www.wordlyknowledge.uz Volume: 2, Issue: 1, 2023

TEACHERS' VIEW IN SOLVING ACTIVITY-RELATED PROBLEMS IN EFL CLASSROOMS

To'lganoy Olimjonova
A student of English language and literature faculty of Fergana State University
Kosimova Mukammal Umaraliyevna
A teacher of English language and literature faculty of Fergana State University

Abstract. This article highlights the challenges faced in using different activities in EFL classrooms and the solutions given by different EFL teachers. In order to learn more about how students can solve problems by outperforming activities in the classroom, a summary of the previous work done in this regard and a comparison of the new results are presented.

Key words: exercises, foreign language, interview, group work, teaching method

I. Introduction

One of the most crucial elements of EFL classrooms is activities. They consist of enjoyable games with rules and objectives. According to some authors, language activities should be incorporated into the core of foreign language instruction programs instead of being seen as an optional extra because, in addition to being enjoyable, they also have objectives and follow guidelines (Haldfield, 1999). According to S. M. Silvers's book called "Games for the Classroom and English Speaking Club", games are frequently accepted by many teachers as time-filling instruments to break up boring repetitions in the class (Silvers, in 1992). However, sometimes, teachers can face problems in implementing different activities in different EFL classrooms. Naturally, different teachers find different ways to meet the activity-related issues, in turn, every given solution has its own effectiveness.

II. Literature review

Activities for learning foreign languages can be viewed as a framework for offering a relevant setting for language learning. According to Constantinescu (2012), learners can use activities to improve their comprehension of spoken and written English. Doing different activities allows students to acquire vocabulary and grammar in a context while using proper spelling and pronunciation.

There are numerous advantages of revising the lesson with several activities for the students' educational journey. First of all, they save the lecture from being routine and dull. On the other hand, they establish a productive and encouraging learning environment where students come first.

If activities are usually enjoyable for students, they hold their attention better than traditional classroom instruction. With the aid of the activities, the students enjoy themselves in the classroom while also learning the language. They have a favorable effect on even reticent and bashful kids (Mei & Yu-Jing, 2000). Because they play as a substitute for learning, this boosts the children's drive and motivates them to keep working and paying attention to the lesson. They lessen the anxiety associated with learning a new language in this way (Mei & Yu-jing, 2000). Activities provide several benefits for supporting language acquisition in EFL classes. One benefit of using games in the classroom is that pupils become less anxious about learning a language.

Students in language classes often believe that they must succeed in the language they are not proficient in. Additionally, students experienced a great deal of worry due to the fact that they would be corrected and disciplined by their teacher if they made a mistake. Sometimes, activities become even more important because they help learners feel less anxious, more optimistic, and more confident because they may practice the target language without worrying about being punished or criticised (Crookal, 1990).

www.wordlyknowledge.uz Volume: 2, Issue: 1, 2023

According to Crookall (1990), since learners actively participate in the interesting activities, they are referred to as learner-centered activities. Teachers and students take on new roles through games, and teachers motivate students to actively engage in their education. Thus, activities allow students to assume accountability for their own education. Another benefit that games offer from an instructional perspective is the creation of a relevant environment for language use. Teachers can establish various contexts through games that facilitate unconscious learning, since learners focus on the message rather than the language.

III. Methodology

For those explanations above, the prior study explained that several different activities play an important role to teach a foreign language to students. However, occasionally, teachers can face problems while giving activities. Hence, a good teacher should always have any idea about what to do when students make troubles in being engaged in the activities, because it is undeniable fact that all students have to be busy with activities given. The aim of the research is to investigate teachers' ideas of solving problems associated with implementing activities in EFL classrooms. To achieve the goal, we interviewed from different EFL teachers, and presented written report.

N	Participants	Work place	Experience	What grades they teach	Level of the teachers
1	M.A	10th school Fergana City	1 year	9th and 11th	C1 (advanced)
2	M.Sh	28th school Quvasoy City	1 year	5th and 6th	C1 (advanced)
3	M.Sh	16th school, Fergana Region	2 years	7th and 8th	C1 (advanced)
4	X.F	1st school Buvayda Region	2 months	Only 1st	C1 (advanced)
5	A.O‘	29th school, Fergana Region	2 years	1st and 2nd	C1 (advanced)
6	Z.A	15th school Fergana Region	1 year	1st and 4th	C1 (advanced)

Research method: interview. One technique in qualitative research for gathering primary data is the interview. It entails finding out what one or more people think about a business, a product, or a subject. Researchers can get comprehensive data with this strategy that may not be possible with other research techniques. While quantitative research employs numerical data and statistical analysis to explain and measure phenomena, qualitative research uses observation and interviews to explore and comprehend people's experiences and perspectives. Many study domains, such as the social sciences, psychology, health sciences, business, and education, can benefit from the use of interviews. Research findings, theoretical development, and policy suggestions can be informed by patterns, themes, and trends found in the transcription, coding, and analysis of interview data.

When: 19th and 26th of October

Where: at Fergana State University

How: face to face

Data collecting tool: interview

www.wordlyknowledge.uz Volume: 2, Issue: 1, 2023

Interview questions:

1. What do you do if your students do not want to work in a group that you divided?
2. While choosing warm-up activity, which factors do you consider?
3. Do you think activities used in grammar-translation method may make any trouble for students to fulfill?

IV. Data analysis and discussion

First and foremost, three of the participants told that they tried to be strict teacher and did not allow students to change their group. Furthermore, they claimed about their explanation to students that not always their desire can come true in real life as in the class. Two of the interviewed teachers said that they, first, explored the reasons why some students did not want to work in teams that the teacher divided. Then, they decide whether changing the students' team or not according to the reason given by students. One of them said that she always changed the teams of the groups no matter the reason.

Regarding the second question, almost all the interviewed teachers gave similar answers. They found it true to pay attention to the students' ages, levels, given topic, time for the class and time of the day. They added that warm-up activities should not only engage students to the class, but also introduce the new topic.

Finally, all the students considered grammar-translation method to be still important in teaching. But four teachers did not use activities of this method in their class as they taught primary school pupils whose topics were quite simple. Besides, they preferred to use physical and fun activities in their class. Nonetheless, two teachers who taught middle and high school students said acknowledged that they, sometimes, use activities related to grammar-translation method due to the fact that their topics were quite complex and demanded much explanation.

V. Conclusion

The aim of the interviews was to explore teachers' opinions about how to solve activity-related problems in EFL classrooms. The teachers relied on their prior knowledge and experiences in giving answers. It is clear from all their opinions that different activities are relevant in language teaching as well as learning a new foreign language while teachers, occasionally, face some challenges in using them in their classroom. For example, students can be so selective in working with group, or they can be shy to present, or some activities cannot work as proper as the teacher expects.

Nevertheless, there is always solutions to these problems. To take some straightforward steps, teachers may discuss the struggles with their collages, furthermore, teachers should always ideas about what to do in any condition.

VI. Reference

1. Hadfield, J. (1990). A Collection of Games and Activities for Low to Mid-Intermediate Students of English. Intermediate Communication Games. Thomus and Nelson and Sons LTD
2. S. M. Silvers. (1992). Games for the Classroom and English Speaking Club. English Teaching Forum
3. Crookal, D. (1990). Simulation, Gaming, and Language Learning. Newbury House
4. Mei, Y. Y., J. (2000). Using Games in a EFL Class for children. Daejin University ELT Research Paper
5. Constantinescu, R. S. (2012). Learning by Playing: Using Computer Games in Teaching English Grammar to High School Students. Education Source. 110-115

www.wordlyknowledge.uz Volume: 2, Issue: 1, 2023

6. Yusufjonova Shakhlo Mukhtorovna. TARJIMADA FRAZEOLOGIK IBORALARNING MILLIY XUSUSIYATI VA ULARNING BADIIY ASARLARDAGI TASVIRIY IFODASI. CURRENT APPROACHES AND NEW RESEARCH IN MODERN SCIENCES, 2(2), 112–116. (2023)
7. Ganieva, D. (2022). On Syncretic and Polyfunctional Properties of Uzbek and English Participles. *International Journal of Social Science and Human Research,(5)*, *10401046*.
8. Mukammal U. Kosimova. (2022). THE DEVELOPMENT PROCESS OF THE SUBJECT OF STYLISTICS AND ITS MAIN TASKS. CURRENT RESEARCH JOURNAL OF PHILOLOGICAL SCIENCES, 3(11), 1–7.
9. M.U. Kosimova (2022). DIFFERENT CLASSIFICATION OF FUNCTIONAL STYLES. Ученый XXI века, (4 (85)), 7-9.