

PARTICIPATION PROBLEMS IN ESL CLASSES

Bozorboyeva Xusnidaxon, a student of Fergana State University

Kosimova Mukammal, a teacher of Fergana State University

ANNOTATION

This article devotes to engagement of students in EFL classroom. Some experienced supervisors helped to data collecting process through interview .

INTRODUCTION

Among the factors that facilitates teaching and learning in the English as a Second Language (ESL) classroom possible is the involvement of the learners. The most significant component of having an adequate classroom, especially for post-secondary students, is the involvement, participation, and interaction of the learners. In connection with the use of educational resources in this digital age, integrating technology into the classroom has a good effect and can help students participate in class. It is imperative that students actively participate verbally when learning English as a second language.

LITERATURE REVIEW

Students' participation in class discussions and activities is essential to their comprehension of the subject matter. If students cannot give their full attention to participating in class activities and the course of study, they will not have an excellent understanding of what they have studied. Abdullah, Bakar, and Mahbob (2012) ¹argue that active participation in learning activities by educators and learners results in higher learning outcomes. As a result, a variety of factors affect how involved a student is in the classroom. Al-Ghafri (2018) ²carried out a study, and his findings show that a variety of factors, each of which has an impact on learner participation in the ESL classroom, contribute to and effect learner engagement, particularly in the English classroom. Yunus (2018)³ claims that the usage of technology in Malaysian classrooms, which include computers, projectors, and internet connections, represents where the change starts. Because technology will help and improve students' enthusiasm in learning in the classroom, learners' learning experiences will be different and more meaningful as a result of the growth.

¹ Student's Participation in Classroom: What Motivates Them to Speak Up? *Procedia—Social and Behavioral Sciences*, 51, 516-522

² Exploring the Factors That Influence Students' Participation in English Classrooms at Ibri College of Applied Sciences in Oman. Doctoral Dissertation, University of Leeds

³ Innovation in Education and Language Learning in 21st Century. *Journal of Sustainable Development Education and Research*, 2, 33-34.

METHODOLOGY

Particularly among the aspects that contributes to making teaching and learning in the English as a Second Language (ESL) classroom effective is the involvement of the learners. The most important component of establishing an adequate classroom, especially for post-secondary students, is the involvement, participation, and interaction of the learners. At Fergana State University, five experienced instructors were interviewed. Data were gathered via a Google Form, and descriptive statistical analysis was used for analysis. The results showed that learning engagement, motivation, fair assessment, and legal penalties all had an impact on the desire of learners to participate in ESL classes and activities.

Participants of the interview:

U.A, 2 years experience, conducts 2-3-4-6 grade pupils at 29th school in Satkak;
T.E, 2 years experience, teaches 5-6 grade pupils at 42th school in Besharik ;
M.M, 2 months experience, teaches 10th grade students at 16th school in Bagdad;
M.X, 2 years experience, conducts 2-3-4-6 grade at 27th school in Chimyan;
G.X, a year experience, conducts 3-4 grade students at 10th school in Margilan.

RESULTS

Among the most important aspects of education is the process of teaching and learning. The primary method by which educators and students work together to achieve particular objectives is the teaching-learning process. Research indicates that in order to this process to be considered successful, certain techniques must be used, and one of the primary active learning tactics is to encourage active participation from every student in the classroom .

In order to acquire and improve critical thinking skills, students must actively participate in class activities. One of the best ways to inspire kids and raise their rate of development is to use active learning strategies in the classroom. Additionally, this will help students become active learners in the classroom rather than passive ones . Numerous research' findings demonstrated that students who actively engage in class activities perform better than those who do not . Research findings indicate that a number of elements, including the learning environment, the relationship between teachers and students, and the sense of belonging to the university, might impact students' motivation (8). Additionally, student participation in the classroom is crucial to the success of instruction and their personal growth.

Participation in teaching can be influenced by various factors, and some common problems related to participation include:

1. Lack of student engagement: Students may be disinterested or unengaged in the learning process, which can hinder their active participation in the classroom. This could be due to a variety of reasons such as a lack of motivation, difficulty understanding the material, or disconnection from the subject matter.

2. Limited student involvement: Some students may be hesitant to actively participate in class discussions, ask questions, or contribute to group activities. This might be due to shyness, fear of judgment, or a lack of confidence in their abilities.
 3. Language or cultural barriers: In multicultural or multilingual classrooms, language or cultural differences can pose challenges to participation. Students who are not fluent in the language of instruction may struggle to express themselves or comprehend the material, leading to reduced participation.
 4. Classroom environment: An unsupportive or intimidating classroom environment can discourage students from actively participating. Factors such as a dominant or dismissive teacher, lack of respect among peers, or a competitive atmosphere can hinder student engagement and participation.
 5. Lack of inclusive teaching practices: If teaching methods and materials do not cater to diverse learning styles and abilities, certain students may be marginalized or left out, resulting in reduced participation. It is important for educators to adopt inclusive teaching strategies that accommodate different learning needs.
 6. Technology-related issues: With the increasing use of technology in education, technical problems or limited access to devices and internet connectivity can impede student participation. Students who do not have access to necessary resources may face challenges in engaging with online learning platforms or participating in virtual classrooms.
 7. Assessment and grading practices: If students perceive that their participation does not significantly impact their grades or academic success, they may be less motivated to actively participate. It is essential for educators to create assessment methods that recognize and reward participation as an integral part of the learning process.
- Addressing these problems requires a proactive approach from educators. Strategies such as creating an inclusive and supportive classroom environment, employing interactive teaching methods, encouraging student collaboration, providing individualized support, and incorporating technology effectively can help enhance student participation in teaching.

CONCLUSION

Students' learning to a large extent is dependent upon their participation in the classroom. The identification of the reasons concerning students' lack of participation in this study may help teachers arrange an environment to enrich dynamic learning for every learner to enthusiastically take part in classroom activities.

REFERENCES:

1. Abdullah, M. Y., Bakar, N. R. A., & Mahbob, M. H. (2012). Student's Participation in Classroom: What Motivates Them to Speak Up? *Procedia—Social and Behavioral Sciences*, 51, 516-522. <https://doi.org/10.1016/j.sbspro.2012.08.199>

2. Al-Ghafri, M. S. R. (2018). Exploring the Factors That Influence Students' Participation in English Classrooms at Ibri College of Applied Sciences in Oman. Doctoral Dissertation, University of Leeds
3. Dilafruz Ganieva , Bozorboyeva Xusnidaxon,Uzbek and English slangs in field of the “Education”International conference on innovation in Applied Sciences, Education and Humanities Barcelona,Spain.May31st,2022
<https://www.conferencea.org/index.php/conferences/article/view/583> ,58-60
4. Bozorboyeva Xusnidaxon, Uzbek and English slangs in field of the “Education” ,Journal of New Century Innovations, 28(2),
<http://www.newjournal.org/index.php/new/article/view/6065> 58-61
5. Bozorboyeva Xusnidaxon, Stories as an effective pedagogical tool,
https://repository.tma.uz/xmlui/bitstream/handle/1/8620/Pedagog%20_respublika_jurnali%20volume%206%20issue_3_.pdf?sequence=1&isAllowed=y
6. Yunus, M. M. (2018). Innovation in Education and Language Learning in 21st Century. Journal of Sustainable Development Education and Research, 2, 33-34.
7. <https://doi.org/10.17509/jsder.v2i1.12355>