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USING ZOOM IN TEACHING ENGLISH GRAMMAR

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ИСПОЛЬЗОВАНИЕ ПРОГРАММЫ ZOOM ПРИ ОБУЧЕНИИ АНГЛИЙСКОЙ ГРАММАТИКИ

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Abstract. The author describes teaching the English language to students using the latest information technologies (ZOOM platform) when teaching grammar. The article foregrounds the advantages of distance teaching the English language especially grammar structures with the help of the latest information technologies (ZOOM platform). The author examines the advantages and disadvantages of distance learning of the language in the framework of the original teaching experience at school and also shares the experience of organizing distance learning of the English language in the context of the pandemic. The purpose of teaching a foreign language is to develop a basic ability to communicate with simple words and texts about everyday life as well as to raise the interest of students in Grammar activities and provide them with the opportunity to understand the culture of the country under study.

Аннотация. Автор описывает обучение студентов английскому языку с использованием новейших информационных технологий (платформа ZOOM) при обучении грамматике. В статье выделены преимущества дистанционного обучения английскому языку, особенно грамматическим структурам, с помощью новейших информационных технологий (платформа ZOOM). Автор рассматривает преимущества и недостатки дистанционного обучения языку в рамках оригинального опыта преподавания в школе, а также делится опытом организации дистанционного обучения английскому языку в условиях пандемии. Цель обучения иностранному языку — развить базовую способность общаться простыми словами и текстами о повседневной жизни, а также повысить интерес учащихся к занятиям по грамматике и предоставить им возможность понять культуру изучаемой страны.

Keywords: English language, grammar of the English language, ZOOM platform, English culture, distant learning.

Ключевые слова: английский язык, грамматика английского языка, платформа ZOOM, английская культура, дистанционное обучение.

Introduction

Studying a foreign language, along with the acquisition of language skills, makes it possible to get acquainted with a different language system, different from the native language, to expand your knowledge of the world. Your worldview and thinking can be expanded by learning a new

language, because learning a language is not only semiotic knowledge, but also immersion in the culture of the country of the target language, its politics, history and art. Thus, learning a language allows you to understand the way of thinking of people in the country of the target language.

In 2020, the spread of coronavirus infection around the world had a negative impact on the living conditions of people and the conditions of education. At this moment, such phenomena as remote work, distance education, digitalization and transformation of innovations, etc. became relevant. A new innovation system is being created and distributed around the world, contributing to the further development of the 4th industrial revolution. In the field of education, there is also a need to quickly implement a digitized education system from offline to online. Teachers are working hard to deliver online learning in language education programs where communication is essential. So, in the midst of the fight against the pandemic, the latest information technologies are actively used as a valuable resource for language education in language education programs. The educational process in conditions of self-isolation associated with the spread of coronavirus infection provides for the transition from full-time education to distance learning, through information technology [2].

Basic Part. The latest information technologies (ZOOM, Google Meet, Microsoft Teams, Skype, etc.) are successfully used in teaching English at a distance and can significantly expand the audience of trainees both in Kyrgyzstan and abroad. Students also had to show maximum responsibility, concentration and willpower.

In the scientific and methodological works of a few researchers, based on the interaction of the teacher and students, students at a distance from each other [1, p. 52–53].

The main task in learning English is teaching all types of speech activity: speaking, listening, reading and writing. Distance learning forces teachers to choose teaching methods and principles that would be effective in a virtual educational environment.

Flipped Learning can be thought of as one of the online learning methods associated with the Covid-19 pandemic and as an effective model for teaching English. Flipped Learning is a form of teaching that supplants existing teacher-centered lessons in the classroom and brings homework done outside the classroom into classroom learning activities. This means that lectures by teachers, which were the main focus of traditional classroom teaching, will be moved out of the classroom through pre-lecture video production, and the structure of classroom teaching will change completely.

As a special Flipped Learning procedure, the instructor first creates a video using the video recording software and then presents it to the students before the lesson. The actions to be performed in the next step are organized in accordance with the main content of the lecture video and other pre-prepared training materials. Students conduct pre-self-study individually, at their own pace, as needed using a video lecture provided by the teacher. The instructor then creates the class materials or lesson activities to be completed in this step of the lesson, combined with the main content of the video lecture. Students conduct pre-teaching individually at their own pace as needed using a video lecture provided by the instructor. Further in the lesson through Zoom, the teacher checks the content and concepts of the lesson learned by the student, how the student solves the problem, and, if necessary, gives him individual instructions.

The following summarizes the teacher and student roles according to the *Flipped learning stages*.

Procedure 1 — Flipped Learning Procedure

Pre-lesson stage: the teacher defines the content of training, creates video lectures and provides them to students, as well as organizes educational activities related to lecture videos, prepares materials for classes

Stage in the lesson: the teacher checks the students' understanding of the video lesson and observation of the learning process.

Pre-lesson stage: the student learns independently at his own pace while watching video lectures

Stage in the lesson: students use the knowledge gained from video lectures and perform certain tasks when assimilating the material [3].

At the first stage, the teacher determines the content of the grammatical temporal form Present Continuous tense. The teacher creates an explanation video and introduces it to the students. After finishing the viewing, the teacher introduces several exercises to consolidate understanding and test understanding. Also, the teacher can use a mini-game, for example, two students are united in one format and show movements with gestures, the rest guess using the present continuous time construction. Or students demonstrate special applications in a spreadsheet format using screen sharing and the rest of the students make their assumptions about the given task. The teacher at the end of the lesson only observes and guides the students. At the end of the lesson, students ask each other questions in the form of translating sentences or guessing riddles. For example:

- It is very light and beautiful. It may attract attention of people.
- It *is moving* in a way you cannot catch it.
- You *are touching*, and it *is disappearing*.
- It *is sitting* mostly on flowers. What is it? (Butterfly).

You can think of a lot of such examples, especially with the present extended time. This is one of the most interesting grammar topics.

When discussing Flipped Learning, the use of terms varies among researchers, and there are some differences in the concept emphasized, the characteristics are outlined. Typical definitions are as follows.

Bergmann noted that a type of flip learning (Flipped Learning) is a video lesson with the same lesson content that was at the heart of traditional lessons, allowing students to prepare in advance. Further, the teacher checks and analyzes the level of understanding, the knowledge of students gained in the lesson through Zoom, concentrates on more complex tasks and applies them to the lesson. She also explains that Flipped Learning is a way to change the teaching structure of a lesson. In addition, with this approach, special attention is paid to educational technologies and learning based on the activities of student-learners as the main components of the lesson structure. The core values of flip learning can be categorized into learner-centered activities, one-to-one learning, and leadership [1].

Based on this, in the context of the transition to online learning or “blended” type of learning, as one of the options, you should start creating educational materials that include a learning function. A learner through online learning can not only learn independently, but also simultaneously learn meaningful things selectively with the help of materials provided by teachers. Independent individual lessons are possible using a bilingual dictionary or with the help of a chatbot (virtual interlocutor) for practice for another 30 minutes.

The author considers the main task in teaching English to be the involvement of all types of speech activity through the Zoom program: speaking, listening, reading and writing. For distance learning, the author chose teaching methods and principles that would be effective in a virtual educational environment. Classes are held in conjunction with the Philip Learning and Zoom programs mentioned above.

Conclusion

The self-isolation and online classes that have started with the Covid-19 pandemic since last March have had a huge impact on students and teachers. This article shows how much effort teachers have put into helping students learn online more effectively, even in challenging situations. Even in online learning, students, as well as offline, showed satisfaction in the classroom. I believe that the advantage of online learning is that you can save time on the road to university, save on transportation, and get more time for independent study. We hope that even after the coronavirus is over, students and teachers can move in a better direction by combining the benefits of online and offline classes.

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