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**THEME: THE ROLE OF INNOVATIVE TECHNOLOGIES IN  
ENGLISH LANGUAGE TEACHING PROCESS**

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## INTRODUCTION

We live in a century of technology, using them, learning foreign languages, having innovative ideas takes important role. After our first president Islam Karimov's decree which was deduced in 2012 changed the attention to language learning and created different kinds of possibilities. The learners' interest of learning is increased day by day. Nowadays, pupils can study abroad, in institutes and universities and they can improve their experience.

Today the president of the republic of Uzbekistan Shavkat Mirziyoyev pays great attention to language learning and language teaching, improving experience and building good relations among cultures.

I have chosen theme for my qualification work as "The role of innovative technologies in English language teaching process". There are several methods in teaching English language: grammar translation method, audio-lingual method, innovative and others. Today innovative method is considered as one of the most effective methods. The reason of it is that youth rely mostly on modern technologies and intend effect and lightness in usage of them. This writing can then be displayed for others to look at and comment on. Learning foreign languages is impossible to imagine without the use of multimedia learning tools. Of course, important tasks for the methodology of teaching foreign languages include providing opportunities to illustrate the actual process of communication in English, and creating an educational environment that provides real conditions for learning use of the target language and its culture.

During teaching the class by usage of innovative technologies such technologies as computer, projector, tape recorder can help us. While teaching pupils in traditional way, we can see that it is somehow boring for learners. But when teacher uses songs or videos connected

with the theme, he can attend pupils attention and improve their interest on theme. The most significant group of benefits is teaching the virtues of computer-based training. For example, teachers use the ability of computers to react instantly to input information to create simple training programs in the form of exercises. The technical advantage of teaching English with the help of multimedia technology is that sound cards allow users to record their speech and then compare it with the pronunciation of native speakers. Graphics capabilities of computers can represent any type of activity in the form of pictures or animation. This is particularly important when learning new vocabulary, as images on the monitor allow students to associate English phrases directly with actions, rather than with phrases in their native language. Moreover, the media are an excellent means of interactive communication between different linguistic groups, which is particularly evident in the application of computer networks. This could be a local area network connecting several machines in one school, or the Internet — a global network of millions of users. In this qualification paper given an account of improving the effect of lessons by the help of innovative technologies, their advantage and disadvantage sites, by the way background history of modern technologies.

## **I. LITERATURE REVIEW**

### **A. Innovations on pedagogy. History and originality**

The 21<sup>st</sup> century is often called the age of information and technology. It is bringing about changes to the traditional teaching of language. With the help of computer technologies' possibilities the lessons are conducted very interesting and resulting . The introduction of new information and communication technology expands access to education, forming an open education system, and changes the idea of the qualifications needed by modern graduate students

Innovation can be defined simply as a "new idea, device or method". However, innovation is often also viewed as the application of better solutions that meet new requirements, unarticulated needs, or existing market needs. This is accomplished through more effective products, processes, services, technologies, or business models that are readily available to markets, governments and society. The term "innovation" can be defined as something original and more effective and, as a consequence, new, that "breaks into" the market or society. It is related to, but not the same as, invention. Innovation is often manifested via the engineering process. The opposite of innovation is exnovation.

Innovation pedagogy is "a learning approach focused on the development of innovation competences, defining how knowledge is assimilated, produced and used in a manner that can create innovations". Innovation competences are learning outcomes that refer to knowledge, skills and attitudes needed for the innovation activities to be successful. The humanistic way of understanding people as the creators of their own future forms the philosophical foundations of innovation pedagogy. The concept also can be described as follows: innovation pedagogy as "a didactic operational model based on the socio-cultural perception of learning that supports the work of universities of applied sciences as a part of regional competence and innovation networks. Applied research

and development activities that support regional development and the production of innovations in working life are integrated into multidisciplinary teaching in accordance with the principles of innovation pedagogy. The education offered by the university promotes entrepreneurship and includes service activities while taking into account both the needs of the region as a whole as well as the constantly changing trends of working life.” [15;56]

Changes in the working life and surrounding global environment necessitate that skills and attitudes matching the new requirements are consciously and systematically developed along with the students’ knowledge bases. Social and interactive skills, cultural abilities, understanding the prerequisites for working with customers, preparedness for entrepreneurship, creativity and problem solving skills as well as tolerance for difference and uncertainty are the kind of attitudes and skills that a future professional should have.

Learning environments where students of different fields are daily in contact with each other offer new interfaces for working. Such surroundings are known to be best when innovations are expected. In addition, an innovative approach to teaching and learning are also needed as well as enthusiasm for trying new methods. In the context of innovation pedagogy, innovations are seen as an integral part of the process of constantly improving know-how as well as generating new sustainable ideas and practices applicable in working life.

A fruitful environment for innovation consists of individuals with different backgrounds working together on similar problems. These innovation communities can be tight teams meeting every day or network-like looser communities. The success of the communities is based on know-how and sharing knowledge as well as on the ability to combine different points of view and approaches. Innovations are more frequently generated where different fields of expertise meet. [5;91]

Creating innovations presupposes knowledge and the ability to apply it. The traditional view held by educational institutions is that students receive new information and skills as a student and only begin to apply what they have learnt after finding employment. This is the way of thinking innovation pedagogy wants to challenge: according to this new approach, knowledge should be applied for creating innovations already while studying. In other words, knowledge should be accumulated and applied simultaneously. According to the principles of innovation pedagogy, individual expertise should be transformed into communal expertise, which promotes learning and knowledge creation. Innovation pedagogy launches the concept of 'noisy knowledge'; in interaction in the social learning environment, the knowledge is discussed, shared and accumulated creating synergy, e.g. even new ideas and innovations. It is not an opposite concept for tacit knowledge but as a value adding part of it, making the tacit knowledge visible and shareable. In an innovation process, different types of knowledge are needed and used. When boundary crossing in a social learning environment is included to this process, through 'noisy knowledge' in interaction, the ability to innovation creation is improved.

The aim of innovation pedagogy is to generate environments in which know-how inspired competitive advantage can be created by combining different kinds of know-how. When utilized, this edge provides opportunities for the whole society, as innovation skills sharpened by innovation pedagogy are the key in introducing new competitive advantages via know-how. In a multidisciplinary environment, it is possible to evoke regional innovations and increase entrepreneurship through research and development. [1;22]

Innovation pedagogy confesses the societal needs as the basis for the work done at HEIs. Having social learning theories as a background,

innovation pedagogy links university work together with the regional needs emphasizing the meaning of innovation competencies without forgetting the study specific skills students must have. Innovation pedagogy emphasizes the meaning of teamwork and multidisciplinary groups, as well as internationalization as main sources of innovations and especially as core competencies which a today's innovator should have. Innovation pedagogy is put into practice via different activating learning methods such as hatchery methods that produce study specific and innovation competencies, and simultaneously serve regional, national and international operators ensuring direct societal benefits. For students to achieve the desired proficiency in a foreign language, their institutions need to invest time, effort and huge resources in order to cater for different learning styles. To be cost effective, language-teaching institutions strive to provide intensive foreign language instruction to reduce the time period needed to learn the target language. This explains the keen interest in combining different methodologies with instructional technologies that promise to motivate learners and to respond effectively to their needs. In fact, generally, technology use in learning environments has presented itself as a necessity for continued lifelong learning with research suggesting that institutions that lag behind in integrating technology “will be unable to meet the needs of knowledge based societies and as a result will not survive the change in paradigm of education” .

Computers were introduced to the language learning field in the 1960s as Computer Assisted Language Learning and many enthusiasts strongly advocated their use, espousing the many advantages they could bring to both language learners and teachers. More recently, information and communication technology in the form of e-learning and the Internet have presented additional benefits to the learning environment as they enable the integration of virtually unlimited multimedia learning

materials from external sources into the curriculum and make them available to students at any location in the world where there is a computer, mobile phone or tablet device with Internet access.

The application of computer technologies in language instruction provides a student-centered learning environment. It enables course administrators and teachers to vary lesson presentation styles to motivate students of varying interests, provides learning opportunities outside the classroom, and is perceived to cater more for individual differences. According to Yaverbaum, Kulkarni and Wood, integrating multimedia into the traditional learning environment not only enriches the styles of presentation, but also has the advantage of increasing language retention.

In order to achieve the full benefits of ICT in any FL teaching institution, however, certain conditions have to be met. These include the availability of computers and e-learning professionals, and the presence of a solid infrastructure, which is paramount to the success of any IT integration. The infrastructure includes, among other things, computers, fast Internet connection, secure platforms, expertise and continued teacher training, the last has been found critical for the success of technology use in the language classroom. It is but natural that if instructors lack skills in using technology, they will opt not to use it at all even if it is available. In addition, teachers' attitudes towards technology use in the language classroom have also been found a main determiner of the degree of technology integration in the curriculum and of its success. Similarly, learners have to have the right disposition and attitudes towards the use of e-learning or any online sources. However, research has found technology use in language instruction appealing to students as they are digital natives. Because technology use reduces teacher-centeredness, it is capable of reducing student language learning anxiety as it gives them the chance to practice language comfortably without being embarrassed of making mistakes, which would reduce their

“affective filter”. Those who have actually used IT or ICT in their language teaching know how difficult it is sometimes to function and to benefit from the available programs and resources if one or more of these is absent. Integrating IT is fraught with frustration in such circumstances.

Before paying attention to the educational technology itself, it would be better to have acknowledge about its history and originality. Looking back witnesses us helping people learn in ways that are easier, faster, surer, or less expensive can be traced back to the emergence of very early tools, such as paintings on cave walls. Various types of abacus have been used. Writing slates and blackboards have been used for at least a millennium. From their introduction, books and pamphlets have held a prominent role in education. From the early twentieth century, duplicating machines such as the mimeograph and Gestetner stencil devices were used to produce short copy runs for classroom or home use. The use of media for instructional purposes is generally traced back to the first decade of the 20th century with the introduction of educational films and Sidney Pressey's mechanical teaching machines. The first all multiple choice, large-scale assessment was the Army Alpha, used to assess the intelligence and more specifically the aptitudes of World War I military recruits. Further large-scale use of technologies was employed in training soldiers during and after WWII using films and other mediated materials, such as overhead projectors. The concept of hypertext is traced to the description of memex by Vannevar Bush in 1945.

Slide projectors were widely used during the 1950s in educational institutional settings. Cuisenaire rods were devised in the 1920s and saw widespread use from the late 1950s. [14;31]

In 1960, the University of Illinois initiated a classroom system based in linked computer terminals where students could access

informational resources on a particular course while listening to the lectures that were recorded via some form of remotely linked device like a television or audio device.

In the mid 1960's Stanford University psychology professors Patrick Suppes and Richard C. Atkinson experimented with using computers to teach arithmetic and spelling via Teletypes to elementary school students in the Palo Alto Unified School District in California .Stanford's Education Program for Gifted Youth is descended from those early experiments.

In 1971, Ivan Illich published a hugely influential book called, *Deschooling Society*, in which he envisioned "learning webs" as a model for people to network the learning they needed. The 1970s and 1980s saw notable contributions in computer-based learning by Murray Turoff and Starr Roxanne Hiltz at the New Jersey Institute of Technology as well as developments at the University of Guelph in Canada. In the UK, the Council for Educational Technology supported the use of educational technology, in particular administering the government's National Development Programme in Computer Aided Learning and the Microelectronics Education Programme.

By the mid-1980s, accessing course content became possible at many college libraries. In computer-based training (CBT) or computer-based learning (CBL), the learning interaction was between the student and computer drills or micro-world simulations.

Digitized communication and networking in education started in the mid-1980s. Educational institutions began to take advantage of the new medium by offering distance learning courses using computer networking for information. Early e-learning systems, based on computer-based learning/training often replicated autocratic teaching styles whereby the role of the e-learning system was assumed to be for transferring knowledge, as opposed to systems developed later based

on computer supported collaborative learning (CSCL), which encouraged the shared development of knowledge.

Videoconferencing was an important forerunner to the educational technologies known today. This work was especially popular with Museum Education. Even in recent years, videoconferencing has risen in popularity to reach over 20,000 students across the United States and Canada in 2008–2009. Disadvantages of this form of educational technology are readily apparent: image and sound quality is often grainy or pixelated; videoconferencing requires setting up a type of mini-television studio within the museum for broadcast, space becomes an issue; and specialized equipment is required for both the provider and the participant.

The Open University in Britain and the University of British Columbia where Web CT, now incorporated into Blackboard Inc., was first developed began a revolution of using the Internet to deliver learning, making heavy use of web-based training, online distance learning and online discussion between students. Practitioners such as Harasim put heavy emphasis on the use of learning networks.

With the advent of World Wide Web in the 1990s, teachers embarked on the method using emerging technologies to employ multi-object oriented sites, which are text-based online virtual reality systems, to create course websites along with simple sets of instructions for its students.

Text book publishers also explored ways to utilize both the Internet and CD ROM technology as an extension to traditional learning. In 1994, Simon and Schuster was the one of first to pioneer in this area, launching the New Media Group through its then Higher-Ed subsidiary Prentice Hall. Among the New Media Group's members was future MP3 Newswire publisher Richard Menta, whose key project was the Guest Lecture Series. This series was the first successful delivery of online

video lectures to universities. The inaugural lecture was streamed in December 1996 with Harvard physics professor Dr. Eric Mazur presenting on Peer Instruction.

By 1994, the first online high school had been founded. In 1997, Graziadei described criteria for evaluating products and developing technology-based courses that include being portable, replicable, scalable, affordable, and having a high probability of long-term cost-effectiveness.

Improved Internet functionality enabled new schemes of communication with multimedia or webcams. The National Center for Education Statistics estimate the number of K-12 students enrolled in online distance learning programs increased by 65 percent from 2002 to 2005, with greater flexibility, ease of communication between teacher and student, and quick lecture and assignment feedback.

According to a 2008 study conducted by the U.S Department of Education, during the 2006–2007 academic year about 66% of postsecondary public and private schools participating in student financial aid programs offered some distance learning courses; records show 77% of enrollment in for-credit courses with an online component. In 2008, the Council of Europe passed a statement endorsing e-learning's potential to drive equality and education improvements across the EU.

Computer-mediated communication (CMC) is between learners and instructors, mediated by the computer. In contrast, CBT/CBL usually means individualized (self-study) learning, while CMC involves educator/tutor facilitation and requires scenarization of flexible learning activities. In addition, modern ICT provides education with tools for sustaining learning communities and associated knowledge management tasks.

Students growing up in this digital age have extensive exposure to a variety of media. Major high-tech companies such as Google, Verizon and Microsoft have funded schools to provide them the ability to teach their students through technology, in the hope that this would lead to improved student performance.

2015 was the first year that private nonprofit organizations enrolled more online students than for-profits, although public universities still enrolled the highest number of online students. In the fall of 2015, more than 6 million students enrolled in at least one online course.

### **B. To enroll different multimedia methods**

As practice shows, a computer, from all the existent means of study, is the best choice to be implemented into the structure of educational process, which meets all the didactic requirements and maximally approach the process of learning foreign languages to the real terms. A computer is capable to provide all-round: enter, current, final control of educational process as well. Another advantage of a computer is the ability to accumulate statistical information during the educational process. Analyzing statistical data, a teacher judges the degree and quality of student's knowledge.

Computers also create favorable possibilities for organization of self-assessment work of students at a lesson of foreign language. Students can use a computer both for the study of separate themes and for self-control of gained knowledge.

Power Point Presentations. One of the most successful examples of computer technology usage is a Power Point presentation. Foreign language multimedia presentation is a way of showing the creative, newly made, and adapted for the certain level of student's language information as the logically completed selection of slides on certain topics by a teacher. Multimedia presentation is based on the use of

audiovisual possibilities of computer technologies. There is a general algorithm of multimedia presentations creation. Accordingly, it is very important for a teacher to follow such steps:

1) to define pedagogical tasks which are going to be solved by means of the created multimedia presentation;

2) to think over the aim and task of the slides creation;

3) to put themselves in the place of students, taking into account their potential possibilities;

4) to pick up illustrations (pictures, sounds), using multimedia possibilities of computer (processing of collected earlier information or a search for new one);

5) to think over the text's content considering the basic requirements to all multimedia presentations;

6) to write down the script of multimedia presentation;

7) to create the structure of multimedia presentation, using the necessary computer programs;

8) to apply animation and voice effects;

9) to analyze and estimate the prepared presentation in accordance with the requirements of multimedia presentations.

The material positioned as electronic presentations substantially extends possibilities of ordinary educational means due to the use of audio and video tracking and effects of animation.

During working with a computer, a student's acoustic and visual channels of perception are involved, that allows increasing not only the volume of the perceived information but also durability of its mastering.

Examples of what can be created on the basis of a PP Presentation

1. Flash-cards on a certain topic.

2. Reports on the books and articles.

3. Scientific presentations that illustrate research work of a student.

4. Creation of student's portfolio.

5. Demonstration of graphs diagrams and charts.

6. Tests.

Power Point presentations are used in educational establishments of different levels and specifics such as:

1) objects of study in a course of information and of communication technologies;

2) means of electronic and paper support in the process of educational orientation and explanation of the material by the teacher as well as reports of students, graduate students, listeners; also they are used to exchange education experience.

With the aim to reduce typical mistakes certain requirements for Presentations created on the basis of MS Power Point are developed.

1. Selection of text and graphic material:

1) arrange and laconically present it;

2) write a script and create presentation on the topic given.

2. Structure of presentation and navigation:

1) title slide pointing to the establishment, the theme and the author;

2) structures of slide titles: complexity;

3) slide with the table of contents with hypertext links to the beginning of the sub items

and button of return to the title;

4) in a sub item: every slide contains the button of return to a previous slide and the last

one – the button of return to the table of contents ;

5) hyperlinks to the online sources and programs.

3. Artistic composition:

1) intensesness of no more than 1/3 of screen area, that is why list goes the first, and details about every object go separately;

2) the main object is located in the proportion of golden section;

3) the semantic center is placed below and more to the right.

4. Parameters of the text style:

1) no more than three variants of fonts that differ in type, size or boldness;

2) laconism: no more than two lines in a title or a list row, no more than 6 rows in a list.

5. Colour spectrum, contrast and brightness of the image:

1) accordance of the colour palette with relative visibility of the image objects;

2) consistency of the colors used for the indication of similar objects;

3) accordance of the colours to the visual associations: red – danger, yellow – examination, green – the one that allows, violet – fantasy, black – strictness, white – ideal exactness, etc.

6. The synchronized sound / speech accompaniment (if using the microphone).

7. Animation is for bringing in the attention to the change of the slide.

Now let us consider the methodological aspects of creation of educational presentations. The type of such presentation depends on the role of that presentation in the educational process at the lesson. Presentation can be supporting, or fully functioning. A teacher uses supporting presentation during the explanation of new material, using a computer technique instead of placards, maps, handing material. In this case, the basic informative role belongs to the teacher. A fully functioning presentation takes away the main role at the lesson. The teacher just prepares students for working with new material, states

the topic and aim of the lesson, and some moments that need special attention, while learning new material. Then, students learn new material on their own, with the help of the presentation. At the end of the lesson, the teacher conducts a discussion on the topic, specifying certain moments, answers the question of students and works out the summary of the lesson. It is very useful to have computer tests, as an addition to such presentations. The test will be useful both for self-assessment of students and for control of their knowledge by the teacher.

Creating supporting presentations, the basic elements of slides will be graphic objects: pictures, charts, diagrams, graphic arts and tables. To a lesser degree, videos-fragments are used. It is related to such fact that video -fragment needs to be watched and listened to. Thus, a high synchronicity is needed in all the students' efforts, so that some of them have not experienced the technological pause, which has not been planned by the teacher in the study time. Project apparatus and interactive boards are very useful for such presentations. In this case, videos-fragments acquire greater value. Multi-text information should not be used in presentations of supporting type, because it can also results in an unplanned pause, since the speed of working with the text varies greatly among different students. A teacher replaces possible text information with the explanations. So, the supporting presentations are used to visualize and make new material at the lesson clearer. Fully functioning presentations contain considerably more text information and nearly the same amount of graphic support. Audio and video support is very useful in this type of presentation. Audio corresponds with the text on the slide. It is done for those students whose aural memory prevails. It should be remembered that text must be distributed on slides in small portions and supported by corresponding pictures,

charts images, etc. In such case, text information is better perceived and understood by students. Not a single slide of fully functioning presentation, except a slide with a film object, must contain objects without text tracking. Such slide will be blank, i.e. not clear to the student. The quantity of animation should not be excessive. Animation can be useful on a title slide, and very harmful on the other. The reason is that animation tends to distract attention from the material, which is studied. If students have textbooks, then material of a presentation should be maximally concerted with them. It is recommended to create a presentation based on the texts from such textbooks.

Video. Video plays an important role in the study of a foreign language. It is used for auding (perception of foreign language by listening). It helps to create dynamic visualization that makes a lesson more interesting. However, the ordinary watching of films will give no effect. For this methodology to work out, it is needed to implement it correctly:

1. Work with video must include three basic stages: before-demonstration stage, demonstration itself and after-demonstration stage.

2. The first stage is called to exclude language difficulties of movie text perception. New words and word combinations should be introduced, their usage should be analyzed as well as authentic colloquial forms and linguistic country-specific realities should be taken into account.

3. It is necessary to do the number of the exercises on a certain sequence, dynamics of cooperation and behavior of characters, related to further translation of a content before watching the film. It is also possible to do the exercise on description and estimation of information the film contains.

4. The demonstration stage of video film must be accompanied by high activity of a student. It is possible to do a few tasks while

watching: to do supporting records, or to write down supporting words and phrases, etc.

5. The teacher has to control the understanding of content and language means used in a film, after viewing it, spare the special attention to translation of a content. It can be done on behalf of different movie characters. A very interesting method is called "a fly on the wall", that envisages a story on behalf of an extraneous observer, who watched everything that took place according to the plot.

6. It is expedient to conduct a role-playing recreation of a text, discuss a situation, possible ways of solving a problem and many other methods and exercises.

Project-based Learning. In the modern world, literacy consists of number of skills (to express your own opinion, wishes, and necessities orally; to read and write; to find and to choose necessary information; to understand different views that often conflict with each other). The evaluation of knowledge and abilities is the process of learning, not the outcome; the educational process is not preparation to life, it is part of life, for this reason, participating in it must bring pleasure.

One of such interesting forms of studies is non-standard lesson of foreign language. Such lessons impress by their variety: lessons-excursions, business games, lessons-dialogues, lessons press-conferences, lessons-contests, etc. The most important condition of efficiency of realization of non-standard lessons of foreign language is the presence of positive emotions. You cannot get unsatisfactory mark during these lessons, as a rule. The method of projects plays crucial role in the improvement of mastering of foreign language, and in the increase of motivation among students.

The basic lines of creation of a project in the process of learning foreign language are: creation of real vital situations; their aiming at the

development of imagination and enriching of knowledge; obligatory motivation; development of skills; learning how to collaborate successfully; adequacy of tasks for every person, who participates in a project.

The method of projects is not a Ukrainian invention. American professor Kilpatrick considers that the process of realization of a project knowledge not only acquire the special durability and realization, but also content-addressable and connected with getting pleased which gives an impact to the new search. A search in turn causes new associations, new projects.

A game modeling during foreign language lessons assists the establishment of a psychological contact, harmonious development of interpersonal attitudes, creative initiative, developing flexibility of perception of material, positive mood, imagination and ability to listen to an interlocutor. Participating in all types of innovative games develops motivation to the changes, creates "reflexive space "as method of student emancipation".

### **C. The use of Innovative Technologies in English Language Teaching and Learning**

Nowadays, the stereotyped traditional teaching methods and environment are unpopular while multimedia technology featuring audio, visual animation effects naturally and humanely makes us more access to information besides, with such characteristics as abundant-information and crossing time and space, multimedia technology offers a sense of reality and functions very well, which greatly cultivates students' interest and motivation in study and their involvement in class activities. Traditional teaching has hampered students' capacity to comprehend certain language and also understanding to structure, meaning and function of the language, and makes the students passive recipients of knowledge, So it is hard to achieve the target of

communication. With teachers' instructions leading students' thought patterns and motivating students' emotions, the multimedia technology seeks integration of teaching and learning and provides the students greater incentives. The power point presentation courseware activate students' thinking; the visual and vivid courseware and help them to transform English learning into capacity cultivation. And such in-class activities as group discussion, subject discussion, and debates can also offer more opportunities for communication among students and between teachers and students. So multimedia technology teaching has uniquely inspired students' positive thinking and communication skills in social practice.

To Widen Students' Knowledge to Gain an Insightful Understanding to Western Culture. The multimedia courseware can offer the students abundant information; more plentiful than textbooks, and help them to get of displays vivid cultural background, rich content and true-to-life language materials, which are much natural and closer to life. Not only could learners improve their listening ability, but also learn the western culture. Grasping information through various channels can equip; the students with knowledge and bring about information-sharing among students and make them actively participate in class discussion and communication.

Multimedia teachings enrich teaching content and make the best of class time and break the "teacher centered" teaching pattern and fundamentally improve class efficiency. Due to large classes it is difficult for the students to have speaking communication. The utilization of multi-media sound lab materializes the individualized and co-operative teaching. The traditional teaching model mainly emphasized on teachers' instruction, and the information provided is limited due to traditional classes. On the contrary, multimedia technology goes beyond time and space, creates more vivid, visual,

authentic environment for English learning, stimulates students' initiatives and economizes class time meanwhile increases class information.

Multimedia teaching stresses the role of students, and enhances the importance of "interaction" between teachers and students. A major feature of multimedia teaching is to train and improve students' ability to listen and speak, and to develop their communicative competence, During this process, the teacher's role as a facilitator is particularly prominent. Using multimedia in context creation creates a good platform for the exchange between teachers and students, while at the same time providing a language environment that improves on the traditional classroom teaching model. In this way, teachers in the classroom no longer blindly input information and force students to receive it in a passive way.

Multimedia teaching creates a context for language teaching. This method makes the class lively and interesting, as well as optimizing the organization of the class. Multimedia has its own features such as visibility and liveliness. During the process of multimedia English teaching, sounds and pictures can be set together, which enhances the initiative of both teachers and students, When using multimedia software, teachers can use pictures and images to enrich the content of classes, and also imagine different contexts in the process of producing teaching courseware, Students in the class can use multimedia to understand the class in a clear way. Through the whole interactive process, it is apparent that using multimedia in English language teaching is effective in nurturing students' interest in learning English, as well as enhancing teachers' interest in English teaching. As Zhang points out through Multimedia and network technology we can offer students not only rich, sources of authentic learning materials, but also an attractive and a friendly interface, vivid pictures and pleasant sounds,

which to a large extent overcomes the lack of authentic language environment and arouses students' interest in learning English.

In addition, multimedia teaching is also flexible. It is obvious that the context can be created not only in the classroom, but also after class. Multimedia language teaching can also create a multimedia language environment for the purpose of conducting language teaching. English teaching itself must focus on the guidance of teachers and be student-centered which we believe is one of the principles for language teaching. Students are bound to have some problems in classroom teaching, which can be addressed under the guidance of teachers. In such circumstances, students can use the new technology to their advantage, such as manipulating the network to contact teachers, and receiving answers by email.

In spite of advantages of application of multimedia technology to English class teaching has to improve teaching effect and university students' overall capacities, there are many problems existing in practical teaching, such as:

-Major Means Replaced by the Assisting One

Application of multimedia technology is an assisting instrument to achieve the projected teaching effect, while if totally dependent on, multimedia devices during teaching, the teachers may be turned into slaves to the multimedia and cannot play the leading role in teaching. It is observed in practice that a lot of teachers are active in multimedia technology application but not proficient enough to handle it confidently. In class, they are standing by the computer and students are fixing their attention only on the screen, and therefore, there is no eye contact between teachers and students.. The trend of modern information and technology teaching appears to the extremity regardless of the essence of the traditional teaching. And hence, the notion of Creative Education is to be fully comprehended that modern educational techniques serves an

assisting instrument rather than a target: and that should not dominate class. They are substitutes to effective teaching and learning

#### -Loss of Speaking Communication

English language and English analysis by the teachers are effective in conveying knowledge to the students from English pronunciation to comprehension, improving students' English thought patterns and oral expression, Whereas, the introduction of multimedia technology featuring audio, visual, textual effect fully meets audio and visual requirements of the students and enhance their interest, but it also results in lack of communication between teachers and students, replacement of teachers' voice by computer sound, and teachers' analysis by visual image and students have' few chances for speaking communication . With the favorable atmosphere by the mutual communication between teachers and students fading away, and sound and image of multimedia affecting students' initiative to think and speak, English class turns to course ware show and students are made viewers rather than the participants of class activities.

#### -The restriction of Students' Thinking Potential

It is clear that language teaching is different from science subjects, for language teaching does not require demonstration by various steps, rather, the tense and orderly atmosphere is formed through questions and answer between teachers and students, Teachers raise impromptu and real-time questions and guide the students to think, cultivate their capacity to discover and solve problems, however, due to over demonstration and pre-arranged order, the courseware lacks real-time effect and cannot give feedback. It ignores emphasis and importance in teaching; it also neglects instruction in students' thinking, inspiring their paths of thinking, strengthening their capacity contemplating and solving problems. In this way, it should be noted that cultivation of students' thinking capacity should be the major objective in teaching and using of

multimedia technology and it should not take up the students' time for thinking, analyzing and exploring questions.

#### -Abstract Thinking Replaced by Imaginable Thinking

The Process of cognition goes through perceptual stage and rational stage. It also applies to studying process. It is our hope that teaching makes students adopt the outlook cognition from perceptual recognition to rational apprehension, and greatly leap from perceptual thinking to rational thinking; Therefore it is the major objective in teaching. To enhance the students' abstract thinking, the multimedia technology makes content easier, and with its unique advantages, it can clarify the emphasis in teaching. While if the image and imagination in students' mind were merely showed on the screen, their abstract thinking would be restricted and logical thinking would waste away. At present the decreased students' reading competence has become a major concern for reason that, textual words are replaced by sound and image, handwriting by keyboard input. All in all, the multimedia as an assisting instrument, cannot replace the dominant role of teachers and it is part of a complete teaching process. Besides, it is not a mechanic imitation of teaching, rather it integrates the visual, textual demonstration with teachers' experience to contribute to the programmed, automatic and continuous teaching project so as to enhance the overall improvement of students' listening, speaking, reading and writing.

#### Suggestions and Strategies to the Existing Problems

In practical teaching. It is improper to duplicate the textual material simply to the screen so that the teacher's position is ignored In order to ensure the function of, multimedia in teaching. It should be noted that:

#### -The Beauty of Courseware Is not the Sole Pursuit

It is proved through practice that adequate application of multimedia technology to teaching can make breakthroughs in class

teaching. That is to say, during multimedia assisting teaching, teachers still play the leading role that their position could never be replaced by the computer. For instance, the introduction to each lesson and speaking communication are good way to improve students' listening and speaking which the computer cannot fulfill, Therefore, teachers' interpretation shall not be overlooked. Meanwhile, as a practical linguistic science, English should be used very often in class to cultivate the students' communicative competence, Multimedia, as an instrument for assisting teaching, serves the teachers despite its extraordinary effect, So teaching determines whether to adopt multimedia technology. Otherwise, the teachers were acting as the projectionist, clicking the screen.

#### -The Computer Screen can't Substitute the Blackboard

Some teachers take the computer screen as the blackboard, They have input exercises, questions, answers and teaching plans into the computer and display them piece by piece, without taking down anything on the blackboard or even the title of a lesson. It is known that teachers are supposed to simulate situations based on teaching and guide the students to communicate in English. Beside traditional writing on blackboard is concise and teachers can make adjustment and amendment to it if necessary. Furthermore, experienced teachers know well that a perfect courseware is an ideal project in mind, and that in practice, they need to enrich the content on the blackboard with emerging of new question raised by the students.

#### -Power Point cannot Take the Place of Student's Thinking and Practices

At present, most multimedia courseware mainly feature on image and animation of teaching materials in order to cause audio and visual effect, which lively displays the content of textual materials and helps the student deeply understand the texts. A problem remains that

displaying of the content of texts in the power point presentation courseware cannot take the place of students' thinking or English communication in simulated circumstance. When working on and utilizing the courseware, we need to encourage the students to use their own mind and speak more, actively join in class practice, we should not overuse the courseware merely in the hope of adding the modernized feature to class teaching

-Traditional Teaching Instruments and Devices should not be Overlooked

The function of multimedia assisting in teaching cannot be replaced by many other instruments, which does not mean that multimedia can replace any other form of instrument; Some teachers tend to entirely depend on multimedia teaching. While, it should be noticed that although multimedia has its unique advantages in teaching, the characteristics functions of other forms of teaching instruments are still incomparable. For example, the recorder still plays a role in broadcasting listening material. So teachers are supposed to choose appropriate media and instrument based on the requirements of teaching and integrate multimedia instrument with traditional one and fully perform their merits, rather than merely in pursuit of trendy method.

-Multimedia Technology should not be Overused

Some teachers may possess the improper concept that they would totally apply multimedia technology in their teaching. It is also believed that the more utilization of multimedia technology, the better class atmosphere may grow, the more actively the students get involved in class participation, the more easily the material access to the students. Apparently, the students show some interest in leaning, but actually, they feel like looking on. In practice, the more unconscious attention the students pay. The more interference of teaching information during transmission, the less the students take from the language materials. It is

impossible to effectively train the students' language expression in class time. It is clear that in spite of advantages of application of multimedia technology, it assists in teaching. During practical teaching, it is part of a complete teaching procedure. In practice, if multimedia technology would be properly implemented in English teaching, the students could make full use of English speaking and listening materials and develop their overall capacities, which is the objective for us to introduce multimedia technology to modern teaching thus, this leads to systematic training on students' listening, speaking, reading and writing, makes teachers' instructions come into great play, help the student gain basic knowledge as well as language training at classes, improves their expression ability in English and lays a fundamental basis for their English communication.

## **II. RESEARCH PLAN**

### **A. Statement of purpose**

#### **1. The goal of the research**

The goal of the research is to identify the importance of using innovative technologies during teaching process. So, I tried to find answers the following questions:

1. Why it is important to use innovative technologies during the English language teaching process?
2. What is the difference between traditional and innovative methods?
3. How can innovative technologies help language learners to improve their listening, speaking, writing and reading skills?

Innovative technologies are very much part of language learning throughout the world at all different levels. Nowadays every person has their own technical tools like computer , tablet PCs and mobile phones. And some of them are capable of doing rather more than the mainframe computers that started computer-assisted language learning in the 1960s. Technology can help learners to test their skills. Using innovative technologies is very comfortable not only to the learners but also to the teachers. In that cases they can check the home task by a long distance. When foreign language learners do writing or speaking tasks mostly they need others opinions about are they doing the task correctly or not. Without sharing they can not complete the process. If they take writing as a starting point, technology in the form of word processors allows them to work at the language. Learners go through a process of creating and re-creating text until it is fully comprehensible to others and is accurate. They can create a draft, show it to others and, based on feedback, can make changes to improve the text. The tools can also help them by showing that their spelling or grammar needs work, too. Technology makes this much easier, and makes it more likely that

learners will engage with the editing process to produce the highest-quality text that they can.

If the teachers use only lectures without any visual aids during the lesson learners will get bored and do not listen to the teacher. But at that time teachers can attract their attention to the lesson by using tools such as presentations, or videos which are related to the theme. These advantages allow us to conclude that multimedia learning has great potential for teaching oral speech in other languages. Through the optimal combination of a number technology and having additional features, multimedia learning provides almost limitless opportunities for teaching and learning.

Modern pedagogical science seeks to use new technology in teaching. The aforementioned interactive media get their proper use. Most of the wide variety of interactive educational software for learning English is aimed at independent elaboration of phonetic and grammatical aspects and making their use automatic. Features of these programs include interactive dialogues, speech recognition and visualization of pronunciation, animated videos showing articulation of sounds, exercises for development of all kinds of speech skills, videos with translation, and tracking one's own learning outcomes.

Since the purpose of learning the English language is communicative activity, which requires practical command of the language, the task of teachers is to revitalize all students in the learning process to create a context for their creative activity. The use of modern means, such as awareness programs and Internet technology, as well as cooperative learning and project methodology, allow us to solve these problems [9;12].

So, Internet sources that may come to the aid of foreign language teachers in the organization of independent work, include broadcasting, interacting with and searching in online resources, where cognitive

information, training materials and conditions can be found that are conducive to the formation of professional competence for future specialists [3;25].

Today we have a unique helper that allows us to bring in the best teachers from many countries through the software they create. Intensification of the process of transition to an information society, associated with the widespread introduction of new information technology and computer telecommunications, necessitates the development of other forms and methods of teaching foreign languages.

## **2.The objectives of the research**

The objectives of the research are to compare and study English speaking, listening, reading skills using different innovative technologies before and after research.

My pupils were keen on using innovative technologies during the lessons. In that cases the themes were interesting for them, they always loved to watch videos, presentations, sing songs. And it was easy to get new information by this way.

Multimedia technology is considered to be information technology training that integrates audiovisual information in several media. This implements interactive dialogue with user systems and various forms of self-employment .

The use of multimedia technology in the learning process allows for improvements in the process of organic combination of traditional and innovative forms and methods of education; implementation of training, information, games, modeling, design and analysis functions; performance of such general didactic principles as visibility and accessibility; feasibility of systematic transition from education to self-education; a positive emotional background for training; and linking theory to practice. In addition, multimedia technology is supported by multimedia programs, encyclopedias, dictionaries, and a special

information educational environment created for holistic knowledge of the world in the context of computer-aided design and modeling.

Multimedia technology acts as a special intellectual activity, which means it has a number of advantages compared with other information technology training:

1. The pedagogy means continuous improvement of content and methods of education in modern conditions.

2. Provides opportunities to identify and support students with linguistic abilities.

3. Represents the basis of distance learning.

4. Provides access to best practices in education and training of the general public through the educational world of the Internet and an extensive communication network.

5. Creates an artificial language environment, allowing the study of foreign languages at students' own pace, increasing the independence and responsibility of students when organizing FL training for all age groups. Allows building FL training in accordance with student interests and goals, and allows students to enter into training in the intercultural component of FL.

6. Multimedia technology is new and apparently has limitless possibilities for creation of means of graphic clarity.

Multimedia can be a powerful tool for everyone to learn foreign languages through self-study, and allow close monitoring and ongoing operational support [3;37].

Along with positive aspects, there are some negative trends affecting the mass creation and implementation of multimedia technology in the learning process. These include:

1. Lack of ability of existing education systems to make active use of multimedia technology, and to integrate it into the educational process and its organization;

2. Lack of qualified developers;
3. Lack of a developed methodology of multimedia technology;
4. Lack of financial resources for the creation and widespread adoption of multimedia technology;
5. The device is not designed evaluation.

In order to introduce multimedia technology in the learning process, it is first necessary to create conditions for sound pedagogical and methodological application of multimedia technology. The integration of the Internet in education and, in particular, its use in the teaching of foreign languages, is now quite relevant.

### **B. Methods**

To start from the foundations, first I have to define the root word of this thesis: 'method'. In the definitions of this term, Webster's Third New International Dictionary often uses expressions such as "a procedure or process for attaining" a goal or "a systematic procedure, technique" or "a set of rules" very often related to a science or art. In agreement with this Webster's definition, Hunkis claims that "methods have form and consistency," and later on draws attention to the form by stating that methods "have definite steps or stages and sub-behaviors that are recurrent and applicable to various subject matters". As Henson states, some examples of methods are: a lecture, a simulation game, a case study, or an inquiry.

For the purposes of this thesis, we can consider the method to be a well staged procedure to teach new language.

English, the official language of the entire world is a very tricky language to teach. In fact every language varies to teach. English is a very old language and has undergone many forms changes from Proto English derived from the Latin and the German culture to the Modern English which was established after in the post Renaissance period. Each version was simpler than it's previous. Present day English is the

simplest adaptation of a very old Language and yet it is still difficult to teach this language effectively especially to those who speak English as a second language .

### **Teaching through conversations**

Conversations are by far the most useful ways of teaching the language. When a child learns his or her mother tongue it is by the conversations that takes place between them and others or by listening to the conversations made by the others. The child is never taught the language but is still able to percept the meaning and learns it automatically to use it in day to day life. No one ever teaches the kid the characters of the language or how to make sentences or the grammar of that language. The conversations alone teach the children. Hence conversations form a very important part of the teaching process. The sentence construction and the grammar is not something that can be entirely taught by rules. They have to be taught intuitively. That can only happen through a lot of reading and a lot of listening. This can be taken care of easily as every conversation needs a topic. The topic can be given to the students in form of written documents which they have to first read then form an opinion and then have a conversation about it or it can be spoken out and then they can listen, understand and also take part in the conversation. The participation and other aspects of the conversation can always be evaluated through points which will also push the students to take part in the conversation. These conversations have to be general. They have to happen as if friends are talking to each other. This way the students are comfortable in expressing themselves in the best possible way. This process may take some time but in the end it would be the most efficient one in teaching the language.

### **Teaching through games**

This is a very interesting method of teaching. Students and children generally tend to like games and want to play them more and

more. Traditional methods dictated for study and games to be separate but the fact remains that the students tend to be more interested in playing games rather than sitting down to study. Any logical reasoning would dictate us to combine the two aspects to solve the problem. The games part of learning would help the students keep their interest as the desire to win is very strong. It keeps us going and when included with different aspects of learning the learning process would continue almost throughout the day without the children getting tired or bored of studying.

### **Help from the multimedia**

Multimedia sources like songs, movies, TV series, magazines, newspapers play a very vital role in improving our language. We don't even realize that they have helped us. We just wake up one fine day and realize that we are better than it than we were yesterday. Such sources can be used to help the students improve their language. But great precautions must be taken. This method should be used in the final stages of learning as that is the only place where there is no scope of damage as most of the movies and songs etc. use colloquial English most of the times which is grammatically wrong and it is very important that the students understand that fact so that they do not use that form of the language in their everyday usage. Apart from that this source is very helpful as it does not feel like education. This is something that the students will do in their spare time. The songs are the best way to communicate how to use a language to express our feelings. Movies are a very common past time but apart from that most of the times they are also very instructional and educational. Also this method appeals to the students as most of the times they are able to connect with the songs and the movies which help them understand the meaning of expressions, usage of tools of the language like comparisons, personifications etc. These sources help them understand why such tools are necessary and

also help them understand their usage. Hence this method is again very effective in teaching the language. Traditional methods of reading newspapers and books, novels are also very good methods to teach the language. When the traditional methods are modified along with some innovative ideas the entire learning and the teaching process is enriched and guarantees a success in efficient learning. These are some of the innovative and creative ways of teaching the English Language. There are a lot of modern methods to teach a foreign language to the pupils.

One has probably met many ways to teach or revise vocabulary. As suggested by Jim Scrivener, the most popular or the most common methods in modern teaching are:

- Match the words with the pictures.
- Check the meaning of these words in the dictionary.
- Match the words with the definitions.
- Brainstorm words on a set topic (i.e. collect as many as you can).
- Divide these words into two groups (e.g. food words and hobby words).
- Label the items in a picture with the right names.
- Complete gapped sentences with words from a list.
- Discuss a topic (that will feature in the text).
- Say which words (from a list) you expect to be in a text about.
- Use multi media (projector, video, presentation) to take their attention more to the lesson;
- Ask the vocabulary from the pictures given in presentation...

## 1. The subject of the research

Teaching pupils with the help of innovative technologies is very effective way. The experience was taken at school №1 on class 5”A”. this class consisted of 14 pupils. 3 of them were girls and 11 of them were boys. They were very naughty. They did not like lesson, subjects and had poor knowledge on English.

№	Pupils	Class	Level
1.	Komiljonov Daler	5”A”	A1
2.	Nasimov Shaxinbek	5”A”	A1
3.	Nurullayeva Gulbahor	5”A”	A1
4.	Nurullayev Akobir	5”A”	A1
5.	Rustamov Kamron	5”A”	A1
6.	Sohibjonov Samir	5”A”	A1
7.	Suxrobov Xurshed	5”A”	A1
8.	Sahobiddinov Elyor	5”A”	A1
9.	Sobirov Sanjar	5”A”	A1
10.	Tursunov Damir	5”A”	A1
11.	To’ychiyeva Kamila	5”A”	A1
12.	Xolmamatova Xadicha	5”A”	A1
13.	Xurshidov Mirjlol	5”A”	A1
14.	Xurshidov Navro’z	5”A”	A1

As every class has the pupils who studies for excellent, good, satisfactory marks this also has those pupils. Navro’z, Xadicha, Kamila were distinguished by their optimism and knowledge. In any cases they were ready for the tasks and were very active during the lessons. The pupils like Sanjar , Xurshed, Samir, Shaxinbek, Damir and Mirjalol were very naughty. They did not allow others to listen to the theme by noises which they made. Elyor, Daler, Kamron, Akobir were the opposite of the above group. Even though they were gentle Elyor and Daler studied

for good marks, but Kamron and Akobir hardly achieved satisfactory mark.

There are different people in the world and they have different characters. So, do pupils. Some of them were choleric and sanguine, some of them were melancholic, phlegmatic. During teaching process I paid attention to them too.

## **2. The materials of the research**

The pupils of the class which the research was taken had A1 level. The materials were chosen according to their level. Material designing is a complicated process that demands a great competence, high-level of intelligence or knowledge, mastery of language skills and passion of one's work. Today the teachers should be aware of the importance of creating their own materials and acquiring the skills of adapting or selecting the necessary materials from different sources.

Before the research the lessons were conducted with the help of traditional method. Teacher used only textbook. Pupils learned vocabulary, read the text and did grammar exercises from those books. This method is considered as an old one. Hence, most teachers prefer modern method. My experience's aim is to show the role of innovative technologies on teaching English language process. According to Brown's opinion, lesson plan offers the system of different classroom activities used by teachers and learners in the learning process. While designing a lesson plan every teacher should know how to teach, what to teach, whom to teach and why to teach any activity included in the material. An effective lesson plan should include all language skills (Reading, Writing, Listening, Speaking), interaction patterns (whole class activities, pair work, group work and individual), set clear goals and objectives to each step (what's the purpose of completing of an each task or an activity), certain time limit to every task or activity carefully according to the level of the learners', the procedure of the activities

(teacher should describe distinctly what to do in each step). Moreover, in designing process it is important for the teachers to take into account the level of their learners, their interests, attentions and background knowledge. Another important point is to plan their lessons from easy to more complex. In addition to this we should avoid of much identity, for instance, a lot of writing or reading tasks may seem boring for the students. For this reason, the teachers should integrate some audio-visual components, speaking activities or any role-plays in their material design.

A good language teaching material should: meet the learners' needs; have certain goals and objectives; present correct assessment, e.g. formative assessment; focus on an authentic texts and functional language in context; help to develop all language skills; demand learner-centered activities; provide task-based activities; build learners' communicative competence; include necessary learning styles.

During the lessons multimedia tools were used mostly.

Computers, CD player, projectors were used. In every lesson themes were explained with the help of presentation, the songs, stories which are related to the themes were represented to the pupils. Vocabulary was not taught only by writing their translation on the desk, but also pupils could see their pictures on projector.

### **3. The procedures of the research**

The research were hold from fifth of February till fifteenth of April. Before every lesson the lesson plan was written. It helps teachers to conduct the lesson well. As we know lesson plan consists of some stages. They are organization moment; warming up; checking home task; explaining new material; practice of new material; extra class activity; evaluation; home task assessment; end of the lesson.

In each steps appropriate materials and teaching tools are used. Videos, songs , presentations mostly used in stages warming up, checking home task, explaining new theme, and practicing new material.

Before experience some tests and questionnaire were took from pupils.

During the research pupils knowledge, interests were took into consideration.

Materials were chosen according to them.

After experience pupils took another tests.

#### **4. Data analysis**

The research helped me to know the importance of using innovative technologies. And it also helped to the pupils to. With the help of it they could improve their English skills like reading, writing, listening and speaking. In the beginning of the research I realized that some boys among pupils were very naughty, they did not want to listen to the theme. When teacher said not to make noise they did it intentionally.

But soon I found the solution. First of all I taught them to respect themselves than others.

If I speak about English teaching methods, I mostly mixed traditional teaching methods with innovative method. Because we live in a century of technology and no one can imagine their life without technology. It covered a lot of branches of life.

Children prefer reading e-books than original books. They are comfortable to carry. A great number of books can be placed in a smart phone or in a computer, you can easily choose one and read.

If you read only lecture or explain the theme without any visual aids pupils will be bored. That's why I tried to use visual aids like picture cards, presentation, videos during the lesson. But in the first lesson which I conducted I used only traditional method. By doing it I wanted

to analyze the effects of 2 methods. The result was that pupils learn more by watching. When you explain the theme or grammar rules sometimes they can not understand. If you give the examples from their life they easily memorize and understand that theme. During the presentations, videos at the same time pupils watch, imagine, listen and learn.

The results of questionnaire and tests are given in section result and discussion.

### III. DATA COLLECTION

The experience was started with questionnaire. The goal of questionnaire was to identify what ways are preferred by pupils. It consisted of three questions and variants of them. The lists were distributed to all pupils. Pupils ticked the variants which they thought true for them.

1. What ways of learning do you like?

Reading	
Writing	
Playing games	
Theatre performance	
Vocabulary	
Dictation	
Writing letters	
Singing songs	
Test	
Competition	
Drawing	

2. What way of learning do not you like?

Reading	
Writing	
Playing games	
Theatre performance	
Vocabulary	
Dictation	
Writing letters	
Singing songs	
Test	
Competition	

Drawing	
---------	--

2. What method do you want your teachers to use?

Traditional method (using mostly textbooks)	
Modern method (using innovative technologies)	

It was not difficult to answer to the questions. Because by these lists was not checked pupils' knowledge. Only I wanted to know their opinion. Gathering them was not so difficult. I achieved to collect all of them.

And from the teachers the questionnaire similar to the first was taken. Their variants were the same but questions differ from one another. The aim of giving these questions was to identify how well the teachers know their pupils.

1. What ways of learning do your pupils like?
2. What way of learning do not your pupils like?
3. Which method do you prefer?

To know the results fully pupils took pre-presentation tests.

Test I

Test II

Test III

After using traditional method I used modern method. The research was hold with the help of some exercises. (See appendix)

a) Presentation of New Words - Flashcards

Children are sitting in a circle. The teacher is holding a Flashcard covered, for example a picture of a dog, gradually revealing it bit by bit and asking 'What is this?' When the class call out the word in their native language, or even better in English, the teacher says 'Yes, it is a

dog' and shows the complete picture. This procedure is repeated for all the target words.

b) Recognition of Items of Vocabulary– Song

Pupil's can see all the flashcards with pictures of the target words. Teacher instructs them to listen to the song and remember which of the words they could hear. Teacher plays the song and pauses it after each verse. In the pauses, children are supposed to put the flashcards in the right order –

according to what they hear in the song.

c) Recognition of Items of Vocabulary

Children open their activity books. Teacher instructs them to listen and to number the objects according to what they can hear.

d) Contextualization of Items of Vocabulary

Pupils are introduced to a well known situation and they can see the words they have learned in context. Pupils can either read the story on their own or listen to it. Teacher checks understanding or helps by asking questions

e) Pronunciation Practice – Say the Chant

Children open their handouts and look at the pictures of a dog and a cat.

At first they listen to the chant to understand it. Then they repeat it with the CD player and then the pupils say it alone. It is important to keep the rhythm and pronunciation. If needed, the teacher can invite some pupils to say the chant individually.

f) Controlled Practice

Pupils open their handouts and listen to the model follow in their Handouts. Then teacher plays the model again and this time children repeat the utterances. The correct pronunciation and intonation are important. Then teacher elicits the rules of this game from the

children. Then demonstration and a class game follow. When all children pronounce the dialogue correctly, teacher allows children to play the game in pairs.

g) Correct Spelling Practice

Pupils are encouraged to complete the color words and then color the picture according to the numbers.

h) Correct Spelling Practice – Creating a Puzzle

Teacher shows a handout with a ten by ten table and a few lines. He tries to elicit what are the pupils going to do. If nobody knows, he or she explains the rules. Children have to think of English words, write them in the table (only one letter in each square) in any direction and copy the same words or make a picture of the word on the lines below the table. After writing a set of words in the table, the free squares are filled in with random letters. Then the puzzle can be just exchanged with a classmate or copied and distributed some time later.

i) Reading with Understanding

In their activity books, pupils read the instructions and color the picture according to it.

j) Writing Practice

In their activity books, pupils complete comic strip captions with the expressions in the box.

k) Word pool

There are some words, which have been taught before, in a “pool” and pupils are expected to use them in sentences. Each sentence should include more than one word from the pool. After creating the sentences as individual work, pupils compare their handouts and try to find mistakes in each other’s work. At the end all class has a short feedback

l) Find Someone Who...

Teacher introduces the activity by asking questions from the handout, for example “Do you like apples? Do you like potatoes?” etc.

and waits for pupils' answers. Then he or she says affirmative sentences, such as "Shaxinbek likes apples. Kamila likes potatoes." Then handouts are distributed and instructions given. If needed, teacher can go through all the questions with the pupils together. Then the mingling activity starts. Teacher monitors whether pupils use the target structure, correct question and answer, possibly helps or participates in the activity. After a suitable time period, there is a feedback session where pupils have the opportunity to present what they have found out about have learned.

m) Piece the Dialogue Together:

Teacher prepares a dialogue, prints it on colored papers and cuts it into words and letters. Then he mixes them up. In the class, students are encouraged to work in pairs, find all the pieces in their color and piece the dialogue together. After the lesson, each child gets one color and as homework is assigned to piece the dialogue together again and paste it on a piece of paper.

n) Reading or Listening to a Comic Strip

At first pupils are instructed to read or listen to the story to be able to tell what has happened. Afterwards they get more specific questions and read or listen again. Meaning of the unknown words is elicited from the pupils with the help of pictures.

o) Creating a Story or a Comic Strip

Pupils work in groups of two or three and they are assigned to draw a picture story and write captions to it.

After presentation pupils' knowledge was checked by tests

Test I

Test I has a format of one variation on a cloze test

Test II

Test II is a multiple choice test with a, b, c option

Test III

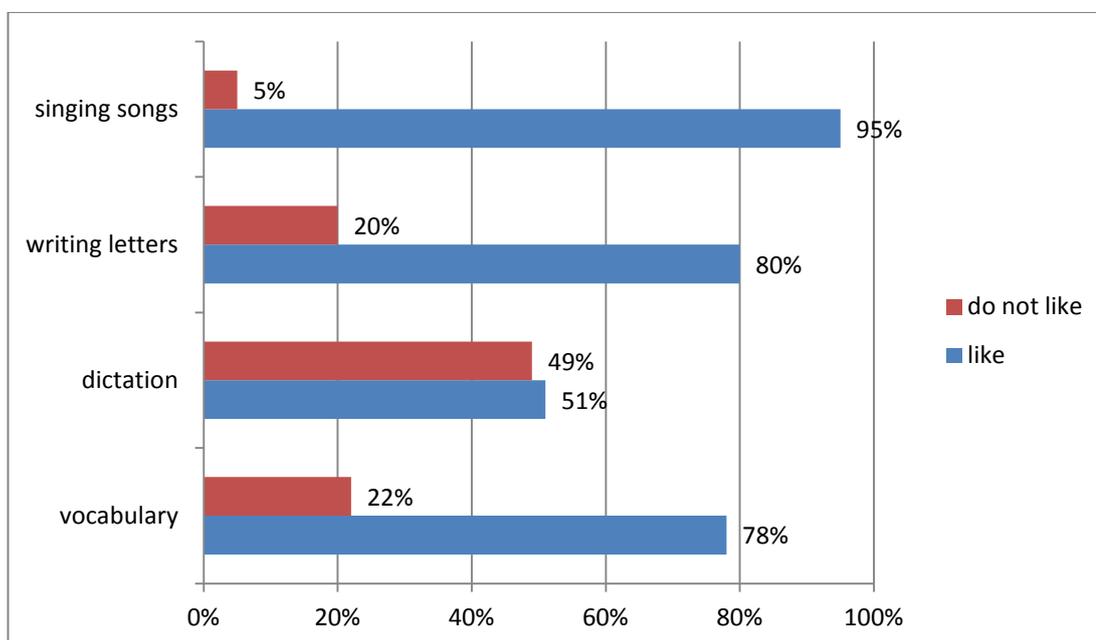
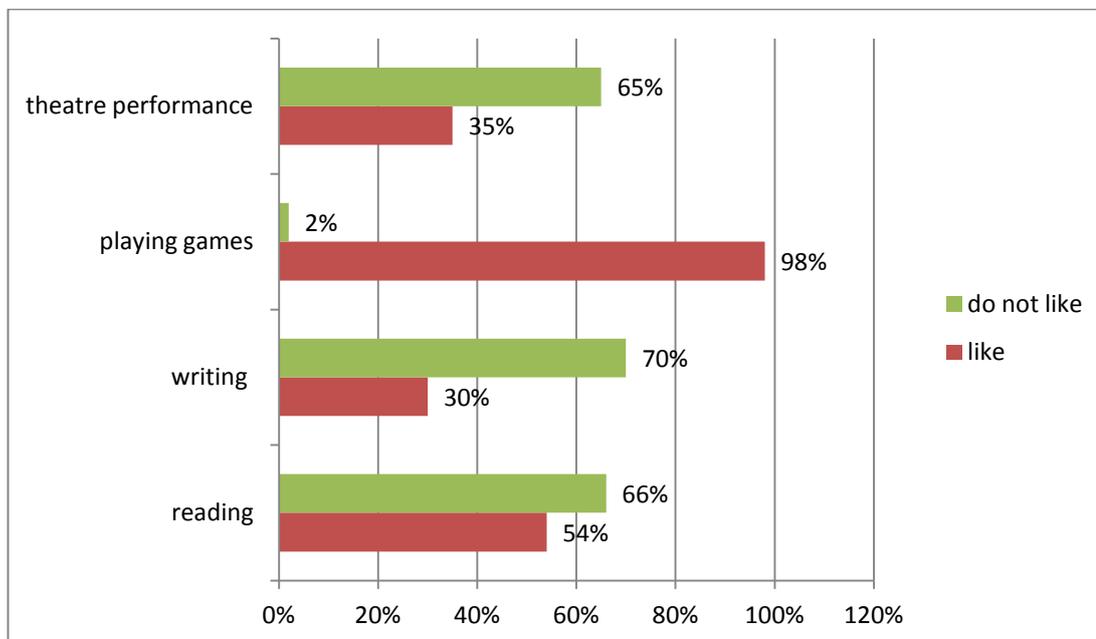
Test III is focused on reading with comprehension, writing, useful phrases and grammar.

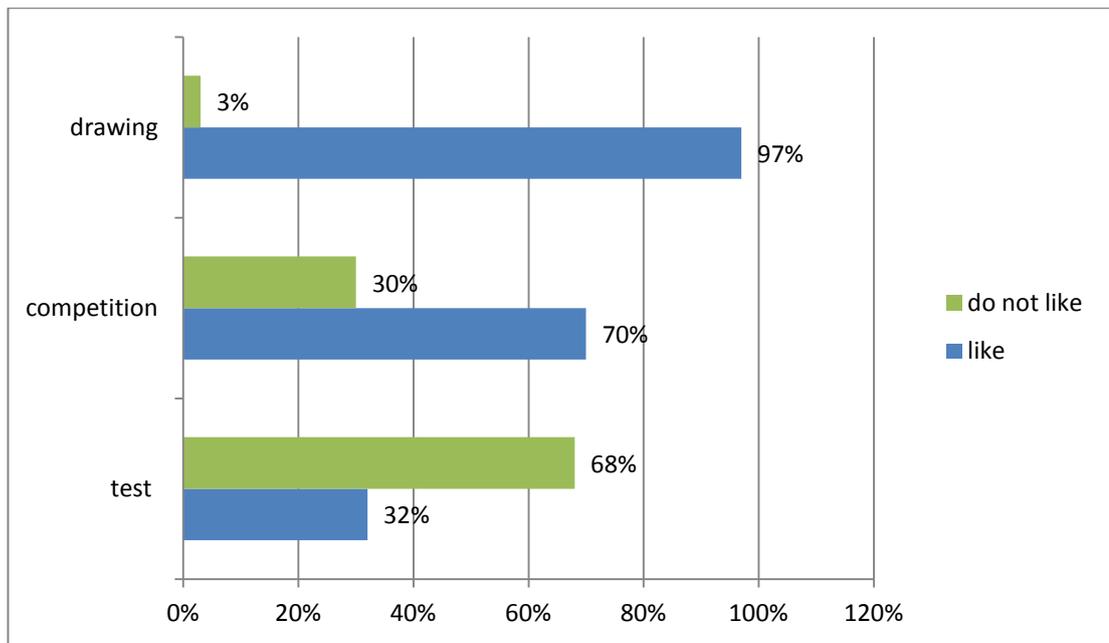
## IV. RESULTS AND DISCUSSION

### A. Results of learners' questionnaire

Here you can see the results of learners questionnaire with the help of diagrams.

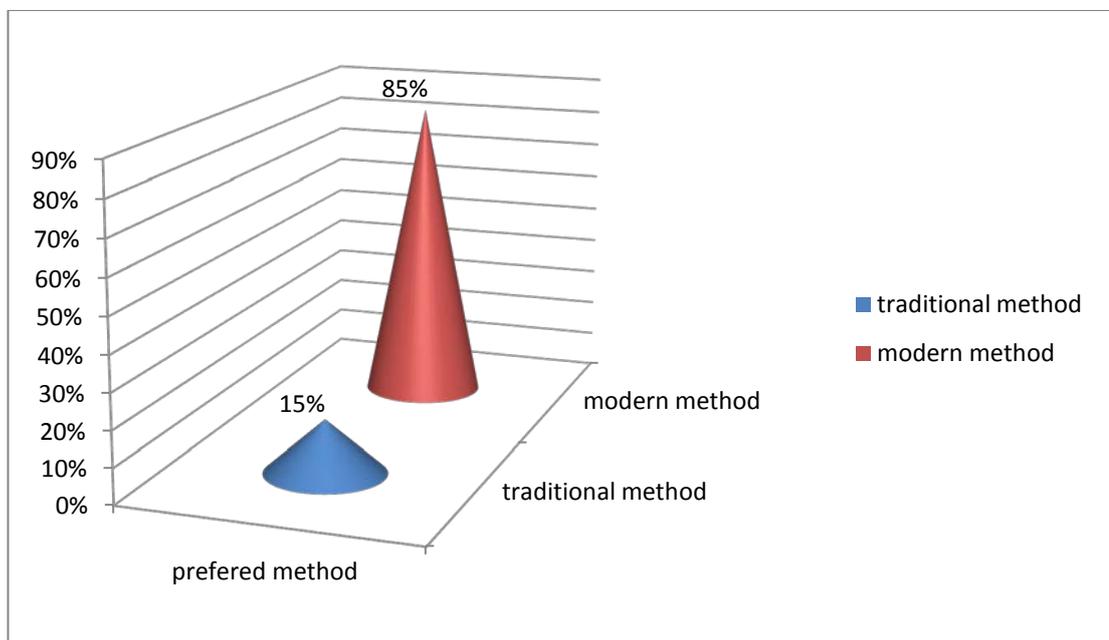
Results of first and second questions.





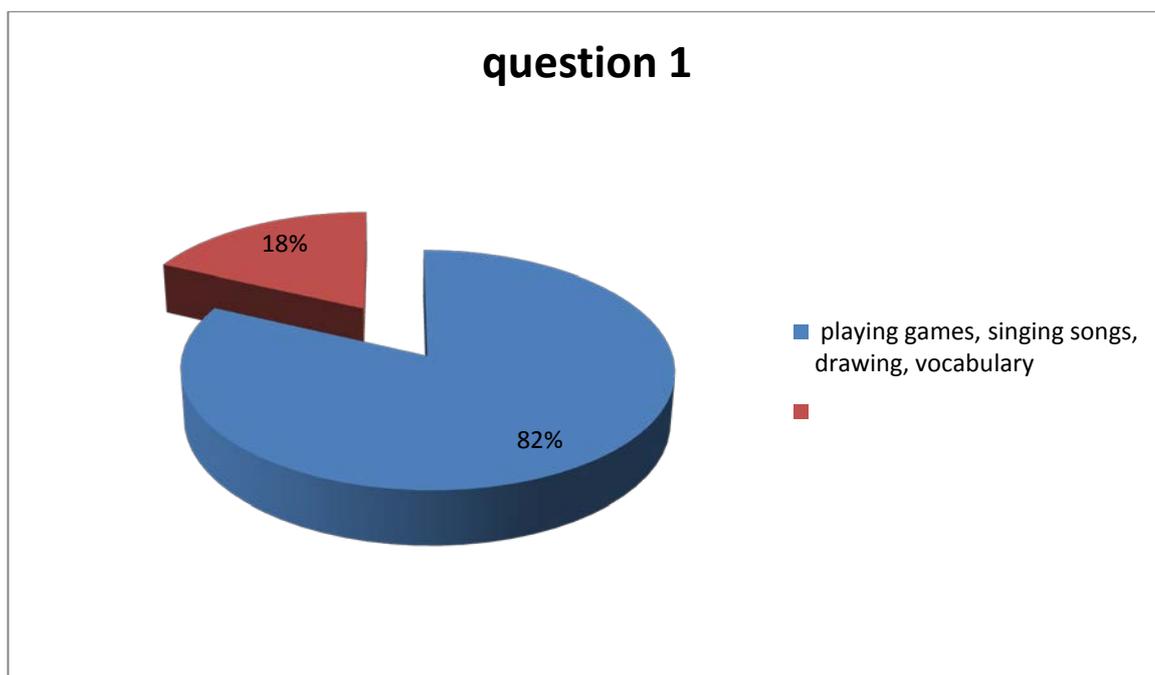
As you see most pupils like playing games, vocabulary, writing letters, singing songs, drawing. And they do not like writing, theatre performance, test, dictation.

### Results of third question.

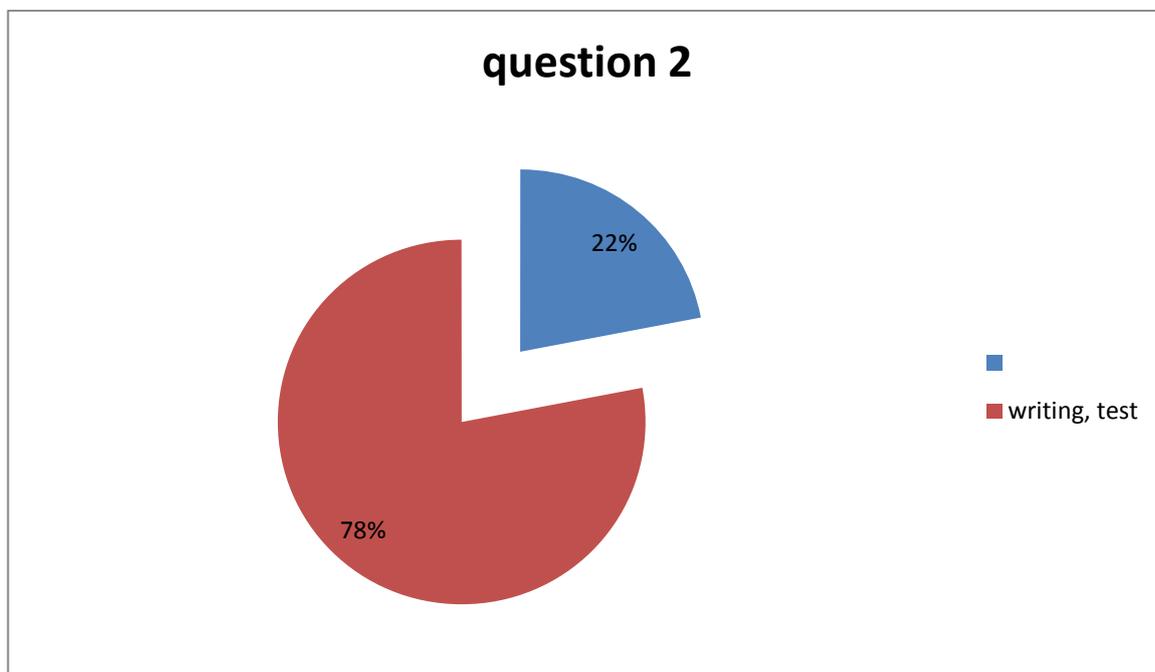


## B. Results of teachers' questionnaire

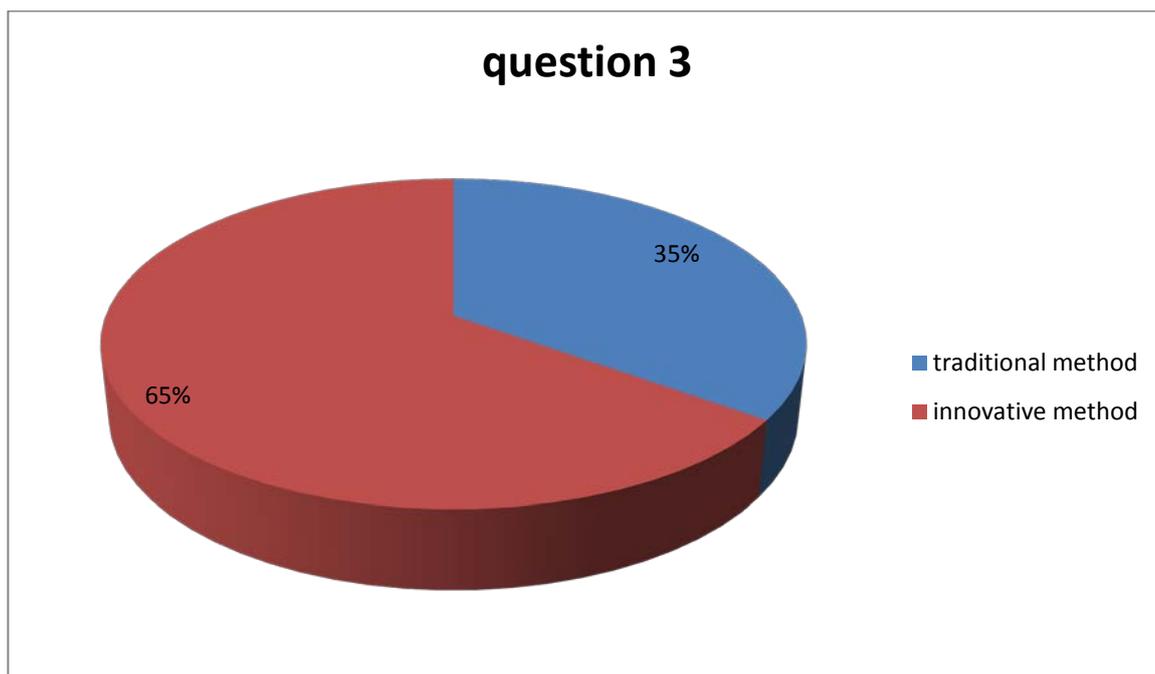
Here you can see the results of teachers questionnaire.



In teachers opinion their pupils like playing games, singing songs, drawing and learning vocabulary. And they tries to use these activities during the lessons.



The results of second question was that pupils do not like writing and test. The results of two questionnaire are similar.



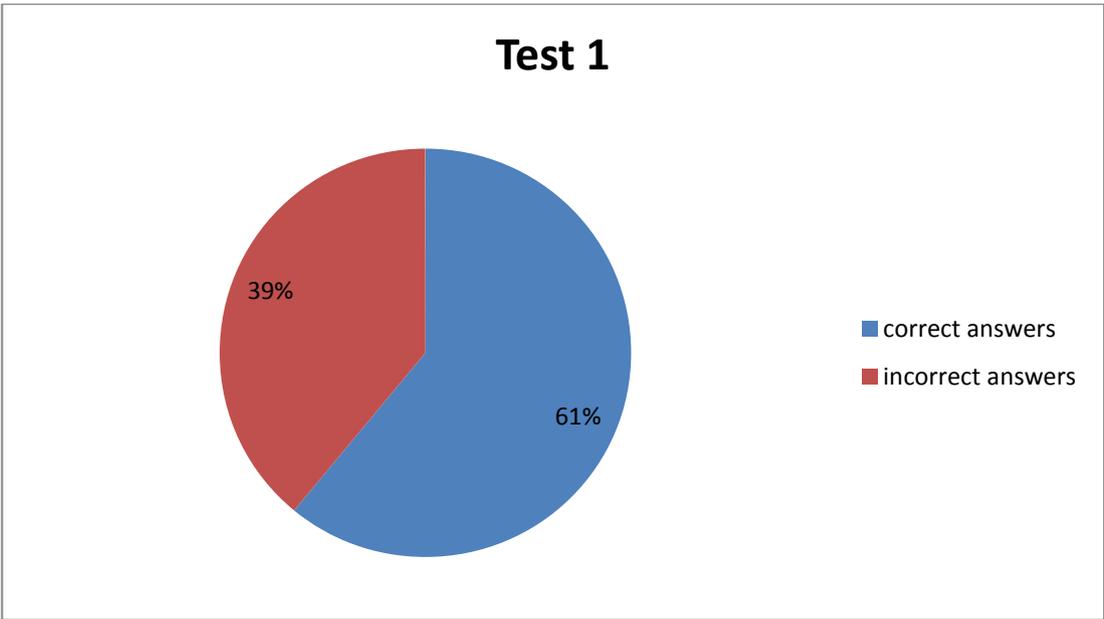
According to the results of third question both teachers and pupils prefer innovative method.

### **C. Pre-presentation results**

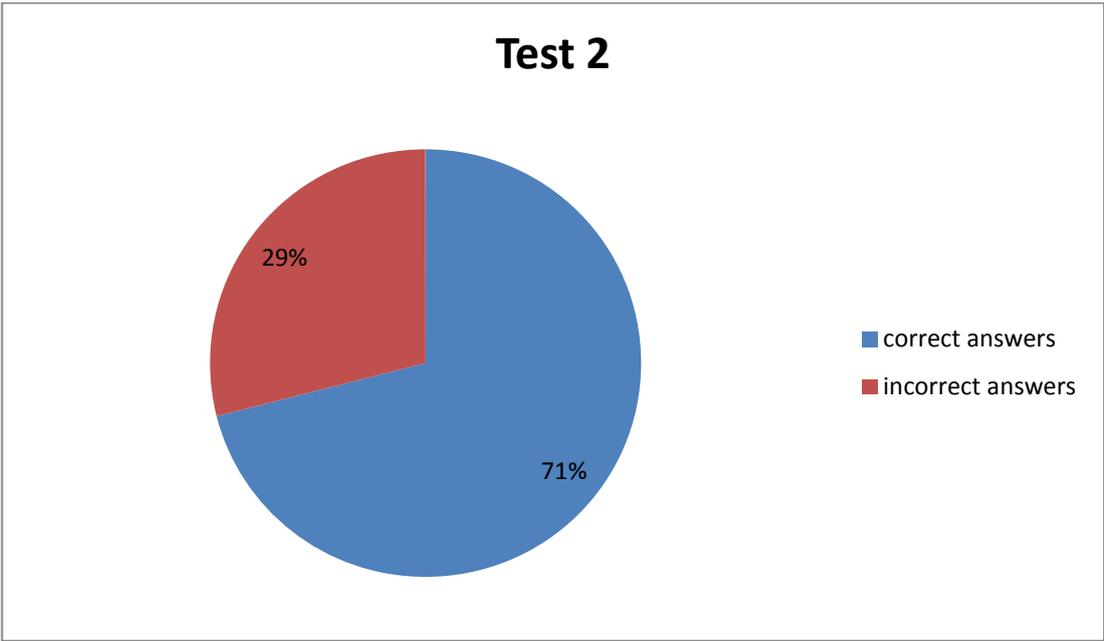
Here you can see the results of pre-presentation and post presentation.

Pre-presentation tests were given to 14 pupils and all of them collected. The results were not so bad and also not so good.

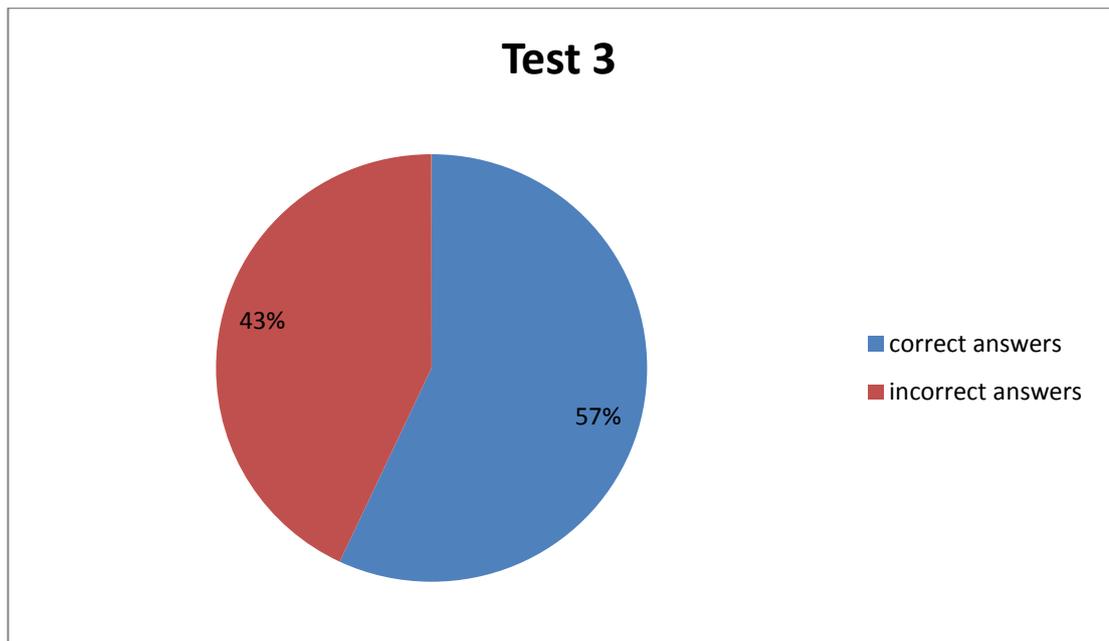
For the first test pupils ticked 61% correct and 39% incorrect answers.



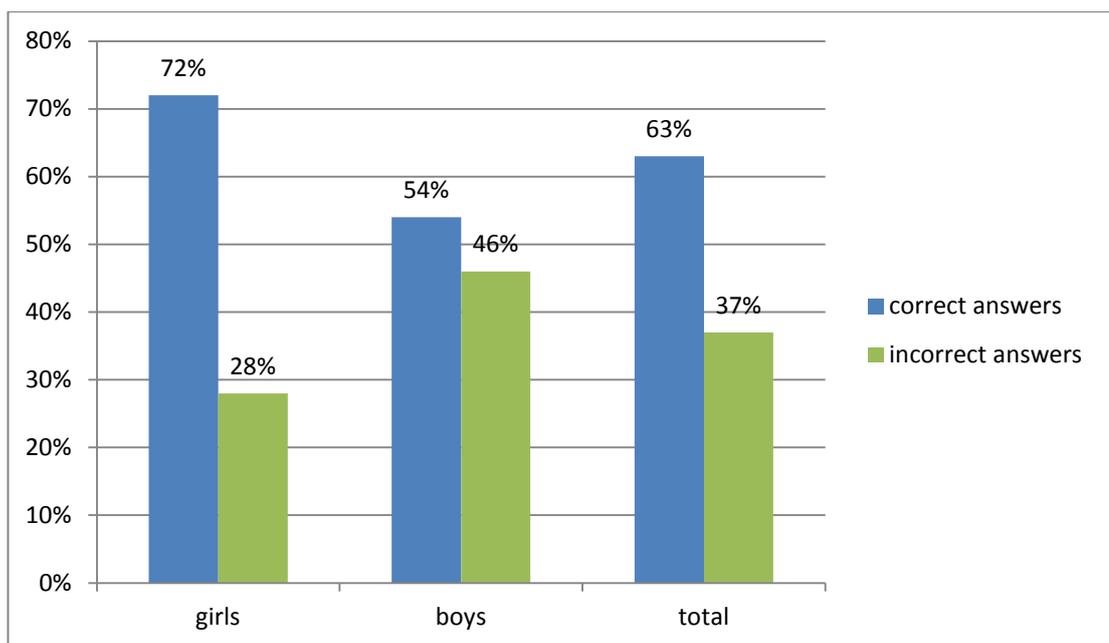
And correct answers for the second tests were 71%, incorrect answers 29%.



And the results of third tests:57% correct and 43% incorrect answers.



If we compare these results with girls and boys, it was easily seen that girls' knowledge level was higher than boys'.

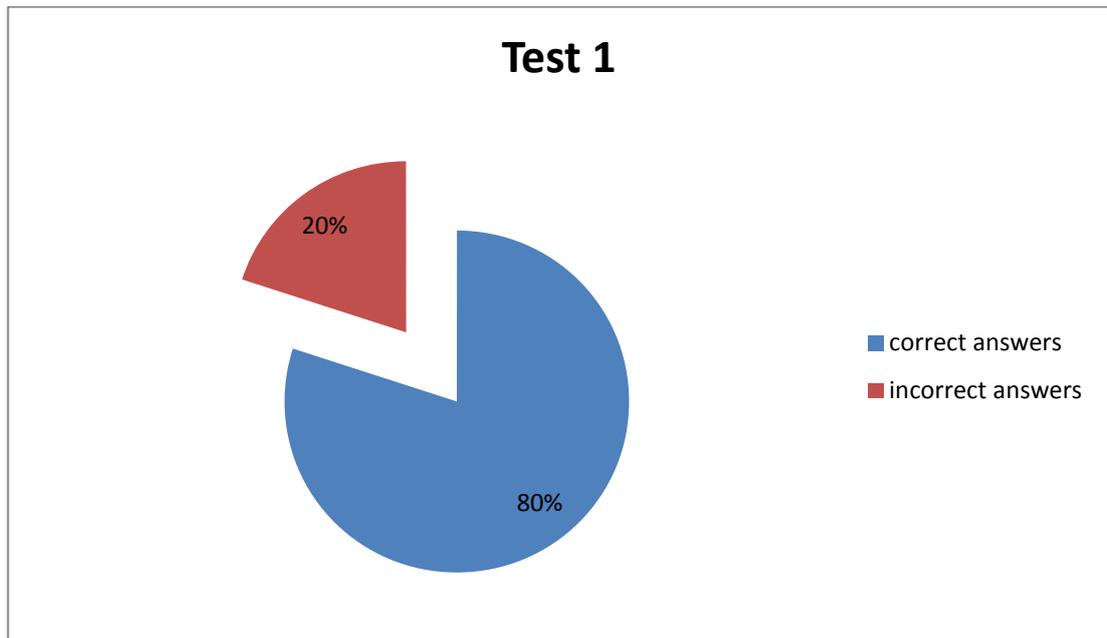


The results of girls' response were 72% correct and 28% were wrong in 3 tests. And boys gave 54% correct and 46% incorrect answers. Over all the class found 63% correct answers and ticked 37% incorrect answers.

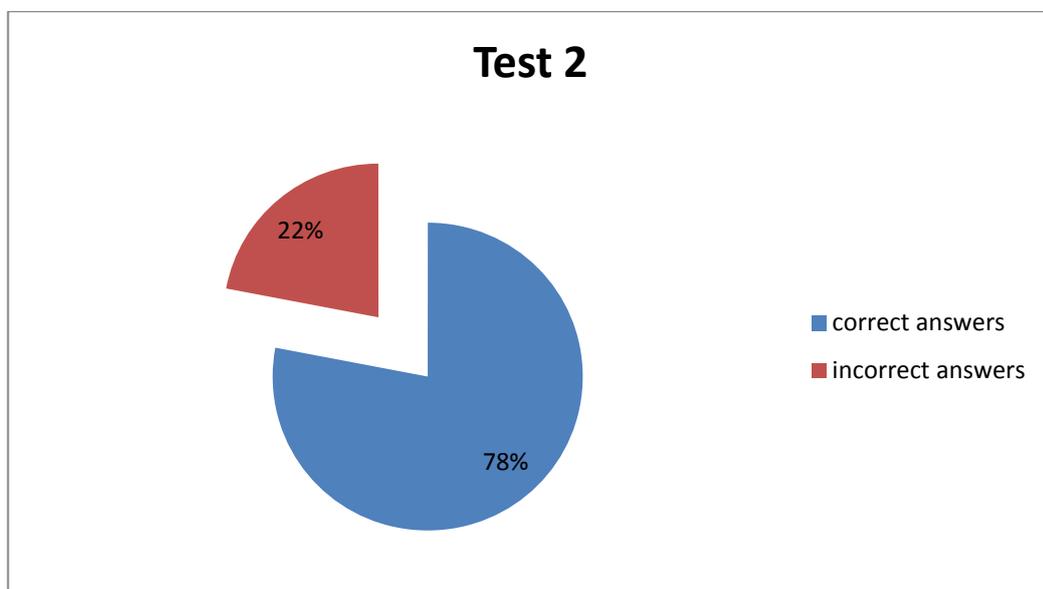
### D. Post-presentation results

The results given above were pre- experience results. I took these tests to identify their knowledge and to compare these ones with post-presentation results. After experience pupils solved another tests again. Even post-presentation tests were difficult the results were higher than expected.

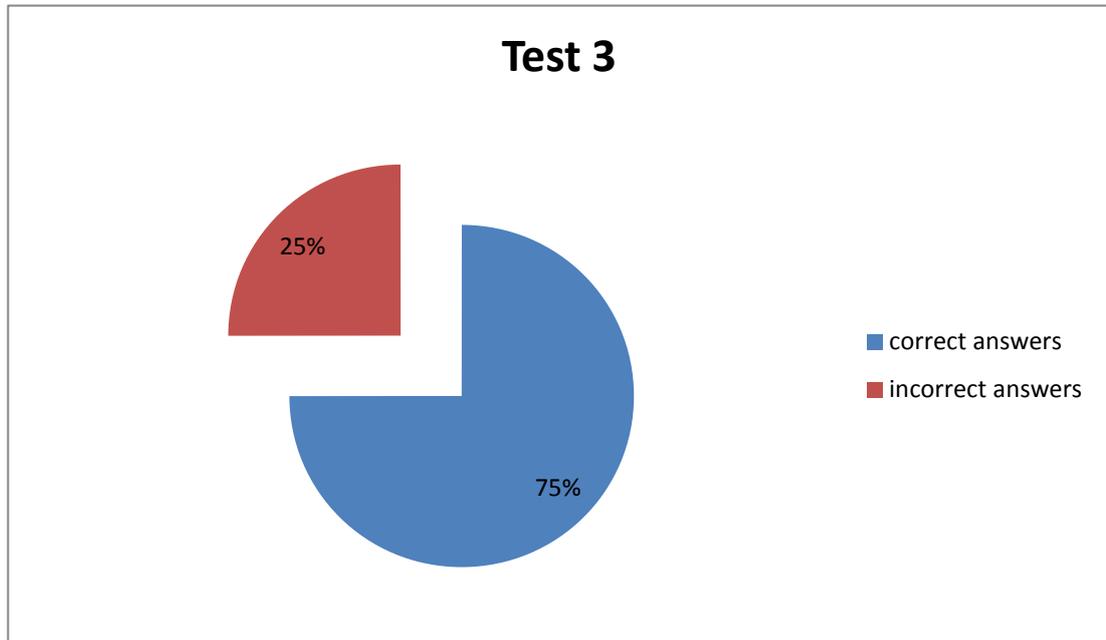
The results of first test composed of 80% correct and 20% incorrect answers.



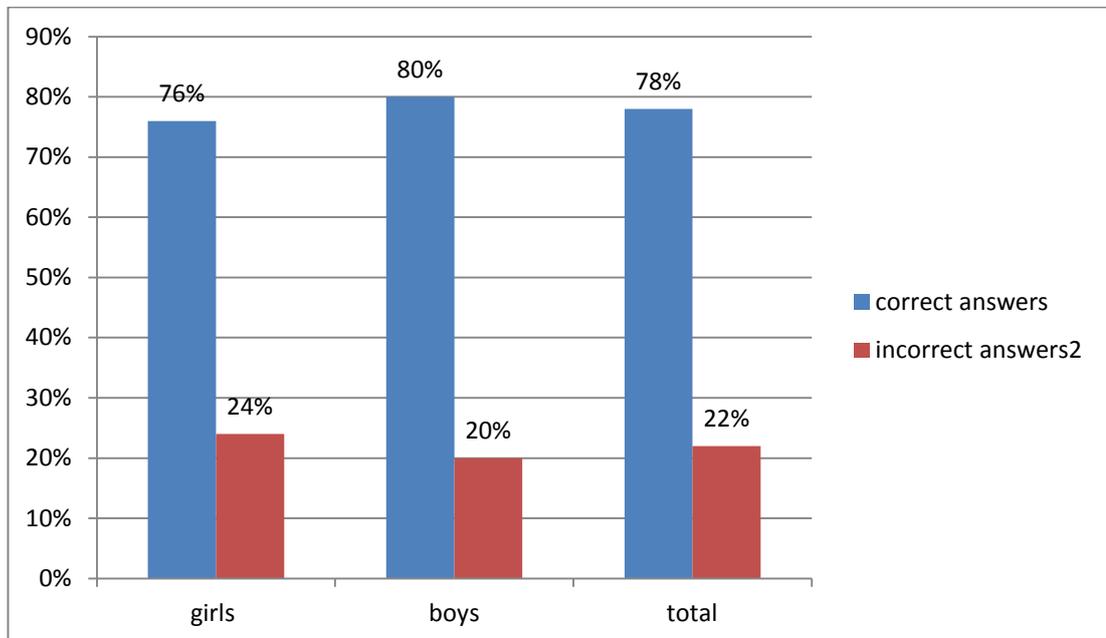
For the second tests pupils ticked 78% correct and 22% incorrect answers.



Third tests' result: 75% correct and 25% incorrect answers.

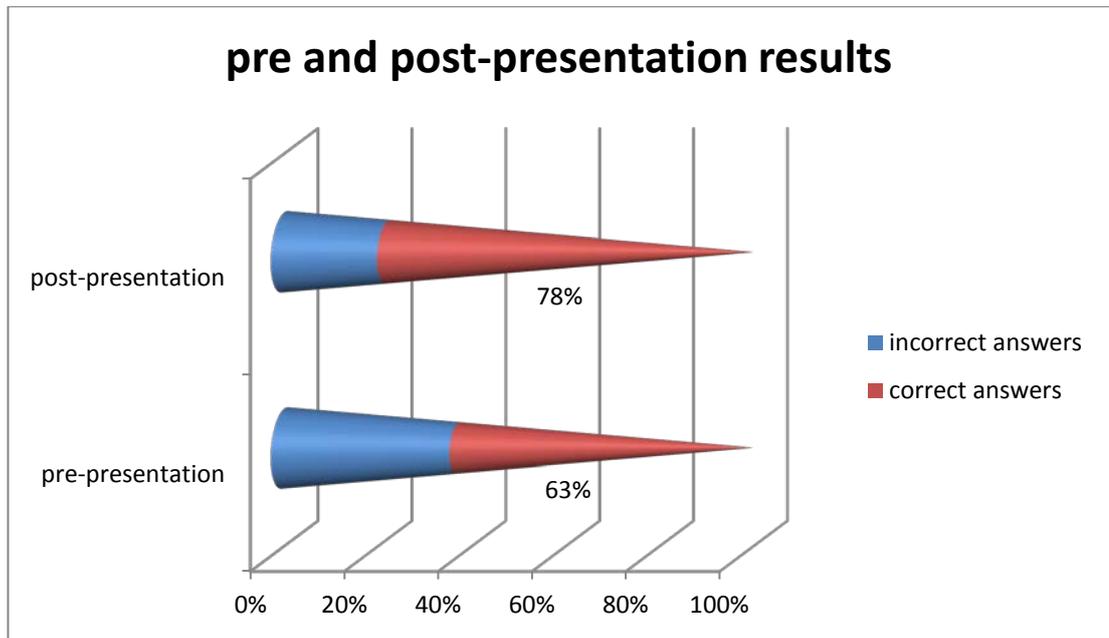


And again the results of boys and girls were compared after post-presentation tests. According to them it was easily seen that boys had improved their knowledge, also their level.



Boys results composed of 80% correct and 20% incorrect answers. Girls found 76% correct answers and ticked 24% incorrect answers. Over all the class' result was :78% correct and 32% incorrect answers.

If we compare pre-presentation and post-presentation results we can see that pupils knowledge became higher than before.



## **FINAL REFLECTION**

As conclusion I can say that I achieved my goal from this research. In my research paper I gave my theme's object, goal, data analyses and results. Before research I had some questions and finding answers for them was necessary. By this process data analyses and results were done.

In the process of a study the outline of all main information technologies used in learning foreign languages was given, the great importance of innovative technologies in the learning process as well as in the process of raising motivation among students was proven as well. The article examined different multimedia methods, among which the peculiarities of video lessons, role-playing game lessons, and project based learning have the leading role.

Application of multimedia interactive technologies substantially improves the quality of lesson material and raises the motivation, at the same time individualizing the language learning.

Taking into account all the above-mentioned factors we can draw a conclusion, that in the modern society, where it is difficult to surprise pupils by something, the use of innovative technologies can become an additional stimulus, the so-called "spark", that will introduce the originality into the educational process, inspiring students for further creativity and motivate them to a higher level. Therefore, the ability of a teacher to use innovative technologies in the educational process became one of the substantial parts of professional competence.

Although these changes in roles and technology-enhanced pedagogical practices can be linked with a number of factors, one stands out as noteworthy. The standards movement, which has resulted in school adopting high performance standards, has had a significant impact on schools to prepare them to use technology. Coupled with the move toward challenging standards are the high expectations that

schools have adopted, believing all children can achieve at high levels if given the necessary support. This environment has provided new opportunities for teachers and students to break out of old roles and patterns through the use of technology. Furthermore, technology has allowed teachers and students to adopt new behaviors and responsibilities consistent with the realities of a rapid technological society. Future analyses of all the data from the school case studies will examine additional cases that will help to explain, identify, and describe additional role changes and derive implications for policy and improved practice.

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