

# AN EXPERIMENTAL STUDY BASED ON THE USE OF INFORMATION AND COMMUNICATION TECHNOLOGIES IN IMPROVING THE GRAMMATICAL COMPETENCE OF THE ENGLISH LANGUAGE OF LEVEL A 2 STUDENTS OF THE REPUBLIC OF KARAKALPAKSTAN

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***Abstract.** This article outlines the stages and effectiveness of organizing classes with information communication technologies, the tests received the results of our observations, the laws and regulations on education.*

***Key words:** information and communication technologies, grammatical competence, presidential decisions on education, stages of experimental testing, teaching aids, topics in school textbooks.*

The acceleration of the process of globalization of the world information space is reflected in the practice of the educational system of developed countries, the creation of an electronic database that ensures consistency of information, the formation of educational and methodological electronic aids based on accuracy, the improvement of the technical management mechanism, training through information technology, increased attention to scientific and theoretical the basis of the system and its implementation in practice. This is one of the pressing problems facing the methodology of teaching a foreign language. In recent years, many reforms have been implemented in our republic with the aim of creating a teaching system using ICT in the system of higher and public education. In particular, important tasks were identified and effective work was carried out in the direction of “Ensuring a high level and quality of training of personnel fluent in modern information and communication technologies and foreign languages.” During the pandemic, shortcomings in the education system in the field of independent distance learning have emerged; improving the learning mechanism using information and communication technologies, forming an electronic educational information base based on interactive methods, ensuring that students are not interrupted from learning under any circumstances with the help of innovative and motivational teaching tools, important tasks of the teacher and student are identified such as increasing the level of responsibility and knowledge, developing work on oneself during independent learning. Various online resources related to education have been created.

Degree of the President of the Republic of Uzbekistan dated June 30, 2017 5099: “On measures to radically improve the conditions for the development of information technologies in the republic”, dated September 5, 2018 “Public education management system” 5538, dated March 2, 2020 on additional measures for further improving the Action Strategy for five priority areas of development of the Republic of Uzbekistan for 2017-2021. Resolution No. 5953 of May 3, 2019 “On the implementation of the State program” in the year of development of science, education and the digital economy”, “Measures to identify talented youth and create a continuous system for training highly qualified personnel” according to “Resolution No. 4306”, as well as Resolution No. 625 Resolution of the Cabinet of Ministers of August 14, 2017 “On measures for the further

development of national content on the global information network Internet”, Resolution 701 of August 21, 2019 “On measures to further improve the teaching of foreign languages in general education institutions of secondary education” and Other regulatory documents related to this activity are, to a certain extent, served by this dissertation research.

Currently, information and communication technologies are used in training in various areas, which leads to increased efficiency of work and study. In the Republic of Karakalpakstan, the main goal of the experiment that we were going to conduct was to determine whether students at level A2, that is, grades 7-8-9, had mastered the level of English language proficiency, as well as their grammatical competence in accordance with the requirements of the State Standards. The problem that made us think was that in our country, teaching and learning in English continues from the pre-school education system to the higher education system, but there is not a sufficient level of population that is fluent in a foreign language and communicates fluently. Mostly young people have learned a foreign language very well.

The main criterion for confirming the validity and practical significance of our scientific and theoretical views expressed in our research work is our experimental work. Experimental and testing work as part of scientific research in the 2020-2021, 2021-2022, 2022-2023 academic years in our country, in the Republic of Karakalpakstan (in the city of Nukus, in the city of Moinak, in the Khojaly region, in the Kegeyli region, in the Bozatau region) was carried out in secondary schools. Our experiment was aimed at testing students' knowledge of the English language and developing their grammatical competence. In accordance with our scientific research, we have determined the goals of our pedagogical experiment:

1. To study the opinions of teachers and students about teaching and learning English with the help of ICT, as well as existing problems;
2. Determine students' understanding of English grammar terms;
3. To study the attitudes and actions of students in relation to independent learning of the English language;
4. The use of tests to objectively verify the compliance of foreign language students' knowledge with the criteria established by state education standards;
5. Using the proposed program, remotely monitor and determine the effectiveness of the level of theoretical and practical development of students' knowledge in grammatical and lexical sections;
6. Determine the mutual effectiveness of the knowledge of students in grades 7-8 in schools in the regions of the Republic of Karakalpakstan;
7. Identify talented students who solved the most correctly weekly and monthly questions based on the points they scored in the test section of the program;

The testing of our pedagogical experiment was carried out in the following 4 stages: Researcher, Designation, Formative, Summary

The defining stage was the 2020-2023 academic year; at this stage, scientific literature from our country and the world was presented as part of scientific work. The foreign language section of the state educational standard, curricula, educational and methodological complexes, and English language textbooks at school are analyzed.

In order to develop a methodology for developing knowledge of the English language with the help of ICT, DTS, school textbooks, educational and methodological complexes, level A1 (grades 1-6), level A2 (grades 7-9), level B1 were studied, (Grades 10-11) were familiarized with

the grammatical material taught to students. The new textbook “Guess What” for grades 1-6 does not explain grammatical topics; the exercises are more focused on the lexical part, that is, they are shown in an interesting form with pictures to increase children’s vocabulary. In the Preparation textbook, the CEFR requirement for grades 7-9 is A2, and from grade 7 on, basic grammar materials are explained with examples, structures and tables.

At the defining stage, the ways to develop methods for teaching English using ICT and the tasks to be solved were determined. A survey was conducted among A2 level students and English language teachers; tests were used to determine their attitudes towards learning English with the help of ICT and students’ grammatical knowledge. At this stage, the schools in which the pilot tests will be conducted, the time, duration of the pilot tests, as well as the classes that will participate in the pilot tests have been determined. At the defining stage, it was confirmed that students have the skills and knowledge to work with ICT. But during the lesson it became clear that teachers do not use ICT enough. In our opinion, national programs in the Karakalpak language teaching English are not enough. For this reason, teachers and students, if necessary, use special programs in English, Russian or Uzbek. In addition, when analyzing grammatical topics in school textbooks, it is clear that grammatical rules are not given enough, and when teaching grammar, teachers limit themselves only to school textbooks and do not use additional tests and exercises. In many cases, the grammar-translation method is used, that is, the traditional method. Pedagogical ICT is insufficient in English-medium school classrooms, and it has been observed that teachers leave assignments to develop listening skills without completing them. English teachers are allocated one computer per school, which is not enough to display videos in the textbook. The pedagogical ICT required by teachers is presented in the following table:

	Pedagogical ICT	Use in class
1	A computer	Posttest tasks, videos, songs
2	A smart board	Explain a new topic in Power Point, videos, songs, exercises
3	Amplifier	Playing special listening tasks aloud
4	A projector	It is necessary to present the topic in power point
5	A mobile phone	When homework is given for independent study

After the UP in 2012, at least two English classrooms were allocated and equipped with special equipment in every school, but so far it has been observed that they too have lost their original condition, were damaged or were not up to standard. But teachers are trying to make the most of existing conditions.

To determine the results of pre-experimental testing, the experimental and control groups received questionnaires of the same level with exercises and questions. Since the subject of my scientific work is teaching English grammar in secondary schools using ICT, my goal is to test this method as an experiment in schools and determine the percentage of its effectiveness and assistance in improving students’ foreign language proficiency. grammatical literacy is one of my responsibilities. For this reason, we received written permission from the Minister of the Ministry of Public Education of the Republic of Karakalpakstan to conduct the experiment. We asked the experimental and control groups to complete the questionnaires within 45 minutes. Questionnaires

were also taken from English teachers who teach students, as they were interesting to us and relevant to our thesis work. A total of 6 schools, 19 classes, 426 students and 32 teachers took part. A2 level students study in grades 5-9, we decided to take only grades 7-8. The grammar part consists of exercises corresponding to the level of knowledge of the subjects given in textbooks for grades 7-8. Students completed questionnaires regarding their satisfaction with participating in the experimental tests. There are 205 students in the experimental group, and 221 students in the control group. Before the experimental testing, it was based on grammatical topics presented in school textbooks; the experimental and control groups were asked to complete tasks and questions of the same level.

Based on the results of experimental testing, we see that the level of knowledge of students in grades 7-8 does not meet the norms of the State educational standard for students in grades 7-9. Students in grades 7-9 of a secondary school must have level A2 according to the internationally recognized CEFR criteria. But according to the test results, 12-14% can correspond to level A2, the remaining 54-56% - A1, and 28-30% - A0, that is, the initial stages. From this we can conclude that it is necessary to organize additional classes for students at school. In schools, English classes are organized by management and are held two days a week, but participation is not compulsory for students. Considering that in a school one English teacher teaches different classes, reaching all students with different levels of physical and psychological knowledge is a very difficult process. We can say that circuit training did not give the expected result.

The national program "ilearn", created during the methodological experience of scientific work, was thematized on the basis of lexical and grammatical topics from simple to complex, taking into account the State educational standards and CEFR criteria and consists of 500 grammar tests and 500 lexical tests, which are constantly updated. The exercises in the vocabulary section consist of exercises such as "Fill in the blanks," "Complete the text," "Make a sentence," and "Correct the mistakes." The grammar section consists of "Choose a, b, c or d" tests. The presence of video lessons on mastering grammatical topics increased the interest of students and helped them consolidate their knowledge. This program is aimed at developing students' grammatical competence, developing students' abilities to correctly use grammatical formulas and patterns, distinguish between groups of words and sentences, lexical helps to improve the skills of memorizing units using pictures and memorizing meaning. with the help of an explanatory dictionary, improve the skills of analysis and synthesis of covered topics and their correct use in the lesson.

According to the school curriculum, English is 3 hours a week in Karakalpak classes of grades 7-9, during the school year - 108 hours. This in turn means that English, which is taught as a foreign language, is not enough for them to master it perfectly. As a result of our observations, we saw that the subject English in some classes is given for 5-6 hours. Students will be physically and psychologically tired, mastering a science that requires mental work and is a foreign language to us. Moreover, in some schools' classes are organized in two shifts, and 5-6 hours correspond to 17:00-18:00 of the day. We recommend that classes last 3-4 hours. From our observations, we found that teachers spend a lot of time on grammar terms and exercises, if students are encouraged and guided to learn independently, students can freely do grammar exercises at home and consolidate their knowledge. The program we created has many features. Then, if teachers explain the rules of grammar during the lesson and give tasks to prepare at home for consolidation, students

will have enough time to develop 4 English language skills. The teacher can track the results achieved in a special section of the program.

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