

USING ACTIVITIES IN EFL CLASSROOM

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Annotation

This article underlines the necessity of incorporating activities at the start of an English as a Foreign Language (EFL) lesson, emphasizing how they contribute to a positive and dynamic learning environment. These activities serve a variety of functions, including grabbing students' attention, introducing new vocabulary or language structures, activating past knowledge, and fostering student rapport.

Keywords: *Activities, strategies, English first language (EFL), classroom, practice, cultural awareness, critical thinking, motivation.*

1. Introduction

Activities are a well-known and successful way to improve language learning in EFL (English as a Foreign Language) classrooms. These interesting and entertaining exercises encourage involvement, facilitate language learning, and enhance general language competency. They give students the chance to practice speaking the language in a variety of settings, which helps them improve their speaking, listening, reading, and writing abilities. There are many different types of activities, including games, role-plays, conversations, pair or group work, and project-based assignments. They may concentrate on grammar, vocabulary growth, cultural awareness, or specialized language abilities. Teachers can foster a dynamic, student-centered learning environment that promotes cooperation, critical thinking, and creativity in their EFL classes by introducing activities. Activities can also improve students' language proficiency and confidence by making language study fun, lowering anxiety, and boosting motivation.

2. Literature review

A well-recognized method for teaching English as a foreign language (EFL) is to engage students through activities. Numerous studies highlight the beneficial effects of activities on language proficiency across a range of domains. Wu and Huang (2018) discovered that by actively involving them and offering opportunities for meaningful participation, activity-based training improves the listening proficiency of EFL learners. This bolsters the idea that engaging in activities encourages language learning.

Task-based language teaching (TBLT) has demonstrated efficacy with regard to speaking skills. Zoghi and Karimi (2017) report that TBLT improves the speaking proficiency of EFL learners by offering chances for real-world communication and stimulating student participation. This underscores the significance of implementing worthwhile tasks that motivate students to utilize the language actively in the classroom.

Another strategy that has gained popularity in the EFL context is cooperative learning. The advantages of cooperative learning are highlighted by Jafari, Ramezani, and Ashoori (2017). These benefits include improved motivation, intercultural competency, language proficiency, and a positive classroom environment. This illustrates how important group activities are for creating a favorable learning environment and advancing language acquisition.

Additionally, Lin and Tzeng (2018) stress the value of games in EFL instruction. Games provide frequent exposure, meaningful practice, contextually relevant language use, and active involvement. These components support improved vocabulary learning by facilitating learners' pleasurable and participatory acquisition of new words.

To sum up, the use of activities in EFL classrooms has a good effect on students' language competency and acquisition. Active engagement, meaningful contact, and language development can be effectively promoted by using activities-based education, task-based language teaching, cooperative learning, and games. Such exercises have a lot of potential to be incorporated into EFL curricula to create a stimulating and productive language learning environment.

3. Methodology

5 EFL teachers participated in this research. Because of the participants' confidentiality, I included only initials of their names.

Participants: O.T-two year's experience, B2 level, IELTS band score 6.5, teaches second and sixth grade students; M.M-six months' experience, B2 level, teaches elementary classes, ninth and tenth grade students; A.M-one year's experience, IELTS band score 7, teaches sixth and seventh grade students; R.N-two months' experience, B2 level, teaches second grade students, F.Sh. three months' experience, C1 level, IELTS band score 7, teaches third and sixth grade students.

Research method: Interview- a question and answer session where one person asks questions, and the other person answers those questions. It can be a one-on-one, two-way conversation, or there can be more than one interviewer and more than one participant

When: 19th and 20th of October; **Where:** at school; **How:** face to face; **Data collecting tool:** Interview.

Interview questions:

1. Do you think conducting a lesson with activities would be effective for students?

2. According to what features do you choose activities?
3. Does using activities effect on your time management in the classroom?

4. Data analysis and discussion

When asked about the effectiveness of implementing activities in the classroom, all interviewers stressed that it is a great accomplishment for a teacher when pupils show a genuine excitement and desire for learning. It is ideal to create an atmosphere that encourages and motivates pupils to take pleasure in their educational journey. According to the other interviewers, a teacher's most satisfying achievement is witnessing each student advance and experience personal growth in their academic aptitude, proficiencies, and character. It is immensely satisfying to watch pupils overcome obstacles, grow in confidence, and realize their potential. Students in elementary school in particular are too emotional to act in an impulsive manner because they don't make mistakes on purpose and sometimes unintentionally behave badly. Eagerness, intelligence, and punctuality among students may be the best qualities in the classroom. About all of the participants provided varied answers to the following question, which focused on improving engagement, bolstering communication, reflecting on teaching strategies, and responding to the requirements of the students. They discuss their own ideas on the subject, suggesting that modifications could entail trying out novel strategies backed by best practices and research, as well as changing up the way that lessons are taught or adding more student-centered activities. Every teacher can customize their classes to meet the unique needs of each student by assessing each student's strengths and areas of learning weakness. If necessary, they can also offer extra challenges or support. Additionally, building strong relationships with students requires open communication. The teacher would keep the lines of communication open and ask the students for input on a regular basis to better understand their needs and opinions. By using this input, he or she may make the required changes and guarantee that students feel respected and supported in the classroom.

5. Conclusion

To sum up, using activities in EFL classes is a strong and adaptable way to improve language acquisition. Students' participation in the learning process is enhanced by these activities, which also make a substantial contribution to language competency in general and language acquisition in particular. These activities support the holistic development of students' language skills by providing chances for them to practice language skills in a variety of contexts, including speaking, listening, reading, and writing. Activities are a multifaceted method with several advantages for teachers and students when incorporated into EFL classrooms. By offering a thorough and interesting experience that goes beyond conventional teaching methods, it enhances

language learning and eventually produces more capable and self-assured English language learners.

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