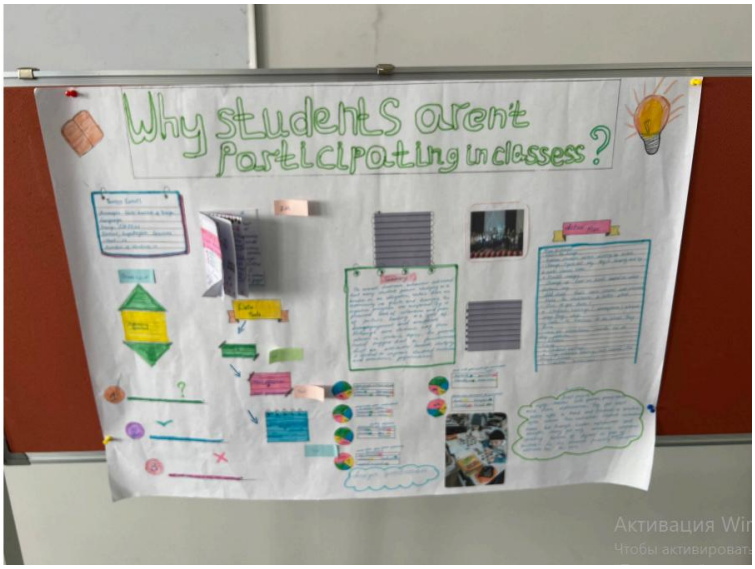
WORLD CONGRESS ON DIGITAL PEDAGOGY AND ACADEMIC EXCELLENCE

WHY STUDENTS ARE NOT PARTICIPATING IN CLASSES?

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Teaching Context

I am a third-year student at Namangan State Institute of Foreign Languages, currently conducting my teaching practice at School 77. I teach English to Grade 7 and 8 students, who are between 15 and 16 years old. During my practical training, I observed a common challenge: while many students are present in the classroom, they do not actively participate. They often remain passive during activities, rarely raising their hands or volunteering to answer. This observation led me to investigate the roots of this passivity.



Picture 1. I and my students

Project description

The topic of my research is investigating the reasons why students do not participate in classroom activities. I chose this topic because active participation is the foundation of language acquisition. In my classes, I noticed a gap between students' ability to follow instructions and their willingness to engage with the lesson content. I wanted to understand if this lack of participation was due to the teaching methods, the difficulty of the material, or personal factors.

Research Questions

My research focuses on three main questions:

1. Why do I believe my students are hesitant to participate, and how does my teaching style affect their engagement?
2. What do the students feel are the biggest barriers to their participation (e.g., boredom, difficulty, or lack of interest)?
3. How do students physically and verbally respond during different types of classroom tasks?

These questions helped me identify the causes of students' attention difficulties and find practical solutions that can support both teachers and students. To collect the necessary information, I used three different types of data collection tools:

Classroom observation

Student interviews

Feedback from colleagues

These tools helped me understand students' opinions about my lessons, evaluate my teaching methods, and organize more effective lessons that strongly attract students' attention.

Exploratory Findings

The main problem I noticed was that many students were not interested in the lessons. During classes, some students looked bored, did not participate actively, and often lost concentration. One student said that lessons become uninteresting when the teacher only explains the topic without activities or discussions. Another issue was that some students preferred talking with their classmates instead of paying attention to the lesson. They were more engaged in conversations than classroom tasks. However, when I involved them in interactive activities, they became more focused and active. I also discussed with students what type of lessons they enjoy most. Many students said they like lessons with games, group work, pair activities, and interesting tasks. They explained that only listening to explanations and writing notes makes them tired and less motivated. My colleagues also mentioned similar problems in their classrooms. One experienced teacher shared that using interactive methods and real-life examples helps students become more interested in learning. Teachers who included pair work, discussions, and educational games said their students participated more actively in lessons. From my questionnaire, I found that about 65% of students lose interest when lessons are monotonous and teacher-centered. Around 70% said they prefer lessons

with interactive activities and teamwork. Some students explained that they want lessons to be more enjoyable, creative, and engaging.

Action plan

Based on my observations, I noticed that students were not very interested in the lessons. To solve this problem, I decided to make some changes. First, I tried to make lessons more interesting by using games, pair work, and group activities. This helped students become more active during class. Second, I started asking students more questions and gave them time to share their ideas with classmates. This made them participate more in lessons. Third, I added movement activities, such as standing up to answer questions or changing places during tasks. This helped students stay active and focused. Fourth, I changed the seating arrangement. I separated students who talked too much and placed focused students near quieter students to create a better learning environment. Finally, I spoke with parents and asked them to support their children's learning at home and encourage them to study regularly.

Final Reflections and conclusion

Most students like lessons with games, group work, and simple explanations. They are more active after breaks, but tiredness and boredom make them less interested in lessons. Students understand lessons better when the teacher explains clearly and gives examples. Many students are sometimes shy to speak because they are afraid of making mistakes.A friendly classroom helps students feel motivated. Friends and noise can distract them during lessons. Most students also like sitting and working in groups. Overall, students learn better in fun, active, and supportive classrooms.