



THE SECRET OF SUCCESSFUL TEACHERS

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Annotation

This article shows some difficulties which can appear during the teaching of language. The writer wanted to show how to overcome these difficulties and how to make the lesson more enjoyable. Teachers should select appropriate material and be creative to deliver this material to the learners.

Keywords: to cause, problems, efforts, to create, successful , environments, inappropriate ,ways, react, determine, event , influence , attitude, whole , adherence norms.

Introduction

The way we work in lessons and the interaction we have with our students make a significant contribution to a group's success and when things are going well, to successful learning. We have already seen that the rapport we establish with our students is crucial to effective teaching and learning.

Without good rapport creating an appropriate group atmosphere and identify is extremely difficult. But there are other things too, which we can do to ensure a positive class atmosphere.

Start as we mean to go on: students will find it extremely difficult if we only begin to insist on certain behavior when things go wrong. If, for example, we wish to start our lessons in a calm atmosphere then we need to do that from the very first lesson by waiting for silence before we start the activities we have planned. If we have decided that we are in charge of who sits where then we should exercise that decision making from the very beginning rather than asking students to accept this halfway through the term.

Students are far less likely to cause problems if we give them interesting things to do. Despite all our best efforts to create successful learning environments, things sometimes get out of hand and students start behaving in inappropriate ways. The way we react in such situations will determine not only how serious the event becomes, but will also influence the attitude of the whole group in terms of their future adherence to the group norms which they have agreed. Punishing problem behavior is not in itself an attractive action, but turning it into future success is. When students behave disruptively or uncooperatively, our first task is to find out what the problem





is. We can then see if we can agree a solution with the student who is exhibiting the offending behavior so that we can set a target for them to aim at - one which will ensure the success we are striving for. There are many things to bear in mind if we wish to achieve these goals. Act immediately: it is vital to act immediately when there is a problem since the longer a type of behavior is left unchecked, the more difficult it is to deal with. Indeed, unchecked behavior may get steadily worse so that where it could have been deflected if it had been dealt with immediately, now it is almost impossible to deal with. Immediate action sometimes means no more than stopping talking, pausing and looking at the student in question). Sometimes, however, it may demand stronger action.

Keep calm: in many students' eyes, teachers who have to shout to assert their authority appear to be losing control. Shouting by the teacher raises the overall level of noise in the classroom, too. We need to find some other way. The first thing to remember is that whatever we feel like, we should never appear to be flustered. When we are trying to modify student behavior we need to look disruptive students in the eye, approach them, keep looking at them and speak in a measured tone. We can start by asking them questions to find out why they are behaving in the way they are. This will often be enough to defuse the situation. If more serious action is required, however, we will adopt some of the methods described below. Focus on the behavior not the student: we should take care not to humiliate an uncooperative student. It's the behavior that matters, not the student's character. Though it may sometimes be tempting to make aggressive or deprecatory remarks, or to compare the student adversely to other people, such reactions are almost certainly counter-productive: not only are they likely to foster hostility on the part of the student and/or damage their self-esteem, they may also be ineffective in managing the situation. Students can easily dismiss sarcasm as mere unpleasantness but it is much more difficult to keep behaving in ways which the teacher is criticizing sensibly and fairly. Take things forward: where a simple look or brief comment is not sufficient, we need to think carefully about how we respond. It is always better to be positive rather than negative. It is usually more effective for a teacher to say Let's do this, rather than Don't do that. Taking things forward is better than

How teachers can ensure successful behavior. The way we work in lessons and the interaction we have with our students make a significant contribution to a group's success and, when things are going well, to successful learning. We have already seen that the rapport we establish with our students is crucial to effective teaching and learning. Without good rapport, creating an appropriate group atmosphere and identity is extremely difficult. But there are other things, too, which we can do to





ensure a positive class atmosphere. Start as we mean to go on: students will find it extremely difficult if we only begin to insist on certain behavior when things go wrong. If, for example, we wish to start our lessons in a calm atmosphere, then we need to do that from the very first lesson by waiting for silence before we start the activities we have planned. If we have decided that we are in charge of who sits where, then we should exercise that decision-making from the very beginning rather than asking students to accept this halfway through the term. Know what we are going to do: students are far less likely to cause problems if we give them interesting things to do. They are far less likely to feel the urge to be disruptive if they understand that we have come to the lesson with clear ideas about what these things are, rather than making it up as we go along. This does not mean that we will always slavishly follow a plan, but it does suggest that a well-organized period of study and activity which has been thought about before the lesson has a far greater chance of success than a chaotic ill-thought-out (and ultimately frustrating) one. Plan for engagement: students who are interested and enthusiastic do not generally exhibit problem behavior.

When we plan our classes, therefore, we need to think how we can engage students in a reading or listening text before starting detailed work on it; we need to do our best to introduce topics that are relevant to our students' experience. Interest can be also being generated by a teacher's performance. There is no doubt that students can be engaged by the energy and enthusiasm of their teachers. Priorities success: one of our most important tasks is to try to make our students successful. This does not mean making things easy all the time since that can provoke boredom or, at the very least, disengagement. But at the other end of the spectrum, if things are too difficult, students become demoralized. What we will try to aim for, instead, are tasks, activities and goals which challenge individual students but for which they can have a better-than average chance of success. Getting the level of challenge right is a major factor in effective classrooms. Our use of praise is also a way for us to show students how successful they are being. Equality rules: in any dealings with members of the group, the group has to see that we treat everyone in exactly the same way, irrespective of who they are. We should not show obvious favoritism or appear to hold a grudge against particular students. We need to treat events in the same way each time they occur, too, so that students know exactly what is likely to happen in certain circumstances.





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