively in other disciplines, hypothetically warning both admission and learner acquisition. National studies by Becker and Watts (1995, 2001a, 2001b); Siegfried,

Saunders, Stinar, and Zhang (1996); and Benzing and Christ (1997) performed that the distinctive economics mentor applies approximately 80% of while teaching lecturing, slightly emphasizing cooperative learning schemes, group discussions, or other student-centered classroom activities. According to Becker (1997), education in economics is not synchronized with those in other majors, specifically in the practice of dynamic learning performances that have been shown to be actual at expanding student acquisition. Furthermore, using the web-based instructive knowledge leads to develop and modify the creative abilities to improve learning, Katz and Becker (1999) claim that economics is “lagging behind other disciplines in implementing (technology-based) instructional innovations that engage students more actively in the learning process.” As a result of the apprehensions about both teaching and learning process in the sphere of economics, Just-in-Time Teaching (JiT), originated to teach physics was modified and adapted in order to utilize in the first steps of economics courses.

Due to the principles of “Just in Time” concept, it straightly reports the two critical topics upstretched by Katz and Becker: the comparative insufficiency of the teaching methods for active learning and the deficiency of creative instructions in teaching process. In short utilizing the data delivering and instructional competences resulted in web and web-based course organization tools and obvious connection of students’ academic work with classroom-based learning, the “Just in Time” concept encourages amplified learner

input in the education process, affords both students and teachers with rapid feedback on student learning, and inspires better student research for class. The current paper delivers an explanation of the concept of “Just in Time” in ESP teaching, its foundation in well examined instructive values, and the understanding the notions of progress, application, and valuation of “Just in Time” concept within the pedagogy in the sphere of economics. Throughout the target article the question as “How well does the concept of “Just in Time” is beneficial?” and “is there any drawbacks of the concept?” will be discussed, based on scholars’ opinions and hypothesis.

DISCUSSION:

When it comes to the notion of “Just in Time” concept, Novak, Patterson, Gavrín, and Christian (1999, p. 3), who introduced “Just in time teaching”, clarify it claiming that this teaching method is a teaching process and learning approach encompassed of two fundamentals: active acquisition activities in class teaching and the sources from web which are utilized to improve the classroom module. Both of these components are combined together to provide feedback loop which is important to inspire students’ preparation and self-study out of the and to provide quick feedback on students’ theoretical comprehension of taught materials, moreover, it informs “just-in-time” alterations of the activities and discussion which are conducted in in class teaching process. Actually, the usage of “Just in time” concept in teaching ESP, specifically to the students of Economics major is straightforward. During the sessions, students fulfil prudently created tasks – talking about the materials that hasn’t been covered yet. These exercises, are short homework basically focusing on next session’s material. As soon as students’ complete tasks, teacher checks students’ “Just in Time” responses which can be

used in organizing the further classes accordingly, identifying learners’ strength and weaknesses. Extracts from students’ responses are introduced for the discussions for in class activity. This method changes the traditional lecture type of teaching and involve more students to the discussion. Component of the in-class activity is presented and matches students’ out-of-class homework, making a constructive comment circle which improves learners’ acquisition. Due to the obvious results that students are able to observe in their own work performed in class, they progress a sharp intelligence of possession of their learning; thus, they are more likely to complete the “Just in time” exercises and participate in the subsequent debates and activities. Consequently, students are better equipped and obtain more from the session. Moreover, students can get instant feedback on their comprehension of the concepts described within the exercises, as long as a “teachable moment” that lacks with traditional task for homework or quizzes, that deliver feedback only with an interval. Simultaneously, teachers can get worthwhile feedback that helps to design materials which makes in-class teaching and learning more operative. According to the task completions between the sessions, teachers have more opportunity overcome students’ confusions of economic concepts prior to class and design classroom activities to deal with these errors while the perceptions are still fresh in students’ minds.

Benefits of “Just in Time” concept in teaching ESP:

The development of using “Just in time” concept in pedagogy in the sphere of economics is impacted by a long custom of research in educational on actual teaching and learning enterprise, concluded in Chickering and Gamson’s famous and extensively quoted in Seven Principles for Good Practice in

Undergraduate Education (1991). Chickering and Gamson's Seven Principles, itemized below, offer a widely-accepted standard of "best practices" for college teaching purified from decades of investigation on apprentice education. Due to the claims of Chickering and Gamson, decent training in student education can be seen in following factors:

- Inspires student-teacher interaction.
- Reassures collaboration among learners.
- Boosts dynamic learning.
- Provides quick feedback.
- Highlights time management skills.
- Links high prospects.
- Respects varied aptitudes and learning habits.

Utilization of the target concept in pedagogy successfully denotes each of Chickering and Gamson's initial instructive ideologies and offers the source for producing a motivating learning atmosphere that improves student acquisition. Relying on the facts mentioned earlier, methods of "Just in Time" implementation in the teaching are intended to inspire students to take active part in the learning process, engage students in significant course-related concepts, and offer beneficial feedback on student learning while there is time to meaningfully affect in the process of learning. Precisely, using "Just in Time" in pedagogical purposes can assure one in the following impacts:

- Makes both learner and teacher the co-creators in the knowledge cohort progression; learners' answers to the tasks are the foundation for in-class discussion and activities.
- Inspires undergraduates to cooperate with allocated reading texts, information on economic, and web-based resources, by which they are able to explain unacquainted difficulties. fulfil activities in class focusing on exercises completed in groups which reassure students to share thoughts and find the solution to the problems with other students.

- Provides operative practice of student study time and in-class instruction by supporting an organized outline to new material, the target tasks aid learners to concentrate on the most imperative concepts, while out-of-class groundwork and focused in-class activities directly connected to the exercises of "Just in time" benefit to make effective use of in-class teaching time.
- Delivers rapid feedback on student learning, helping both teacher and learner to recognize and comprehend knowledge slits, delusions, and confusions. The use of the technology suggests labor-saving tools for assembling and allocation "Just in Time" replies, permitting students to "realize" whether they comprehend the economic concepts being taught and letting teachers to punctually interfere in the process of obtaining data when needed through the practice of matching in-class exercises.
- Strengthens the message of learning effectiveness when students come equipped to class. Augmented learning from in-class activities supports the benefits of completing the tasks and principals to constant student assignation in the while teaching and learning process.
- Offers a "framework" to aid students with varied learning styles; most of the tasks highlight existing submission of economic concepts and inspire learners to discuss economic concepts in their own words or by linking those ideas to practices from their own lives. These associations between recently familiarized economic concepts and prior knowledge upsurge the potential for creating deeper and long-term learning. The practice of implementation of the "Just in Time" concept in economics recommends that the applied aids of utilization of the target concept is to be planned around three general topics which are linked to Chickering and Gamson's Seven Principles: (1) Learners are equipped for class; (2) the usage of undergraduate replies in class produces a

constructive feedback loop that encourages further learning; (3) "Just in time" tasks help teachers to be more alert of student intellectual processes.

CONCLUSION:

According to some studies, there is a minor, assessable, constructive outcome on perceptive learning with "Just in time" concept-based pedagogy. Nevertheless, the solid urgings for "Just in Time" methods are probably seized in the unit introducing the overall aids of the target concept practiced in the process of assessing this teaching pedagogy. It was discovered, that learners come to class better organized, resulting more operative in-class negotiations and task completion and using the concept helped the instructor to identify learners' misunderstandings of economic concepts before the class, giving the chance for expressive "teachable moments" throughout the session. It is easy to believe that using the concept in pedagogy affords a stronger substance for student learning than passive "chalk and talk" teaching pedagogies. It is also believed that the constructive feedback given for the learning outcomes produced by "Just in Time" methods aids to inspire students to take bigger concern for their own acquisition and thus rise their learning potential. Although the investigated impacts of these benefits are hard to seizure - as is often seen when exploring the cognitive

properties of explicit teaching techniques, the researches made by scholars claim that they matter, both in the study outlines of students and in casual grounding for in class teaching process.

REFERENCES:

- 1) Becker, W. E. & Watts, M. (2001a). Teaching methods in U.S. undergraduate economics courses. *Journal of Economic Education*, 33, 269-79
- 2) Chickering, A. & Ehrmann, S. C. (1996). Implementing the seven principles: Technology as lever. *AAHE Bulletin*, October, 3-6. Also available online at <http://www.tltgroup.org/programs/seven.html>.
- 3) Chickering, A. & Gamson, Z. (1991). Applying the seven principles for good practice in undergraduate education. *New Directions for Teaching and Learning*, 47, San Francisco, CA: Jossey-Bass.
- 4) Novak, G., Patterson, E., Gavrin, A., & Christian, W. (1999). *Just-in-time teaching: Blending active learning with web technology*. Upper Saddle River, NJ: Prentice Hall.
- 5) Siegfried, J. Saunders, P., Stinar, E., & Zhang, H. (1996). How is introductory economics taught in America? *Economic Inquiry*, 34, 182-92.