



MODERN TEACHING METHODS IN ENGLISH CLASSROOM

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Abstract

In modern teaching procedure classroom environment contained to enhancement pupils knowledge in all skills through well organized lesson plan and classroom decoration to impact pupils learning abilities. One of the first things a teacher does at the beginning of the class year is organize, arrange, and decorate the classroom. The physical environment of a classroom plays a part in the ownership students feel about their class and more specifically their class. The classroom environment should do as much too foster cooperation and acceptance as the instructional method the teacher uses.

Children are sensitive to the atmosphere created in the classroom. Is the classroom warm and inviting? Are all areas of the classroom accessible to all children? Are the walls bleak and lacking in colour or do the decorations help to make the students feel comfortable? Are areas well defined as to their design and purpose? Decorating a classroom with some kind of warmth can help promote a sense of comfort and security. Classrooms tend to be rather cold, bare places until they are decorated. Adding a splash of colour can bring life to a sterile environment.

Colour choice is important when decorating a classroom. Teachers should keep in mind that red and orange can make children feel nervous and unsettled while blue and green can help students feel calm. Furthermore, dark colours take natural sunlight out of a room and can even make people feel drowsy and listless Plants, soft chairs, rugs, and pillows can help to add warmth and comfort to a class environment Create a Neat and Organized Classroom While decorations help create a warm environment, organization of the furniture in the room is also important. There should be enough space for all students to easily move throughout the classroom. Teachers should consider the use of universal design. Universal design is designing products and environments to be usable by all people, to the greatest extent possible, without the need for modification or specialized design.





Universal design for instruction is a set of principles that help in the process of designing the classroom environment and instruction so that they are contributing to the learning of all students. Teachers should apply the strategy of universal design for learning to make sure that activities, materials, and equipment are physically accessible and usable by all students.

Teachers should also expand safety procedures to all students, including those that are identified with a disability and when teaching, repeat printed directions orally. Desks arranged in neat, orderly rows may make movement throughout the class easier but this arrangement may not help to create a warm, friendly environment. These teachers felt that grouping desks offered several benefits including encouraging cooperative learning, building a sense of class community, and making the best use of the space. Ideal desk arrangements create opportunity for student's to be actively engaged in learning and have the opportunity to work cooperatively, when appropriate, with their peers, while still allowing student's to navigate the environment safely.

Classroom Procedures. Create Special Traditions for Your Class Traditions can help create positive feelings and bond students' to their class. Start the morning with a beginning of the day tradition. Student's could work together to create a class pledge that is recited every morning before the day begins.

One example of a class pledge created by Elementary Class includes the three Cs: "We will Cooperate, We will Communicate, We will Concentrate, and we will have a Good Day." The use of a thought provoking and memorable quote is another possible way to create a special tradition in class. Begin by reading a quote to the class and have students share their thoughts and feelings about what the quote means to them. Traditions can also be used to end the day. Teachers can give students time at the end of each day for a reflective activity. Examples of activities could include creating a picture of something students learned that day, writing a reflective paragraph in a journal, or writing a note to their teacher stating one thing they learned during the day and one thing that confused them. Teachers could also have the class write their own song to sing or a poem to recite at the end of every day.

Teachers can make their classrooms encouraging and supportive by teaching students problem solving and conflict resolution skills in small groups and whole class meetings (defined class meetings as when the teacher assigns a designated time of day when students form a circle and work together to discuss and solve classroom issues and problems. Classroom meetings can help create a sense of belonging and trust for





students. Classroom meetings can also encourage children to work together to solve problems while practicing pro-social skills.

Browning, used classroom meetings with twenty 1st- grade students to teach them positive forms of conflict resolution and decrease acts of verbal and physical aggression. Prior to the introduction of the class meeting acts of aggression were common in this classroom. After the use of the classroom meeting the number of aggressive acts was significantly reduced. Classroom meetings with fourth and fifth grade students and saw a decrease in the number of disciplinary referrals to the office and an increase in self-esteem.

Three possible types of classroom meetings include open-ended meetings, problem-solving meetings, and educational-diagnostic meetings). In an open-ended meeting the topic of discussion can be anything of interest to the group. In a problem solving meeting all class members work together to solve a problem of concern to the class. This could be a problem that involves the entire class or a problem an individual student is facing. The purpose of an educational-diagnostic meeting is to evaluate students' background knowledge before introducing a new topic and assess the level of understanding students have gained for a subject that has recently been taught (Lundeberg, et al.).

Following an agenda can be helpful when conducting a classroom meeting . Suggested meeting items include appreciation and compliments, peaceful conflict resolution and problem-solving activities, old business, new business, and a classroom encouragement activity. It is important for students to know how to give and receive compliments.

The appreciation and meeting component of a classroom meeting provides teachers with the opportunity to teach students how to give compliments or provide appreciation to classmates as well as how to receive appreciation and compliments. The focus should be on qualities of the student and things they have accomplished (e.g., "Thank you for helping me learn my spelling words for this week."), rather than on physical appearance (e.g., "I like the shirt you are wearing."). During the peaceful conflict resolution and problem-solving activities portion of the classroom meeting students work together to help students who have identified that they have an individual problem or the class works to solve a problem they feel they are having as a whole (e.g., getting in trouble in the lunch room for not cleaning up after eating). Students work together to develop a list of possible solutions, evaluate those solutions,





and the students involved in the problem then select a solution to try. During the old business time of the class meeting students are provided with the opportunity to share how their previous problem solving attempts have worked. This allows for further suggestions if the previous solution was not successful. The new business part of the meeting gives students the opportunity to make decisions about other types of class business (e.g., what colour shirts to wear for field day, how best to prepare for the up and coming science exam, or what to name the class goldfish). To conclude, the classroom encouragement activity is designed to give encouragement to the entire class personal note to each student thanking the student for something he/she did or acknowledging specific improvement he/she has made in academics or behaviour.

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