

EFFECTIVE TECHNIQUES OF TEACHING ENGLISH TO PASSIVE PUPILS

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Annotation: *As a senior student of the Faculty of English Language II, we did a three-month pedagogical practice at school №55 in the city of Samarkand from September 6 to November 15. It was a great chance to put into practice all the knowledge and skills we acquired during my four years of education. In the beginning, we expected that the teaching process would not be this difficult, as we were confident in my knowledge of English. However, contrary to my expectations, we encountered some difficulties during active implementation. The first target we faced was diversity in students' knowledge, character and personalities. It was quite difficult to prepare the teaching materials as my 4th grade students had difficulty in fulfilling the tasks that we had prepared for them.*

Key words: *taking a dictation, school administration, visual way, visual stimulus, active learners, passive pupils;*

We copied this problem by taking a dictation and asking them to write an essay on "My Family". By doing this, we determined their English level and decided what kind of activities we would do with them. As a result, we choose Elementary level for my courses. The second challenge was the personalities of the students. That's why we tried to work with each student individually. We have never moved students away from their friends. Instead, we have prepared some exercises specifically for them to engage them in the learning process and motivate them to work together. The third problem we faced was the lack of technical assistance at school. We wanted to show my students interesting videos or short films, and do listening activities, but there was neither television nor speakers. So we had to take my own laptop to school every day and ask my students to bring speakers. If the school administration gave these devices to every classroom, we think that not only foreign language teachers, but also teachers would easily find the opportunity to teach their students. Still, we must say that the teacher taught me the methodology of teaching, the secrets and ways of educating children. We also observed the English lessons of the kindergarten. Our application is not only in terms of English, but also math, Russian language, etc. It included all the topics. While in mathematics, Russian language and music, we learned a lot of teaching methods. We also learned many pedagogical skills from the teachers, such as how to draw students' attention, how to lead and manage the group, and how to draw their attention to a particular topic. During my practice, we taught English for 1st and 3rd grade demo classes. I had chosen a topic from the lesson plans and that was "How are you?" was. and "Can I...?" I prepared different worksheets suitable for the age of the children for the lesson. We helped the group teacher to prepare the demo lesson called "Well-known grandchildren". While practicing, we met with the official documents related to the education of young people in the spirit of national belonging, and we learned the plan of working with parents, the way of not taking them,

preparing illustration materials, running class magazines, and giving feedback to the group. do classroom activities. Engaging students remains one of the biggest challenges teachers face today as technology is increasingly promoted as a way to solve this problem. Today's younger generation has grown up surrounded by technology, both at home and in the classroom. Interactive whiteboards are the main stay of all classrooms. Add extra value and relevance to lessons in a way that is both mentally stimulating and fun. Students routinely use video and image sharing applications such as YouTube as a form of communication, not just passive entertainment.

Therefore, when trying to increase engagement, it makes sense to use visual media in your lessons, because as teachers we need to engage a generation of digital natives and students in a more visual way. Studies also show a link between visual cues, the memory process, and the recall of new information, and there is substantial evidence to suggest that video or image can inspire and engage when incorporated into student-centred learning activities, thereby promoting active participation. Lesson hooks and visual stimulus. Engaging students can be difficult even for the most experienced teachers.

However, we will share some of our ways of involving students and how this both supports classroom progress and fosters wider classroom participation in my own classroom practice. We used something called a lesson hook, these are images linked to a learning question or perhaps an achievement criterion, and these images can help students with their meta cognition and deeper understanding of the learning outcome learning question. For example, by using a high-quality image (Image Quest has over 3.5 million available for you to use) you can facilitate interactive learning. For example: if the learning outcome is: Understanding animals in their habitats. Show students the picture or “lesson hook” below and ask them to work in mixed ability pairs to discuss the hook. BSIP \ Universal Images Group Your lesson initiator will not need any broader differentiation because students will differentiate for each other through student talk. A lesson hook can be scaffolded using a series of higher and lower grade questions such as; What do you know about this painting, what do you want to know and how can you learn it? This allows you to check your understanding and allow some degree of summative assessment and the class to speak through their learning. Student Engagement and Student Achievement Research has historically shown a strong correlation between student engagement (typically defined as time devoted to the focus area, perhaps the learning question or outcome, active participation in learning, and task behaviours) and student achievement. These correlations remain strong for all levels of instruction, all subject areas, and varying instructional activities. Using a lesson hook at the beginning of the lesson gives students a deeper understanding and connection with what they are learning. Active Participation can facilitate student-centred learning and give students a stake in the process. Teachers often make all learning decisions for students. They decide what students will learn, how they will learn, at what speed and under what conditions they will learn. Teachers then decide whether students are learning or not. By using something as simple as an engaging picture, you can allow student-focused learning through questioning at the beginning of the lesson, a simple yet effective approach to your practice Active Engagement not only supports beginners but also helps scaffold the main lesson task-tasks. One-minute brainstorms are a great way to allow students to share their peer

knowledge and perhaps deepen their own thought processes. Facilitating interaction and collaborative learning increases the depth of student engagement by enabling students to take an active role in their work. Using video to deepen understanding in a mini plenary throughout a lesson can increase both a deep understanding of the curriculum and LO accessibility, the images can be better supplemented with videos in the classroom as this provides greater relevance to learning and a deeper connection of students with the lesson. these methods can be translated into a small group task and even help support intervention teaching. Do you want to learn more? Would you like to improve your digital resources in your school? The School of Britannica and Image Quest create a collaborative learning environment, facilitating effective teaching and dynamic learning while helping to foster greater engagement. The forearms of the pupils support the heavy heads, and the eyelids become tired and heavy. Information fills the room, but restless listeners remain in different as their attention is stolen by fleeting thoughts and boredom. If this is common at your school, the learning environment is most likely passive. While a passive learning environment can accommodate large numbers of students, it is often an ineffective scholastic environment. In contrast, an active learning environment should have the opposite effect on students. This teaching method encourages creativity, self-learning, attention, interaction, discussion, and multi-sensory processing. So what can I do to nurture active learning? There are many things you can do to nurture an active learning environment. Here are 10 suggestions. Help your students understand the difference between active and passive learning. Encourage your students to complete the free Passive and Active Learning Profile available here for free. Let your students brainstorm on what they can do to be active learners. Let your students brainstorm on things you can do it to help them become active learners.

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