

## APPLYING CREAM STRATEGY TO LEARNING ENGLISH

**Dovurova Nasiba Zohiddin qizi**

Jizzax davlat pedagogika universiteti 4-kurs talabasi

[dovurovanasiba0@gmail.com](mailto:dovurovanasiba0@gmail.com)

**Abdulhaitova Hilola Feruz qizi**

Jizzax davlat pedagogika universiteti 4-kurs talabasi

[parvozoblanazarov@gmail.com](mailto:parvozoblanazarov@gmail.com)

### ABSTRACT

This article is about applying cream strategy to learning English. In this article we try to give information about what CREAM strategy is, what learning English is, how we can use CREAM strategy during teaching students. You learn about Create, Reflect, Effect, Affect and Motivation from reading this article.

**Key words:** CREAM strategy, improve, effect, skill, learning English, highlights, language.

We are future English language teachers. This word is motivation and responsibility for us. A lot of pupils and students take an example from us. That's why we must be more creative, more reflective, more effective, more active and more motivated for students. First and foremost, we will give some information about what learning English is.

Learning English is what people do when they want to use the English language. In language learning, we often talk about language skills and language systems. Language skills consisted of speaking, listening, reading, and writing. Language systems consisted of vocabulary, grammar, pronunciation, and discourse.

English language learners often search advice on often how to manage language acquisition better. Stella Cottrell in her book “Study skills” identifies what CREAM strategy is and highlights its benefits for students. Although this handbook is written

for undergraduates who want to achieve success in academic studies, some insights can be used for EFL students as well.

CREAM stands for:

**C** – Creative

**R** – Reflective

**E** – Effective

**A** – Active

**M** – Motivated

Let’s consider how all of the points above can be applied to language learning.

**C- Creativity** is especially important for creating ideas in the early stages of new assignments. It is particularly true about learning English: we have to imply imagination all the time while speaking, constructing sentences, writing essays and thinking up situations etc.

Creativity stimulates different areas of the mind, makes learning fresh and effective. The author encourages to foster creativity by doing some exercises:

- Finding connections between two random objects, for example, a cup and a plant.
- Combining the front half of one animal and the rear of another to create another one.

**R-Reflection** is a really effective habit for learners. Apart from formal assessment, they need to reflect on how they learn (progress, motivation, gaps in knowledge). Learning journals, progress sheets, self-evaluation questionnaires are good tools for reflection.

Example of self-evaluation questions from ‘Study skills’:

1. Generally, how well am I living in this house?
2. In this unit, I am best at \_\_\_\_\_. What makes me better at these aspects?

**E—Effectiveness** doesn’t necessarily mean working hard. Students can spend too many hours working instead of applying smart strategies. Stella Cottrell suggests that:

- The organization of the workplace is essential for being in the right state of mind for study. This is true about working online. Storing information in the right way can save time in the long term.

**A-Active learning techniques** make success. The author opposes ‘active learning’ to ‘passive methods’:

- Being more involved in the educational process instead of waiting for directions and information.
- Looking for links between different things contrary to treating pieces of information as separate units.
- Understanding and relating new information to what is already known. In other words, long-term memory versus surface processing.
- Taking charge of training and managing it like a project rather than expecting others to prompt or to remind students of steps, stages and deadlines.

**M-Motivation** is one of the key points which has the biggest influence on the success of learning a language. According to Sarah Cottrell the factors like the clarity of purpose, the confidence in the outcome as well as managing ‘boring bits’ affect our desire to learn. Students with weak motivation usually lose direction, they are bored because of poor study techniques, experience a crisis of confidence, are not challenged or challenged too much.

Motivation is built by self-drive to achieve success. The condition to communicate the maximum points in each answer encouraged students to prioritize the questions they had to master in order to achieve the desired scores. In applying the CREAM strategy, students must understand what they want to achieve, what steps need to be done, and how big the chances of the success are. This will build students’ motivation, internally and externally.

Students were not able to apply the CREAM strategy directly. In order for the CREAM strategy to be applied outside of class hours, students joined study groups according to their learning styles. In order to be able to apply the Reflective strategy, students are assisted by guiding questions. In order to be able to learn effectively,

students must be guided intensively in determining priorities, by providing views of the causes and consequences of the priorities set. Students learn actively because they are involved in groups with similar learning style. In order to be able to motivate.

Themselves, for example in exam preparation, students must know what material must be studied and the score of each material is. Thus, students will be more motivated.

As a teacher, we can help learners to implement most of these techniques, for instance, setting goals, defining benefits, creating motivational tables etc. It's a good idea to give an exact focus at the beginning of every lesson, for example, a quick list of the things that will be considered. Setting short-term goals, such as being able to talk about past events or writing a message to an English-speaking person on social networks will help to see the results.

We hope that the tips from this article will enable students to master English and give educators a better understanding of how to have more effective lessons.

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