

PECULIARITIES OF B1 STUDENTS' IN THE CONCEPT OF LEARNING ENGLISH

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Abstract: *the article considers one of the foremost imperative issues of present day remote languages teaching the inventive strategies of creating dialect learners' aptitudes in a target language deeply and methodically. Nowadays pros of outside dialects, specifically instructors are demanded to create learners' dialect abilities and competences concurring to the measures and errands of the study programs utilizing inventive methods. The hypothetical premise and viable comes about of applying social organizing administrations and messengers as cutting edge implies of data and communication innovations and the effective usage of outside dialect consider materials in instructing the English dialect to learners in the example of B1 leveled ones on the online stage (utilizing Wire delivery person) are analyzed in the article.*

Keywords: *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.

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.

Taking everything into consideration, the main objectives of our research on implementing innovative technologies and methods in teaching the English language to B1 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 abovementioned 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 analyzed in further studies.

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