

A Powerful Diagnostic Tool (Eliciting) of the Teacher in Classroom Management

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Abstract: The reason why eliciting should be carefully utilized by teachers is revealed in this article. Before starting the main topic, the teacher checks what the students have already been aware with by eliciting ideas, grammar structures, vocabulary. This article includes several effective tips to elicit the ideas successfully, which will really help the teacher to make the lesson more student-centered.

Key words: student-centered, brainstorm, produce speech, key information, respective roles.

INTRODUCTION

Eliciting (also known as elicitation) refers to a variety of strategies that allow teachers to solicit knowledge from students rather than simply providing it. Eliciting is frequently used at the beginning of a skills lesson to urge students to come up with vocabulary and language forms and rules as well as to create a theme. “Eliciting is a technique of drawing things from students, mainly by asking questions, rather than using teacher explanation. It leads to greater involvement, encourages thinking and nudges the learners towards making discoveries for themselves,” – says Scrivener J.

Eliciting is based on a number of assumptions:

- The learners collectively possess a wealth of language and practical knowledge. This knowledge must be put to use and applied positively.
- Learning new information is frequently reliant on what the students already know.
- Questioning helps with self-discovery, which improves memory for information.

Eliciting makes learning remember by connecting new and old material and aids in the development of a learner-centered classroom and dynamic atmosphere. Language and general knowledge are only two aspects of eliciting. Ideas, sentiments, meaning, circumstances, associations, and memories can all be elicited by the teacher. Eliciting is a potent diagnostic technique for the instructor since it gives important information about what the students know or don't know, which serves as a foundation for lesson planning.

MATERIAL AND METHODS

Without the teacher's assistance, it is impossible to elicit language and ideas, and eliciting is no justification for not delivering language in a context that is comprehensible. In order to awaken their memory, students also require prompts, associations, and reminders.

Situation 1	Situation 2	Situation 3
The teacher frequently uses the board or graphics to stimulate the class. A picture	Before the new vocabulary or structures are used as the target language, the teacher	The context from which the target language is elicited may be provided via a scenario

<p>or drawing of several actions and a clock along with mime can be used to elicit both the forms of irregular verbs and the meaning of past actions when working on Past Simple for the action that ended, for instance:</p>	<p>could also model them:</p>	<p>dialogue, example sentences, or a listening/reading text. In this instance, eliciting is mixed with concept questions, and the teacher is asking the students to pay attention to how a specific function is expressed. In a communication or conversation referencing the past: E: Daniil must have killed his owner.</p>
<p><i>T: Six o'clock yesterday. Where was she? S: Bed T: Yes, she was in bed, sleeping. Seven-thirty, yesterday? S: Got up T: Good, she got up at seven-thirty yesterday. Eight o'clock, yesterday? S: Ate. Breakfast T: Well done. Listen: She had breakfast at eight o'clock yesterday.</i></p>	<p><i>T: Would you like to have dinner? S: Yes (I would). T: Would you like to have some tea? S: Yes I would T: Would you like to have some milk? S: No (I wouldn't) T: What's the question? Ask me.</i></p>	<p><i>T: Is he talking about the past, present or future? S: Past. T: Does he know who killed the owner? S: Almost sure. T: Right. It's a deduction. What modal verb does he use for deduction in the past? S: Must have V3/ed T: Good. Can you give me an example?</i></p>

It also needs input when eliciting concepts and background information. This involves the teacher and students sharing knowledge, and it could be in the form of a text, photo, video, or anecdote from the teacher. A mind-map on the board is frequently used to elicit information, but it's crucial for all of the students to have a record of their class's collective knowledge. For this reason, some students may find one of the many different types of graphic organizers to be helpful. Reading classes frequently start with a picture or a headline from the text that serves as both an elicitation stimulus and a trigger for content prediction.

RESULTS

While there is little doubt that evoking increases student engagement, it does not always result in the desired or anticipated outcomes. Who can tell me something about ...? questions may be met with stony silence. When there are many cultural explanations for students' hesitation, they are incorrectly characterized as being ignorant or overly bashful. Many cultures discourage pupils from sharing information or asking questions, while others view the teacher as the exclusive source of knowledge. Numerous course units start off with open-ended elicitation questions, which increase the risk of making grammatical or pronunciation blunders and embarrassing oneself in front of classmates. This furthers the issue.

Standing out as a success or failure is inappropriate in societies where the group is valued more than the individual. Even with regular reinforcement, it can be challenging to shift deeply ingrained attitudes and beliefs, therefore certain tactics can be needed: Rather than waiting for volunteers, suggest students. Therefore, it is not the student's fault if they are made to stand out from the crowd. Give students enough time to think of an answer. While spontaneity may be

preferred, giving pupils a chance to reflect or even to write down an answer will boost their confidence.

DISCUSSION

Eliciting is a fundamental strategy that ought to be applied frequently, not just at the start of a class but also anytime it is appropriate and essential. Try not to "pull teeth." Long periods of quiet or inaccurate responses imply that the teacher's input is needed. Ask a variety of pupils to repeat an excellent answer rather than asking them to repeat poor replies. Use gestures or brief words to acknowledge or comment on each response. Provide sufficient context or information. Eliciting differs from Socratic questioning in that it is designed to find out what the learners know rather than to lead them to a conclusion which only the teacher knows.

Students can share ideas with one another, especially during brainstorming exercises. This takes the spotlight off the teacher and promotes group cohesion and confidence-building. More guided questioning is required at lower levels. Avoid asking open-ended questions because it's unlikely that the students will be able to respond in a way that makes them satisfied.

CONCLUSION

The attitudes of teachers and students toward their respective jobs play a significant effect in the success of eliciting. In a perfect world, it encourages the idea of information sharing, works to undermine the traditional teacher-centeredness, and starts to build a range of interaction patterns in the classroom. It is also a cornerstone of the inductive method of language instruction, learning via tasks, and self-discovery, as well as a quick and efficient way to induce students to speak.

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