

UP-TO-DATE TECHNIQUES TO CHANGE CLASSROOM ATMOSPHERE

Rustamova Nazokat Abdullayevna

Ummatova Laylo G'ofur qizi

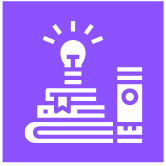
Students of Samarkand State Institute of Foreign Languages

Abstract:

In this article given information about how to teach pupils with the help of different interactive activities. Teaching English through interactive activities to develop pupils knowledge with different tasks. Moreover, the ideas has been proven by exact examples.

Keywords: activity,classroom,task,language,learning knowledge, practice

All teachers at one time or another experience disruptive behaviour, which Harmer defines as behaviour of a student or students getting in the way of the class. The same author also names the teacher, the students and the institution as three possible reasons for discipline problems. According to pair work is a way of increasing students' participation, the amount of students' practice, and language use as a whole. He says that: "It can be used for an enormous number of activities whether speaking, writing or reading". Pair work allows the students to use language and also encourages student cooperation which is itself important for the atmosphere of the class and for the motivation it gives to learning with others to prevent discipline problems working with children or teenagers, Harmer suggests the teacher to remain at the front of the class to watch over the group as a whole and provide feedback at the end to see how successful the task was. According to my searching discipline can be also managed when a teacher walks around a classroom helping individual pairs without concentrating on one pair for too long. Harmer further suggests If the noise rises to excessive levels then the teacher can simply stop the activity, explain the problem and ask the students to continue more quietly Based on my experience, headphone system when used effectively can be very helpful to keep the level of the noise down as learners enjoy using it and make effort to speak quietly to the microphone in order to be allowed to continue this activity by the teacher. To make sure everyone is working on their task a

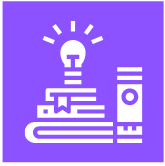


teacher can use the intercom to hear individual pairs in his headphones and talk to them.

The classroom I teach in is equipped with the headphone system where each learner has a pair of headphones available for activities such as dialogues or practicing reading in pairs. This system proved itself to be very useful for such activities as learners enjoy using it very much so it also functions as a motivational factor for them. Harmer also points out that pair work should not last too long as it can get boring and sometimes frustrating working with just one person.

Regarding group work Harmer states: In some ways group work is more dynamic than pair work: there are more people to react with and against in a group and, therefore, there is a greater possibility of discussion. This can positively contribute to the classroom atmosphere in terms of learners expressing their opinions and getting to know each other better. There is a greater chance that at least one member of the group will be able to solve a problem when it arises, and working in groups is potentially more relaxing than working in pairs, for the latter puts a greater demand on the student's ability to co-operate closely with only one person. It is also true to say that group work tasks can often be more exciting and dynamic, than some pair work tasks. The ability of group work to decrease the level of stress in learners and stir up excitement which goes hand in hand with motivation can be very beneficial for learner's achievements as well as for the classroom atmosphere as a whole.

As was mentioned earlier in this thesis teacher plays a key role in the classroom having a major effect on discipline and thus being able to influence significantly by his behaviour and actions. He advises teachers to avoid certain things, in order to prevent problems, as inconsistency regarding class rules, issuing threats which will not be carried out, rising their voice, being unfair to the class or its individuals, violating the rules showing students the wrong example or even giving boring classes as one of the major causes of learners' misbehaviour is boredom. He states that the ability to control a group of students when things get out of hand depends to a large extent on the personality of the teacher, and some teachers certainly appear to find it easier than others. However, he suggests several possibilities of actions that can be taken by any teacher in case of a learner's misbehaviour as stopping the class



to show him what was wrong, reseating, change of activity (to for example writing task) in case of the majority of the group getting out of hand. A teacher should act immediately or right after the class because “the longer a discipline problem is left unchecked, the more difficult it is to take action.

The type of classroom environment that a teacher creates and encourages can either increase or decrease a student's ability to learn and feel comfortable as a member of the class. The classroom environment should do as much to foster cooperation and acceptance as the teaching methods that the teacher uses. This article describes a number of methods to help teachers plan for and create a classroom that welcomes and supports all children.

At the beginning of the year teachers have the goal of establishing a classroom environment that is favourable for helping all students work cooperatively in order to learn. The classroom environment can either improve or impede a student's ability to learn and feel safe and comfortable as a member of the class. Classrooms that encourage emotional well-being create an atmosphere for both learning and emotional development.

Educational research supports creating an atmosphere of mutual respect, where students feel relaxed in asking questions and expressing their thoughts and feelings. Some areas to consider when creating an atmosphere of mutual respect are classroom design, classroom procedures, and classroom strategies. Implementing a few strategies that address these areas can help develop a strong sense of community and encourage positive interactions and cooperative learning for students with and without disabilities. A warm classroom environment can lead to increased academic achievement and a sense of pride and belonging in the class. In my conclusion I maintain that article concentrates more specifically on the atmosphere in English lessons discussing topics as student’s groupings, disruptive behaviour as well as the affective aims of activities that can be used in English lessons to improve classroom atmosphere.

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