



CREATING ENGLISH ENVIRONMENT IN TEACHING ESP

Ibodot Khidirova Niyozalievna

Teacher of Pedagogical Institute of Termez State University

E-mail: rustamkhurramov@mail.ru

Tel: +998 91 580 56 45

Karomat Tangirkulova Saitovna

Termez branch of Tashkent medical academy

E-mail: rustam@tersu.uz

Article history:	Abstract:
Received: 30 th January 2022 Accepted: 1 st March 2022 Published: 19 th April 2022	This article is about creating an English environment in ESP teaching. It has been argued that the tradition of teaching English has undergone tremendous changes. Looking at the problem from different angles, we find that lack of motivation is the main cause of learners' apathy towards language learning.
Keywords: ESP, Grammar Translation Method, communicative skills, teaching English, motivation.	

INTRODUCTION:

The English language teaching tradition has been subjected to a tremendous change. The change has either been due to the reaction of learners and / or teachers to a given method or has been due to changes in linguistics and psychology theories. Despite such changes one or two older methods (e.g. the Grammar Translation Method) remain stalwart and impervious to educational reforms. The reason for this could be the shortcomings associated with most modern language teaching methods. Nowadays, for example, there is a lot of talk about communication and developing communicative skills[1]. Unfortunately, however, even this has not solved the language problem of many learners in different parts of the world. The problem may be inherent in the Communicative Method itself, or it could be the result of absence of motivation on the part of learners. Why do learners fail abysmally at the end of a long period of wheelings and dealings in the classroom? The answer: anxiety, fear, lack of privacy. Nearly all language teaching approaches have emphasized a top-to-bottom methodology; that is, listening-speaking-reading-writing[7]. The Bottom-Up Approach, however, reverses the emphasis of the traditional top-to-bottom approaches, and puts writing at a higher level of focus. The reason is that writing is an independent activity which removes fear and anxiety, and offers privacy and autonomy[15].

LITERATURE ANALYSIS AND METHODOLOGY:

Students in the classroom form a small type of social group which according to has these features: direct interaction and communication of people, same or similar goals or values, where reaching each person's individual goal is somewhat dependent on the group, relative stability of the group structure and respect to norms and rules of the group's relationships and activities.

A class is after a family the most significant part of a social environment of children, extending their living community and therefore bringing them closer to a wider society. From the social and psychological point of view remarks that, being a member of a class allows a child to take part in interactions with cultural content and thus develop his social skills by means of planned education? These educative interactions are stronger and more objective in terms of their cultural content allowing a child to develop an adequate post in the society[16].

RESULTS:

From the Socio-psychological point of view psychologists concentrate mainly on how students, being a part of the class environment, develop their individuality in terms of for example their own opinions based on critical thinking. They also examine how class contributes to the development of social intellect, empathy, tolerance, cooperation with others or appropriate self-assertion (1998). These abilities as they have significant impact on learners and their group based learning are central point of the affective side of activities this thesis concentrates on[8]. Class as a social group with its structure, its norms and atmosphere forms conditions of learners' learning and development and can indeed be influenced by teachers who should perceive these conditions not only as a background of the learning process but also as a means or even an instrument of education taking them into consideration when planning their lessons and interacting with students[2].

Learner's adequate integration into the social environment of class and class is one of the basic conditions of his successful learning in this environment that learner's behaviour with signs of anxiety, insecurity or inadequate

reactions towards the class environment should never be perceived as characteristics of a problematic learner but should be viewed as signals for interventions towards change of his social situation[17]. Fortunately most class today have the privilege of having a class psychologist available in case of an occurrence of these or other psychological problems of learners, and teachers should never hesitate to ask for help and cooperate with them as they can see the problems from a very valuable point of view of an impartial expert.

Classroom atmosphere "is quite a wide-ranging concept encompassing the mood or atmosphere that is created in the teacher's classroom through the rules set out, the way the teacher interacts with learners, and the way the physical environment is set out".

According to most of my sources and my own experience main determinants of classroom atmosphere are[3]:

- Particular specifics of a class, its traditions and norms
- personality and style of a teacher
- personalities of the learners
- interrelationships among learners
- relationship between the teacher and learners

More information on factors determining classroom atmosphere that can be influenced to the advantage of the classroom dynamics is gathered in the chapter called Improving classroom atmosphere in English lessons. This work discusses the effects of a positive classroom environment and its' impact on student behaviour and achievement. It also provides strategies for developing expectations for student achievement and the importance of parental involvement[9].

A positive classroom environment is essential in keeping behaviour problems to a minimum. There are a number of ways in which teachers can create positive classroom environments. Some of them will be discuss within this paper. It is essential for teachers to start the class year with high expectations in order to guarantee a positive climate. To ensure an atmosphere of success, teachers must explain why expectations are important[18]. By allowing and encouraging parents to be involved within the classroom; students and parents feel that what is occurring in the classroom is important. Parental involvement in the classroom and in their child's education are two factors that play a crucial role in having a successful class year as well as having a positive classroom environment.

Five Steps to Improvement. Step Description.

1. Encourages disability awareness and self-discovery. Help students identify their areas of strength and areas of need.
2. Teach students about special education services. Help them understand what services are available to them based on the needs identified in their IEP.
3. Teach students to self-monitor their work. This allows them to see their own progress and identify areas they need to work on. This gives them ownership for making the steps necessary to meet their goals[10].
4. Prepare students for participation. Students need to be aware of what takes place in an IEP meeting so that they have the understanding to be an active participant.
5. Learners fiction and nonfiction can be used to teach about diversity and increase awareness, understanding, and appreciation of people with disabilities. Literature can be used to help students realize that there are things that make all people different and all people special[4].

Teacher's leading style significantly influences classroom atmosphere and in order to do so in a positive way the humanitarian approach to teaching and learning seems to be preferable in case of classroom atmosphere as according to requires teachers to:

- approach learners with authentic behaviour;
- accept each learner as a human being unconditionally;
- empathize with learners in terms of both their emotions and intellect.

This is in correspondence with creative leading style based on which suggests these following principles useful for initiating creative classroom atmosphere:

Accepting learner's personality and individuality. Teacher behaves respectfully towards learners and their individuality. He should be interested in themselves, their problems and opinions value them and are interested in their reasoning[11]. He lets learners know that he also benefits from being in contact with them. He shows that he wants his learners to understand him not just to listen to him and obey. In case of a different opinion he expresses disagreement and not rejection or disapproval and explains well his different point of view not pushing the learners to change their opinion but providing varied points of view for the learner to consider and decide for himself. Teacher doesn't have to accept learner's opinion but he always accepts learner's individuality. He critically assesses learner's actions and may reject it but should never reject or criticize the learner as a person making distinction between the learner's actions and his or her qualities as a person. Teacher admits when he's wrong and acknowledges this mistake for both him and the learners to learn from it. Mistake is viewed as a reason to search for a new way not as a reason to look for a punishment[19].

Teacher accepts learners' spontaneity, their intuitive approaches, methods and procedures, initiates inventive, creative, playful, game-like activities, encourages questions, search for alternatives, original solutions and appreciates their fantasy. To put these methods into practice a teacher should be open minded and creative himself[12].

Creating a cooperative and supportive classroom atmosphere. Teacher encourages learners to react to opinions and actions of their classmates for example by the use of group discussions where suggestions are being considered and evaluated to lead to conclusions and choice of possible other steps. Rules are being established by the group as a whole and every member needs to understand their purpose. The teacher initiates team cooperation and encourages learners to evaluate themselves and each other teaching them to accept and appreciate each member of the group including them. He is supportive of each learner and his appropriate self-assertion within the group supporting each learner's individual activity unless it is in contradiction to values of our society or other learner's activities.

There are many different distinctions of teachers and their leading styles available in specialized literature, however J. Alan with reference to Gordon, describes very interesting division of teacher's leading styles, connected to the topic of this thesis, distinguishing Instrumentally specialized style, Instrumentally integrative style and Expressive learner oriented style and thus evaluating both their didactic as well as affective contribution. For this thesis it is useful to mention at least the Instrumentally-integrative style as which has the best results in learning as well as group morals and therefore classroom atmosphere.

Instrumentally-integrative style:

- tries to adapt aims of the class system in the interest of learners;
- emphasizes tasks connected to learners' needs in terms of direct satisfaction raising from class activities and personal interaction;
- reaches integration combining authority, advice, convincing and personal influence.

The teacher in interaction with learners adapts the demands to learner's ability to react. He uses informal leaders of the class to influence others to fulfil the tasks. He offers help with planning the work, evaluation is based on achievements as well as cooperation and effort of learners, encourages by praise, monitors that everyone is learning the same, encourages discussion and is interested in students interest even beyond the class environment. He organizes learners into groups which work on separate tasks but within one collective project. Excellent results as well as high group morals are expected based on this style[5].

Even though teacher's leading style is a significant element of his behaviour there are many other elements that influence teaching claims that, according to different studies, the variety of ways a teacher react to a situational context participate on creating the atmosphere of a teaching/learning process[13]. A teacher's behaviour is determined by many inner factors as well as outer circumstances According to who draws on it is among others influenced for example by:

- "the teacher's view of learner's potential and abilities;
- faith in his own abilities as a teacher;
- demands of superiors, supervisors;
- other motivating factors;
- awareness of connections between the possible results of his teaching and the long term higher goals that are important for the teacher as an individual"[6].

Humour inside a classroom. Teacher can significantly help to create positive classroom atmosphere by incorporating humour into his lessons and interaction with students. Teacher's humour should be a way to ease for example a potentially stressful situation, to reduce tension, reduce possible fear of authority as well as sooth conflicts or reduce feelings of embarrassment. It can also be a way to encourage learners and show teacher's support. It can help students to remember a certain subject matter or increase their concentration. Humour can also enable teacher to communicate information or introduce topics which would be very hard or even impossible to discuss in a serious tone. Humour is known to have the ability to improve classroom atmosphere, bring teacher closer to learners, increase solidarity, cooperation and social cohesion of the class as a whole.

However it is important to bear in mind that humour used by a teacher should be authentic and natural to be accepted by learners. Teachers who try to involve humour that doesn't come naturally for them at any costs usually cause more harm. According to my opinion as well as various sources humour should never be used as a means of assaulting learners, pressuring them, mocking or ridiculing them or in other way humiliating them for example by using irony or sarcasm. Further adds that teachers should never use would be humorous remarks with an under meaning of aggressive relief of their own tension or stress. Likewise misused humour is more than likely to produce anxiety and other undesirable feelings on the part of learners.

Even though experienced and creative teachers seem to be able to use humour more effectively every teacher can approach learners with a smile or just with an attitude of not taking everything too seriously. Creating a positive classroom environment is an important aspect of effective teaching. By creating positive classroom environments, teachers are provided the opportunity for better classroom discipline and management[14]. A positive classroom environment is essential in keeping behaviour problems to a minimum. It also provides the students with an opportunity to think and behave in a positive manner. Positive classroom environments help to enhance, promote, and encourage students' learning in all academic settings.

CONCLUSION:

The classroom environment can be defined in terms of the students' and teachers' shared perceptions in that environment. There are a number of ways in which teachers can create positive classroom environments. Some suggestions for creating a positive classroom environment includes: starting the year with high expectations, encouraging student involvement, making the classroom visually appealing, getting parents involved, and using effective praise and effective feedback. It is essential for teachers to start the class year with high expectations in order to guarantee a positive classroom environment. The implementation of positive expectations should occur on the first day of class. By doing this, the students will gain a sense of ownership & responsibility for their actions. This implementation will encourage them to behave and act appropriately with an academically structured setting. Teachers should adhere to these expectations throughout the class year[1]. Teachers must strictly adhere to the structured guidelines set forth at the onset of the academic year.

Failure to do so will undermine the process and students will revert to previous undesirable behaviours. To ensure a positive classroom environment, teachers must explain why expectations are important. Students must also have an input in the development of a positive environment. This involvement will allow them to become stakeholders in the learning process and encourages an atmosphere of shared beliefs[15]. This new found sense of responsibility enables students to make their own decisions about learning. One possible strategy utilized to encourage student involvement is the use of classroom monitors. The monitor (s) can be either an individual student or a group of students. These students will have assigned tasks to be carried out on a daily bases within the classroom.

This engaging activity allows them to have positive interaction with their peers with the classroom setting. As a result, the students are provided an opportunity to take on leadership roles. The classroom should also be arranged and set-up in a way that promotes and increases students' learning through group cohesiveness.

REFERENCES:

1. Breen, M. (1987). Learner contributions to task design. In: C. Candlin and D. Murphy eds.), Language Learning Tasks, New Jersey: Prentice Hall.
2. Duranti, A. Linguistic anthropology. Cambridge: University Press. 1997
3. Breen, M. (1987). Learner contributions to task design. In: C. Candlin and D. Murphy eds.), Language Learning Tasks, New Jersey: Prentice Hall.
4. Brosnan, D., Brown, K. and Hood, S. (1984). Reading in Context. Adelaide: National Curriculum Resource Center.
5. Gebhard, J.G. Teaching English as a Foreign Language 1996.
6. Breen, M. (1987). Learner contributions to task design. In: C. Candlin and D. Murphy eds.), Language Learning Tasks, New Jersey: Prentice Hall.
7. Kabilova Sayyora, & Aminova Zebo Hamrokulovna. (2021). OLD TRADITIONS OF AGRICULTURE OF SURKHAN VALLEY. *Emergent: Journal of Educational Discoveries and Lifelong Learning (EJEDL)*, 2(04), 43–49.
8. Khamzaevna, F. M., & Joylovovich, Y. F. (2019). EXPERIENCE OF TURKESTAN PEOPLES ON IRRIGATION STRUCTURES IN THE INTERPRETATION OF THE RUSSIAN EAST ORGANIZERS. *Ўтмишга назар журнали*, 26(2).
9. Rakhimov, B. S., & Yormatov, F. J. (2019). TOPONOMICAL ANALYSIS OF KHATAK AND DANPARAKENT VILLAGES. *Ўтмишга назар журнали*, 19(2).
10. Salomova, G. A., & Khurramov, R. S. (2021). ABBREVIATION IN ENGLISH, UZBEK, RUSSIAN LANGUAGES DIFFERENT STRUCTURAL TYPES. *Web of Scientist: International Scientific Research Journal*, 2(12), 646-654.
11. SAYYORA, K. Metaphor in Newspapers. *JournalNX*, 7(1), 210-214.
12. Ёрматов, Ф. (2021). ЯНГИ ЎЗБЕКИСТОНДА АҲОЛИНИ ИЖТИМОЙ ҲИМОЯЛАШНИНГ КУЧАЙТИРИЛИШИ ВА ХАЛҚИМИЗ ҲАЁТИДАГИ МУАММОЛАРНИ БАРТАРАФ ЭТИШДАГИ ЎЗГАРИШЛАР (2016-2021 ЙИЛЛАР). *ВЗГЛЯД В ПРОШЛОЕ*, 4(11).
13. Ёрматов, Ф. Ж. (2019). МУСТАҚИЛЛИК ЙИЛЛАРИДА ЎЗБЕКИСТОННИНГ ЖАНУБИЙ ВИЛОЯТЛАРИДА АҲОЛИНИНГ ИЖТИМОЙ ҲИМОЯСИ. *ВЗГЛЯД В ПРОШЛОЕ*, (25).
14. Саломов, А. А., & Хуррамов, Р. С. (2019). ТЕОРЕТИЧЕСКИЕ АСПЕКТЫ РАЗВИТИЯ ЛОГИЧЕСКОГО МЫШЛЕНИЯ НА УРОКАХ МАТЕМАТИКИ В НАЧАЛЬНОЙ ШКОЛЕ. *Интернаука*, (41-1), 12-14.
15. Хидирова, И. (2019). ЭФФЕКТИВНОСТЬ ИНФОРМАЦИОННОЙ ТЕХНОЛОГИЙ В ОБУЧЕНИИ ЛЕКСИКЕ УЧАЩИХСЯ. In *Молодой исследователь: вызовы и перспективы* (pp. 93-96).
16. Хидирова, И. Н. (2019). КОММУНИКАТИВНАЯ КОМПЕТЕНЦИЯ КАК ОСНОВНАЯ ЦЕЛЬ ОБУЧЕНИЯ АНГЛИЙСКОМУ ЯЗЫКУ КАК ВТОРОМУ ИНОСТРАННОМУ. *Интернаука*, (19-3), 16-17.
17. Хидирова, И. Н., & Гелдиева, Д. Э. (2020). ФОРМА ИСПОЛЬЗОВАНИЯ ГЛАГОЛА В СОВРЕМЕННОМ АНГЛИЙСКОМ ЯЗЫКЕ. In *КУЛЬТУРОЛОГИЯ, ИСКУССТВОВЕДЕНИЕ И ФИЛОЛОГИЯ: СОВРЕМЕННЫЕ ВЗГЛЯДЫ И НАУЧНЫЕ ИССЛЕДОВАНИЯ* (pp. 7-11).
18. Хидирова, И., Саттарова, Г. Х., Карабаева, Д. Э., & Рахимов, Н. И. (2018). КАТЕГОРИЯ ВРЕМЕННОЙ ОТНЕСЕННОСТИ АНГЛИЙСКОГО ГЛАГОЛА. *Студенческий вестник*, (24-1), 49-51.
19. Ярматов, Ф. Д. (2020). Позитивные изменения в системе социальной защиты населения Узбекистана (1991-2019 гг., на примере южных регионов). *Бюллетень науки и практики*, 6(8).