

THE TEACHERS' PERSPECTIVES ON STUDY ATMOSPHERE

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Abstract. This article includes the analysis of various views and experimental theories of pedagogues regarding the educational environment. The article presents the main and brief content of all conflicting concepts and opinions on making the educational process effective and productive.

Key words: engagement and active learning, individualized support, classroom management, communication and collaboration, fostering a love for learning, individual student growth, reflecting on teaching methods, fostering a supportive environment.

Introduction

The study atmosphere within a classroom greatly impacts students' learning experiences and outcomes. Teachers, as key influencers in shaping this environment, play a crucial role in cultivating an atmosphere conducive to learning. In this article, we delve into the perspectives of some teachers, uncovering their insights, observations, and beliefs regarding the study atmosphere. Teachers recognize the importance of student engagement in the study atmosphere. They employ a variety of strategies to encourage active learning, such as incorporating hands-on activities, collaborative projects, and real-world connections. Experienced educators emphasize

the value of fostering curiosity, critical thinking, and problem-solving skills, as they believe these qualities enhance the overall study atmosphere and promote deep understanding.

Literature review

It is clear enough that for schools to better address the learning needs of students, teachers must become more thoughtful about teaching and learning. It remains unclear how this is to be accomplished. How can we assist teachers to develop the deep understanding necessary to make instructional decisions that promote student learning? What additional skills do teachers need to recognize how students have understood their instruction? We need better tools to help teachers consider their teaching issues and concerns, to organize their experiences, and to understand their positions and actions in a systematic way.

Methodology

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

Participants: M.M-three months' experience, B2 level, teaches tenth grade students; B.X-one year's experience, B2 level, teaches elementary classes, sixth, seventh, eighth, ninth and tenth grade students; O.T-one year and two months' experience, B2 level, IELTS band score 6.5, teaches second and sixth grade students; SH.M-one year's experience, B2 level, teaches sixth and seventh grade students; U.M-six months' experience, B2 level, teaches tenth 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: 20th of October; **Where:** at school; **How:** face to face; Data collecting tool: Interview.

Interview questions:

1. What can be the most preferable accomplishment for the teacher about his/her class?
2. If needed, what changes would you do as a loyal teacher in your class?
3. How do you feel about the difficult attitudes between you and your students?

Data analysis and discussion.

Three interviewers responded to the first question by saying that fostering a love for learning: when students develop a genuine enthusiasm and curiosity for knowledge, it is a significant accomplishment for a teacher. Creating an environment that motivates and inspires students to enjoy the process of learning is highly desirable. The other interviewers' opinion is that individual student growth: seeing students make progress and achieve personal growth in their academic abilities, skills, and character is a fulfilling accomplishment for a teacher. Witnessing students overcome challenges, develop confidence, and reach their potential is incredibly rewarding. Especially, elementary class students do not make mistakes on purpose and they may get bad behavior unconsciously, so they are too emotional to behave spontaneously. Students' eagerness, intelligence and well-attendance can be the preferable thing in the class.

To the next question approximately all participants answered in different ways that reflecting on teaching methods, adapting to student needs, enhancing engagement, strengthening communication. They share their own thoughts on the topic that adjustments may involve varying teaching techniques, incorporating more student-centered activities, or experimenting with new approaches supported by research and best practices. By identifying individual strengths and learning gaps, every teacher can tailor his/her lessons to address specific student needs, providing additional support or challenges as required. Additionally, communication is a key in developing positive relationships with students. Teacher would maintain open lines of communication, regularly seeking feedback from the students to understand their perspectives and needs. This feedback can guide him/her in making necessary adjustments and ensuring that students feel valued and supported in the classroom.

To the last question also each interviewers responded differently. But the stem mean constantly can aim one thing that dealing with difficult attitudes is an ongoing process, requiring patience, understanding, and a proactive approach to foster positive growth and development in students. First interviewer replied that creating a classroom atmosphere that promotes trust, respect, and open communication; encouraging students to express their thoughts and concerns, and actively listening to them; building positive relationships can help diffuse difficult attitudes and create a more conducive learning environment. Second one's answer was that investigating the reasons behind the difficult attitudes. Students may exhibit challenging behavior due to personal, emotional, or academic struggles. Taking the time to understand their perspective allows for empathy and the ability to address their underlying needs. The other's respons were clarified that differentiated instruction and individualized support can help address student challenges and meet their unique needs. Identifying effective strategies, setting achievable goals, and providing appropriate interventions can support students in overcoming difficult attitudes and experiencing success.

Conclusion

Teachers' perspectives on education are invaluable in shaping the study atmosphere and guiding students' learning experiences. Experienced educators recognize the importance of fostering a positive, inclusive, and supportive environment where students can thrive academically, socially, and emotionally. Teachers aim to cultivate engagement, active learning, and individualized support to meet the diverse needs of their students. They believe in creating a balance between structure and flexibility, utilizing technology to enhance instruction, and promoting effective communication and collaboration. Through their dedication, reflection, and continuous professional development, teachers strive to make a lasting impact on students' growth and success. They understand the significance of building positive relationships, adapting to students' evolving needs, and cultivating a love for learning.

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