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Solijon AZIZOV

THEORETICAL AND PRACTICAL BASIS OF IMPLEMENTING INNOVATIVE TECHNOLOGIES IN TEACHING THE ENGLISH LANGUAGE TO B1 LEVEL LEARNERS

Мақолада хорижий тилларни ўқитишда муҳим аҳамиятга эга бўлган тил ўрганувчиларнинг тил кўникмаларини тизимли ва изчил оширишнинг инновацион методларидан самарали фойдаланиш масалалари кўрилган. Бугунги кунда чет тилларини ўқитишда соҳа мутахассислари, яъни ўқитувчилардан чет тили дарс жараёнларини ташкиллаштиришда инновацион методлардан фойдаланган ҳолда ўқувчиларнинг чет тилларни ўзлаштириш кўникмаларини ўқув дастурларида кўрсатилган меъёрлар ва вазифалардан келиб чиққан ҳолда янада ривожлантириш талаб этилмоқда.

Мақолада ахборот-коммуникация технологияларининг замонавий воситалари таркибига кирувчи ижтимоий тармоқлар ва мессенджерларнинг инглиз тилини онлайн платформада Telegram мессенджеридан фойдаланган ҳолда ўқитишнинг B1 даражадаги тил ўрганувчилар мисолида таълим соҳасига татбиқ этиш ва ўқув материалларидан самарали фойдаланишнинг назарий асослари ва амалий натижалари ўз ифодасини топган. Амалий натижаларни мақолада ақс эттириш мақсадида тил ўрганувчиларнинг асосий тил кўникмаларини, яъни тинглаб тушуниш, ўқиб тушуниш, ёзиш ва гапириш кабиларни ривожлантиришда тадқиқот давомида виртуал муҳитда юқорида қайд этилган воситанинг самарали функцияларидан қай тартибда фойдаланилганлиги ҳам кетма-кет кўрсатилди. Бундан ташқари, мақолада тил ўрганувчиларни инновацион усулда баҳолаб бориш методлари ҳам таъсирли элементлар билан келтирилди.

Калит сўзлар: *ижтимоий тармоқ, мессенжер, B1 даража, онлайн платформа, виртуал муҳит, мультимедиа воситалари, электрон манба, инфографик материал, узлуксиз таълим.*

В статье рассматривается один из важнейших вопросов современного обучения иностранному языку: инновационные методы глубокого и систематического развития навыков изучающих язык на иностранном языке, который они изучают. Сегодня специалисты по иностранному языку, а именно учителя, обязаны развивать языковые навыки и компетенции учащихся в соответствии с программами и задачами образовательных стандартов с использованием инновационных методов.

В статье проанализированы теоретические основы и практические результаты применения социальных сетевых услуг и мессенджеров как современных средств информационно-коммуникационных технологий и эффективного использования учебных материалов иностранного языка в обучении английскому языку учащихся на примере уровней B1 на онлайн-платформе с помощью мессенджера Telegram. Чтобы проиллюстрировать практические результаты нашего исследования, мы показали постепенные шаги, которые были использованы для развития основных четырех навыков учащихся: умение слушать, читать, говорить и писать, с помощью эффективных функций вышеупомянутых средств. в вир-

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туальной среде во время нашего исследования. Кроме того, в этой статье мы выделили методы оценки учащихся онлайн в виртуальной среде.

Ключевые слова: социальная сеть, мессенджер, уровень В1, онлайн-платформа, виртуальная среда, средства мультимедиа, электронный источник, инфографические материалы, непрерывное образование.

The article considers one of the most important issues of modern foreign languages teaching: the innovative methods of developing language learners' skills in a target language deeply and systematically. Today specialists of foreign languages, namely teachers are demanded to develop learners' language skills and competences according to the measures and tasks of the study programs using innovative methods.

The theoretical basis and practical results of applying social networking services and messengers as modern means of information and communication technologies and the effective usage of foreign language study materials in teaching the English language to learners in the example of B1 levelled ones on the online platform (using Telegram messenger) are analysed in the article. To illustrate the practical results of our research, we have showed the gradual steps which were used to develop the learners' main four skills, such as listening, reading, speaking and writing ones with the help of the effective functions of the above-mentioned means in the virtual environment during our research. Besides that, we have highlighted the methods of assessing learners online in the virtual environment in this article.

Key words: social network, messenger, B1 level, online platform, virtual environment, means of multimedia, electronic source, infographic material, continuous education.

The advent of social networking services (SNSs) and messengers has been one of the most successful means of ICT in a human life. The basic principle of these means is to help users to be able to connect to their friends easily in the virtual environment.

We had the experiment with the learners of B1 level for speaking, writing, reading and listening skills and we called them as Group 1 and Group 2 at Uzbekistan State World Languages University (UzSWLU). Before starting the process, we supplied the learners with the basic materials and tasks of each lesson. We, as the teachers were in the position of controllers of the whole process because according to the principles of our study the teacher was responsible for every step, such as organizing the platform, materials, tasks for the learners on the virtual platform of SNSs and messengers. That is why, we did each step gradually so as to reach the target of the experiment.

First of all, we selected the appropriate sources, such as books, audio, video materials for the learners. For this step, we took the principles of learning a foreign language at B1 level into consideration. Also, we used the educational program of the students of the educational establishment (first-year students of a university) as a basic source for the teacher.

Secondly, we gave all the explanations of each lesson on writing, reading, listening and speaking during the exact lesson of each skill using different sources, such as e-presentations, videos, audios and so on. After that, we uploaded all the materials onto the virtual platform day by day as well as supplementary daily informative materials for the learners.

1. Developing *speaking* skills.

Firstly, we uploaded the materials which were used at the lesson onto the platform after the lessons at the university. This way we paid the more attention to the quality of the materials that we provided and the functions of the messenger. We presented the vocabulary lists for each lesson of the speaking skills in the form of infographics to the learners in the virtual environment. Besides that, it is important to mention one thing that the infographics were varied and colourful for the benefits of the learners because it was crucial to draw the learners' attention to the subject they were studying at the university simultaneously. For example, we posted idioms, phrasal verbs, collocations or word patterns separately. Then, we provided the learners with the audio files as voice messages in which the words of the vocabulary lists were pronounced by us in order to teach how to pronounce them correctly. After that step, the learners were provided with the video files in which the usages of those words in speaking fluently were shown by us. Accordingly, the students learn these materials thoroughly, and we received the home tasks in audio and video forms on the platform of Telegram. This method consisted of the dispensing the sources in different forms to the students to consolidate the connection between the university and after the university (at home) studies.

2. Developing *writing* skills.

According to the programme of the study for the first-year students, the main topics for the writing skills were to write paragraphs, such as narrative, descriptive ones and methods of presenting sentences in point-by-point and block ones. The theoretical rules of writing paragraphs in the target language were explained at the lesson at university, and the students were provided with the video lessons which were made by us on the themes on the platform of Telegram. To make the theories of writing paragraphs more comprehensive for the learners, we uploaded the e-presentations which were made using the Power Point. Besides that, it had also been taken into account that the learners would need to know special vocabulary lists to be able to use in different types of paragraphs, and the words were released in the form of infographics in the virtual environment. As it is widely known, students must be able to use academic words in academic writing for not only paragraphs, but also essays, and articles. After the students finished learning the materials fully enough, they were asked to send their home tasks, for instance, narrative and descriptive paragraphs in e-versions, namely, they had been asked to type the paragraphs using Android, iOS, and Windows programs on their mobile phones or PCs. Then, they were asked to send their tasks to the group which was created by us on Telegram.

3. Developing *listening* skills.

The functions of the messenger Telegram enabled us to provide the students with a number of sources on the listening skills as well. First of all, we had some introductory lessons on the platform on the question types and strategies of the listening skills on the platform in the forms of e-presentations and infographics which were developed using special programs on PCs. Secondly, the tasks with the audio materials were started to be uploaded onto the virtual platform by us day by

day consolidating the materials which were taught during the lessons at the university. The questions, such as multiple choice, fill-in-gap, and True/False/NG ones were posted on the group of the platform of Telegram more than other types of questions because the functions of the messenger were comfortable for those types in the research. After that, we tried to provide the students with the special files in which the list of synonym words which were found in the listening tasks to broaden their language competences. What is more, the learners were provided with different types of audio materials on different issues in order to help them get accustomed to the target language more comfortably. These audio materials were downloaded from the special websites about environment, music, film, science, sports, politics, education and so on. The home tasks of the listening skills were received online after the lessons at the university and controlled by us to assist them if they needed any help while using the functions of the messenger.

4. Developing *reading* skills.

The students were introduced the most effective strategies of reading skills during the lesson, and the e-presentation was uploaded onto the channel on Telegram platform by us. We, at first, worked on the students' reading strategies to reach the goal successfully. After that, the reading passages on the topics which were shown in the study programme were uploaded with the tasks into the virtual environment gradually. The multiple choice, fill-in-gap, and True/False/NG questions were presented on the platform. The reason for this was that there were particular and comfortable functions of the messenger to implement into the research to make the process effective for both the teacher and students. After that, the students did the tasks online following the principles of the usage SNSs and messengers actively.

1. Results of the methods for the speaking skills.

Table 1 illustrates the outcomes of the methods which were used for the speaking skills. At the end of the research the questionnaire was distributed to the learners both online and in a paper form to know the learners' approval of the innovative technologies in learning the English language. According to the table, the infographic materials in which idioms, phrasal verbs, collocations were presented interested most of the learners (approved by 9 participants); the video files which were made by us to show how to use the vocabulary in speaking skills also turned out to be effective for the learners (9 approvals); the provision of the students with the audio materials and (non) authentic materials on different topics in the virtual environment highlighted that most of the learners wanted to get such sources daily from the teacher so as to get accustomed to the target language in a comfortable and innovative way. Furthermore, it was aimed to apply a new form into teaching and learning process, and this became the home tasks in video forms on Telegram platform because it had been aimed to train the learners not only for developing their learning foreign language skills systematically, but also for the internet-based exam forms, such as TOEFL's iBT, IELTS at the beginning of the research, and this happened as it had been expected (8 approvals).

Table 1

Methods on the platform	Approved	Disapproved	Neutral
Infographics	9	0	1
Video lessons	9	0	1
Audio materials	8	1	1
(Non) Authentic materials	9	0	1
Home tasks (Video/Audio tasks)	8	1	1

2. Results of the methods for the writing skills.

Table 2 outlines the innovative methods which were implemented in teaching how to write (paragraphs) in the English language in the research. The methods in the writing lessons on the virtual platform became successful given the answers of the students in the questionnaire. First of all, the e-presentations as a revision of the theories which were explained at the lesson fascinated the students well enough because most of the students mentioned that such e-versions of the theoretical rules of writing assisted them to remember everything for a long time as a result of their visual features (9 approvals). Then, the video lessons after the e-presentations on the platform of Telegram messenger were supported by the students as well (8 approvals). After that, the vocabulary lists in infographic forms in which (non) academic words used in writing of the target language helped us to have the research successfully (9 approvals). And finally, one of the most effective methods in writing skills was the learners' sending the home tasks in electronic forms through Telegram, and the reason for this was that according to the principles of the research, it had been planned to simplify teachers' work while receiving students' homework in education. As the consequence of this, the learners were asked to type their home tasks on their mobile phones or computer programs and to send them to the group on the virtual platform, and this method was also approved by most of the participants according to the answers of the questionnaire (8 approvals).

Table 2

Methods on the platform	Approved	Disapproved	Neutral
E-presentations	8	0	2
Video lessons	8	1	1
Infographics (Synonym words)	9	0	1
(Non) Authentic materials	6	2	2
Home tasks (Online exercises)	9	0	1

3. Results of the methods for the listening skills.

Table 3 demonstrates the general outcomes of the innovative methods which were implemented into teaching the listening skills in line with the purposes and tasks of our research. As it was new to use the functions of Telegram messenger

for the students, the e-presentations were posted on the channel of the platform as the introductory lessons to teach the participants how to use the functions of the messenger to do the tasks of the listening section along with the types of the questions of this section in the standards. This method happened to be beneficial, and it was approved by the students (8 approvals). Moreover, for the learners, video lessons were shared on fostering the listening skills on the channel daily to keep the learning atmosphere active to meet the requirements of the research (8 approvals). The next question in the questionnaire was about the infographic materials in which the synonyms found in the listening tasks were presented, and the learners highly supported this (9 approvals). Also, the (non) authentic materials on varied topics were supported by the participants because it was helpful for them to be aware of different spheres of the country, the language of which they were learning, and the audio sources helped them to get accustomed to the varied types of the pronunciations of the English language steadily (6 approvals) while 2 participants disapproved of this method because they had some technical problems in downloading the materials on their devices. Apart from the above mentioned consequences, there appeared a satisfactory outcome in the answers of the questionnaire that the functions of the messenger while doing the tasks of the listening section drew the learners' attention to the tasks more than just doing them in paper forms earlier.

Table 3

Methods on the platform	Approved	Disapproved	Neutral
E-presentations	8	0	2
Video lessons	8	1	1
Infographics (Synonym words)	9	0	1
(Non) Authentic materials	6	2	2
Home tasks (Online exercises)	9	0	1

4. Results of the methods for the reading skills.

As everything goes turn by turn, Table 4 sketches the basic outcomes of the questionnaire for the reading skills on the platform. As most of the things were described in the results of the listening skills, the students were provided with the initial e-presentations, video lessons, infographic materials of the synonyms which were found in the passages as key words were shown in the questionnaire. The number of the approvals of the participants happened to be almost the same like they were in the listening skills, namely 8/8/9 participants supported those methods in their response sheets. In addition to that, the (non) authentic materials which were uploaded onto the channel of Telegram messenger were effective in broadening the learners' reading skills according to Table 4 (8 approvals). After that, the number of the approvals (9 ones) of the students for the method of explaining the strategies of finding key words in the reading passages to find the answers proved the effectiveness of this innovative technology in teaching and learn-

ing foreign languages in practice. Besides that, the online tasks were presented using the functions of the messenger on the platform (9 approvals).

Table 4

Methods on the platform	Approved	Disapproved	Neutral
E-presentations	8	0	2
Video lessons	8	1	1
Infographics (Synonym words)	9	0	1
(Non) Authentic materials	6	2	2
Home tasks (Online exercises)	9	0	1

5. Results of the teacher's online assessing methods.

As it is stated that in current assessment culture, teachers increasingly wish for more direct assessments of students' proficiency using various performance assessments, hoping to gather more meaningful and useful information from the assessments [Eunice E.J., 2014; 198]. While assessing the speaking skills of the learners, we paid our attention to the criteria of the tasks. We checked each video answer which was sent by each participant and sent them our feedback in an audio or a text form mentioning their strong and weak points with their scores. As for the writing tasks, the e-files of the learners' home tasks, for instance, we checked narrative paragraphs visually, in other words, the feedback for each student on their paragraphs consisted of mainly 3 parts: strong points, weak points of the students and our suggestions as the teachers, and one thing should be mentioned that all the 3 parts were in 3 colours to increase the effectiveness of the innovative method, namely strong points in green, weak points in red, and suggestions in blue colours with the scores. For the listening and reading tasks, the scores of the students were presented in forms of diagrams to show the changes in their reading and listening skills with the answers in e-forms, namely the scripts of the listening skills in which the key words were highlighted for the listening tasks, and the same method for the reading tasks as well was posted on the virtual group and channel on Telegram platform.

Table 5

Methods on the platform	Approved	Disapproved	Neutral
Assessing the speaking tasks online	8	1	1
Assessing the writing tasks online	9	0	1
Assessing the listening & reading tasks	7	1	2
Presenting the students' whole scores	10	0	0

Taking everything into consideration, the main objectives of our research on implementing innovative technologies and methods in teaching the English language to BI level learners were achieved at the end of the research according to the outcomes of the questionnaires in table forms. As it has been expected, the implementation of the SNSs and messengers in teaching foreign languages improves

the teaching and learning process for the benefits of teachers and learners making the teaching and learning atmosphere much more effective practically. Therefore, the results of the research show that the continuous education will be consolidated; the learners will be in the active position in learning the English language; teachers will be in charge of everything on the online platform organizing all the materials according to the requirements of the Standards; the students' interests and participations will be increased remarkably enough; the educational system of teaching and learning foreign languages at HEIs will be innovated systematically. The platform of the messenger as virtual environment is such a means that teachers can include satisfactorily enough sources and materials to progress the above-mentioned competences on the learners using diverse provisions which are created and dispensed by teachers in the process according to the main objectives of the research, and these issues can be analysed in further studies.

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