



AGENCY FOR PROMOTING
FOREIGN LANGUAGE
LEARNING



**EDUCATIONAL ADMINISTRATION OF
BUKHARA REGION**

**AGENCY FOR PROMOTING FOREIGN
LANGUAGE LEARNING**

**“MODERN ENGLISH TEACHERS
AS INNOVATORS IN FLT”**

**COLLECTION of ARTICLES of THE
SCIENTIFIC-PRACTICAL
CONFERENCE**



AGENCY FOR PROMOTING
FOREIGN LANGUAGE
LEARNING



**EDUCATIONAL ADMINISTRATION OF
BUKHARA REGION**

**AGENCY FOR PROMOTING FOREIGN
LANGUAGE LEARNING**

**“MODERN ENGLISH TEACHERS
AS INNOVATORS IN FLT”**

**COLLECTION of ARTICLES
of THE SCIENTIFIC-PRACTICAL
CONFERENCE**

February 22, 2022
Bukhara, Uzbekistan



Editor in chief

Nukarova Marjona

Educational administration of Bukhara region, methodologist of foreign languages

Editing board

Olim Shodiyev

C1 certified English teacher, board member of foreign languages training methodological committee

Laylo Haydarova

English teacher at Translation and Language Studies Department of Bukhara State University, TESOL instructor. Board member of foreign languages training methodological committee

Izamova Nigina

Senior and C1 certified English teacher

Collection of articles of the scientific-practical conference under the theme ***“Modern English teachers as innovators in FLT”***. Editor in chief: Nukarova Marjona. Editing board: Olim Shodiyev, Laylo Haydarova, Nigina Izamova-Bukhara-2022, February, 22.

Prepared based on the materials of the international scientific and practical conference held on February 22, 2022, together with the Bukhara Regional Department of Public Education, and the Agency for the Promotion of Foreign Languages.

The collection includes new approaches to teaching a foreign language, important methods for developing the speaking skills of primary school students, as well as the problems of learning a foreign language and ways to solve them.

Scientific articles are written by scientific methodologists and teachers of English working in the field of public education and higher education.

The authors are responsible for the content of the articles, the information provided and their scientific basis, the reliability of the sources.

Bukhara 2022



CONTENTS

1. M.X.OGAY, N.A.NURMATOVA	10
INNOVATIVE ACTIVITY AND LEARNING FOREIGN LANGUAGES ABOUT HIS PLACE	
2. R.A.ERGASHEVA	13
CHILDREN ARE MORE MOTIVATED TO LEARN GRAMMAR WITH GAMES	
3. S.H.VOKHIDOVA	17
CREATIVE METHODS AND APPROACHES OF TEACHING FOREIGN LANGUAGES	
4. K.F.RAJABOVA	21
INTERNATIONAL SURVEYS OF PRIMARY EDUCATION ALUMNI	
5. M.MUSTAFOYEVA	27
TEACHING YOUNG LEARNERS WITH SONGS	
6. H.M.KOBILOVA	31
EFFECTIVENESS OF USING PEDAGOGICAL TECHNOLOGIES BASED ON MOTIVATING STUDENT ACTIVITIES THROUGH THE FORM OF “INDIVIDUAL LESSON”	
7. F.AKBAROV	35
MODERN ENGLISH TEACHERS – INNOVATORS	
8. M.G'.RO'ZIYEVA	37
PROBLEMS OF LEARNING FOREIGN LANGUAGES AND THEIR SOLUTIONS	
9. S.HALIMOV	42
HOW TO IMPROVE SPEAKING SKILL	
10. D.SAMADOV	46
HOW TO TEACH READING EFFECTIVELY	
11. L.KHAYDAROVA	50
THE IMPORTANCE OF THE USAGE OF INTERACTIVE METHODS WHILE DEVELOPING READING SKILLS OF YOUNG LEARNERS	
12. SH.MADIEVA	55
ROLE-PLAYING GAMES AND THEIR IMPORTANCE AT DIFFERENT STAGES OF LEARNING ENGLISH	
13. D.M. RAKHMONOVA	58
ICT TOOLS AND INNOVATIVE APPROACH IN PEDAGOGICAL PROCESSES	
14. F.B.SADULLAYEV	66
THE IMPORTANCE OF GIVING FEEDBACK IN EFL CLASSES	
15. S.MIRBAYEVA	70



THE IMPORTANCE OF GIVING FEEDBACK IN EFL CLASSES

*Sadullayev Feruz Bakhtiyorovich,
Senior teacher, BSU*

*Sadullayeva Lobar Bakhtiyorovna
Teacher, School 11*

Annotation. English, a global language, has become one of the dominant mediums in politics, economy, and education internationally. Nowadays English is the major medium to communicate with the whole world and the main language used for international trade and academic study. Accordingly, possessing basic English proficiency has become one of the essential requirements for many people. Getting the certificate of the National State Center before entering the university proves that it is crucial to master the language to study at the university. The significance of English, therefore, cannot be ignored.

Moreover, English is now used by millions of speakers for several communicative functions across the world. It has become the preferred language in many ambits like international business or EU institutions. [2] Time and again it is also the language chosen for academic discussion as most scholars face the need to read and publish in English for international diffusion.

English is also directly influencing other European languages at different levels but it is especially obvious in the field of technical terms – lexical borrowings are often introduced in many languages without the slightest adaptation. English seems to have been adopted as the language of globalization these days as the language of global culture and international economy.

Every learner is a unique individual. Nowadays the main task of the language teachers has become to organize fruitful lessons from which students can benefit not only for their future profession but also for their life. While teaching the language we should pay attention to their way of learning. Because some students can learn only with the help of teachers while others prefer to learn independently. In language teaching every detail utilized during the lesson is important. Feedback



is considered to be one of the most important ones. It is a means which serves as a bridge between the teacher and the student during the lesson. Each feedback given within the lesson not only helps the student correct his/her mistake but also encourages him/her to give motivation in language learning. Moreover, good feedback not only improves the learner's language but also motivates and encourages him or her. In this article, we want to share some information on the importance of giving feedback. It is something that will become second nature with just a little bit of practice. Feedback should be used to encourage students to work hard and indicate what they need to focus on when they are having difficulty.

According to Gavan Watson, Ph.D. (Associate Director, eLearning, Teaching Support Centre, Western University) good feedback improves students' learning and comprises four peculiar features in itself. [3] It should be specific because feedback is a tool for future change. It should be actionable because a teacher should emphasize what could be done differently next time. It should be timely because the most effective feedback is immediate and frequent. It should be respectful because the teacher should look for the good while still focusing on future solutions.

During lessons, teachers use a lot of verbal feedback to let students know how they are doing and also to transition from one section to another. Short expressions such as "Great!" or "Good job!" can be used to praise students for correct answers. Rather than tell students directly they are incorrect, it is better to ask them to try again or reconsider their answers. The goal is to elicit the correct answer from the class and students should not be afraid of being wrong so keep their reactions positive. You can summarize how students did and introduce the next topic for transitions by saying "Alright! You did so well talking about food. Now let's move on to ~." This will reinforce the fact that students should keep up the good work. If student responses are a little lackluster, you can point that out in your comments, too. By saying "I know it's Friday but I need a bit more energy in this next section, OK? *wait for student response* OK! Great, now we're going to talk about ~." You show that you empathize with students while still pushing them to do their



best. It is easy to include verbal feedback in every stage of your lesson. During the classes, I mostly ask my students to be assistants and we try to give both peer and individual verbal feedback. Students feel free in their sub-groups if they work in groups and they give motivation to each other by commenting, adding, and supporting. Besides their peers' feedback does not bother or they do not feel embarrassed. Mostly "5-word-performance" activity is a good way of giving oral feedback to students, after each stage of the lesson if a teacher uses this activity it saves time and it is excellent for them in guessing their errors.

Visual feedback can come in two forms. The first is an expression or gesture you use with or without verbal feedback that indicates how students are doing in class. A smile or thumbs up would be one form of visual feedback. When using visual feedback, it is not always necessary to add verbal feedback and could save your time when working through an activity quickly. You can also prompt students to reconsider their answers and self-correct using visual feedback. If you use the same expression each time students say the incorrect answer, they will pick up on that. This visual feedback allows you to give students another chance without verbally telling them they are wrong. Another form of visual feedback can accompany written evaluations. This may take the form of stickers, stamps, or even charts that reflect student accomplishments. You may choose to have a display in the classroom that visually represents how well the class is doing in reaching their goals so that students can see how much progress they have made and stay motivated. Mostly stickers come in handy during my classes and it motivates participants to become more active during the lesson. In each step of the lesson, the stickers that are given serve as comments "excellent", "good", "be active" which help them to be more attentive or to stay active until the end of the lesson.

Teachers often have the opportunity to give students written feedback on homework assignments, on exams, and at the end of each term. These are great opportunities to point out what students did well and what areas they still need to work on. You should provide students with some suggestions of what they could do to improve and offer to assist them by meeting with them for tutorials or



providing them with extra study material. You can also allow students to provide feedback for each other. Doing this during role-play exercises, for example, means that students who are not performing still have to pay attention. Categories could include pronunciation, creativity, and performance so that the presenting students are marked on how well they were understood, the quality of their script, and the quality of their acting. Students could be graded as a group or individually. Student evaluations should not have any bearing on the grades that you give students but you might want to use the information to say which skit was the best and who the best actor was.

Regardless of how often you use these different types of feedback, students must be given a clear image of their performance as well as their goals. This will help them focus on what is most important. Giving constructive criticism and providing students with both the materials and support they need to succeed are important. Doing these things will help students excel in their studies and maintain a positive attitude towards education.

In a conclusion, we can say that each teacher is an individual. It is desirable to say that teachers must support students in their education and encourage them to use English, and at the same time, teachers need to be in constant contact with new techniques and materials in this changeable teaching world. While having classes it is up to her or him how to provide good and qualitative feedback. But the most important point is that this feedback should not be constructive but it should always be positive and help the student to improve the language.

The list of used literature:

1. Fink, D. L. "Integrated course design"- Manhattan, KS: The IDEA Center-2005.
2. Graddol, D. "The Future of English" <http://www.britishcouncil.org/learning-elt-future.pdf>



“MODERN ENGLISH TEACHERS AS INNOVATORS IN FLT”

**COLLECTION of ARTICLES of THE
SCIENTIFIC-PRACTICAL
CONFERENCE**

