



MOTIVATION AND AWARENESS IN PRACTICE

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It is the topic the teacher selects for activities to awake students' interest to intake the motivation and able interact with other students within the class. Even if the topic has been carefully chosen, teacher try to meet students' motivation and atmosphere in which they work and learn collaboratively, some of them still may perceive it as pointless to interact with some other learners. In the frame of the syllabus of the curriculum teacher embarks upon the theme making it more live challenging students to take part in activities. The set grand aims in the study is a core component in classroom activities; teacher can assist the subtopics and supplementary materials with clearly instructed tasks to raise learners' motivation and participation at lessons. Teacher gives in the subject based knowledge applying it at the specific lesson but there are so many characteristics implies apart from conducting the live lesson. The fact of the matter is initially he/she becomes an observer of the phenomenon. Teacher is the observer, sees students' needs, the ways of teaching activities is more advantageous and foresees the outcome of the classroom participation by analysis facilitating them for further applicable teaching, taking into account having been experienced results within so called teacher's in class individual research. Not often can teacher find relevant topics in the interest of them in case to provoke students' awareness. Possible, teacher discovers that somehow they are not enjoyable and instrumental for most of the learners at a time. What is more, working out the topic through activities we would rather carefully monitor the organization of our lesson activities with reference to our analysis in the achievement the grand aims to develop the target motivation holding the hands of the learners in discovering something new at lessons. The targeted things lead them to be

able to discuss it in and out of the class. While in class learners' work together accomplishing challenging the tasks in pairs, have group work assignments, project work and tasks based on individual learning process. So, in fact all of them interrelated in the process of learning. If the topic of a lesson is related to the grammar aspect "Future forms" students brainstorm the rules and expressions in which they are commonly can be traced. In no time the suggestions and examples are answered out. Consequently, teacher listens and consolidates the task going over reminding them with vivid specimens like reformulating those in brief expressing an intention, a prediction, a future fact based on a timetable, an arrangement between people, a spontaneous decision, a suggestion. Afterwards in the connection with the topic teacher gives a question for whole class "How do you see your future?" instructing them to use only future while listening the responses in class teacher writes records in his/her personal record book to write a feedback for the student's each as it will keep both the teacher and the learner in corporative learning work. Some students may find themselves belittled when the teacher interferes in the respond making error correction in the conversation. In this regard, the feedback is the best way out to point them.

TEACHER LISTENER-OBSERVER STUDENT-SPEAKER TEACHER- RECIPTOR FEEDBACK

The Feedback is the result of observed process and participation of learners to keep them in practice in teaching process which presents the evidence of their evaluating and pointing out their improvements and the lacks in some areas in fulfilling the assignment which can be handed in later. Then teacher introduces next task with listening activity which they listen CD and asked them to



number the person in each dialogue given in the handout. Some other relevant tasks as filling in gaps are done written using appropriate tenses amongst Present Simple, Present Perfect, Future Simple or Future Continuous. After teacher has checked out the task in class, the other assignment is followed dealing with the completion the questions in most natural future forms.

For example:

1. Where _____ (you) go on holiday this year?
2. How _____ (you get) there?
3. How long _____ (you be) away for?
4. Which hotel _____ (you stay) in?
5. What time _____ (your flight arrive)?
6. What _____ (you do) while you are on holiday?

Take them time to look through and ask to work in pairs so that each of them will be involved in this task. Each task should be worked out carefully so they can comprehend the notion of the future forms used in the task. Related to the topic follows the extract or article, which is based on authentic materials "Nobody listens to us", first preliminary questions are given to make them more engaged what the topic in general is and they are going to discuss.

On the whole, some personal objectives of the lesson for the teacher is to raise students motivation in class on teacher's account.

TASK 1: Introduce the topic using authentic materials.

TASK 2: Facilitate them in class.

TASK 3: Being a teacher as an observer.

TASK 4: Conducting the personal record book for handing in feedback afterwards to students to raise their motivation (writing and pointing out the errors).

TASK 5: Using interrelating activities to help learners to become more aware of the subject matter.

TASK 6: Whatever they do they should feel at ease themselves and follow the grand aims.

Indeed, teacher's competence progressively develops the tools if above mentioned factors are expected to be as motivation for learners to implement them in practice: subject knowledge, subject application, class management, assessment and recording of learner's progress, further professional development.

Literature:

1. Listening to Teach Science Activities for Student Teachers and Mentors. Edited by Martin Monk and Justin Dillon. The Falmer Press, 1996.
2. The student-centered classroom, Leo Jones. Cambridge University Press, 2007.
3. Teaching Listening and Speaking from theory to Practice, Jack C. Richards. Cambridge University Press, 2008.

Касимова А. Повышение мотивации и компетентности в практике. В этой статье рассматриваются некоторые компоненты и задания, способствующие повышению интереса учащегося адекватному применению английского языка в практике. Подчеркивается, что преподаватель оказывает содействие в улучшении навыков и предлагает методы, стратегии по развитию компетенцию учащихся в овладении английским языком не только посредством мотивации, но и внедрении осведомлённости в преподавание английского языка.

Касимова А. Amalda turtki va salohiyatni oshirish. Ushbu maqolada talabaning qiziqishlariga va ingliz tilini amalda qo'llashda yordam beradigan ba'zi tarkibiy qism va vazifalar ko'rib chiqiladi. O'qituvchining ko'nikmalarni takomillashtirishga ko'maklashishi va o'quvchilarni nafaqat motivatsiya orqali emas, balki ingliz tilini o'qitishda xabardorlikni joriy etish bo'yicha metodlar, strategiyalarni ishlab chiqishi ham ta'kidlanadi.