

INTERNATIONAL JOURNAL OF
WORLD LANGUAGES

ДОБРЕДОЉОВТЕ WÉLLKOMM स्वागत छ
VÄLKOMMEN FÄILTE VÍTEJTE HERZLICH ΚΑΛΩΣ ΗΡΘΑΤΕ
Laipni lūdzam كَبِ اَلْهَأُ WILLKOMMEN
BEM VINDA Сaрдэчна запрашаем 환영
ÜDVÖZÖLJÜK 歡迎 ようこそ
आपले स्वागत आहे DOBRODOŠLI स्वागत हे
BIENVENUE HOŞGELDİNİZ FÄILTE
BENVENUTO Tuhiŋga o mua SELAMAT DATANG
VELKOMINN walujeung sumping
SALUTATIO வரவரேல் BI XÉR HATÍ
BINE ATI VENIT ಸವಾಗತ

International Journal of World Languages

Volume 4, No. 2, March 2024

Internet address: <http://ejournals.id/index.php/IJWL/issue/archive>

E-mail: info@ejournals.id

Published by ejournals PVT LTD

Issued Bimonthly

Requirements for the authors.

The manuscript authors must provide reliable results of the work done, as well as an objective judgment on the significance of the study. The data underlying the work should be presented accurately, without errors. The work should contain enough details and bibliographic references for possible reproduction. False or knowingly erroneous statements are perceived as unethical behavior and unacceptable.

Authors should make sure that the original work is submitted and, if other authors' works or claims are used, provide appropriate bibliographic references or citations. Plagiarism can exist in many forms - from representing someone else's work as copyright to copying or paraphrasing significant parts of another's work without attribution, as well as claiming one's rights to the results of another's research. Plagiarism in all forms constitutes unethical acts and is unacceptable. Responsibility for plagiarism is entirely on the shoulders of the authors.

Significant errors in published works. If the author detects significant errors or inaccuracies in the publication, the author must inform the editor of the journal or the publisher about this and interact with them in order to remove the publication as soon as possible or correct errors. If the editor or publisher has received information from a third party that the publication contains significant errors, the author must withdraw the work or correct the errors as soon as possible.

OPEN ACCESS

Copyright © 2024 by Thematics Journals of Applied Sciences

EDITORIAL BOARD

Ambreen Safdar Kharbe,
Najran University,, Saudi Arabia

Erdem Akbaş,
Erciyes University, Turkey

Oksana Chaika,
National University of Life and Environmental
Sciences of Ukraine, Ukraine

Fatma Kalpakli,
Selzuk University, Turkey

Zekai Gül,
University of Minnesota, Islamic College of
Languages and Translation

Birsen Tütüniş,
Kültür University, Turkey

Nurdan Kavakli,
Izmir Democracy University, Turkey

Anette Ipsen,
University College Copenhagen, Denmark

Lotte Lindberg,
University College Copenhagen, Denmark

Miriam Eisenstein,
New York University, United States

Boudjemaa Dendenne,
University of Constantine I, Algeria

Ismail Hakki Mirici,
Hacettepe University, Turkey

Lily Orland Barak,
University of Haifa, Israel

Maggie Sokolik,
University of California, Berkeley, United States

Manana Rusieshvili-Cartledge,
Tbilisi State University, Georgia

Maryam Zeinali,
Urmia University, Iran Islamic Republic

Zebiniso Ibroximovna Odinayeva,
National University of Uzbekistan

Sidikova Khulkar,
Jizzakh state pedagogical university
named after Abdulla Kadyri

Normamatova Dilfuza Turdikulovna,
Gulistan State University

Mehmet Demirezen,
Ufuk University, Turkey

Sejdi M. Gashi,
Institute of Albanology-Pristina(Kosovo), Albania

Priti Chopra,
The University of Greenwich, Greece

Rome Aboh,
University of Uyo, Nigeria

Salam Yusuf Nuhu Inuwa,
Kano State College of Arts and Sciences, Nigeria

Zelege Arficho Ayele,
Hawassa University, Ethiopia

Mustafo Zhabborovich Bozorov
Samarkand State Institute of Foreign Languages

Martaba Numonovna Melikova
Samarkand State Institute of Foreign Languages

Mastura Mizrobovna Oblokulova
Samarkand State Institute of Foreign Languages

Erkinov Sukhrob Erkinovich
Samarkand State Institute of Foreign Languages

Eko Susanto
Menegment of journal Indonesia

Shirinova Inobat Anvarovna
Guliston State University

Akramjon Abdikhakimovich Shermatov
Samarkand State Institute of Foreign Languages

Akhmedova Shoira Nematovna
Professor of the Department of Uzbek Literature,
Bukhara State University

Aslonova Malokhat
Akramovna PhD, associate professor Navoi State
Pedagogical Institute

Bobojanov Sharipboy Xudoshukirovich
Dr., associate professor at
Pedagogical Institute of Karshi State University

Ibragimova Rano Isakovna,
Karakalpak Institute of Agriculture and Agrotechnologies

Nadim Muhammad Humayun,
Department of Uzbek Language and Literature,
Termiz State University

Sidikova Khulkar,
Jizzakh state pedagogical university,
named after Abdulla Kadyri

ISSUES OF INCREASING STUDENT ACTIVITY IN THE EDUCATIONAL PROCESS

Buribaeva Sharafat Abdurakhmanovna

NUUz, FFL, senior lecturer in German philology department
sharofat-74@mail.ru

Abstract: This article discusses several factors that are considered important to consider when organizing educational activities in an interesting and effective way and which affect it. The article also points out that the professional competence and experience of a teacher are important for increasing student activity in the classroom, and that when planning a lesson, the lecturer must first take into account the active participation of students in the lesson.

Keywords. Educational process, student activity, professional competence, innovative methods, social forms and effective learning.

In recent years, the relationship of our country with foreign countries has been developing. The need for specialists who perfectly mastered foreign languages and can help to increase an interest in learning foreign languages is one of the urgent tasks of today. The role of foreign language teachers in the implementation of these tasks is incomparable. They mobilize all their strength so that the future generation can grow up competent and competitive.

To increase students' interest in a foreign language in the educational process, the teacher is required not only to have professional competence, but also to be able to convey his knowledge to students based on various innovative methods and organize learning activities in an interesting way. To support our opinion, it is appropriate to cite the following: "A teacher's professionalism should not consist of the sum of his accumulated knowledge. The development of a teacher's personality is determined by the ability to successfully organize the educational process." [1] Therefore, the teacher should use his knowledge and experience to develop effective teaching methods and increase his students' interest in science. In addition, he should create opportunities for students to work creatively and independently, using various interactive methods in the effective organization of educational activities. In their article, N. Tosheva and G. Boymurodova express their opinion about this as follows: "Today's existing pedagogical and psychological theories should seek an answer to the question of how to organize students' actions as the main basis of didactics. Because students' cognitive activities should be directed to solving specific educational problems. For this, it is appropriate to use a combination of activity methods. These methods should help students achieve a specific goal. [2]"

In fact, in education, as in any field, achievement of the set goal is one of the highest criteria. If the various methods used in the lesson serve to activate the students' participation in the lesson and increase their knowledge, then the intended goal can be achieved. But it is very important to pay attention to several factors when choosing methods for the teaching process.

Even if the teacher chooses one method and adapts it to the subject and material taught in all groups, the method chosen in all groups may not give the same effective result. Because in such cases, the personal characteristics of the students and their attitude towards the lesson are also important. Today, it has become a tradition to teach using action games, which are considered one of the effective methods. Positive opinions about its effective results are also interpreted in the sources:

"If there is a disturbance in the class, games serve to make the lesson more active. Often, action games can be a clear example of these. Through these games, children are revived and pay better attention to the lesson" [3]

"According to neurodidactic studies, the materials learned through actions are retained in memory for a long time, and the knowledge acquired by students is effective when they actively participate and move." [4]

"Movement is considered the basis of children's mental, social and personal development." [5]

But if there is a large number of students in the class, or if there are not enough conditions for playing, the action games may not always give the expected result. It is important to take into account several factors in order to achieve successful results in the educational process. In such cases, the teacher should be able to correctly choose the methods not only as a pedagogue, but also as a psychologist and didactic.

"The choice of method depends not only on the educational purpose, but also on the content of the educational material and the complexity of this subject. In addition, the choice of methods depends on the number of students, their educational opportunities, duration of education, educational and material conditions, and the skills of the teacher. [6]

In addition to the above, the following factors are also important in choosing a method. For example:

"Age of students

Their interest in learning material (Motivation)

The structure of the educational material

Conditions

Previous accumulated knowledge

Teaching traditions of different cultures" [7]

When planning a lesson, every teacher should first of all be able to make the training session effective and anticipate the students' active participation in the lesson, as well as use all their knowledge and skills in choosing the methods, educational materials, technical tools, and social forms used in the course of the lesson. The relationship between the teacher and the students during the lesson, their functions in the lesson, the equipment in the classrooms and the creation of a friendly language environment are also the most important factors that should be taken into account when planning the lesson. These factors should always serve as the means leading to the goal of training.

When a teacher plans a lesson, the question of what students should learn in this lesson should always be in his attention. If the teacher can find answers to the questions of what the students know at the beginning of the lesson and what they know and can do at the end of the lesson, it means that he has achieved the purpose of the lesson. The following example from the source "Deutschunterricht planen" is a clear proof of this:

"Consciously achieved changes in students are observed in each lesson. The objective of the lesson serves to determine whether the students have made a step forward at the end of the lesson than at the beginning of the lesson." [8] Each student should go through the lesson in such a way that at the end of the lesson he is sure that he has acquired new knowledge and skills. Then the teacher will achieve his goal.

Historically, in traditional classrooms, the teacher was at the center of the learning process and students' participation in the classroom was not sufficiently taken into account. The teacher was considered a participant in the explanation of the new topic, and the students mainly used ready-made materials as examples. In addition, social forms were used very little. Today, as many lessons as possible, social forms are used effectively. Because there are many positive aspects of social forms in learning a foreign

language and it is one of the important factors that ensure that every student participates in the lesson as much as possible.

"Social forms provide necessary conditions for all forms of language-related movements between the teacher-student and mutual students, which bring about dialogue in the lesson. Social forms organize relationships in the classroom in this way." [9]

One of the positive aspects of using different social forms interchangeably in the lesson is that students can perform exercises and tasks based on their individual characteristics and abilities. There are cases when the student does not actively participate in the lesson due to the fact that he cannot express his opinion in front of the whole class or his level of knowledge is insufficient compared to others. If such students work in pairs and small groups, their participation in the lesson becomes more active, and human qualities such as mutual support and mutual assistance are also observed. In some cases, students are also required to work independently in the course of the lesson or in extracurricular situations, and one of the social forms of solitary work shows its effective results.

"Each social form has its own useful side for training and belongs to a specific part of the lesson. The choice of social forms depends primarily on the purpose of the lesson and the corresponding phases of the lesson". [10]

Above, we mentioned some factors that are important to take into account in increasing students' activity in class. Every teacher will have the opportunity to achieve more positive results if he organizes the educational process using these factors wisely.

References:

1. Schart M., Legutke M. Lehrkompetenz und Unterrichtsgestaltung. Klett-Langenscheidt, München 2012. S.52
2. Тошева Н., Боймуродова Г. Ўқувчи билиш жараёнининг субъекти сифатида. "Мақтаб ва ҳаёт" илмий-методик журнал. 2012/ 4 . 8 бет
3. <https://www.spielundlern.de/wissen/spiele-im-unterricht-ein-kurzer-ueberblick/>
4. Lundquist-Mog A., Widlok B. DaF f?r Kinder. DLL 8. Goethe-Institut, München. 2015. S. 123
5. https://soziales.hessen.de/sites/default/files/media/hsm/hmsi_sprachentwicklung_2015_lr_0.pdf
6. Ташпулатов С., Бурханова Г., Елдашева Г., Джаналиева Г., Абдураимов М., Бобожонова Ф. Ўқув машғулоти ташкил этиш ва ўтказиш методикаси. Ўқув-методик қўлланма. Тошкент - 2015. 31 б
7. Neuner G., Hunfeld H. Methoden des fremdsprachlichen Deutschunterrichts. Langenscheidt. Berlin-München-Wien-Zürich-New York. 1993. S.7
8. Bimmel P., Kast B., Neuer G. Deutschunterricht planen. Langenscheidt. Berlin-München-Wien-Zürich-New York. 2003. S.30
9. Funk H., Kuhn Ch., Skiba D., u.a. Aufgaben, Übungen, Interaktion Klett-Langenscheidt. München-2014. S.50
10. Brinitzer M., Hantschel H.J., Kroemer S., Müller-Frorath M. DaF unterrichten. Basiswissen Didaktik als Fremd- und Zweitsprache. Ernst Klett Sprachen Stuttgart-2016. S. 108