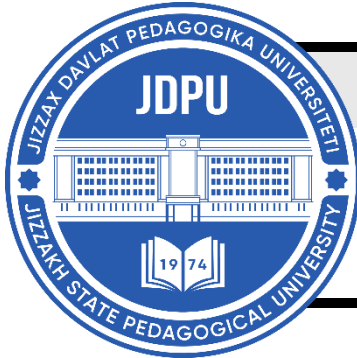


**MENTAL ENLIGHTENMENT SCIENTIFIC –
METHODOLOGICAL JOURNAL****MENTAL ENLIGHTENMENT SCIENTIFIC –
METHODOLOGICAL JOURNAL**<http://mentaljournal-jspu.uz/index.php/mesmj/index>**FROM ISOLATION TO INTEGRATION: THE ROLE OF A POSITIVE
CLASSROOM COMMUNITY IN DRIVING STUDENT MOTIVATION AND ENGAGEMENT****Mokhira Abduvaliyevna Alibekova**

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E-mail: mokhira727@gmail.com**ABOUT ARTICLE**

Key words: classroom community, collaborative, motivation, confidence, nurturing, group-work, activities

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Abstract: This paper delves into the exploration of relatedness in motivation and subsequently examines the concept of a classroom community that fosters a sense of belonging and value among all students. By creating an environment where each student is considered an integral part of the group, this sense of community promotes mutual support and assistance as students collaborate towards shared goals. The research highlights the significance of a strong classroom community in enhancing student motivation and engagement, ultimately contributing to a more cohesive and productive learning experience. Through the establishment of a nurturing and inclusive environment, educators can cultivate a classroom community that empowers students to thrive academically and personally. This study sets the stage for further exploration of the strategies and practices that can be employed to create and sustain a positive classroom community.

INTRODUCTION

In this article, we will explore how the importance of a positive classroom community in fostering student motivation and engagement and a sense of belonging within the classroom can empower students to become active participants, rely on one another for support, and work towards shared goals. By creating a strong and cohesive classroom

community, we can not only enhance students' academic experiences but also cultivate a conducive environment for personal growth and development. We really got into the crucial role of relatedness in motivating individuals. Now, let us look deeper into the concept of a classroom community, where every student feels valued and integral to the group. This sense of belonging nurtures an environment where students can rely on one another for assistance and encouragement as they strive to achieve common objectives. Extensive research has consistently shown that a robust classroom community positively impacts students' motivation and level of engagement (Watkins, 2005). When students feel supported and embraced by their peers, they are more inclined to take on challenges, give their best efforts, and develop a belief in their own learning potential. Moreover, it is not just individuals who benefit from this sense of confidence and motivation. As Bandura (2000) suggests, the collective belief and motivation of the group itself play a vital role in driving greater achievements. Furthermore, a cohesive classroom community has proven to be instrumental in curbing discipline issues (Burden, 2020). Often, students may exhibit disruptive behaviour due to underlying anxieties about their ability to succeed. However, when they experience a supportive environment where their classmates rally behind them, their confidence and self-perception of competence are bolstered. Consequently, the incidence of disruptive behaviour diminishes, creating a conducive learning atmosphere for all students. Additionally, by cultivating student engagement, a strong classroom community minimizes behaviour problems arising from boredom, ultimately saving valuable time that would otherwise be spent on discipline and classroom management. Recognizing the significant impact of a positive classroom community on student motivation and engagement, it becomes crucial for educators to invest time and effort in its cultivation. By nurturing an environment where students feel valued, supported, and responsible to one another, we can unlock their full potential and create a thriving educational experience. In the following sections, we will look deeper into the various facets of a strong classroom community, exploring strategies and practical approaches that educators can employ to foster student motivation, engagement on this journey towards creating a vibrant and inclusive classroom community that empowers every student to thrive academically and personally.

Methodology

This study was conducted at a state university and involved 60 postgraduate EFL learners as participants. The participants' age range was between 18 and 35 years old, and their proficiency levels varied from B1 to B2 according to the Common European Framework

of Reference for Languages. To gather data and insights on teambuilding activities in the classroom, the following instruments were utilized:

- **Diagnostic Questionnaire:** A diagnostic questionnaire was administered to assess the students' previous experience with collaborative activities such as Pen Pal and Teamwork. The questionnaire consisted of both open-ended and closed-ended questions. This allowed researchers to gather information on students' familiarity and past engagement with group-working and peer-work activities.

- **Observation Checklist:** An observation checklist was employed to record notes related to students' collaborative work. This checklist enabled researchers to observe and document the students' engagement, interaction, and overall participation in group-working and peer-work activities within the classroom setting.

- **Interview:** An in-depth interview was conducted to gain a comprehensive understanding of the students' experience during the implementation of the study. The interview consisted of 4 questions, which aimed to elicit detailed responses from the participants about their perceptions, challenges, and benefits associated with group-working and peer-work. This qualitative approach provided valuable insights into the students' perspectives and experiences.

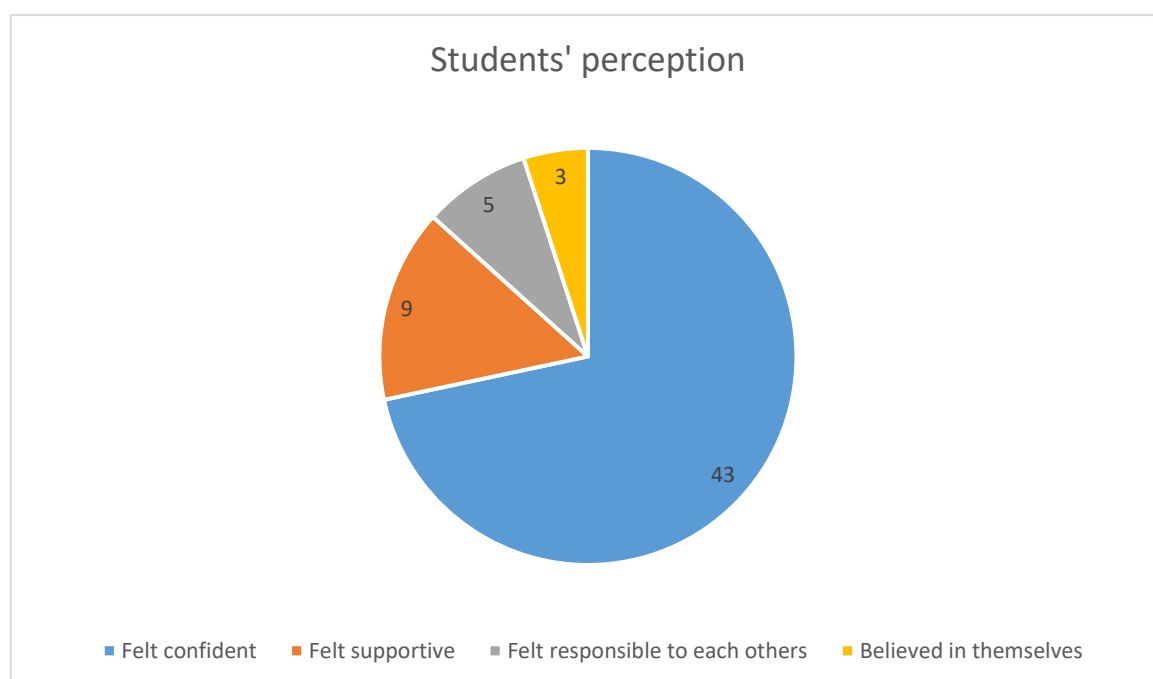
By utilizing these instruments, the study aimed to gather data on students' study experience with collaborative activities, observe their collaborative work, and gain deeper insights through interviews. This comprehensive methodology allowed teachers to obtain a holistic understanding of the effectiveness and impact of group-working and peer-work in the classroom among postgraduate EFL learners.

Results

Based on the obtained results, it was found that a majority of students perceive their classroom community as supportive and collaborative. Approximately 44% of the students expressed feeling confident and responsible towards others within the community. Furthermore, a significant portion of students, accounting for 33%, indicated a strong belief in their classmates. During the interviews conducted with the students, their perceptions of the classroom community were consistently positive. They expressed a strong sense of support, collaboration, responsibility, and belief in their classmates. Students emphasized the assistance, guidance, and encouragement they received from their peers, highlighting instances where their classmates went above and beyond to help them overcome challenges. Collaborative activities, such as group projects and discussions, were seen as valuable opportunities for learning from one another and leveraging collective strengths. Additionally, students recognized the importance of being responsible for their actions and

contributing to the overall well-being and success of the community. They expressed a belief in the capabilities and potential of their classmates, fostering a sense of trust and mutual respect. The results align with the positive student perceptions indicated in the image analysis (Table 1), further supporting the notion that the classroom community plays a crucial role in creating a supportive and engaging learning environment for the students. The majority of students expressed a strong sense of support within their classroom community. They highlighted instances where their peers offered assistance, guidance, and encouragement when faced with challenges. This support was seen as instrumental in creating a positive and motivating learning environment. Students consistently emphasized the value of collaboration within the classroom community. They shared experiences of working together on group projects, engaging in discussions, and exchanging ideas. Collaborative activities were viewed as opportunities for learning from one another and leveraging collective strengths. The interviews revealed that students felt a sense of responsibility towards their classmates. They acknowledged the importance of being accountable for their actions and contributing to the overall well-being and success of the community. Students recognized the impact of their behaviour on the classroom atmosphere and actively sought to create a positive and respectful environment. And, also, it indicated a strong belief in the capabilities and potential of their classmates. Students expressed confidence in their peers' abilities and recognized the diverse strengths that each individual brought to the community. This belief fostered a sense of trust and mutual respect among the students.

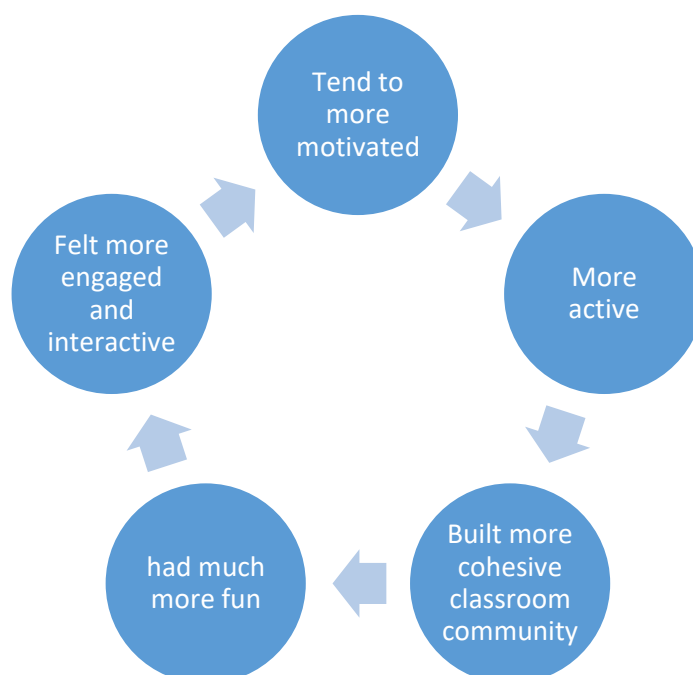
Table 1.



Students consistently highlighted the support, collaboration, responsibility, and belief in classmates as key elements contributing to their positive experiences within the community. These findings align with the earlier analysis of the image, indicating a harmonious and supportive classroom environment that promotes motivation and engagement among students.

Based on the teacher's perceptions (in Table 2), it is evident that they view students' engagement in teambuilding as highly beneficial for their learning experience. The teacher believes that these collaborative activities within the classroom community have several positive outcomes for the students.

Table 2. Observation Checklist.



The teacher perceives that students tend to be more motivated when engaging in group-work and peer-work. This suggests that working together with their peers provides a sense of inspiration, encouragement, and a greater drive to actively participate in their learning. The teacher observes that students feel more engaged when involved in working groups. This indicates that these collaborative activities capture students' interest and involvement, leading to a deeper level of interaction and participation in their educational journey. The teacher recognizes that team-work fosters a more interactive environment within the classroom community. This implies that students communicate and exchange ideas with one another, creating opportunities for dialogue, discussion, and the sharing of different perspectives. The teacher emphasizes the importance of collaboration in group-work. This suggests that these activities encourage students to work together, pool their

skills and knowledge, and collectively solve problems or complete tasks. Collaboration nurtures teamwork and the development of essential interpersonal skills. The teacher believes that teamwork makes the learning experience more fun and enjoyable for students. By actively participating in these activities, students become more involved in the learning process, leading to increased enthusiasm and a positive attitude towards their studies. Ultimately, the teacher's perceptions highlight the numerous benefits of students engaging in group-working within the classroom community. They view these activities as key concepts for motivation, engagement, interaction, collaboration, and an enjoyable learning experience. The teacher's positive outlook underscores the significance of incorporating collaborative approaches to enhance student learning and foster a supportive classroom environment.

Discussions

Group-working and peer-work have long been recognized as valuable approaches in educational settings. These collaborative activities offer numerous benefits for students, fostering a sense of community and belonging within the classroom. By working together on projects or tasks, students develop essential interpersonal skills and improve their ability to communicate, problem-solve, and negotiate effectively. These collaborative activities promote improved motivation, engagement, interaction, and collaboration among students (cite: Smith et al., 2019). By working together on projects or tasks, students develop essential interpersonal skills, including communication, problem-solving, and negotiation (cite: Johnson & Johnson, 2019). These skills are highly valuable in both academic and professional contexts, allowing students to effectively work in teams and contribute to collective goals (cite: Stevens & Slavin, 2020). One of the key advantages of team-work is the opportunity for students to learn from one another. Through collaboration, students can share their knowledge, perspectives, and expertise, leading to a more comprehensive understanding of the subject matter. This exchange of ideas and insights promotes critical thinking and enhances the overall learning experience. Engaging in teamwork also cultivates teamwork skills, which are highly valued in various professional settings. Students learn how to contribute to a collective goal, navigate different personalities and perspectives, and effectively collaborate towards a common objective. Moreover, group-working and peer-work foster a sense of community and belonging among students, contributing to increased satisfaction and overall well-being (cite: Osterman & Kottkamp, 2019). When students collaborate and support one another, they feel a sense of connection and shared purpose, creating a positive learning environment (cite: Vygotsky, 1978). This sense of belonging enhances students' academic experiences and can lead to improved academic outcomes

(cite: Tinto, 1997). These skills are essential for success in the workplace, where collaboration and teamwork are often required. Furthermore, collaborative working creates a positive and engaging learning environment. Students are more motivated and invested in their studies when they have the opportunity to actively participate and interact with their peers. This collaborative approach encourages active engagement, fosters creativity, and promotes a sense of ownership over their learning. Incorporating group-working activities in the classroom is crucial for enhancing students' learning experiences and promoting a supportive learning environment. These collaborative approaches not only improve motivation, engagement, and interaction but also develop essential interpersonal skills and foster a sense of community among students. By implementing such strategies, educators can create an environment that nurtures student growth and success (cite: Johnson et al., 2014). By incorporating these collaborative approaches into education, educators can empower students to become effective communicators, critical thinkers, and team players, preparing them for success in both academic and professional domains.

Conclusion

In summary, the utilization of teamwork in the classroom has proven to be highly valuable for students' educational experiences. These collaborative activities provide a multitude of benefits that contribute to students' overall growth and development. Through collaborating, students have the opportunity to learn from one another, fostering a deeper understanding of the subject matter. The exchange of knowledge, perspectives, and ideas enhances critical thinking skills and expands students' horizons. Engaging in collaborative activities also cultivates essential interpersonal skills such as communication, teamwork, problem-solving, and negotiation. These skills are not only valuable in academic settings but also in the professional world, where collaboration and effective interaction are highly sought after. Moreover, teamwork creates an environment that promotes motivation and engagement. When students actively participate and interact with their peers, they become more invested in their learning journey. Collaborative activities provide a sense of ownership and responsibility, enhancing students' sense of purpose and commitment to their studies. Additionally, the implementation of group-working fosters a positive classroom community. Students feel a sense of belonging and support as they work together towards common goals. This sense of community encourages mutual respect, empathy, and the development of positive relationships among students. Creating a supportive and inclusive environment is crucial for students' well-being and overall academic success.

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