

## STUDENT ENGAGEMENT PROBLEM AND SOLUTION

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**Annotation :** engaging students is requirement teachers all of the time. This article depicts general problems the teachers face during engaging students to lesson and ways to handle theme effentionly.

**Key words :** homework, handauts, punishment, methods, songs, video, behavior rules.

### Introduction

Student engagement is the investment of time, effort and other relevant resources by both students and their institutions intended to optimise the student experience and enhance the learning outcomes and development of students and the performance, and reputation of the institutioninstitution.

### Literature review

The term “student engagement” has its historic roots in a body of work concerned with student involvement, enjoying widespread currency particularly in North America and Australasia, where it has been firmly entrenched through annual large scale national surveys. The most prolific authors (in particular, George Kuh and Hamish Coates) have affiliations with the organisations that have developed, implemented and supported these national surveys of student engagement, located variously within universities or private companies.

By way of contrast, the body of work produced in the UK which could be said to address student engagement traces its roots back to other traditions, such as student feedback, student representation and student approaches to learning, and is less likely to be tagged as “student engagement” in the authors’ keywords. Because of this, the literature flagged as “student engagement” is heavily skewed towards the North American / Australasian tradition, with the exception of an emerging body of “grey” literature from the UK concerned mainly with small, single case studies.

7 Understanding Engagement: In seeking to understand what is meant by “engagement”, some authors have considered its antithesis – if a student is not engaged, then what are they? Mann (2001, 7) contrasted engagement with alienation, proposing the engagement-alienation dyad as a more useful framework to understand students’ relationships to their learning than the surface-strategic-deep triad (Marton & Saljo 1976), since both “surface” and “strategic” approaches to learning are

responses to alienation from the content and the process of study. Krause (2005, 4) lists “inertia, apathy, disillusionment or engagement in other pursuits” as alternatives to engagement for the student. She describes (ibid., 7) this as follows: Physicists use the term „inertia“ to describe the tendency of matter to retain its state of rest or of uniform motion in a straight line. In the case of some students..., inertia is a germane term to describe their attitude to university and their role in it. In this context I favour the term „inertia“ over disengagement. The latter suggests an active detachment or separation, whereas the former is more suggestive of doing nothing, which aptly depicts the state of being for a group of students who do this activities.

### **Methodology**

To engage students lesson and how control them, I connected a small research including 5 participants with different teaching experience.

Research method : interview      Data collecting tools : interview

When : 18 October              Where :School and University

- 1.How you handle noisy class?
2. How you attack learners who are not interested in your lesson?
- 3.How you give a punishment learners who do not attend your lesson?

Participants.

I. M . She works at school as a English teacher. She has been working 6 years.

A. M. She is student and now she is working school. She has 2 months of experience

A. O'. She is English teacher at school. She has been working 3 months.

M. Sh. She works at school as English teacher. She has 4 month of experience.

R. D. She works at school as English teacher. She has been working 3 months.

This article highlights results of my face to face interview study, which I focused on the questions. "How you handle noisy class? ", " How you attract learners who do not interested in your lesson? ", " How you give a punishment who do not attend your lesson? " I focused on 5 participants who is familiar with teaching.

In initial interviews, I asked about talkative pupils and how they control class. They use different approaches to attack pupils. For example, 3 participants said giving extra tasks to learners who make noise is finding solution. Meanwhile, R. D said that I used another method to handle class. According to her opinion, songs, videos related to topic are available at this time . The last participant, on other hand, take a different approach. She gives classroom rules about respect at the beginning of the year.She listens him or her patiently.

If they think that some students are not interested in their lessons. How do they find ways to attract? It was my second question. A. M and I. M said pupils are interested in different topics. For example, most girls keen on fashion, but boys like watching

football matches. So they choose a topic according to their interests. Since pupils want to share their internation to others. It means they are active during the lesson. However 2 participants prefer using handauts, cards, pictures and videos. The last participant has own method, she works individually with pupils and give them easy tasks to motivate.

Giving punishment was my last question. 4 participants use punishment, but one of them avoid giving punishment. 3 participants give extra tasks pupils who do not attand lesson. Pupils should tell at least 10 English words. A. O' prefers giving punishment pupils by putting bad marks their dairy or complain to parents. However, R. D said that punishment is not appropriate to modern methodology. It may cause to loose motivation.

**In summary**, some teachers may face up these kind of problems in teaching school pupils. 5 participants give their opinions about student engagement problems and solutions. They use different approaches to solve problems. I tried to find out useful methods to engage student in this lesson.

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