

The role of teacher support and classroom environment in motivating young English learners

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Abstract: Motivation is one of the most important factors influencing success in foreign language learning, especially among young learners. Teacher support and classroom environment play a key role in shaping students' motivation and attitudes toward English. When students feel comfortable, supported, and respected, they are more willing to participate and learn actively. This article examines how teacher behavior, emotional support, and positive classroom atmosphere influence motivation in English language learning. The study is based on analysis of Uzbek and international teaching practices. The results show that supportive teachers and positive classroom environments increase students' confidence, interest, and motivation. The article also presents innovative ideas for improving classroom motivation through simple and practical strategies.

Keywords: motivation, teacher support, classroom environment, young learners, English language teaching, Uzbekistan

INTRODUCTION

In recent years, foreign language education has become one of the main priorities of educational reform in Uzbekistan. The government has introduced important policies to improve the quality of foreign language teaching and to prepare students for global communication. One of the most important reforms was the Presidential Resolution No. PP-5117 (2021), which focuses on improving foreign language education and creating modern learning environments. This reform emphasizes the importance of innovative teaching methods, teacher development, and student motivation. According to this policy, teachers are encouraged to use student-centered approaches and create supportive classroom environments.

These reforms show that motivation is not only the responsibility of students but also depends on teachers and learning conditions. Teachers play a central role in motivating students. Their behavior, attitude, and teaching style directly influence students' interest in learning English. Young learners are especially sensitive to classroom environment. If students feel comfortable and safe, they are more likely to participate actively. However, if students feel afraid, stressed, or unsupported, their motivation decreases. Therefore, creating a positive classroom atmosphere is essential

for effective language learning. Teacher support includes encouragement, positive feedback, and understanding students' needs. When teachers support students emotionally and academically, students develop confidence and interest in learning English.

In Uzbekistan, traditional teaching methods often focus on grammar and memorization. While this helps students learn language structure, it may not always support motivation. Modern education reforms encourage teachers to create interactive, friendly, and motivating classroom environments. This article examines the role of teacher support and classroom environment in motivating young English learners. It also analyzes Uzbek and international teaching practices and presents innovative ideas to improve motivation in English language classrooms.

This section reviews previous research on the role of teacher support and classroom environment in motivating young English learners. Understanding these factors helps explain how teachers influence student motivation and learning success. Many researchers emphasize that teacher behavior is one of the most important motivational factors.

Nargisa Ergashevna Saparova, Teaching english to young children methods and approaches (in the example of 5-6 years old) [5; 1-5]., this article describes the effective organization of the English language to preschoolers based on various methods and approaches. The use of multimedia technology in the preparation groups of pre-school educational institutions is important for the development of the child's ability to remember, in addition to increasing the effectiveness of the training.

According to Jeremy Harmer (2007) [2; 19], teachers influence motivation through their attitude, teaching style, and interaction with students. When teachers are friendly, patient, and supportive, students feel more confident and interested in learning.

Similarly, Zoltán Dörnyei (2001) [1; 25-44] explains that teacher support increases students' intrinsic motivation. He states that students learn better when teachers create a positive emotional environment. Encouragement and positive feedback help students believe in their abilities.

Lev Vygotsky (1978) [8; 79] also highlights the importance of social interaction in learning. His socio-cultural theory explains that learning happens through interaction between teacher and student. The teacher acts as a guide who supports student development.

Uzbek researchers also emphasize the importance of teacher support. Jalolov (2012) [3; 95] states that teachers must create comfortable classroom environments where students are not afraid of making mistakes. He explains that fear and stress reduce student motivation.

Karimova (2020) [4; 28] notes that a positive classroom environment improves student participation. When students feel respected and supported, they become more active in classroom activities.

These studies show that teacher support and classroom environment are essential factors in student motivation. Both international and Uzbek researchers agree that supportive teachers and positive environments help students learn more effectively. This study uses a simple qualitative method based on analysis and observation. The purpose of this method is to understand how teacher support and classroom environment influence student motivation.

The method includes analysis of teaching practices in Uzbekistan and comparison with modern international approaches. The study focuses on classroom atmosphere, teacher behavior, and student participation.

The observation method examines several important aspects:

- teacher attitude toward students
- classroom emotional environment
- student participation in lessons
- teacher encouragement and feedback
- student confidence during speaking activities

This method does not use questionnaires or interviews. Instead, it analyzes general classroom situations based on teaching experience, educational literature, and common teaching practices in Uzbekistan. This simple method helps identify how teacher support and classroom environment influence motivation. It also helps understand which teaching practices are more effective in motivating young learners. The analysis focuses on practical classroom situations. For example, when teachers encourage students, students participate more actively. When teachers criticize students too strictly, students become less confident. This method is useful because it reflects real classroom conditions and helps identify practical solutions for improving student motivation.

The analysis shows that teacher support and classroom environment have a strong influence on student motivation in English language learning. When teachers create a positive and supportive atmosphere, students feel more comfortable and confident. This directly increases their interest in learning English. When teachers are friendly, patient, and respectful, students feel safe and motivated. They are not afraid of making mistakes and are more willing to participate in classroom activities. In contrast, when teachers are too strict or focus only on correcting mistakes, students may feel nervous and lose motivation. Another important factor is emotional support. The analysis also shows that motivation is influenced by emotional factors. Students learn better when they feel respected and valued. Teachers who show understanding and patience create stronger teacher-student relationships. This improves both motivation and learning

outcomes. Technology and modern educational reforms in Uzbekistan provide opportunities to improve classroom environments. However, even without technology, teacher behavior alone can significantly influence motivation. A supportive teacher can create a motivating environment using simple methods such as encouragement, smiling, and positive communication. These results show that teacher support is not only an additional factor but a central element of student motivation.

CONCLUSION

This study examined the role of teacher support and classroom environment in motivating young English learners. The results show that teacher behavior and classroom atmosphere have a direct impact on student motivation, confidence, and participation. In my opinion, teacher support is one of the most powerful motivational factors. Even simple actions such as smiling, encouraging students, and showing patience can significantly improve student motivation. Students do not only learn language from textbooks; they also learn through emotional experience in the classroom. One important observation is that many students lose motivation not because English is difficult, but because they feel afraid of making mistakes. Fear reduces participation and slows learning progress. Therefore, teachers must create a safe and supportive environment where mistakes are seen as part of learning.

From my perspective, one innovative idea is to introduce the "Supportive Feedback Method." This method focuses on giving positive feedback before correcting mistakes. For example, the teacher first praises the student's effort, and then gently corrects the mistake. This helps students maintain confidence while improving their skills. Another innovative idea is the "Comfort Zone Expansion Strategy." In this method, teachers gradually increase speaking activities. Students begin with simple words, then short sentences, and later full conversations. This step-by-step process helps students develop confidence without stress. I also believe that teacher emotional intelligence is very important. Teachers who understand student emotions can motivate students more effectively. Emotional support helps students feel valued and respected.

Educational reforms in Uzbekistan support modernization of teaching methods. However, real change depends on teacher behavior in the classroom. Even without advanced technology, a supportive teacher can create a motivating learning environment. In conclusion, motivation is not created only by materials or technology, but mainly by teacher support and classroom environment. My personal view is that when teachers combine academic teaching with emotional support, students become more confident, motivated, and successful in learning English.

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