
“THE ROLE OF ENERGIZERS IN LEARNING ENGLISH LANGUAGE”

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Annotation. Teaching is stimulating, varied, challenging and exciting. We have the chance to work with young people who are on the brink of adulthood and looking to their own futures with enthusiasm, anticipation and trepidation. As their teacher, they will look to you for knowledge, expertise, guidance and support. Classroom energizers and activities are great as icebreakers, or to pick up the mood when students have low energy.

Key words: energizers, ice-breakers, focusers, brainstorming, different interactive methods.

Annotatsiya. Xorijiy tillarni o'qitishda turli xildagi interaktiv usullardan foydalanish va darslarni sifatli olib borish hozirgi kunning dolzarb masalalaridan biri bo'lib kelmoqda. Samarali dars olib borishda o'quvchilarni e'tiborlarini qaratish, ularni o'rganishga bo'lgan ishtiyoqlarini qiziqarli o'yinlar orqali amalga oshirish muxum.

Kalit so'zlar: harakatli o'yinlar, aqliy hujum, har xil interaktiv metodlar.

Аннотация. Обучение является стимулирующим, разнообразным, сложным и захватывающим. У нас есть возможность работать с молодыми людьми, которые находятся на пороге взрослой жизни и смотрят в свое будущее с энтузиазмом, предвкушением и трепетом. Как их учитель, они будут обращаться к вам за знаниями, опытом, руководством и поддержкой. Энергетики и занятия в классе отлично подходят в качестве ледоколов или для поднятия настроения, когда у учащихся низкий уровень энергии.

Ключевые слова: энерджайзеры, фокусеры, мозговой штурм, интерактивные методы.

There are many methods and techniques, which can be effectively used by community legal advisors when teaching about the law to untrained people. The most effective are interactive Learner-centered teaching techniques rather than the lecture method.

One of the best ways for community legal advisors to understand the law and how to use it is to teach it to others. By teaching others, community legal advisors must understand the law, know how to explain the law in a simple language and must be able to show how to use the law. When community legal advisors teach, they learn as Educators and the community members learn as Learners. It is important though to teach in a proper way to make sure that the Learners learn as much as they can and remember as much as they can. This means that the community legal advisors will often have to teach in a way they have never taught before, and may have never been taught to before. This type of teaching is called interactive teaching. There is a reason why community legal advisors should use this type of teaching. Community legal

advisors are encouraged not to use only the traditional lecture approach to teaching. The traditional teaching approach is the least effective method of passing on knowledge to Learners. There have been many studies and experiments, which have shown that what is remembered by Learners depends on the teaching methods used. The amount of information that Learners remember increases when more Learner-centered interactive teaching methods are used. The amount the information that is remembered is much less when traditional lecture style teaching methods are used¹. There are many different types of interactive teaching techniques that can be used by Educators. Educators are encouraged to use these methods as well as to try to use additional and new techniques.

1. Ice breakers/focusers

Ice Breakers are activities to help people learn in classrooms, workshops, conferences and training programs. Lessons can be better taught if Learners are awake and active with each other, know their classmates, and feel comfortable with the Educator. They can be used as tools that help the Educator keep the Learners involved and active, help creative thinking, challenge basic beliefs, show new ideas, and introduce detailed material. A focuser is a type of ice breaker but is more specific and related to the content or topic of an exercise or lesson. An example of a focuser is using a picture that is related to the topic that the Educator is going to teach. This picture could be used to get the Learners to begin to think of the topic they are going to learn about. An Educator could use a picture of people buying things at a market as a focuser before teaching Learners about rules of buying and selling.

Types of ice breakers:

1. Activities that make people feel more alert and relaxed
2. Activities that get people to comment
3. Games
4. Focusers
5. Activities that help people get to know each other
6. Activities that get people to move around
7. Activities that make people think

2. Brainstorming

Brainstorming is a way of allowing Learners to think freely about ideas. It is an important learning technique because it allows Learners to have new ideas without the fear of being wrong. During brainstorming the Educator will choose a topic. For example:

What are the different ways to teach?

The Educator asks the Learners to think of as many different ideas as they can, and writes down all of them on a white board or flipchart. The Educator writes down all the ideas, even if some are wrong. If the answers show that the question is not clear, the Educator should ask the question again in a different way. Educators

¹ Bruce A. Lasky, Michael A. Otto & Wendy M. Teaching Methodologies Training Materials Handout. South Africa, 2006.

should not say anything bad about the ideas. After all the ideas have been written down, the Educator and the other Learners can make positive comments which either support or challenge the suggestions. The suggestions can then be ranked in order of importance.

3. Small group discussions

These are best used at the end of the class session. You will ask the students to write for one minute on a specific question. It might be generalized to “what was the most important thing you learned today”. Then, you can decide if you are going to open a conversation about it in your next class. You can ask if they still remember what they wrote down.

4. Role plays

In role plays, Learners use their own experience to act out a situation. An example of this would be a police officer arresting somebody. Learners use their imagination to make the role play more like real life. Role plays can be used to show what a legal situation is like. When asking Learners to conduct a role play, the following seven steps can be used: Step 1: Explain the facts and situation to the Learners. Step 2: Explain to the Learners who volunteer or are selected to act out the role play what they will be doing. Step 3: Explain to the other Learners to act as observers and tell them what points to look for or think about. Step 4: Have the Learners act out the role play. This can be done by one group in front of all the other Learners or in small groups made up of role players and observers. Step 5: Ask the Learners who are observers to describe what they saw happening in the role play. Step 6: Ask all the Learners to discuss the legal, social or other aspects of the role play and to make a decision on what should be done to resolve the conflict in the role play. This can often be done in small groups or as a whole group. The Educator can also ask the Learners to act out an ending to what happened during the role play. Step 7: Conduct a general discussion and go over the exercise as a whole group. Although the Educator develops the situation in the beginning, he/she should support what the Learners come up with. Role plays often show something about the Learner's personal experiences.

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