

THE WAYS OF GIVING INSTRUCTIONS IN TEACHING ENGLISH

Annasoltan Arazdurdiyeva Narbayevna,
*Student, Foreign languages Faculty, Nukus State
Pedagogical Institute, Uzbekistan, Nukus*

Abstract. This article will investigate the importance and rationale for giving clear instructions in teaching English for giving effective instructions. Instruction is the process of teaching and engaging students with content. While curriculum is the organized content and plan for engaging students with specific knowledge and skills, instruction is how a teacher organizes time and activities in implementing that content and plan.

Key words. Instruction, organize, teaching, importance, example.

Introduction. Giving and also following instructions is an important ability to practice in everyday life. Within an academic setting, following instructions can influence grades, learning subject matter, and correctly executing skills. Giving clear and concise instructions is a vital step in becoming a good teacher. If you don't give clear instructions, soon you will realize that almost everyone in the classroom is confused. This situation can lead to lesson success or fail. Keep in mind the three golden rules above when instructing students, and you'll do just fine. Here are some fun and practical ways to instruct your students so you don't get stuck in just one way of teaching new lesson material. Of course, there are many more ways to use instructions in your classroom.

Keep the instructions as simple as possible. Make sure your instruction is very clear. Don't jump from one topic to another without following a clear structure or mentioning the links between the topics or lesson material. Explain everything chronologically, and only start building on the next step when the previous one is understood by your students. Ask lots of question to measure understanding. Just keep the learning goals close so you know where you are going. Split the larger learning goals into small learning goals. Teach those small learning goals in a structured way.

Here are some tips:

1. Make sure you have the attention of the entire class before giving instructions.

Before you start giving your instructions, make sure you have everyone's attention. Wait until all the students stop talking, are seated, calm, and ready to listen to.

2. Use concise and specific commands. Instructions must be kept as simple as possible and they must be logical. For example:

Now, I want you to get out a piece of paper and put it on your desk. Once the paper is on your desk, could you please write down five sentences about what you did last weekend?

Please, take a piece of paper, and then write down five sentences about what you did last weekend.

3. Give instructions one at a time. Try not to give students too much information at once. Especially for kids who have attention challenges, try to avoid giving a series of instructions. Instead, create a step by step outline.

4. Grade your language. Make sure that you can explain students within the limits of the language which the students can understand. Giving instructions filled with idioms and not common phrases to a group of lower-level learners will destroy their confidence. Instead, speak slowly and clearly with short sentences that convey exactly what you want them to do. For example:

- Get into pairs – You two, you two and you two.
- Pick out - Choose
- Let's go over the answers – Now, check the answers
- Fill in – Complete
- Come up a poem – Invent a poem

5. Use sign language and gestures as support. Incorporating nonverbal communication and gestures is an effective way to maximize time for teaching and learning. Sign language can enhance the learning process by bringing visual, auditory and kinesthetic feedback to help reach all students.

Result and discussion. Instruction-giving has a direct effect on learning; a lesson or activity becomes chaotic and fails when students do not understand what they are supposed to do. Nonetheless, good instruction-giving is a challenge for both native and nonnative language teachers, as well as for both seasoned and novice teachers. However, instruction-giving is a skill that is sometimes neglected for pre service and in-service teachers in teacher-training programs. New teachers might assume that it is a skill that will be naturally mastered; more experienced teachers might assume that it is a skill they have already mastered. For all language teachers, however, instruction-giving is an area that deserves attention and practice, as it has a major impact on how well students. Demonstrate is possibly the most important part of giving instructions, when you demonstrate what they have to do. You can do it yourself or you can use a strong student to help you model the activity.

Conclusion. While good instruction-giving is an essential part of an effective lesson and an important part of classroom management, it is a skill that is often

overlooked in teacher-training programs and in classrooms. An otherwise strong lesson sometimes fails because instructions were not properly delivered. It is not enough to assume that giving good instructions is a naturally acquired skill. Both pre service and in-service teachers need to be attentive to good instruction-giving practices and become aware of their own methods of delivery and how they can be improved.

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