



## FACTORS TO IMPROVING LEARNING IN ENGLISH LESSONS

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### Annotation

The classroom learning and teaching process is dependent on so many factors which can be worked with and influenced in English lessons. In this article concentrates more specifically on those that will be included in activities introduced in the practical part of the learning.

**Key words:** learning factors, attitude, classroom, activity, learning style

Learners' attitude towards learning is very important in influencing their achievements and therefore it should be taken into consideration by teachers who should try to initiate activities that would encourage positive attitude to learning and the language it self. These activities can concentrate for example on the following:

1. Attitude
2. Individials and styles
3. Goals
4. Confidence

As Hadfield (1992) states, "A positive attitude towards oneself as a learner, towards the learning process, and towards the language and culture being studied are obviously essential if any progress is to be made".(1,16) Learners however sometimes experience varied negative feelings regarding their learning abilities, their place in a group or the language it self. According to Hadfield's experience, dealing with student's negative feelings by patient rational discussion hasn't been very effective because these discussions concentrate on the negative, the problem and try to solve it logically even though these feelings are an emotional affair. Instead she suggests using affectively aimed activities that evoke positive feelings about student's themselves,





their abilities, the group as a team and the language and its culture .Examples of such activities are introduced in the practical part of this thesis.

Activities aimed at learners learning about their own specific learning style and respecting diverse learning styles of others can be very helpful in establishing a respectful attitude in learners towards each others learning, and the proceedings of a teacher who tries to provide opportunities for everyone to have a chance to experience activities that suit their individual learning styles.

Learners' expectations of what they want to learn and why are closely connected to their learning styles and as young students may not be explicitly aware of their own styles or expectations it is very useful to incorporate activities which will help them to define their expectations their goals and think about their learning strategies? These activities may prevent possible tension that can rise from a lack of recognition of students' own objectives and strategies or lack of tolerance towards aims and styles of others. that some students want to learn grammar because they feel it helps them to improve their English, others feel that grammar is boring and it distracts them from what they really want to express by using the language as some students learn analytically some prefer intuitive learning others are visual types or have better auditory memory.

To this she If each category thinks that its style is the only way to learn, then you have potential for resentment and conflict, unless you help learners to understand how aims, attitudes, and learning styles may differ and also encourage them to start thinking about how they as a group can reconcile and what may be conflicting aims and interests The classroom should be inviting by using bright, and bold colours on the walls. It is stated that no one wants to learn in a dull environment.

The teachers should also encourage academic engagement by incorporating the use of word walls and thematic units in the classroom. The word walls and thematic units may serve as motivational tools for the students. These areas should always be organized, neat, and clean. Keeping bulletin boards up-to-date in the classroom encourages students to perform to the best of their ability. Undeniably, the appearance of a classroom leads to a positive classroom environment and a productive class year.

Moreover, allowing and encouraging parents to be involved within the classroom can aid in creating a positive environment. Parental involvement in the classroom and in their child's education are two factors that play a crucial role in having a successful class year as well as having a positive classroom environment. States that, when parents are involved in the classroom, it sends the message that what is happening in





the classroom is important. Parents may actively get involved by chaperoning on field trips and taking part in special events that take place at the class and out of class.

Teachers should remember to always try to involve those parents who are unable to be actively involved in the classroom throughout the class day. A positive classroom environment is an important tool for establishing a successful and effective class year. There are numerous factors that may have an influence on positive classroom environments. However, it is critical that teachers create a positive classroom environment to encourage the students' growth. A positive classroom environment enhances the students' ability to learn and to be productive in and out of the classroom. According to having a sense of direction and a common purpose is essential for a group to work successfully. However, it is one of the most difficult tasks to set and agree on common goals as a class with each student having different priorities, different learning style and strategies or prefers different approaches to learning languages. While defining and agreeing with students on common aims a teacher has to respect these individual aims and needs for everyone to feel satisfied with the way they learn and be motivated. It is good for students to realize and clarify their own goals and the fact that learning inside a group can help them achieve them even though it will require certain compromises. He recommends using a variety of activities that would help students to think about their individual as well as group aims

The feeling of trust and confidence in an English lesson is essential for students to be able to learn and practice speaking the language. I agree with this as according to my experience if there is a lack of trust and much insecurity in the group students will be afraid to express their opinions, open-up and use English in front of others simply out of fear of being laughed at or judged for their views or mistakes. If this kind of atmosphere is present in a classroom it will be very difficult for a teacher to work with such group as well as for the learners to learn. It is very important to remind again that the attitude of a teacher is vital in terms of establishing trust and helping students to feel confident using the language by being reassuring, encouraging and comforting however it is perhaps even more important to feel acceptance and support from the group as a whole. According to who wrote an introduction to *The Confidence Book*, a teacher should incorporate activities which would help build up students language confidence leading them to a greater awareness of just how much they can achieve, even when they think they know very little and allowing them to enjoy and draw on their own strength, feelings and experience his *Teaching Foreign Languages in Class*





reflects on this topic saying that: “Every student knows more than they think they know. Every student knows much more than the teacher thinks they know.

### **Use of literature**

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