

INCREASING AMENDMENT OF TEACHING PROCEDURES IN EDUCATIONAL SYSTEM

Xidirova Nilufar Abdiqatovna
Karshi State University

Abstract. This study looks at different teaching methods in various subjects and shows why they are important for people working in education. Learning good knowledge in a certain subject is an important goal in teaching. In different situations, teachers need to choose the right methods to get good results in learning activities. The results of this study can be used in many schools and educational institutions. It explains the main parts of lesson planning, how teaching works, and what happens in the classroom.

Key words: educational goals, age category, learning context, functional exponents, learning purposes

Introduction. Teaching is considered as a key element of the education system and is showed some criteria of teaching due the aim of meeting certain goals, such as building subject knowledge and developing essential skills. Teachers constantly look for effective ways to teach by using different pedagogical strategies. Clearly defining the learning objectives for each subject forms an important basis for the whole educational process. Although teaching involves several stages, educators must consider specific factors in order to choose the most suitable methods, which are vital for achieving successful learning outcomes.

Teaching foreign languages can be both demanding and highly rewarding. Introducing children or adults to a new language not only improves their linguistic abilities but also encourages the development of cultural awareness and a broader global perspective. An effective way to begin teaching a foreign language to learners at various levels is to create a positive and supportive classroom environment. The teacher should ensure that the atmosphere is welcoming so that students feel inspired to learn. Using bright decorations, cultural items, and visual materials can make the classroom more engaging and easier to navigate. Displaying posters or images connected to the culture of the target language can further stimulate students' interest. With such an environment, the language learning process becomes more meaningful and successful.

Literature review. Teaching plays an essential role in the personal development of all learners. It is the main way through which knowledge, skills, and values are passed on, and teachers must consider learners' age, level, and learning context when planning their lessons. With effective instruction, students develop critical thinking and

problem-solving skills, which help them participate actively in class and achieve positive results. Teaching also encourages personal growth, creativity, and self-confidence.

There are several factors that every teacher should take into account in order to reach specific educational goals. This study examines some of these factors and shows how they can support the teaching process when working with learners from different backgrounds and learning situations.

The first factor teachers need to consider is the age category of learners, which is closely linked to their physical and emotional development. These aspects affect the way students learn and determine how teachers should communicate with them. Educators use different types of language and instructions depending on the age group to ensure that communication is clear and appropriate.

Young learners learn most effectively through play, movement, songs, and visual materials. They usually have short attention spans and require frequent changes in activity. Teenage learners are more self-aware and influenced by their classmates; they can understand more abstract concepts but may be sensitive to feedback and classroom dynamics. Adult learners typically have stronger motivation and clear reasons for studying—such as career or academic goals—although they may struggle more with remembering new language structures.

Below are some sample exponents that can be analysed to determine how suitable they are for learners of different ages:

- The teacher gave the topic about engineering before starting discussion in groups.
- The teacher told students develop their ideas before writing business reports.
- The teacher asked students about their favourite evening activities.
- The teacher displayed some videos to students and asked students to speak what they saw.

When analyzing these four exponents in relation to the three age groups, the first two are not suitable for younger learners because they are not mature enough and lack the necessary background knowledge, making the material difficult to understand. The last two exponents, however, are appropriate for children as they are clear, easy to follow, and enjoyable to engage with. For adult learners, the first two exponents may be too challenging or unnecessary unless they are designed for a specific purpose, such as a business course. The last two exponents, on the other hand, are generally suitable for almost all age groups.

The second factor is the learners' level, which refers to their ability to use the language in terms of grammar and vocabulary during communication. This indicates

how much English they already know and what they are ready to learn next. Lower-level learners require simple language and clear guidance, while higher-level learners can handle more complex concepts and work with authentic materials. If we analyze the above given examples for level of learners enrolling business course, lower-level learners can be more challenging, since they do not absorb enough knowledge in language relating in business. For higher-level learners in this course can be enjoyable and rewarding, as they can practice the language which they already know.

The next factor is learning purposes, which refer to the reasons and goals that motivate students to study English, as well as the specific skills or language areas they need to develop to achieve these goals. Learners' needs can vary greatly and may be personal, academic, or professional. For example, some learners may need English for studying abroad, working, traveling, or communicating with others.

When considering the four examples in terms of learners' needs, the first two are suitable if students are learning English for business purposes, but in other contexts, they may not match learners' goals and could be irrelevant or unhelpful. The third example, while enjoyable and relaxing, may not be focused enough for business learners as it relates more to general knowledge. The last example can be appropriate if the pictures illustrate situations connected to the curriculum.

Teaching a foreign language to learners with different ages, levels, and needs requires creating a positive classroom environment. Teachers should ensure the classroom is friendly and supportive so that students feel motivated to learn. Using visual aids and classroom materials can make the learning space more engaging and easier to understand. In this kind of environment, learning a new language becomes both enjoyable and effective.

Research methodology. This study aims to investigate the different factors influencing the use of exponents in the classroom. By analyzing various examples, it provides a clear understanding of how these functional expressions work in teaching. Looking at these teaching factors in context gives a better insight into the syntactical and practical roles of exponents during lessons.

Based on a review of the literature, the study investigates teaching elements through simple examples, focusing on when they are used and how they differ. Through detailed analysis, several key teaching factors were identified. By examining different exponents and their functions, the study emphasizes their appropriateness and effectiveness for classroom use.

Results and analysis. The research shows that certain teaching factors are crucial for ensuring that sentences and instructions are appropriate for learners. Teachers should always consider important factors such as learners' age, level, and needs when planning and delivering lessons.

Knowing the learners' age helps teachers select suitable methods, materials, and classroom language, making learning both effective and enjoyable. Understanding learners' level allows teachers to design lessons that match students' abilities, ensuring teaching is motivating and supports progress. Considering learners' needs enables teachers to plan lessons that are relevant, focused, and purposeful, choosing activities, materials, and language skills that align with students' goals. Addressing these needs makes learning more meaningful, effective, and engaging for learners.

Conclusion. Acquiring important knowledge about teaching is essential and should take place in a calm and comfortable learning environment. This supports the development of learners. When selecting learning materials, teachers should take into account students' age, level, and interests, as these factors help determine the most appropriate tools and methods. Consequently, these elements are key teaching factors in modern education and should be considered in line with the main objectives of each lesson.

Reference:

1. Scrivener J. Learning Teaching. Second Edition. Macmillan. 2005
2. Spratt M., Pulverness A., Williams M. The Teaching Knowledge Test. Cambridge University Press, 2011
3. Thornbury S., Watkins P. The Certificate in English Language Teaching to Adults. Cambridge University Press, 2007