

Essential Teaching Instructions for Teachers in Language Classes

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Abstract

Reading is an activity with a purpose. A person may read in order to gain information or verify existing knowledge, or in order to critique a writer's ideas or writing style. A person may also read for enjoyment, or to enhance knowledge of the language being read. The purpose for reading also determines the appropriate approach to reading comprehension. The communicative approach to language teaching has given instructors a different understanding of the role of reading in the language classroom and the type of texts that can be used in instruction.

Keywords: method, instructions, approach, mother tongue, counterproductive, body language, level of competence, to illustrate.

Teaching foreign languages in Uzbekistan has become very important since the first days of the Independence of our country which pays much attention to the rising of education level of people, their intellectual growth. The English teacher therefore, is faced with a difficult three-fold task; (a) motivating the weaker students from the regional medium schools; (b) providing an atmosphere conducive enough for them to overcome their inhibitions, and interact fruitfully with their classmates and with the teacher; (c) and making the classes interesting and challenging for those students whose level of competence in English is comparatively high. The problem of giving instructions is very important and actual nowadays because knowledge of language is valued by the simplicity and correctness of instructions using it in a proper way. Knowing the instructions and following it are significant for an effective learning.

The problem of giving instruction was investigated by a large number of scientists in methodology such as Anna Uhl Chamot, Sarah Barnhardt, Pamela Beard El-Dinary, Jill Robbins and others. They investigated instructions in different ways for students of different levels. Teaching and learning of English is riddled with several inherent paradoxes, contradictions and controversies. A teacher can only facilitate learning. The learner is the nucleus of the whole process of instruction; and his age, previous learning experiences, aptitudes, interests, the time he devotes to the learning of a foreign language and other socio-economic factors determine the suitability of the curriculum, course materials and methods of teaching. Any instruction that does not take into consideration the imperative needs of the learners, fails to achieve the desired objectives. It is therefore obvious, that the decline in the standard of English in different countries is the consequence of inadequacies of various degrees and at various levels of their educational system. The way teachers talk to students, the manner in which they interact is crucial to both successful learning and teaching. Perhaps the most important point that determines how successfully students will learn is the way instructions are formulated and sometimes it is this point which distinguishes good teachers from bad ones. It is important, therefore, that teachers directions relating to academic activity and behavior are clear, precise and effective. It goes without saying that the best activity in the world will turn into a disappointing failure if students don't understand the instructions. Amazingly, while some students may remain focused on tasks, others may appear to be distracted or confused. That's

why, if directions or instructions are not effectively and clearly formulated, there will be a number of students who will simply not have assimilated what is to be done or have only caught part of the information. Any failure to hear or understand teachers directions will undoubtedly result in many unwanted behavior:

- Failure to do the tasks. Because of this failure, teachers will need to use reminders, reprimands, sanctions.
- Repeating things all the time will teach students not to bother listening as you always repeat things.
- Both students and teachers will feel frustration, a deadly feeling for any learning and teaching process.
- Learners get angry because they feel helpless.
- Teachers get angry because learners fail to comply.

There are two general rules of telling what students need to do:

- instructions must be kept as simple as possible.
- and they must be logical.

Before teachers give instructions they must ask themselves:

- What is the important information I am trying to convey?
- What must students know in order to complete the task successfully?
- Which information do they need first?
- Which comes first?
- What materials do students need to do the tasks?
- Are they going to work individually, in pairs or in groups?

The success of any activity relies on instructions.

- The formulations should be short, easy to understand and precise.
- To attract the attention of a group, try clapping your hands or knocking on a desk. Make sure that students understand that by doing this you want them to put everything down, stop talking, look at you and listen.
- Instructions should be given BEFORE the students start to work, otherwise they can be absolutely perfect but nobody pays attention to them.
- The spoken instructions are not everything. The body language counts as well, the gestures, miming etc.

Instructions should always be followed by demonstration. The best way to tell students how to do something is to actually do it yourself. For example with role-play, take a more confident/gifted student and pair up with them and do a practice-run in front of the class. Talking and talking for minutes can be counterproductive and time wasting when a quick demo can illustrate the activity not only linguistically but visually.

- For EFL students, giving clear instructions in the mother tongue can be a challenge, let alone in a second language.
- Teachers should establish routine by giving instructions in a consistent way. By doing this, students will almost always know what they are expected to do.
- Teachers should prepare everything carefully beforehand. Task types can be grouped and therefore a teacher can find out what should be said in order to deliver one specific type of task. And so on, in the end, he/she will have a repertoire of instructions for different tasks

and everything will be much simpler. -- Teachers should not forget that wordy instructions do not work effectively, particularly with learners of low English proficiency. Instructions should be cut up in small pieces according to different phases of task that learners have to perform.

- When an activity is introduced for the first time, words might not be enough for low-level students. In some cases, visuals can support learners' understanding even for instructions.
- The fundamental obstruction is the Mother Tongue Interference.
- Check for understanding by asking questions related to instruction.

Once the instructions have been given, questions have been answered and the activity practiced, scan the room and circulate, look for the pupil who is complying and make a positive comment about those who are following the instructions.

Being clear with our instructions and expectations will reduce the likelihood of ongoing disruption and interruptions. With better ways to direct students, teachers will help not only attentive students but also those seemingly low achievers who can't do a task because they may have trouble understanding what is asked from them.

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