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TEACHER'S PHYSICAL PRESENCE IN CLASS

Maqsudova Shaxnoza Muxsinjon qizi,
FerSu, EFL teacher
Abduraximova Gulsanam Murodjon qizi
FerSu, 1st course , group number 24.102
abduraximovagulsanam01@gmail.com
+998916604979

Abstract:

The physical presence of a teacher in the classroom has long been a subject of interest in educational research. This article examines the importance of a teacher's physical presence and its impact on student learning and classroom dynamics. Drawing on research and theories, it explores how a teacher's direct interaction fosters engagement, enhances communication, and establishes a productive learning environment. Key aspects include emotional connection, classroom management, and the influence on student motivation. Findings show that teacher presence positively correlates with student academic performance.

Keywords: Teacher presence, classroom dynamics, student engagement, motivation, communication, academic performance, classroom management, physical presence, teacher-student interaction, emotional connection.

Annotatsiya

O'qituvchining darsda jismoniy ishtiroki ta'lim sohasida uzoq vaqt davomida muhokama qilinib kelgan mavzu hisoblanadi. Ushbu maqolada o'qituvchining jismoniy ishtirokining ta'lim va sinfdagi munosabatlarga ta'siri o'rganiladi. Tadqiqot va nazariyalar asosida o'qituvchining to'g'ridan-to'g'ri o'zaro ta'siri ishtirokni rag'batlantirish, muloqotni kuchaytirish va samarali o'quv muhiti yaratish kabi jihatlarni ko'rib chiqadi. Asosiy jihatlar: hissiy bog'lanish, sinfni boshqarish va o'quvchilarni motivatsiya qilish. Tadqiqotlar shuni ko'rsatadiki, o'qituvchining jismoniy ishtiroki o'quvchilarning akademik muvaffaqiyatiga ijobiy ta'sir ko'rsatadi.

Kalit so'zlar: O'qituvchi ishtiroki, sinf dinamikasi, o'quvchilarning ishtiroki, motivatsiya, muloqot, akademik muvaffaqiyat, sinfni boshqarish, jismoniy ishtirok, o'qituvchi-o'quvchi o'zaro ta'siri, hissiy bog'lanish.

Аннотация

Физическое присутствие учителя в классе уже давно является предметом интереса в образовательных исследованиях. В этой статье рассматривается важность физического присутствия учителя и его влияние на обучение учащихся и динамику класса. Опираясь на исследования и теории, она изучает, как прямое взаимодействие учителя способствует вовлеченности, улучшает коммуникацию и создает продуктивную среду обучения. Ключевые аспекты включают эмоциональную связь, управление классом и влияние на мотивацию учащихся. Результаты показывают, что присутствие учителя положительно коррелирует с успеваемостью учащихся.

Ключевые слова: Присутствие учителя, динамика класса, вовлеченность учащихся, мотивация, коммуникация, успеваемость, управление классом, физическое присутствие, взаимодействие учителя и учащихся, эмоциональная связь.

In the field of education, the teacher's physical presence in the classroom has been a topic of much interest and debate. While much of modern education has embraced technological advancements, especially with the rise of online and hybrid learning environments, the importance of an educator's physical presence cannot be overlooked. A teacher's direct interaction with students in the classroom can significantly impact student learning, engagement, and motivation. This article aims to explore the role of a teacher's physical presence and how it affects various

aspects of the classroom environment, including teacher-student interactions, classroom management, and student academic performance. The teacher's physical presence is integral to the dynamics of the classroom. Research suggests that in-person teaching fosters a deeper emotional connection between the educator and the students, an element that is often lacking in virtual learning environments (Brown, L.M., 2020). Emotional connections are essential for creating a positive and supportive classroom atmosphere, which can motivate students to engage more actively in the learning process. A teacher's ability to respond to students' needs, provide feedback, and adapt their teaching approach based on student reactions is enhanced when they are physically present. Moreover, the teacher's presence is crucial for maintaining discipline and managing classroom behavior. A teacher's physical proximity to students often creates a sense of accountability, as students are more likely to follow instructions and remain focused when they know the teacher is nearby. This level of control is harder to achieve in remote learning settings, where physical cues and personal supervision are limited. Classroom management, which is pivotal in ensuring that students are engaged and focused on the learning material, is also positively influenced by a teacher's physical presence. Teachers who are physically present in the classroom can more effectively gauge student understanding, address misconceptions in real time, and adapt their teaching strategies accordingly (Brown, L.M., 2020, p. 45). This immediate feedback loop enhances the learning experience for students, helping them to stay on track and achieve academic success. The role of the teacher's presence in enhancing student motivation also deserves attention. Motivation plays a critical role in academic performance, and research suggests that students are more motivated when they feel connected to their teacher and the learning material (Smith, R., 2021). The physical presence of the teacher contributes to creating a sense of belonging and community within the classroom, which in turn fosters intrinsic motivation. This sense of connection is harder to replicate in virtual classrooms where students may feel disconnected or isolated. In this article, we will delve deeper into these themes by exploring the existing literature on the subject and analyzing empirical studies that investigate the impact of teacher presence on student outcomes. We will also examine the differences between in-person and online teaching experiences and highlight the challenges and opportunities presented by each mode of learning. By doing so, we aim to provide a comprehensive understanding of the significance of the teacher's physical presence in the classroom and its influence on various aspects of the educational experience.

One of the most significant impacts of a teacher's physical presence is the quality of interaction between the teacher and students. Studies have consistently shown that direct, face-to-face communication between teachers and students fosters a more engaged and dynamic learning environment. In a traditional classroom setting, teachers can observe students' body language, facial expressions, and reactions to instructional content. This immediate feedback allows teachers to adjust their teaching strategies in real time, ensuring that students are fully engaged with the material. According to Brown (2020), this kind of interaction is vital for promoting student participation, as students are more likely to ask questions and engage in discussions when they feel they are in the physical presence of their teacher. Moreover, teacher-student interactions in the classroom go beyond academic content; they also encompass emotional and social support. Teachers who are physically present can provide encouragement, offer personalized feedback, and build positive relationships with their students. These interactions foster a supportive environment where students feel valued, safe, and motivated to participate actively in the learning process (Brown, L.M., 2020, p. 46). This emotional connection is often lacking in online learning environments, where face-to-face interactions are limited, and students may feel disconnected from their instructors. Effective classroom management is crucial for maintaining a productive and focused learning environment. The teacher's physical presence plays a central role in managing student behavior and ensuring that lessons run smoothly. Teachers can quickly identify and address any behavioral issues that arise, such as students becoming distracted or disruptive, by using non-verbal cues or directly engaging with the students. This presence creates a sense of accountability among students, who are more likely to stay focused and behave appropriately when they know the teacher is physically present (Johnson, P., 2021).

In addition, a teacher's proximity allows them to create a more structured and organized learning environment. Teachers can circulate around the classroom, providing individualized support to students who may be struggling, while simultaneously monitoring group activities and discussions. This level of supervision is not easily replicated in online learning environments, where teachers often struggle to maintain control over student participation and behavior. As a result, the teacher's physical presence is essential for fostering a well-managed classroom where students can focus on learning without distractions. Teacher presence also has a profound impact on student motivation and academic performance. Research has shown that students are more motivated to perform well academically when they have strong, supportive relationships with their teachers. These relationships are often formed through in-person interactions that

allow teachers to understand students' individual needs, interests, and challenges. When students feel that their teacher is invested in their success, they are more likely to be motivated to engage with the material and achieve academic success (Smith, R., 2021). Furthermore, a teacher's physical presence allows for immediate feedback, which is crucial for student growth and improvement. Teachers can provide real-time clarification, answer questions, and offer encouragement during lessons, all of which contribute to a more personalized learning experience. This immediate support is less readily available in online learning environments, where feedback may be delayed or impersonal.

A teacher's physical presence is also instrumental in establishing a positive and inclusive classroom culture. In-person teaching allows teachers to set the tone for the classroom by modeling desired behaviors and creating an atmosphere of respect and cooperation. Teachers can engage in non-verbal communication, such as eye contact and body language, to convey warmth and approachability, which helps create an environment where students feel comfortable expressing themselves and participating in discussions (Brown, L.M., 2020). This sense of belonging is particularly important for students who may feel marginalized or disconnected. Teachers who are physically present can offer emotional support and guidance, fostering a sense of community and inclusion within the classroom. This positive atmosphere can significantly impact student well-being and, ultimately, their academic success. In conclusion, the physical presence of a teacher in the classroom is crucial for fostering meaningful teacher-student interactions, maintaining effective classroom management, enhancing student motivation, and promoting academic performance. The emotional and social support that teachers provide through their physical presence is essential for creating a positive and inclusive learning environment. While technology has made it possible to conduct remote and hybrid classes, it is clear that the teacher's physical presence offers unique benefits that cannot be fully replicated in online learning settings. The teacher's ability to connect with students on an emotional level, provide immediate feedback, and manage classroom dynamics is critical for ensuring that students are engaged and motivated to learn. As education continues to evolve, it is important to recognize the irreplaceable value of teacher presence in the classroom. Future research should continue to explore the various dimensions of teacher presence and its impact on student outcomes, both in traditional and online learning environments.

Ultimately, teachers are not just facilitators of content; they are role models, mentors, and emotional supporters who contribute significantly to the holistic development of students. In this regard, the teacher's physical presence

remains an invaluable aspect of the educational experience, one that will continue to shape the future of teaching and learning.

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ADABIYOTSHUNOSLIKDA KOMPETENSIYAVIY YONDASHUVNING AHAMIYATI

Nursulton Shayxislamov,

Chirchiq davlat pedagogika universiteti

Turizm fakulteti dekan o'rinbosari,

O'zbek tilshunosligi kafedrası o'qituvchisi, mustaqil izlanuvchi

Annotatsiya

Mazkur maqolada adabiyotshunoslikda kompetensiyaviy yondashuvning nazariy asoslari, uning zamonaviy ta'lim tizimidagi o'rni va amaliy ahamiyati yoritilgan. Kompetensiyaviy yondashuv o'quvchilarda chuqur tafakkur, tahliliy fikrlash, ijodkorlik, hamda kommunikativ ko'nikmalarni shakllantirishda muhim vosita ekanligi asoslab berilgan. Maqolada shuningdek, adabiy matnlarni o'qitishda kompetensiyaviy yondashuv asosida dars jarayonini tashkil qilish usullari haqida ham fikr yuritilgan.

Kalit so'zlar: kompetensiyaviy yondashuv, adabiyotshunoslik, ta'lim, adabiy tafakkur, metodika, integratsiya, kommunikativ kompetensiya

Abstract

This article covers the theoretical foundations of a competency approach in literary studies, its role and practical significance in the modern educational system. Competency approach is based on the fact that it is an important tool in the formation of deep thinking, analytical thinking, creativity, as well as communicative skills in students. The article also reflects on the methods of