

## **"EFFECTIVE METHODS OF ORGANIZING SUPPLEMENTARY ACTIVITIES"**

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### **ABSTARCT:**

For many pupils learning English as a second/foreign language is an uninteresting, dull experience. Quite often teachers present words, sentences and grammar rules in a very mechanical manner. As a result, people come to think of the teaching of grammar and vocabulary as a monotonous job. But a resourceful, imaginative and creative teacher can always break this monotony using innovative techniques. As language teacher, we should feel needs of the leaners. The needs, abilities, and learning environments of the students vary from place to place, and even class to class. Thus, it is not always possible for a textbook writer to produce an ideal text book, which may cater to the needs of all the students.

**KEYWORDS:** supplementary materials, teaching languages, to fill a lesson, to promote motivation, level and age of leaners.

### **INTRODUCION:**

Supplementary resource materials are additional but more useful in English language teaching. The teacher needs them to promote motivation, which is one of the key factors influencing learning. However there is a lack of study what supporting materials the teachers are using in English language classrooms for teaching learning purposes. These teaching materials should support or enhance curricular and be relevant to the learning outcomes and contents of the course.

Whenever possible, priority should be given to resources developed and produced in the local areas. They must be appropriate in content and to the emotional development,

ability level, learning style, social development, and age of the students. They must have physical format and appearance that is suitable for their intended use. They should avoid reflecting negative stereotypes, they should be fair, objective, and free from inappropriate language and images. They should provide a stimulus for creativity. While selecting and/or using the supplementary learning resources, one must be careful with copyright laws. All supplementary materials must be read and reviewed prior to teaching use.

Another task of language teachers after selecting the appropriate supplementary materials is to use them in the classroom. The materials developed should be informative (informing the leaners about the target language), instructional (guiding the learner in practicing the language), experiential (providing the learner with experience of the language in use), eliciting (encouraging the learner to use the language) and exploratory (helping the learner to make discoveries about the language).

However, despite the plethora of materials on offer, teachers always seem to want more! Many produce and share their own worksheets and activities, while many more go online to find, adapt and download lesson plans and ideas.

No course book will ever be 100% relevant to our teaching context or our learners' interests so supplementary resources will always be necessary. Authentic materials also offer the advantage of exposing our classes to 'real English' and building the confidence that in our students that they can interact with language from outside the classroom. It is always important, however, to ensure that any extra material is chosen for the right reasons

and not just because it looks like a good way to 'fill a lesson'.

This is often one of the main reasons for using a supplementary resource – the material on offer in our course books may cover language they already know or it might be centered on a topic that they are not particularly interested in. We may then look for something that offers the right amount of challenge or a more engaging topic.

How much adaptation is needed? It is always worth thinking about this before spending hours adapting the language and preparing the activities. It also allows for students to create more language themselves (but that is something to focus on in another post!) If you need to spend a long time preparing activities to pre-teach the vocabulary in a video clip, it is perhaps a sign that the level or the content is not suitable for your class.

Likewise, if you feel the need to rewrite a text to make it more appropriate for your class, you might be better off continuing your search for another text.

#### **ADVANTAGES OF ALTERNATIVE IDEAS:**

What advantages does it offer over what is already available?

As mentioned at the start of this post, schools often have materials in abundance. It is always worth checking through those before you decide to create something entirely new. Despite their limitations, these resources have been created by ELT experts and there are often alternative ideas for how to use them in the teachers' notes. If looking through the resource cupboards, shared digital folders or asking colleagues doesn't prove fruitful, then by all means find different resources and make your own activities but make sure you share them in the staffroom as well!

To motivate Pupils in EFL contexts, teachers should include many activities and

strategies that attract Pupils' attention and make them interested in the lesson.

The teacher can use the model for teaching young learners by using IPA (Imitating-Practicing control-Autonomy) as the other strategy. Children love imitating.

Doing a drill. It needs to be supplemented with more realistic activities as the level increase. Also Pupils must consider whom they are talking to and be able to check if they are being understood.

Adapting materials for different age groups. This teaching tip looks at how to adapt materials for different age groups. This is the most common type of adaptation that teachers have to do. However, there are times when you may have to adapt materials because of the age of your students. The functional language of complaining was the same but the task became more alive as it was more personal and closer to the students' own experiences.

Speaking activities may often need adapting too.

If you find yourself using material that is aimed at younger students with older students you have to be careful. Teenagers especially can find it insulting to be presented with childish material when they believe they are ready for something more grown up. If you can't find more appropriate material then use what you have as a starting point. Games and fun activities that work well with young learners often work equally well with older teenagers or adults. If you explain the reason for the game or activity and make it clear what the students are practicing by playing it, then most students tend to respond positively. Older students will quickly suss you out if you're just killing time and there's no real point to the activity. The main thing to bear in mind with any adaptation of materials is how you can personalize the task and make it more relevant to the learner. Take time to chat to your students and find out what they do in their free

time and what they are interested in. By doing this you will be able to find more material based on topics they're interested in.

The supplementary materials are teaching materials which were found to have been used in the language classroom were interpreted by classifying them under the four themes: Audio visual materials, audio materials, visual materials and materials related to internet websites. Supplementary activities are those activities organized by the school according to its curricular project during the school timetable and that differ from the actual teaching activities in terms of time, place or the resources.

To learn to speak English, you need a certain system or, as it is more often called, a method of teaching English, which would allow you to solve the set tasks, namely: to acquire the skills of reading, listening comprehension, speaking and writing in the target language.

#### **COMMUNICATIVE:**

Its main principle is to use the lexical units and grammatical constructions studied in lessons in speech, both verbal and written. All classes, according to the principles of this modern methodology of teaching English ,whenever possible they are conducted in a foreign language, or with the minimum inclusion of native speech

#### **PROJECT:**

This method of teaching English to children, however, like adults, has long been used in schools in America, and recently it has become more and more part of the educational activities of our students. Its meaning is to use the material studied in practice and is optimal for using software. Finishing an entire module, when it becomes possible to assess the degree of mastering of training material.

#### **TRAININGS:**

In contrast to the above methods of teaching English, the school for which favorable conditions are created, the training approach is based on self-study, with amendment that students are given well-developed structured materials clearly explained by the teacher. As in any training, the student receives a portion of the theory, remembers the rules and uses them in practice. Very often, this technique is used in online training.

#### **BRAINSTORMING:**

It is technique for generating new ideas on a topic. These methods stimulate creative activity of the learners in solving problems and express their ideas freely. In brainstorming quantity of utterances is important but not the quality. Teacher should listen to all utterances and not criticize them. Lacks of criticism create favorable conditions for the learners to express the ideas freely and these of course motivate them. At the end of brainstorming activity all the expressed utterance are written and then analyzed.

#### **DISCUSSION:**

After having learnt the lexico-grammatical material on the theme the learners may start discussion. This method helps the learners consistently and logically express their ideas by presenting grounds for their utterances. Here the learners work in small groups and this improves their activity because every member of the group may express his/her ideas and takes part in the discussion

#### **CLUSTER:**

The next innovative method is cluster. It is one of widely used methods in teaching a foreign languages now. It can be used in all stages of teaching English to both young and aged learners. In presenting new words a

teacher writes a new word on the blackboard. And then learners tell the words that can be used together with the given word.

**Role playing** Role playing involves the learners into active work by positively influencing on their inner activity. This creates favorable conditions for cooperative work. Such atmosphere creates their motivation, personal potentials of inner activity and helps to form practical skills and habits.

**Multimedia learning** It is the combination of various media types as text, audio and video materials by the help of which teacher presents information to the learners.

To sum up my work, we need to rethink how we have been teaching over the past few decades and be willing to leave some of it behind. Traditional teaching practices were not designed to promote using the target language. Effective teaching methods demonstrate a deep understanding of the curriculum. They help to assess all pupils. Effective teachers provide high-quality instruction to increase student achievement for all students. They provide a respectful, positive, safe, and learner-centered environment. Their supplementary activities build positive and professional relationships with students, parents, and community members.

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