

ENCOURAGING AND MOTIVATING STUDENTS

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The best lessons, books, and materials in the world won't get students excited about learning and willing to work hard if they're not motivated. Motivation, both intrinsic and extrinsic, is a key factor in the success of students at all stages of their education, and teachers can play a pivotal role in providing and encouraging that motivation in their students.

Dunyoning eng yaxshi darslari, kitoblari va materiallari agar o'quvchilarda o'rganishga motivasiya bolmasa, mehnat qilish istagini kuchli bolishiga yordam bermaydi. Ichki va tashqi motivatsiya, o'quvchilarning barcha bosqichlarda, ularning muvaffaqiyat qozonishida muhim omil bo'lib xizmat qiladi, va o'qituvchilar ushbu motivatsiyani o'quvchilar o'rtasida ta'minlash va rag'batlantirishda muhim rol o'ynashi mumkin.

Лучшие уроки, книги и материалы в мире не будут привлекать студентов к обучению и желанию много работать, если они не мотивированы. Мотивация, как внутренняя, так и внешняя, является ключевым фактором успеха студентов на всех этапах их образования, и учителя могут играть ключевую роль в обеспечении и поощрении этой мотивации у своих учеников.

Key words: motivation, encourage, enthusiasm, motivate, education.

In EFL settings where opportunities to use English are relatively few and far between, one of the main challenges faced by English teachers is how to motivate students. Though many students are initially interested in learning English, it is not unusual for their enthusiasm to disappear over time, partly because learning a foreign language involves lots of hard work, partly because English doesn't seem immediately useful or relevant to their lives, and partly because they rarely get a chance to use the skills they learn. For many students in EFL settings, to the extent that they are motivated to study English at all, their primary motivation is extrinsic: motivation based on a reward that comes from outside the learner. Examples of extrinsic motivation would include the desire to get a good score on a test or to get a good job. Such rewards can have significant power in motivating students to study and learn, but they are also problematic. For example, students who are motivated primarily by a desire to do well on tests may study only what they need to in order to pass the test, and then lose interest in English study once the test is over. Similarly, if the prospect of a job is years in the future, it becomes a reward that seems too distant and may not have much power to motivate students to study today.

Rather than relying exclusively on extrinsic rewards to motivate students, English

teachers should also try to build their students' intrinsic motivation by encouraging them to consider rewards that come from within themselves, such as a sense of accomplishment, the love of learning new things, the love of creating, or the desire to pursue their curiosity and interests. In fact, many researchers suggest that intrinsic motivation is a more powerful driving force than extrinsic motivation. One reason intrinsic rewards tend to be especially effective as motivators is that, coming from within the learner, they are always there to drive one's study — they are not years away, and they don't disappear when the test ends.

One way you can help motivate students to engage actively in English study is simply to make your class as lively and interesting as possible; on the whole, students tend to learn more about something they like and interesting than about something that holds no appeal for them. A class that is lively and enjoyable is — all other things being equal — usually better than one that is boring or tense.

A second way to arouse and maintain student interest in English study is to make your courses as genuinely communicative as possible. Most people enjoy talking about themselves and learning about others, which provides a natural opportunity for speaking and even writing practice — and is certainly more interesting than rewriting sentences or parroting a memo-

rized dialogue. Many students are also interested in the world beyond the borders of their town or country, and learning about this broader world provides an excellent excuse for reading and listening. In fact, as a foreigner in your host country, you have a powerful advantage as a teacher because your presence in the classroom creates a natural information gap. In other words, you know many things that the students don't and vice versa, so you have a great deal to talk to each other about without having to manufacture a topic. Praise from the teacher and a good time in class will not go far if students do not feel that they are making progress or that their study has any purpose.

Students often have great respect for a teacher who has mastered a foreign language, and this respect may make them more eager to follow the teacher's example. However, it by no means follows that a good language teacher must be a great language learner; in fact, those rare individuals who seem to absorb languages may be discouraging for struggling students to be around, and such individuals may not make very good language teachers because they don't understand the difficulties that mere mortals face. To be a good role model, what is perhaps most important is for you to make a serious learn what you can and for students to see you practicing what you preach. Your effort to learn the language of your host country will make your life there easier and richer, give you a much better idea of the difficulties that the students face, and increase your ability to empathize with them. In general, students tend to work harder for a teacher who they feel understands them and identifies with them than one who doesn't seem to share their burdens. When it comes right down to it, one of the greatest advantages of taking a language course (as opposed to studying a language on your own) is that it provides someone who holds you accountable for how much and how well you learn. In other words, when you take a course, you must study because tomorrow there might be a quiz, a test, a discussion covering tonight's reading assignment, or at least a teacher who will be disappointed if you don't do what you are supposed to. Thus, as long as human beings are naturally inclined toward procrastination and laziness, a third important role of the language teacher will be to see that students put in the

many hours of work necessary for language mastery and to help them learn the discipline to keep them working diligently when there is no longer a teacher around. Many of the ways teachers hold students accountable come under the heading of assessment and evaluation, but let us note here that accountability is not only a matter of quizzes, tests, graded homework assignments, and other measures that students often view as more akin to the stick than the carrot. Accountability also includes praise, encouragement for work well done, and almost any other response that recognizes students. Research in psychology indicates that such rewards have a strong positive impact on students. In fact, praise from respected people tends to act more like intrinsic than extrinsic motivation, even though it comes from outside the learner. The basic idea of accountability is that you consider students' efforts important and care whether or not they did their work. Some students will work only if threatened; others only need a gentle reminder. Most, however, are a little more likely to work if they know that they will be held responsible for doing so. Though excessive anxiety in a situation can hinder learning, "a certain amount of it can stimulate a learner to invest more energy in the task". Encouraging Students to Take Command

The language teacher's role is to move students toward taking charge of their own language learning — setting their own goals, making their own study plans, and then holding themselves to those plans — because it is self-starters who are most likely to succeed in language learning. All too often, language teachers are so consumed with the "delivery" of language to their students that they neglect to spend some effort preparing learners to "receive" the language. And students, mostly unaware of the tricks of successful language learning, simply do whatever the teacher tells them to do, having no means to question the wisdom thereof. In an effort to fill all class hours with fascinating material, teachers might overlook their mission of enabling learners to eventually become independent of classrooms — that is, to be autonomous learners. Even as you plan your course, then, you need to think about ways in which you can encourage students to take initiative. There are endless ways to do this:

1. Have students keep their own vocabulary list;

2. Let them choose their own books for reading practice;
3. Have them choose topics for writing or discussions;
4. Ask the students to tape their own listening material;
5. Even have them design and carry out their own study plan as a component of your course.

It is most important that students get into the habit of taking charge of their own study programs as much as possible. One aspect of helping students take control of their own learning is exposing them to different learning strategies. As mentioned above, students are individuals who differ in their learning styles as well as in their English skill levels. Some students learn language best through careful analysis, and others may rely more on instinct; some thrive in free wheeling group discussion, and others in quiet conversations with a partner. However, in many countries, students are only familiar with a narrow range of study methods that are recommended — or required — by teachers, classmates, or tradition, and may use methods unsuitable to their personalities or skills simply because they are not aware of alternatives. One of your roles as a teacher is to suggest approaches to language learning that students might not have previously considered. Of

course, this is easier if you have yourself had experience with a broad range of study methods and strategies, but you can still make a valuable contribution simply by calling students' attention to the issue — many students have never consciously asked themselves what study methods are best suited to them. 1. Teacher-centered approaches to education: In many societies, the teacher's social role is much closer to that of the sage than that of the coach; teachers are respected in the community primarily for their knowledge of their word is not to be challenged. In such a society, a teacher-centered approach to education is the culture better than the student-centered approach we have argued for. 2. Emphasis on standardized education: The emphasis on the student as a unique individual with a distinct learning style may seem rather foreign in some societies. 3. Text-centered, grammar-focused approach to language: Some of your host-country colleagues may have had little opportunity to develop their English skills, particularly spoken fluency; in contrast, they may be very familiar with the formal features of English, especially grammar and vocabulary. They may also tend to give lectures that stick closely to the text because this allows them to prepare a limited body of material.

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COMMUNICATIVE COMPETENCE IN EFL CLASSES AND TEACHING IT

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The communicative approach to learning a new language makes the teacher the facilitator. The interaction between student and teacher is paramount as well as collaborative learning. This type of learning uses techniques that help to convey the ideas, thoughts, feelings and information to reach others. The given article is devoted to the study of the effective way of developing the students communicative competence.

Yangi tilni o'rganishning kommunikativ yondashuvi o'qituvchiga etakchilikni, bowqariwni yunalitiruvchilikni beradi. Talaba va o'qituvchi o'rtaidagi o'zaro hamkorlik juda muhim ahamiyat kasb etadi. Ushbu turdagi ta'lim g'oyalarni, fikrlarni, his-tuyg'ularni va axborotni boshqalarga etkazish uchun yordam beradigan usullardan foydalanadi. Ushbu maqola o'quvchilarning kommunikativ ko'nikmalarini rivojlantirishning samarali usulini o'rganishga bag'ishlangan.

Коммуникативный подход к изучению нового языка делает преподавателя ведущим. Взаимодействие между учеником и преподавателем имеет первостепенное значение, а также совместное обучение. Этот тип обучения использует методы, которые помогают передавать идеи, мысли, чувства и информацию для достижения других. Данная статья посвящена изучению эффективного способа развития коммуникативной компетентности студентов.

Key words: *facilitator, communicative, approach, learning a new language.*