

## THE CONCEPTION OF DIFFERENT AGE GROUPS IN ENGLISH LESSONS



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### Аннотация

Агар ўтилатган дарс ёкса, кўпчилик фанни яхши ўрганишга мойил бўлади. Шу мақсадда синфда инглиз тилини ўргатишда ўқувчиларни рағбатлантириш ва қизиқтириш мақсадида тил ўргатувчилар томонидан бир қанча уринишлар амалга оширилди. Афсуски, ушбу дарслар ҳар доим ҳам ҳамма ўрганувчилар/талабалар томонидан ижобий қабул қилинавермайди. Бунга сабаб – биз талабаларнинг дарсни ўрганишдан қандай мақсад ва натижаларни кўзлаганини олдиндан билмаслигимиздир. Шундай мақсадни аниқлаш учун турли ёшдаги ўзбек миллатига мансуб тил ўрганувчиларининг уч гуруҳ вакиллари: ўрта мактаб ўқувчилари, талабалар ва битирувчиларнинг инглиз тилини ўрганишдан аниқ мақсадларини билиш учун саволнома тарқатилди. Инглиз тилини ўргатишда яхши натижаларга эришиш учун ёшга нисбатан фарқ қиладиган жиҳатлар ҳам муҳокама қилинди ва изланишлар олиб борилди.

### Аннотация

Большинство людей склонны хорошо учиться, когда им нравятся уроки. В связи с этим со стороны учителя во время урока предпринимаются методы поощрения и мотивирования учащихся к изучению английского языка. Но, к сожалению, такие приемы не всегда дают свои результаты. Это происходит ввиду малой степени изученности вопроса: мы обычно не знаем, чего студенты ожидают от этих уроков.

С целью изучить предпочтения и ожидания трех возрастных групп: учащихся средних школ, студентов и выпускников – студентам было предложено заполнить анкету. Таким образом, в этой статье обсуждаются контрасты между разными возрастными группами с целью сделать конкретные выводы в сфере обучения английскому языку.

### Abstract

Most individuals have a tendency to learn well when they feel happy with the lessons. Along these lines, there have been a few endeavors to encourage or motivate students to learn English in the classroom by arranging lessons premium and propelling. Unfortunately, some of these lessons won't function admirably with a few gatherings of understudies. This is on the grounds that we don't generally know students choice and expectations of the lessons.

Keeping in mind the goal to investigate their preferences and expectations, Uzbek students from three different age groups: secondary school learners, students, and graduates were asked to complete the questionnaire in order to finish a survey with a specific end goal to give their originations of preferred English lessons. Contrasts between age gatherings were talked about with a specific end goal to give productive implications to English language teaching and learning.

**Калит сўзлар:** турли ёшдаги гуруҳлар, олий таълим, ўрта махсус таълим, ўқувчилар афзал билган жиҳатлар.

**Ключевые слова:** разные возрастные группы, высшее образование, среднее образование, предпочтения учащихся.

**Keywords:** different age groups, higher education, secondary education, learners' preference.

The English language has been actualized in classrooms in Uzbekistan for a very long while and different methodologies of educating have been utilized to advance learning. Be that as it may, Uzbek learners start to appear to be effective with their learning. They have a tendency to have negative mentality towards taking in the language and need certainty to utilize the dialect in regular daily existence.

One vital clarification for this failure is confuses amongst teaching and learning approaches (Allwright and Bailey, 1991). Consequently, if instructors take in more about their learners and the learners' inclinations on the lessons, they are in a superior position to envision such jumbles and devise more compelling procedures for crossing over the holes amongst teaching and learning (Littlewood, et al., 1996).

Littlewood utilized variable investigation to sort contemplated elements into three sorts of classroom, in particular, communication-oriented lesson, form-oriented lesson and control-oriented lesson. However, this review did not concentrate on inclinations that may be diverse in view of some foundation of learners, for example, age, major of study, and sex. This review expects to concentrate on exploring inclinations of learners from different age groups since when learners get more established, they appear to have encountered both learning and utilizing the language to an ever increasing extent. Furthermore, development is probably going to be produced in one's life. More younger learners have a tendency to be less develop than the more established one and they will be increasingly develop when they grow up.

In this review, "lesson" is characterized as "an organized timeframe in which understudies are instructed about something". It includes three parts: 1) objectives, 2) activities and procedures used to achieve the objectives and 3) materials used during the lesson. The results of each stage were discussed in order to help them to see their achievements.

Candidates from three age groups, secondary school learners, students and graduates were chosen to partake in the review. The members were 12–17 years of age, 18–21 years of age and 22–56 years separately. There were 100 members

in the initial two groups and 50 in the last group. They had never experienced any learning experience outside the country.

A survey consisted of 2 sections: 1) individual data and 2) learners' preference on the three parts including *goals* of the lesson; *activities* and *methods*; and *instructional materials*.

The activities, procedures and materials specified in the survey were assembled from 10 teachers lesson plans, whereas the information from the survey were counted so as to get the recurrence of reactions. At that point the information was investigated by rate.

Accordingly, the results show the consequences of the present review identified with the examination of inclinations of understudies from different age groups. The outcomes are displayed in light of the three components of a lesson:

- 1) goals and objectives of a lesson,
- 2) activities and procedures used to accomplish the objectives and
- 3) materials utilized during the lesson.

So, the following goals or objectives of English lessons are preferred by students:

Two areas of objectives or destinations of English lessons the students choice were examined. One included the objectives or goals of English lessons they favored. The members were made a request to react to the question, "which objective of English lessons do you lean toward?". They were to pick whether they favored learning for no particular reason or for learning. The other one concerned the abilities including listening, speaking, reading and writing as well as sub-skills including grammar, vocabulary and cultures that they preferred learning. The results are described in Tables 1 and 2 respectively:

Table 1 demonstrates that the greater part of the secondary school learners (69%) and students (73%) preferred learning English for fun and half of the graduates also preferred it. On the other hand, the rate of secondary school understudies, students and graduates leaning toward lessons going for learning was 31, 27 and 50 separately.

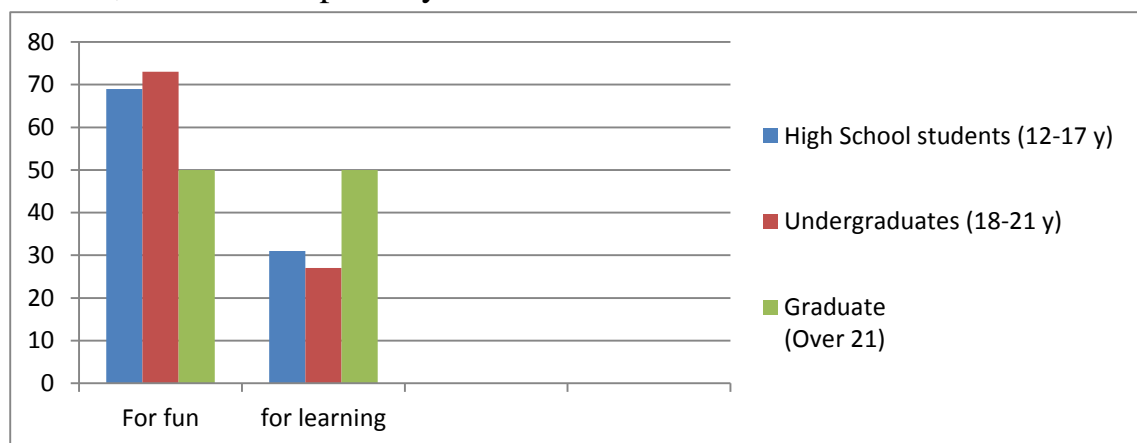


Table 1 Percentage of Students' Preferred Goals or Objectives of English Lessons

Table

2 uncovers that the inclinations of skills and sub-skills of the three groups were to some degree comparable. For the dialect aptitudes, the vast majority of the secondary school understudies (55%) and students (37%) preferred learning listening. Correspondingly, 27% of graduates preferred it too. Also, the vast majority of the graduates wished learning speaking. It can be inferred that the majority of the participants had a tendency to lean toward communication skills. For the sub-skills, it can be obviously observed that most of the members in the three groups chose learning vocabulary.

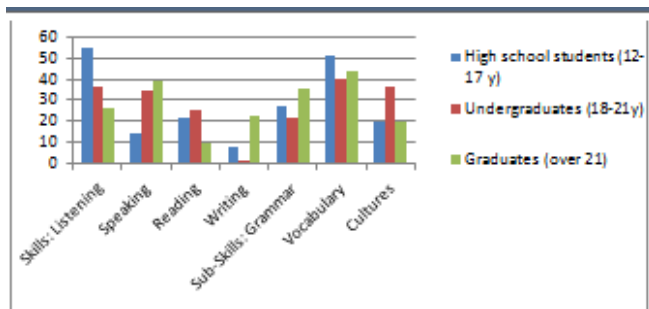


Table 2. Percentage of Students' Preferences towards Skills and Sub-skills

As we know, for completing the goal teachers need to deal with activities and procedures of the lesson. Therefore, this area introduces the participants' choice towards exercises and strategies of two language skills: listening and

reading. The grouping of the activities in the lesson plans depended on communicative language teaching (CLT). Listening lessons frequently take after 3 stages comprising of pre-listening, while-listening and post-listening as well as reading lessons too (Richards and Bohlke, 2011). Writing and speaking were disposed of from the review since they were not expressly educated in the pre-service instructors' lessons. They were normally found as post-listening or post-reading activities.

Actually, survey found that most of the participants preferred pre-listening questions to guessing and absence of pre-listening activities. Surprisingly, 30% of secondary school learners thought that pre-listening activities were unimportant.

However, there appeared to be no contrast between secondary school learners' and graduates' choice towards while-listening activities. Half of them preferred reading the questions before listening, whereas the other half favored reading the questions while listening. Perusing the inquiries while tuning in. For students, the vast majority of them (78%) preferred reading the questions before listening.

On the other hand, the post-listening activity with the most astounding rate of participants was utilization of what they heard or learnt to ordinary circumstances. This movement was allocated as writing or speaking assignment identifying with the listening text. Furthermore, it is likely that the more established the candidates of the higher education chose applying what they heard

to regular daily existence. In addition, almost the similar picture was observed with reading lessons stages too.

Here, it would be better if we mention that almost all candidates chose the usage of various materials within a lesson. We should stress that our youth consider learning by testing modern materials like power points, videos, music instead of blackboard and books. From their point of view they make lessons more entertaining and meaningful.

If we summarise the results we may see that most of learners consider learning vocabulary, because of its importance in the center of language teaching and learning (Lewis, 1993). According to Rubin and Thompson “One cannot speak, understand, read or write a foreign language without knowing a lot of words”. However, in order to provide a successful lesson teachers need to stage the lesson with pre-, while-, and post- stages and using guessing techniques is a right key to successful learning. Whereas, using variety techniques in teaching simply motivates to language learning to students. In addition the learners of secondary education highly demand the usage of various communicative language teaching techniques in their 45 minutes of lesson. For example, they showed their interest on using videos, music, role plays, simulations, debates and discussions, instead of memorising boring grammar rules.

To conclude with one can say that this study couldn't completely investigate all necessary tools of learners preference, however it could investigate that all groups of learners desire to learn, but the right way of organisation needs some science from teachers.

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