

INTEGRATING ENERGIZERS INTO MODERN EDUCATION: A RESPONSE TO THE LIMITATIONS OF TRADITIONAL LEARNING MODELS

Amirova Yulduz Qodirjon qizi

O'zbekiston davlat jahon tillari universiteti, Sharq filologiyasi fakulteti, Yapon filologiyasi kafedrasida yapon tili o'qituvchisi

Annotatsiya. Ushbu maqolada zamonaviy ta'limda qisqa energizer mashg'ulotlarning o'rnini tahlil qilinadi. An'anaviy ta'lim modellari hozirgi avlod ehtiyojlarini to'liq qondira olmayotganligi sababli, dars jarayoniga interaktiv yondashuvlarni kiritish zarurligi asoslanadi. Krashenning affektiv filtr nazariyasi hamda talabalar faolligi (engagement) konsepsiyasiga tayangan holda, energizerlar talabalarning tashvishini kamaytirish, ustoz–talaba munosabatlarini mustahkamlash va faol ishtirokni oshirishda muhim vosita ekanligi ko'rsatiladi. Tadqiqot natijalariga ko'ra, hatto qisqa energizer mashg'ulotlar ham dars muhitini sezilarli darajada yaxshilashi mumkin.

Kalit so'zlar: energizer, zamonaviy ta'lim, affektiv filtr, talaba faolligi, dars muhiti, ustoz–talaba munosabati, interaktiv o'qitish

Аннотация. В данной статье рассматривается роль коротких активизирующих упражнений (energizers) в современном образовательном процессе. В условиях снижения эффективности традиционных методов обучения обосновывается необходимость внедрения интерактивных подходов. Опираясь на гипотезу аффективного фильтра Крашена и теорию вовлечённости учащихся, автор показывает, что энергайзеры способствуют снижению тревожности, укреплению отношений между преподавателем и студентами, а также повышению активности на занятиях. Результаты анализа свидетельствуют о том, что даже краткие упражнения могут значительно улучшить атмосферу в аудитории.

Ключевые слова: энергайзеры, современное образование, аффективный фильтр, вовлечённость студентов, учебная среда, взаимодействие преподаватель–студент, интерактивное обучение

Abstract. This paper examines the role of short energizer activities in modern education. As traditional teaching models become less effective for contemporary learners, the need for interactive approaches is increasingly evident. Based on Krashen's Affective Filter Hypothesis and student engagement theory, the study demonstrates that energizers help reduce anxiety, strengthen teacher–student relationships, and enhance active participation. The findings suggest that even brief energizer activities can significantly improve classroom atmosphere and learning effectiveness.

Keywords: energizers, modern education, affective filter, student engagement, classroom environment, teacher–student relationship, interactive learning

Introduction

Modern education is undergoing a significant transformation as new generations of learners demonstrate different cognitive, emotional, and social needs. Traditional models of instruction—characterized by passive knowledge transmission and limited interaction—are increasingly insufficient in addressing these needs (Freeman et al., 2014).

As argued in recent pedagogical research, active learning environments lead to significantly higher student performance compared to traditional lecture-based instruction (Freeman et al., 2014). Therefore, there is a growing need to incorporate strategies that promote engagement and interaction.

One promising yet often underestimated strategy is the use of energizers—short, interactive activities typically conducted at the beginning of a lesson. While they are sometimes perceived as informal or supplementary, this paper argues that energizers serve a deeper pedagogical function by enhancing classroom interaction, reducing psychological barriers, and encouraging active learning.

Theoretical Background

The effectiveness of energizers can be explained through established educational theories. First, Krashen's Affective Filter Hypothesis suggests that emotional variables such as anxiety, motivation, and self-confidence significantly influence language acquisition (Krashen, 1982). When students experience stress or fear of making mistakes, their "affective filter" becomes high, limiting their ability to process and acquire new information. Energizers, by creating a relaxed and supportive atmosphere, help lower this filter, thereby facilitating learning.

Secondly, student engagement theory emphasizes that meaningful learning occurs when learners are actively involved in the process (Fredricks, Blumenfeld, & Paris, 2004). Engagement is typically categorized into behavioral, emotional, and cognitive dimensions. Energizers contribute to all three: they encourage participation (behavioral), create positive emotions (emotional), and prepare students mentally for learning tasks (cognitive).

Additionally, Vygotsky's social constructivist theory highlights the importance of interaction and social context in learning (Vygotsky, 1978). Energizers create opportunities for peer interaction, which supports knowledge construction through communication and collaboration.

The Role of Energizers in the Classroom

One of the primary benefits of energizers is their ability to strengthen teacher–student relationships. Positive interpersonal relationships in the classroom are closely linked to increased motivation and academic success (Roorda et al., 2011). By temporarily shifting away from rigid academic roles, both teachers and students engage in more natural interaction, fostering trust and mutual understanding.

In addition, energizers significantly improve the overall classroom atmosphere. A psychologically safe environment has been shown to enhance student participation and

learning outcomes (Dörnyei, 2001). When students feel comfortable, they are more willing to take risks and express their ideas.

Another important impact of energizers is the reduction of learner anxiety. Language anxiety is a well-documented barrier to communication and performance (Horwitz, Horwitz, & Cope, 1986). Energizers help reduce this anxiety by encouraging spontaneous and low-stakes interaction, allowing students to gradually build confidence.

Furthermore, energizers play a key role in increasing student output. According to Swain's Output Hypothesis, producing language is essential for language development (Swain, 1985). Through interactive activities, students move from passive reception to active production, which enhances both fluency and accuracy over time.

The Teacher's Role

Despite their simplicity, energizers require careful planning and facilitation. The effectiveness of these activities largely depends on the teacher's ability to select appropriate tasks that match the students' level, interests, and classroom context.

Teachers must also ensure inclusivity and equal participation, as engagement can vary significantly among learners. According to Dörnyei (2001), motivational strategies in the classroom should be adapted to group dynamics and individual differences. Therefore, energizers should not be random but strategically integrated into the lesson structure.

Conclusion

In conclusion, energizers represent a small yet powerful innovation in modern education. Grounded in established theories such as Krashen's Affective Filter Hypothesis, student engagement theory, and social constructivism, they address key challenges of contemporary classrooms, including low participation, high anxiety, and weak interpersonal dynamics.

By integrating short energizer activities into lessons, educators can create a more interactive, supportive, and student-centered learning environment. Therefore, rather than being viewed as optional or secondary, energizers should be recognized as an essential component of effective teaching practices in the modern era.

REFERENCES

1. Dörnyei, Z. (2001). *Motivational strategies in the language classroom*. Cambridge University Press.
2. Fredricks, J. A., Blumenfeld, P. C., & Paris, A. H. (2004). School engagement: Potential of the concept. *Review of Educational Research*, 74(1), 59–109.
3. Freeman, S., Eddy, S. L., McDonough, M., Smith, M. K., Okoroafor, N., Jordt, H., & Wenderoth, M. P. (2014). Active learning increases student performance. *Proceedings of the National Academy of Sciences*, 111(23), 8410–8415.
4. Horwitz, E. K., Horwitz, M. B., & Cope, J. (1986). Foreign language classroom anxiety. *The Modern Language Journal*, 70(2), 125–132.
5. Krashen, S. D. (1982). *Principles and practice in second language acquisition*. Pergamon Press.

MODERN EDUCATIONAL SYSTEM AND INNOVATIVE TEACHING SOLUTIONS

6. Roorda, D. L., Koomen, H. M. Y., Spilt, J. L., & Oort, F. J. (2011). The influence of teacher–student relationships. *Review of Educational Research*, 81(4), 493–529.
7. Swain, M. (1985). Communicative competence: Some roles of input and output. In S. Gass & C. Madden (Eds.), *Input in second language acquisition* (pp. 235–253). Newbury House.
8. Vygotsky, L. S. (1978). *Mind in society*. Harvard University Press.

