

ENGLISH TEACHING STRATEGIES TO QUIET A NOISY CLASSROOM

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Annotation: *While it is not ideal to mute the entire class for 45 minutes at a time for them to listen, every teacher needs to silence a noisy classroom at some point. Recently, when we saw Todd Finleys offer some great ideas on edutopia, we had to offer some tricks we learned. And remember, most of the things that work actually have to do with your personality. Classroom management is not strength for me because we are always worried about being a bad teacher and tend to use learning models based on open-ended learning, student self-direction, and inquiry and project-based learning.*

Key words: *Classroom management, clap once, clap twice, bonus items, non-verbal cues, game-based learning;*

20 Ways to grab the attention of a noisy classroom

1. Help students understand. Regardless of the class level, when you signal for the class to be quiet, immediately let students know why you need their response. Visualize the impact of somehow lost learning, future earning potential, low intelligence in each generation, making it difficult for their grandchildren.

2. Clap once, clap twice. This is the old standby mode. On the first day of school, after clearly explaining to students how this will happen, stand in front of the class and say out loud: Clap once if you can hear me, and twice if you can.

3. Use a timer. If you have an easy way to instantly project a time that everyone can see, set it to 3-5 seconds and let students know about the expectation that the class will be completely quiet each time the timer reaches zero. You can also tie it to a reward, offer some type of bonus time per week or month and reduce wasted time from that bonus time.

4. Stop at a designated spot. And whenever you stand there and raise your hand, a certain finger indicating a desired noise level, etc., the expectation is that they are completely silent within a certain period of time, or even let them know that there is a silent countdown on your fingers.

5. Count backwards from 4. Or count backwards from 4 out loud and try slowing your countdown to accommodate the specifics of certain classes, but without giving them too much space.

6. Individually thank students who are currently silent. Bonus items, etc., are given to each silent student. Giving thanks, even with a gesture, is a way of positively rewarding a desired behaviour.

7. Use a note worthy name. Use a keyword or phrase that grabs attention or even has a monthly theme, and students know to be quiet when they hear a name from that category and reward their performance

8. Use a tail light. This was from Finley's edutopia list and it's excellent, Green can speak, yellow mute, red mute. E-Bay, Amazon, etc. they all carry products like this. Hang it where everyone can see it and use it every day.

9. Use an app. For example, Very Noisy. Try it and see what works.

10. Get them to stand. This might not work for some lessons, but most of my lessons that had a hard time being quiet were not defiant, they were just full of energy. Have them stand and stretch, then start again?

11. Use proximity. Stay close, even tap on the shoulder of the selected speaking students when starting to speak. (In some schools, classrooms, grade levels, etc., it's definitely not okay to touch any student for any reason, if that's the case, don't.).

12. Record. This doesn't work every day and only if you sign permission from each student's parents and principal and if it works and is appropriate start recording with some visible evidence of taking a Skype screenshot. Or even a fake red light that implies recording video. Give them a video project, a YouTube channel, a documentary, etc., that all parents will see at the end of the year (for primary school). Say you have a project for You know them better than me, what would convince them?

13. Get the truth with you. This is incredibly important for more demanding grades, especially grade 8 and up. Know who the key players in the class are and take them with you right away. Help them use the leadership skills they have to encourage learning in the classroom, and periodically let older children know how much they have helped other students.

14. Use non-verbal cues. Using non-verbal cues that reflect a behavioural system, perhaps based on positive reinforcement. This can allow you to deliver not only simple messages, so please be quiet, but also more complex messages like the noise level has cost us two minutes so far in our game-based learning lesson on Friday. How? Use GBL for 15 minutes every Friday and raise a finger every time students lose. Through this routine, they will get the picture.

15. Gamify. Gamify your classroom. Score, get points, award badges, let classes level up, let them compete with each other, segment groups within a class to compete with each other; let their points rest so that the struggling ones don't celebrate being last and get worse. This will only work for certain age groups.

16. Turn off the lights. Who knows why, but most students like to turn off the lights. You don't have to turn them off and on like a madman and wait.

17. Resist the temptation to get emotional. When students feel that you are upset, it means you lack control and it creates a snowball effect. In fact, even if they're not doing what you want, don't give them that secret.

18. Ignore some misbehaviours. Trying to silence a noisy classroom is more about routine than discipline. If a student makes a joke that makes the class roar while they're quiet, smile quickly, let go, and continue.

19. Be stupid Record audio, Tik Tok videos or videos combining their progress and relative success on Instagram. However, we did not use this method. We are not agree with the scientist's notion, since we personally think that teacher should not take a vlog while the lesson is continuing.

20. Shout at them, slam the door until the windows break, flip tables etc. Then you will be fired and you will no longer have to worry about it.

Besides them we are going to give some more tools that will automatically do it for the text you choose! Students can then be given the same assignments - for example, with a similar aptitude partner to read aloud in order and visualize practice reading strategies, such as drawing a picture of what they see in their minds or linking to another text or previous experience. Practicing a "jigsaw" activity: In a "jigsaw", students can use parts of the same long text or, in a version more suitable for a multi-level class, a modified section of the same text or completely different texts on the same topic (for example, similar skill sets), excerpts from the biography of a famous person are given at the appropriate level of text complexity for their groups).

Then, each similar ability group reads the text and prepares a poster and a short oral presentation about what they have learned to the whole class. Not only does it provide opportunities for reading, writing, speaking and listening, but it also benefits from what research has shown - students learn more when they know they will have to teach others about the subject. Providing simple writing assignments based on visual prompts: we started by placing simple "comics" of six or eight panels at the top, and then asked students to write the story they believed they were telling. Students can write this no matter what level of English they are currently at, and Intermediate Levels can sit next to Beginners to provide assistance. There are many illustrated stories of this type - first we used stories from the book Chalk Talks and then we invited students to create their own stories. The image showing this post is a student example, and they now provide an unlimited number of creative storyboards that students can use for writing and oral discussion. Using technology for differentiation: Laptops or tablets provide a great place for a multi-level classroom for all your students if you're lucky enough to have one or a visit to the computer lab. The Best Beginner, Intermediate and Advanced English Student Sites list provides a comprehensive collection of sites that students can use to learn about any topic studied (or not) by the whole class. Using groups of mixed-skilled partners: This could be a game, a time when Intermediate students "teach" a prepared lesson to Beginner groups, a Picture Dictation exercise (again, where the Intermediate student could be more of a teacher), or a student questioning him from the other student. In such a "Gap" exercise, each partner's page may have the necessary information, but it may be made more difficult for the Intermediate student to find in their homework.

For me, multi-skilled classrooms are as varied as the children in them. Most often, they include students who communicate in English at a variety of different levels. They may also be considered multi-level because they include students with different types of learning backgrounds, such as those who have learned orally and those who have learned mainly from a textbook. Pupils may also have different levels of literacy in their own native language.

When faced with the challenge of a multi-knowledged classroom many teachers do not know where to start. They fear that the preparation will take much longer, and that the students will be more demanding. Schools that have multi-level classes often have limited budgets, and teachers may fear that they will not be paid for what they are worth. However, it is only by looking at the advantages of the multi-level classroom and employing strategies to overcome the challenges, that teachers can achieve success.

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