



THE USE OF GOOGLE CLASSROOM IN TEACHING ELT

Dilnoza Buriyevna Nashirova

Lecturer of Karshi Institute of Engineering Economics, Uzbekistan

Nilufar Gafurovna Buriyeva

Lecturer of Karshi Institute of Engineering Economics, Uzbekistan

Abstract

The article aims to provide an overview of current educational platform Google Classroom in ELT. This article highlights to show the range of possibilities of using Google Classroom to be integrated by the universities of foreign language teachers to create virtual classrooms for students to learn foreign languages faster and better.

Keywords: educational platform, google classroom, remote learning

Introduction

The modern view of the process of learning a foreign language is the result of understanding the communicative functioning of a person in the environment, in the context of a group and society. This view of linguistic communication assumes that language is inherently non-transferable. Only communication products are transferred. An ever deeper understanding of the correctness of the learning process, including the process of learning a foreign language, has led to a weakening of the connection between it and the learning process, giving the latter a more limited role and directing research interests to the student, and not to the teacher, as it was before. According to the requirements of modern civilization, educational platforms have received one of the priority roles in teaching. However, it seems that after a period of enthusiasm for e-learning, the time has come to think about the real possibilities of using the Internet in the didactic process of higher education. Decisions on how to use Internet tools can be different, but they must be subordinated to the achievement of didactic goals and quality assurance of learning over the Internet. In the modern information world, saturated with various electronic resources, higher educational institutions have to choose educational platforms that provide opportunities for students to learn foreign languages. In this article, we will look at opportunities of using Google Classroom in teaching English as a foreign language.





Materials and Methods

Google classroom is an online platform (website and mobile applications) for self-study of the English language. It will help to develop the practice of listening comprehension, reading, writing and speaking. One of the possibilities is that the users can join through the class code, upload tasks, and comment on each other's assignments.

This learning platform provides many options for interacting with students. The student receives homework, which should be completed until the next lesson, or postponed until the moment when he has time for this. This possibility is provided, first of all, by the fact that most of the tasks are checked automatically at the time of execution, and the user immediately sees his error, can go on to explain the grammar on this aspect, and receive a hint from the system. At the same time, there are tasks for listening and writing texts, which are checked by the teacher.

Google Classroom provides such service for interactive interaction of the teacher with the students. For successful work remotely, in order to check homework, publish educational material, etc., this service is very convenient, since it allows you to do this in different courses-folders for each group separately. By connecting a group to a course created by an instructor, you can publish assignments, check them, open and view assignments for each individual student, grade them, and set deadlines. There are two ways to add students to a course: by sending an email invitation (it is generated automatically from the teacher's Google email), or by copying / showing the course code to students. Also, the service is very convenient for organizing mailings of emails. For example, a teacher needs to send different versions of a written test by e-mail on the day of the test, five minutes before it starts. To do this, you can determine in advance which of the students to send which option, select students who will write one option, attach a file of the required test option and schedule sending by setting a specific day and time when the letter should be sent. In the "Feed" tab, the teacher can publish news, questions for discussion with the group. Also in the "feed" you can see all the latest publications of assignments by the teacher. In the "Assignments" tab, the teacher can publish an assignment (for example, homework for students), an assignment with a test (this is an assignment in the form of a test created in Google Forms), a question for discussion (students can write answers in the form of comments to the question with the ability to view the answers of other students or choose an answer option from the list created by the teacher), educational material by attaching a file of any format (audio, video, text, presentation, etc.). If the teacher needs to reuse already published material or assignment in another course, for other





students, there is a "reuse" function. It is also possible to structure all the material in the "Assignments" tab, distributing them into different folders and topics. When a student sends a completed assignment, the teacher controls this option with the assigned assignment as follows: checks it by setting a mark and "returning" it to the student (due to which the student sees the mark set by the teacher); comments on the completed assignment in a special dialog box, sends comments to the student; keeps track of which of the students completed the assignment on time, who completed it late, who did not complete the assignment. Thus, by "opening" a certain published assignment, the teacher can see three folders: first, the "submitted" folder, which contains those students who completed and sent the work for verification (meeting the deadline or with a delay, but these works are still not checked by the teacher), secondly, the "assigned" folder, of those course participants who were assigned to perform this task, but they did not complete it; thirdly, the folder "Graded", here are students whose work has already been graded (with or without a mark).

The marks set automatically go to the Google Classroom magazine, where you can also see the average grade of the student, his progress, the average grade of the course group for a specific task. You can also set specific grading criteria for various assignments by publishing them to course learners. In the "Assignments" tab, the teacher has the ability to publish an assignment and assign it not to all students of the course, but to specific students. This function is convenient when one of the students has already completed the assignment and there is no need to ask it again. The "Users" tab displays the instructor / instructors of the course (there may be several of them), as well as a list of students who can be added to the course, ignored, sent emails, or organized emails. To track student progress, you can select the Grades folder, or on the home page where all courses are displayed, click the arrow at the bottom right of the course folder. After opening the journal, you can see columns with all the assignments, tests and questions that were published by the teacher, as well as all the points received by students for these assignments. In such a journal there is a function of automatically calculating the average score for each student, as well as the average score of the entire group for a specific task.

Moreover, Google Classroom has a very convenient option to display the progress of each individual student. To do this, you need to select a student in the gradebook by clicking on the "Name / Surname" of the student, after which a window opens with all statistics for the selected student, namely: the average score for all tasks, as well as for all tasks of the course. All the assignments of the course and the student's statistics on them are automatically opened, but by clicking on the "passed" button, you can see all





the assignments handed over by the student, on the "returned" button - all the assignments for which the student is gender.

Results and Discussions

Independent work of students should be based on intrinsic motivation, which can be effectively improved in the long term by topics of involvement in project assignments. Such project assignments must have a clearly defined goal, tasks (distributed over time), certain deadlines, assigned performers (each has its own clear role), the final result, that is, meet all the requirements of the project. When teaching a foreign language in a non-linguistic university, it is desirable that the project be interdisciplinary, that is, students create their projects in order to acquire not linguistic competence, but professional one. By creating their projects, students acquire soft skills or improve them (when preparing a project, the teacher can declare which soft skills students should learn, asking them to focus on the formation of the desired behavior). Such soft skills can include not only the self-evident ability to work in a team, negotiate, negotiate with outside parties (when collecting information), delegate authority, but also the ability to organize your working time, critical thinking skill, managerial ability, willingness to take over the role of a leader or performer, creative thinking in the absence of strict conditions in a particular task. It's good to go from the interests of students and add to the content of the project what they use for education, namely useful and vivid content of social networks, videos that motivate or explain complex concepts.

Another example of a collective project carried out during the entire semester (3.5 months) is the creation of their own sites by students. Depending on the language readiness of the group, the number of hours allocated for independent work, as well as on the course of study, the requirements for the project differ and allow the individualization and personalization of training to be applied. At the beginning of the semester (two weeks, sometime at the end or beginning of a regular lesson) preparatory work takes place: the teacher announces the assignment, requirements, shows examples of already implemented projects, talks about technical resources, about possible difficulties, how to avoid them (using the example of the experience of previous groups), demonstrates infographics on soft skills; students are divided into mini-groups (2 - 4 people) and choose a topic for the site either in accordance with the proposed textbooks as topics for presentations, or in accordance with their own professional requests, study such sites, form the information field of the group for the exchange of information. During the two weeks of preparation, students can change the topic if they find it too broad or narrow, or decide that they are not interested in it





or do not understand it well. Then work begins on the site, for each stage of which the whole group receives an equal number of points, even if there was only one performer, so students learn to negotiate a fair distribution, and the teacher controls this performance (once a week in the current lesson). Students are given approximately two weeks to complete each stage, since they have a sufficient amount of other homework assignments. The teacher also monitors the updates on the site, if necessary (if there are shortcomings in circulation), a site is analyzed with the entire group. The final stage is a group presentation and assessment of the presentation and the site by other classmates, invited teachers. The score sheet presents a list of 9 - 10 items according to the presence of one or another component of the site, its compliance with the disclosure of the topic; Also, such a check-up helps to assess the overall impression of the site, the creativity of its creators and the ability to work with information. After the presentation of the students with the websites, the speakers are asked questions, and the teachers play the role of experts. On the basis of the completed scorecards, the arithmetic mean value for each site is calculated, the winners are determined, which are rewarded with points in addition to those already received in the course of the current work.

There is an opportunity to participate in discussions with other students (they can be led by both a teacher and a bot), as well as in conversations with each other. Such proposals are designed to directly develop communication skills and allow you to remove a possible psychological barrier in the use of a foreign language.

At the same time, the teacher is not limited to choosing only from those materials that they personally prepared. Methodologists and technical specialists allow “not to reinvent the wheel” (create your own materials for each lesson and invent exercises), but rely on the experience and skills of colleagues. The platform provides the ability to choose a topic, level, individual lessons, video, audio or grammar exercises for each student.

Conclusion

Thus, we can conclude not only about the large number of exercises on this platform, but also that we can build a rigorous methodological base, to create a space convenient for both the teacher and the student by using Google Classroom.





References

1. Iftakhar, S. (2016). Google classroom: what works and how. *Journal of Education and Social Sciences*, 3(1), 12-18.
2. Azhar, K. A., & Iqbal, N. (2018). Effectiveness of Google classroom: Teachers' perceptions. *Prizren Social Science Journal*, 2(2), 52-66.
3. HEAD, D., Haigh, M. A., & Mann, M. C. (2020). Google Classroom.
4. Sarimsakova, D. M. (2021). USING INTERACTIVE BOARD "PADLET" TO DEVELOP SOCIOLINGUISTIC COMPETENCE OF FUTURE ENGLISH TEACHERS IN CONTROLLED INDEPENDENT EDUCATION.
5. Sarimsakova, D. (2021). Бўлажак инглиз тили ўқитувчилари социолингвистик компетентлигини ривожлантириш долзарб педагогик муаммо сифатида. *Журнал иностранных языков и лингвистики*, 2(3).

