

USING MULTIMEDIA TOOLS IN TEACHING GRAMMAR B1 LEARNERS

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The course work deals with the teaching of grammar at B1 level through multimedia tools. The first chapter is focused on the definition of the term grammar and its position in the foreign language teaching. It describes also learners and their specifics as well as teachers and their roles and task by the English teaching at lower level through multimedia. The special chapter is devoted to the different methods and approaches with tools in English teaching and the position of grammar in them. The In the first one pupils of lower-secondary level evaluate the importance of grammar and its presentation and practising at their school. The second chapter contains using technologies and multimedia tools for B1s.

INTRODUCTION. In the modern world, which is developing under the sign of economic globalization, knowledge of a foreign language is a mandatory attribute of a highly qualified and competitive specialist. "We must build such a society that teaching is the most prestigious profession! We rely primarily on thousands of teachers and mentors who have dedicated their lives to educating the younger generation! A society that honors teachers will never lose, it will certainly achieve its goals. Never forget one fact: our people have entrusted their future to you. Our future depends primarily on you. Thus, the President will always support you" (Shavkat Mirziyoyev) In this regard, a foreign language should be considered "not as a secondary discipline, but as a necessary tool for professional activity", without which it is impossible to have unified world educational standards, implement academic and professional mobility, and integrate international research activities.

GRAMMAR AND ITS ROLE OF TEACHING

Grammar is a significant part of language curriculum at all levels of educational system. Pupils always have a struggle with grammar and their teachers have grown frustrated over mistakes in their writing and speaking. But what is actually grammar and what is its role in foreign language learning?

The term “grammar” comes from the Greek expression *grammatike tekhnē* meaning “art of letters”. The modern meaning is a narrowing of the original but it is still closely associated with writing.

According to Richard Nordquist, professor at Armstrong Atlantic State University and author of grammar and composition textbooks, the linguists distinguish between descriptive and prescriptive grammar. Both types are concerned with grammatical rules but in different ways. Descriptive grammar refers to the structure of language that is used by speakers and writers in common communication. Prescriptive grammar lays down the rules for English language usage. It determines which use of grammar is correct or incorrect regardless of the fact they can be usually used by native speakers. Closely related to the descriptive and prescriptive grammar is classification to written and spoken grammar.

English is full of exceptions of grammar rules. Probably in every language exists exceptions to the normal grammar rules and so it is also in English. (E.g. past tense is usually created by adding –ed to the base form of the verb but there is see→saw, drink→drank...).

Also teachers have difficulties with grammar. Teachers unlike the students do not have problems with using of grammar rules but especially with their explanation. G. Henrici and C. Riemer summarize 3 most common problems in the following points:

1. Explanation of grammar in the interesting and motivating way
2. Understandable explanation of the grammar
3. Formulation of grammatical rules without unnecessary exceptions

From my own experience I can say that I have the biggest problem especially with the interesting and motivating way of grammar presentation. However I think it is not an invincible problem. The contemporary school equipment enables to use computers, interactive smart boards and other tools popular among pupils and so increases their motivation for grammar learning.

There are two main participants of the grammar learning process, teachers and pupil. Pupil and teacher are in a close relationship and influence each other every day. Pupils go to school to learn, cultivate and gain new knowledge and experience but the cooperation with

them is not usually easy. They are a big challenge for teachers because they have a tendency to resist to learning grammar from various reasons. In the following chapter some of their characteristics are mentioned:

1. Age of learners B1

The main factor in the teacher's decision about how and what to teach is the age of pupils. Students of different ages have different needs, competences and cognitive skills.

2. Young children

Young children learn indirectly rather than directly. It means they learn from everything around them, from games and various different types of activities. They are curious and enthusiastic for learning, have a limited attention span and need for individual attention. Therefore, teacher should use variety of sources, individual approach to each pupil and use variety of activities for given time period. The lessons should be in bright and colourful classes and there should be various materials and equipment to keep children interested by English learning.

3. Adolescents at B1

According to Harmer the second age group of learners are adolescents. They are the most important group for this thesis. Teenage students are usually less motivated and humorous than adults, often with discipline problems. Typical adolescent property is searching for individual identity and resistance to the authorities. They struggle for the classmates' not teacher's attention. That is one of the reasons why the adolescents may be so disruptive in class. Other important factors can be also boredom or personal problems. Considering the teaching grammar adolescents differ from young learners a lot. They already understand the rules in their mother tongue and know the basic linguistics principles and terminology. Therefore, their English teacher uses it and applies their knowledge about mother tongue to foreign language. Thus, pupils do not learn the grammar in foreign language straight but they learn more about language rules and principles.

4. Adult learners at B1

The last group of learners are adults. They are able to work with abstract thought, they are disciplined and mainly they have a clear understanding of why they are learning and what they want to achieve. Therefore, they are often prepared to struggle on despite boredom or other difficulties in learning process. Also, they usually have their own set patterns of learning. But on the grounds of their previous experience they can be critical to teacher's methods. Teachers do not have to apply so many fun activities to their lessons. They can use conscious learning more than by young children or adolescences but the

indirect learning is still very important. Adults learn grammar in the same way as adolescents, they learn about language.

The B1 level of English. What students can expect in grammar?

According to the Common European Framework of Reference (CEFR), the B1 level is the threshold for intermediate language proficiency, and it is a great milestone to reach.

At this level, students are expected to be able to express themselves in English through writing and speaking, with a reasonably good level of accuracy.

The B1 level is the intermediate level of English according to the Common European Framework of Reference for language (CEFR). At this level, students should be able to understand and express their opinions in a basic way.

They should be able to read and understand straightforward text, such as newspapers articles and magazines. In the term of speaking, they should be able to correct some of their own mistakes.

At the B1 level, students must also be able to write short essays on topics that they know well, use appropriate grammar and vocabulary, and be able to correct some of their own mistakes. Students at this level should also be familiar with some basic idioms and collocations in English.

TYPE OF MULTIMEDIA TOOLS FOR ENGLISH LANGUAGE TEACHING

Multimedia tools in teaching English language is one of the best and innovative approaches in language instruction, especially to inculcate and strengthen the opportunities to achieve objectives of language pedagogy. In the present times, many academicians and professionals get to know the significance of using various technological devices in the activities of language teaching and learning equally. The new approaches have made language teaching more productive, effective, and communicative. Therefore, in this study, definitions of some important terms that related to innovation such as multimedia technologies and attitude are given. Further some exploration of the possibilities to use multimedia technologies for effective teaching of English is to be attempted. Moreover, this study will interpret the teachers' attitudes towards the use of multimedia technologies for teaching English.

Multimedia tools for monitoring and measuring levels of knowledge are widely represented in telecommunication environments and have been used extensively in education due to the relative ease with which they can be created. There are a number of shell systems using which a teacher, even if he or she is not familiar with the basics of programming, is able to answer questions for a particular subject in a syllabus.

Electronic simulators are designed for developing practical skills. Such multimedia resources are required in the teaching and learning process. Multimedia resources, including films, TV shows, and online videos, have become common in today's educational landscape. These tools provide a rich, immersive experience that combines visual and auditory stimuli, catering to diverse learning styles and making complex concepts more accessible. As students become more accustomed to consuming digital content in their learning habits and keeps them engaged. The rise of multimedia in education also reflects broader changes in how that information is processed and retained. Research shows that visual and auditory learning can significantly enhance memory retention and understanding. By incorporating multimedia into lessons, educators can leverage these benefits to create more dynamic and effective learning environments.

BENEFITS OF USING MULTIMEDIA IN LANGUAGE LEARNING.

One of the key benefits of using multimedia in language learning is its ability to cater to different learning styles. Visual learners, auditory learners, and kinesthetic learners can all benefit from multimedia resources that cater to their preferred way of learning. For example, visual learners may benefit from watching videos or looking at images to understand vocabulary, while auditory learners may prefer listening to audio clips or podcasts to improve their listening skills. BY providing a variety of multimedia resources, educators can create a more inclusive learning environment that caters to the diverse needs of their students.

Using film and media in language teaching offers numerous benefits for both learners and educators. For students, these resources provide exposure to authentic language use in variety of contexts. Films and TV shows introduce learners to different accents, colloquial expressions, and cultural nuances that are often absent in traditional textbooks. This exposure helps improve listening comprehension, pronunciation, and overall language fluency. Moreover, multimedia content can make learning more engaging and enjoyable. Watching a film or a TV show can transform a mundane lesson into an exciting experience, increasing student motivation and participation. By connecting language learning to relatable and entertaining content, teachers can foster a more positive attitude towards language acquisition.

The multimedia applications to Kids' English sets for B1 contain audio files of texts and dialogs, video activities, animated and interactive activities. They contain the material necessary for completing listening and speaking activities. These applications were created for use in the lesson, as well as to help parents to revise with their children the learned

material at home. For a more effective use of the multimedia applications, it was decided to help teachers from all regions of Uzbekistan and familiarize them with the content and ways of using these applications in language teaching. In Tashkent at the Retraining and in-service Institute named after A-Avloni the training for English teacher trainers was organized. The aim of the training was to explain and practice the use of the Kids' English level B1 sets within the goals and tasks of using the multimedia applications to the sets. Among the sessions given to the teacher trainers "Use of multimedia resources", "Project work", "storytelling" and some other ones on how to use multimedia in class were given as well.

Conclusion: In this paper we have analysed various scientific sources. Based on the data we can conclude that multimedia technologies in the process of teaching foreign languages is useful not only hypothetically, but actually increases the effectiveness of teaching, brings an innovative element to traditional lessons. This study has substantiated the need of ICT in modern pedagogy, and the result will be applied in the future.

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