

**Published Date:- 18-10-2023**

## **FORMATION OF SELF-MANAGEMENT IN FOREIGN LANGUAGE TEACHING.**

**JALOLOVA IRODA MAKHMUDJANOVNA**

Senior teacher at the Department of Western Language,  
Tashkent State University of Oriental Studies, Uzbekistan

### **Annotation**

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.

**Keys words:** important skills, methods, ability, group works, language, teacher thinks, motivate, factor.

One of the most important skills teachers can give their students, especially those with disabilities, is to empower them to advocate for themselves. Students need to be able to make their needs and wants known. For example, preclass students need to be able to tell others when they need to use the bathroom. As students get older they need to understand and be able to describe their strengths and weaknesses to their classroom teachers and other people with whom they work. Identified five steps to empower students and help them become self-advocates, takes a different point of view concentrating more specifically on problems in groups based on her research suggesting that there are three potential sources for group problems naming teacher-group conflict, intra-group conflict, and the ‘indigestible’ group member. To help treating these problems she suggests using interactive games and other affectively aimed activities from her book.

**Published Date:- 18-10-2023**

It seems useful to emphasize here that the individual study does not apply only to a part of a lesson either but according to Harmer should be incorporated to the course of the week and the whole year. He reminds teachers not to forget the importance of individual study in their enthusiasm for pair and group work and make the use of learning centres or individual computer terminals. Hadfield further points out that during the year or in the middle of a term a class may experience a sort of stagnation, when learners may feel bored with the routine and low on motivation, sometimes referred to as a mid-term slump. For this time it seems useful to take a break from the usual learning and incorporate some relaxing activities as taking the class to a theatre to see an English play or do something else completely different from the usual routine as working on a special project for example using drama, creating a video or going to the cinema together. These activities can give learners a sense of solidarity and achievement. At the end of a week you can as well take some time to reflect on it and discuss goals for the upcoming week.

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.

According to he 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,

**Published Date:- 18-10-2023**

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 .

However even with individually motivated learners the classroom atmosphere may be lacking the feeling of group achievement which may lead to a rise of tension among learners not feeling motivated to work together and to cooperate because they may not be aware of the benefits learning from each other can bring them. For students to realize these incorporating group product-oriented activities into English lessons on regular bases, which provide the group with common purpose leading to a recognizable, tangible achievement. She further explains that these group activities do not have to end with a written product; students may for example make a video film together, create a dramatic play, a magazine, a short book or complete some short term tasks which can fit into one lesson as creating for example a group song, a poem, a poster, a scrapbook or writing a letter together. The commonality of purpose demands support from group members for each other, and the fact that there is an end-product gives the group a feeling of satisfaction and a sense of pride in them as a group.

**Conclusion:** During my teaching I realized how important English classroom atmosphere is for both learners and teachers. Learners need to feel comfortable in order to be able to learn and develop positive attitude towards the English language as well as teachers need to feel good in the classroom in order to be able to use and keep developing their teaching skills. Realizing this I decided to address this topic

**Published Date:- 18-10-2023**

in this in learning more about the factors that influence classroom atmosphere and the ways teachers can improve it.

## **REFERENCES**

1. Bakhtiyorovna, Sadiqova Shirin. "The Method of syntactic-stylistic expression of respectful speech in the Uzbek Language." (2021): 28094-28095.
2. Sadykova S. B. et al. К МЕТОДИКЕ ПРЕПОДАВАНИЯ РУССКОГО ЯЗЫКА В ГРУППАХ С УЗБЕКСКИМ ЯЗЫКОМ ОБУЧЕНИЯ (НА ПРИМЕРЕ ПРЕДЛОЖНО-ПАДЕЖНОЙ СИСТЕМЫ) //Theoretical & Applied Science. – 2019. – №. 11. – С. 189-192.
3. Рахматжонова К.А., Садикова Ш.Б. ГРАММАТИЧЕСКАЯ РЕПРЕЗЕНТАЦИЯ КАТЕГОРИИ ЧИСЛА В ХИНДИ И УЗБЕКСКОМ ЯЗЫКАХ // Экономика и социум. 2022. №4-1 (95). URL: <https://cyberleninka.ru/article/n/grammaticheskaya-reprezentatsiya-kategorii-chisla-v-hindi-i-uzbekskom-yazykah> (дата обращения: 27.05.2023).
4. Jalolova I. M. ANALYSIS OF SOCIAL WORDS IN A FOREIGN LANGUAGE //Talqin va tadqiqotlar ilmiy-uslubiy jurnali. – 2022. – Т. 1. – №. 2. – С. 28-31.
5. ABDULLAYEVA, MARHABO RAXMONKULOVNA. "DUNYO TILSHUNOSLIGIDA "O „QUV LUG „ATI" TERMININING PAYDO BO „LISHI TAXLILI.“." *Language teaching: new approaches and innovations" mavzusida ilmiy-amaliy online konferensiya. TDSHU 5* (2022): 50-53.
6. Abdullayeva, Markhabo Raxmonkulovna. "CONVEY THE NATIONAL SPIRIT IN TRANSLATIONS. International Scientific and Practical Conference" *Modern Psychology and Pedagogy: problems and solutions", ANGILYA.*" (2022).
7. Shavkatovna, K. D. (2023). Nationality of General Human Feelings in Translations. *Journal of Intellectual Property and Human Rights*, 2(2), 63–67.
8. Абдуллаева, М.Р., 2019. Инглиз тилидан Узбек тилига илк бевосита таржималарда мазмун ва шакл мутаносиблиги. *Termiz Davlat Universiteti. "Adabiy aloqalar va madaniyatlarning uzaro tasiri."* *Xalqaro ilmiy konferensiya*, pp.237-239.
9. Parkhadjanovna, S. S. (2021). Инглиз ва ўзбек лингвомаданиятида гастрономик фразеологизмлар. *Toshkent davlat sharqshunoslik universiteti.*