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## DAVLAT UNIVERSITETIDA DARS BERISH BO‘YICHA KENG QAMROVLI FIKR

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***Annotatsiya.** Ushbu maqola davlat universitetining ikkinchi kurs talabalari guruhi bilan o‘tkazilgan dars haqida tanqidiy fikr beradi. Talabalarning ingliz tilini bilishi pre-intermediate darajasida. Ingliz tili o‘qitishning asosiy vositasi bo‘lsa-da, murakkab atama va iboralarni aniqlashtirish uchun vaqti-vaqti bilan rus va o‘zbek tillari ishlatilgan. Darsning asosiy muvaffaqiyatli elementlari va takomillashtirish bo‘yicha takliflar keltirilgan. Bundan tashqari, diqqat markazida bo‘lgan universitet ichida talabalarga yo‘naltirilgan o‘qitish tamoyillarini tushuntirish uchun to‘liq tahlil taklif etiladi biznes ingliz tili. Talabalarning faolligini oshirish va o‘rganishni osonlashtirish uchun turli xil interaktiv tadbirlar o‘tkazildi.*

***Kalit so‘zlar:** darsni aks ettirish, biznes ingliz tili, so‘z boyligini rivojlantirish, interfaol mashg‘ulotlar, sinfga jalb qilish, darsga tayyorgarlik, talaffuz amaliyoti, tinglab tushunish, o‘quv natijalari.*

***Аннотация.** В этой статье дается критический анализ урока, проведенного с группой студентов-второкурсников в государственном университете. Уровень владения английским языком у студентов находится на уровне pre-intermediate. Хотя английский язык является основным средством обучения, иногда для разъяснения сложных терминов и выражений использовались русский и узбекский языки. Излагаются ключевые успешные элементы урока, а также предложения по улучшению. Кроме того, предлагается тщательный анализ принципов преподавания, ориентированного на студентов, в университете, где основное внимание уделяется деловому*

английскому. Для повышения вовлеченности учащихся и облегчения процесса обучения использовались различные интерактивные мероприятия.

**Ключевые слова:** осмысление урока, деловой английский, развитие словарного запаса, интерактивные мероприятия, вовлечение в класс, подготовка к уроку, практика произношения, понимание на слух, результаты обучения.

**Annotation.** This article provides a critical reflection on a lesson conducted with a group of sophomore students at a public university. The students' proficiency in English is at a pre-intermediate level. While English is the primary medium of instruction, Russian and Uzbek were occasionally employed to clarify complex terms and expressions. Key successful elements of the lesson are outlined, along with suggestions for improvement. Additionally, a thorough analysis is offered to elucidate the principles of student-centered teaching within the university, where the focus is on Business English. Various interactive activities were employed to enhance student engagement and facilitate learning.

**Keywords:** lesson reflection, business English, vocabulary development, interactive activities, classroom engagement, lesson preparation, pronunciation practice, listening comprehension, learning outcomes.

The objectives of the lesson included introducing students to new business-related vocabulary and the structure of relative clauses, while also enhancing their listening, reading, speaking, and writing abilities. Additionally, the lesson aimed to improve students' vocabulary, grammar, collaborative skills, and overall language proficiency.

### **Learning Outcomes:**

By the end of the lesson, students were expected to:

- Recognize and correctly use relative clause structures.
- Identify and use specific business vocabulary.
- Read and write words associated with advertising.
- Accurately pronounce and spell terms related to the topic of "advertising".

Prior to introducing the grammar structure of relative clauses, students were familiarized with some advertising vocabulary. The lesson was designed to provide

ample practice opportunities through activities such as video watching, vocabulary exercises, spelling tasks, and comprehension in Russian.

### **Step 1: Preparation**

Prior to the lesson, I arrived early to ensure that all necessary materials and equipment were ready. I reviewed the lesson plan thoroughly, making adjustments as needed. Upon the students' arrival, I greeted them warmly, engaging in small talk to create a welcoming atmosphere. Research by Smith and Johnson (2007) suggests that teachers' greetings can positively influence students' engagement and behavior, encouraging a more focused and respectful learning environment.

### **Step 2: Review and Recap**

The lesson began with a review of the expressions covered in the previous session. I selected words from the students' notebooks and asked them to translate these terms from Russian to English. This activity ensured that all students participated actively and helped reinforce correct pronunciation and comprehension.

### **Step 3: Spelling Exercise**

The next activity focused on spelling accuracy. Students were provided with handouts containing vocabulary exercises, where they had to match words with their definitions. The activity was well-received, with students eagerly participating by raising their hands and answering enthusiastically.

### **Step 4: Video Exercise**

The video activity aimed to develop students' listening comprehension, along with their reading and writing skills. Students were particularly excited about this task. I distributed handouts with instructions for the video-related exercises, which were read aloud and discussed to ensure understanding. Students translated the instructions into Russian as a comprehension check. The exercises included various question types such as true/false, matching, and vocabulary tasks, designed to test students' memory and understanding.

### **Step 5: Group Collaboration**

The subsequent activity involved group work, with the goals of fostering teamwork, enhancing communicative and writing skills, and promoting knowledge sharing. Students were divided into two groups: one mixed-gender and one all-male. The task required students to fill in blanks with appropriate words related to "advertising." The competitive nature of the activity motivated students to participate actively.

Throughout the task, I provided guidance and support to both groups, ensuring they stayed on track.

### **Step 6: Skill Development**

The final activity focused on developing students' speaking and creative thinking skills. Students were asked to present their homework, which involved creating an advertisement poster and describing it using relative clauses and relevant vocabulary. Each student presented their work to the class, while I monitored from the back to ensure that everyone was attentive.

### **Reflection on Student-Centered Learning**

In my assessment, the lesson was predominantly student-centered (Tashpulatova, 2024), as evidenced by several key factors. Firstly, students were given the opportunity to construct their own understanding by engaging in creative tasks, listening to each other, and reflecting on both their own and their peers' responses. This approach aligns with the educational philosophy espoused by Thompson (2004), which emphasizes the importance of creative thinking and information skills.

Moreover, the high level of student participation throughout the lesson is indicative of an effective student-centered approach. Students were actively involved in every stage, demonstrating a willingness to engage, correct each other, and share feedback. Although the classroom environment may have appeared chaotic at times, the benefits of this engagement outweighed the need for strict discipline. As Anderson and Roberts (2010) argue, fostering an environment where students are active learners enhances their ability to apply knowledge to real-world situations.

The friendly and supportive atmosphere I created was likely a significant factor in encouraging student participation. The positive rapport between teacher and students, as well as among peers, contributed to a dynamic and effective learning environment. Encouraging students to articulate and refine their thoughts during tasks further supported their learning.

However, the lesson could have been improved by providing students with a clear outline of the learning outcomes at the beginning. This would have helped students form a clearer picture of the lesson's goals and better understand the purpose of each activity.

The group work competition also reinforced the student-centered approach by creating a competitive yet collaborative learning atmosphere. This activity not only motivated students but also promoted skills such as teamwork, knowledge sharing, and critical thinking. However, a more balanced approach to group formation could have mitigated the gender imbalance observed during the activity. A more equitable division or a male versus female competition might have yielded better results.

## **Conclusion**

As Arslonbekova (2024) pointed out that education is key to students' future career and personal development. Therefore, it is essential to facilitate students to be involved in activities. Students who participated in various activities during the lesson were noticeably more motivated than those who were less engaged. To foster such motivation, educators should carefully select teaching materials and employ a diverse range of activities and exercises.

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