

How to Teach Students Effectively

Niyazmetova Shahlo Adamboyevna¹, Ismailova Tabassum Israil Qizi²,
Siddiqova Nafisa Abdurahmonovna³

Independent Researcher, Urgench State University, Uzbekistan¹

Student, Department of Biology, Faculty of Natural Sciences, Urgench State University, Uzbekistan²

Student, Department of Theory and Practice of Translation Studies, Faculty of Foreign Philology
Urgench State University, Uzbekistan³

Abstract: *Teaching students better is vital for our future. This article discusses the ways how to teach students effectively with some steps.*

Keywords: Field, Strategies, Learning Environment, Managing Schedule, Effective Teaching.

I. INTRODUCTION

Teaching is challenging but pleasurable. We learn lots of knowledge and experience in this process. You can see some examples of how to organise effective teaching atmosphere.

Here is a list of effective teaching habits that can help you develop your skills:

1. Enjoy the Field of Education

Teachers who express a passion for their work can inspire their students. It's important to create engaging lesson plans to show students you're invested in their academic growth. Students often appreciate knowing you're enthusiastic about the subject you teach, and if you model this behavior, they may become motivated to participate more in classroom activities or research the material during leisure time.

2. Create a Positive Learning Environment

Maintaining a friendly demeanor throughout the day can help make your classroom space welcoming toward all students. Effective teachers understand they can play an important role in a student's life aside from their academic career. It may be helpful to provide support in the classroom for their social and emotional needs, such as encouraging teamwork during activities and offering helpful advice outside of class periods.

3. Connect with Students

Caring about the lives and interests of students can help you build positive relationships. Although it's important to maintain a boundary between your life at home and at work, some teachers also share their own interests with students. Try to communicate with a student's family frequently to learn additional context about them and optimize your time when discussing their progress.

4. Be Prepared

Effective teachers have a robust knowledge of their course material and spend a lot of time planning their curriculums. They exert daily effort to ensure they can perform high-quality instruction and complete grading deadlines. Consider reviewing coursework every day so you can best answer student questions during class. It may also be helpful to research classroom strategies recommended by other teachers and educational specialists.

5. Manage a Weekly Schedule

Successful teachers optimize their lesson plans to best use their time in the classroom during weekdays. They often design lesson plans that involve multiple learning steps, like a lecture on the material followed by individual assignments or group-based classwork. Providing enough time during the school day for your students to complete their work or finish an activity is also important.

6. Use Clear Language

Teachers who explain complicated ideas in simplified ways can help their students learn more efficiently. They use multiple mediums to convey lesson material, including diagrams, slideshows, demonstrations or supplementary videos. When they assign projects, they provide distinct steps to address any potential concerns. It may be helpful to use a steady speech pattern when introducing new concepts to your class and incorporate a readable font size to any lecture materials.

7. Set Reasonable Expectations

Effective teachers communicate their standards to students and apply them to their own practices. They may adjust standards to better address different learning styles and ensure every student can achieve their goals. For instance, if a student communicates an issue with a grade, a constructive teaching habit would involve listening to their concern and addressing it afterward. It's important to outline your policies at the beginning of a semester so students can ask questions and express their thoughts.

8. Adapt to Different Circumstances

Teachers who react with flexibility during unexpected events can better address the needs of their students. For instance, you might predict that one activity can help students understand a lesson but learn that another activity better supports their learning process. Address any feedback quickly and account for changing circumstances while planning a daily lesson.

9. Find Resources

To enhance their teaching practice, effective teachers supplement their knowledge from multiple sources. Try to stay updated on new teaching methods so you can best support students. You can review academic articles, read books or watch informative videos on a streaming service. You may also want to engage with other educators about useful tips using a social media platform or an online forum.

10. Reflect on Practices

Effective teaching involves consistent reflection on your strategies and conduct. Identify areas of improvement so you can develop your teaching practice and grow as an educator. To assess your instruction quality, listen to feedback from students, their families and the school administration and determine which aspects to incorporate. Checking the progress of your students can also be a valuable tool for reflection, as their day-to-day responses to activities can show whether your teaching style is successful.

11. Have a Sense of Humor

If you enjoy telling jokes or making humorous statements outside of the classroom, it may be helpful to use humor in conveying lesson material. Students may remember more information when you add an engaging aspect, such as a reference to a funny character or film your students may know. It's important to stay mindful of your schedule, but a few well-timed references may enhance the learning environment you create.

REFERENCES

- [1]. R.Ellis, *Understanding Second Language Acquisition*. Oxford: Oxford University Press; Schachter, J. (1988). *Second Language Acquisition and its Relationship to Universal Grammar*. *Applied Linguistics* 9(3), 1985.
- [2]. R.Ellis, *Item vs. System Learning: Explaining free variation*. *Applied Linguistics* 20(4), 1999.
- [3]. R.Ellis, *The Study of Second Language Acquisition*. Shanghai: Shanghai Foreign Language Education Press. 2000.
- [4]. C.Faerch and G.Kasper "Perspective on language transfer," *Applied Linguistics*, no. 8, pp. 111-136, 1987.
- [5]. Z.H. Han, *Fossilization: From Simplicity to Complexity*. *International Journal of Bilingual Education and Bilingualism*, 6/2, 2003.
- [6]. R.Hawkins, *Persistent Selective Fossilization in Second Language Acquisition and the Optimal Design of*

- the Language Faculty. Essex Research Reports in Linguistics 34, 2000.
- [7]. E.Kellerman, The empirical evidence for the influence of the L1 in Interlanguage. In A. Davies, C. Cripser and A.P.R. Howatt (eds.), Interlanguage. Edinburgh University Press, 1984.
 - [8]. Language Learning. (Booklet) Cambridge: Cambridge University Press.
 - [9]. L.Mukattash, Persistence of Fossilization. IRAL 24(3), 1986.
 - [10]. J. C. Richards, Moving Beyond the Plateau from Intermediate to Advanced Levels in, 2008.
 - [11]. L.Selinker, Interlanguage. IRAL 10(2), 1972.
 - [12]. R.Valette, Proficiency and the Prevention of Fossilization – An Editorial. Modern Language Journal, 75(3), 1991.
 - [13]. Dai Weidong and Niu Qiang, “Fossilization of Interlanguage and Its Teaching Implications,” Foreign Language Research, no.2, 1999.
 - [14]. Wei.Xueping, Implication of IL Fossilization in Second Language Acquisition. English language teaching, vol.1. N.1. 2008.