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METHODOLOGICAL JOURNAL****MENTAL ENLIGHTENMENT SCIENTIFIC –  
METHODOLOGICAL JOURNAL**<http://mentaljournal-jspu.uz/index.php/mesmj/index>**WAYS TO ENHANCE THE EFFECTIVENESS OF ONLINE FOREIGN LANGUAGE  
TEACHING****Zarrina Khashimovna Vafaeva***Senior teacher**Samarkand State Institute of foreign languages**Email: [zarrinavafaeva@mail.ru](mailto:zarrinavafaeva@mail.ru)**Uzbekistan, Samarkand***ABOUT ARTICLE**

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**Abstract:** This article discusses several strategies to increase the effectiveness of online foreign language instruction, such as creating clear communication plans with family members, modifying lesson plans for online engagement, and implementing digital tools for engaging instruction. It highlights the value of individualized instruction, monitoring progress, and employing technology to boost students' interest. The article also emphasizes the necessity of ongoing adaptation to meet the diverse needs of students in an online setting.

**Introduction**

Nowadays, not only are college students and high school students, but also employees working in a variety of fields are taught foreign languages, particularly English. The main reasons for this are the innate tendency of children to learn a language, the fact that they have a strong ability to imitate, and the fact that children spend more time than adults. It should be noted that 6-7 aged children memorize information mechanically rather than understanding its

meaning. Therefore, teaching English to primary school students should not begin with a general understanding. It is possible to start the child from the very beginning of learning a foreign language and put an end to his interest.

The degree of development of a society's educational system, which is an integral part of it and a vital necessity, determines its future.

Education has turned become a state policy [9,86].

Everybody has the chance to hone their professional training and abilities in the process of developing pedagogical theories and their integration into the educational process, as well as the quick evolution and improvement of information theory. An essential component of the National Training Program is the introduction of advanced pedagogical techniques into the educational process. These days, innovative pedagogical approaches and interactive techniques are widely used in education, particularly in foreign language teaching procedures.

Teachers must recognise that challenges of the twenty-first century move learning far beyond the formal educational settings. We must connect classroom learning to wider world opportunities provided by technology, internet, mass media, use of network create opportunities for real authentic and meaningful use of English to prepare our learners for the reality of the world. Recognizing and employing learning beyond the classroom opportunities can create environment for successful language learning [6, 81].

The ability to self-correct in the educational process, the correction of lexical grammar errors, the correction of the knowledge system structure in the student's mind, and the ability to self-correct are all examples of innovative pedagogical techniques. These days, the most effective teaching strategies in the educational process are guaranteed to help students achieve the goals set by their teachers. These strategies help students develop independent thinking skills, decision-making abilities, and the ability to solve problems in a variety of challenging situations.

- Methods of preparation are the most advanced aspect of pedagogical education. Today, due to the initiative of your state, there is a great deal of interest in learning and teaching in your country. Looking at the above, we are convinced of the importance of language in the advancement of our nation.

However, teaching a foreign language to young children is much more challenging and responsive. The following techniques can be used to teach children meaningful and engaging English:

- To teach how to sing or create meaningful lyrics or combinations that are hard to explain or remember through songs and poetry.

One example of this is the fact that singing is a more effective way for children to learn the English alphabet than simply memorizing it.

Games pertaining to mental and physical activities; - Partoons; - Despite the fact that children do not comprehend the words in the cartoon during language learning, they attempt to comprehend the words they use through the actions of the cartoon characters. This is a fun and effective way for kids to learn the language.

- Play a role. When a teacher teaches a piece of information, such the names of animals or birds, the child should play it with them. For instance: The barking of a student dog—the meowing of a cat—needs to know which of these sounds best to say it's English if it shows something else.

- Thematic environment: the child will learn the language effectively if the teacher can demonstrate that the environment depends on the topic. For instance: traveling to the kitchen on a birthday, etc. Information on the travel organization by the instructor on the travel topic, including how to travel by foot, bicycle, wheelchair, rain, boat, and airplane, as well as where to travel The purpose of this course is to improve students' vocational language skills and worldview.

Children are often interested in finding answers to riddles. Therefore, even if the teacher presents the problem in English or Uzbek, he should ask the student to respond in English. The children then quickly learn the words.

Fruits and other foods that taste like flowers are examples of practical exercises; A practicing psychologist's thoughts can explain this phenomenon:

"Educators who want something to be firmly ingrained in a child's memory should use as many of the child's senses as possible in the eyes, ears, muscles, and even, if possible, try to involve the sense of sight and taste in the process of remembering." For instance, if a teacher tells a student that the fruit is red or green, they should explain that it's a tasty or sour fruit, be gentle, and ask other students to eat it. They should also ask the child to provide English-language information about the food.

When the teacher asks the students the English names of the colors, the children immediately remember that the fruit is red or green. Long-term memory ensures that it remains cool.

- by means of facial expressions; It will be easy to understand when a teacher uses gestures to say or provide a command to a child that is suitable as soon as they open the book or look at the blank board.

Using visual aids, promoters, and books;

- -Writing visible and often used items for everyday use. For instance: door book, table, blackboard window, and so on. Since these topics are always visible and frequently used in practice, the child learns about them voluntarily.

- We have discovered that children are curious. They quickly became bored with the monotony. However, they should not always be taught using the same methods; instead, they should be taught by updating and changing some methods. The child will understand what the teacher is teaching and prepare for it. Teaching with new techniques increases children's motivation.

The methods of utilizing videos in language teaching classrooms. One of the most appreciated materials applied to language learning and teaching is, of course, video. A recent large-scale survey by Canning-Wilson reveals that the students like learning language through the use of video, which is often used to mean quite different things in language teaching. It means no more than replaying television programs on a video recorder for viewing in class or private study. One of the most accessible resources for teaching and learning is a course video. According to a recent language-scaled study by áanning-Wilson, students prefer learning languages through the use of videos, which are frequently used to teach quite different things. It means nothing more than replaying television programs on a video that is intended for viewing in private study or in a classroom.

For others, it means using a video clip in English to review and play back their activities and accomplishments in a foreign language. It is a fact that the majority of students who have taken foreign language courses typically still lack the proficiency to use the language and comprehend its use in everyday communication, whether in written or spoken form. The issue arises not from the methodology per se, but rather from its misuse or improper use [3,36].

That is to say, teachers continue to evaluate students' performance in relation to the structure and situational settings. However, this does not always mean that teachers should devote all of their attention to merely communicative methods in the preparation and presentation of language teaching materials.

Videos have been shown to be an effective way to teach foreign languages as second languages to both young and adult learners.

Videos can be used in a variety of educational settings, including classrooms, distance learning sites, and self-study and evaluation situations. Information is broadcast to students who interact with the facility via video or computer. Additionally, it can be used in teachers' professional and academic development or with students as a means of introducing concepts, starting conversations, and offering examples for concepts.

Students and teachers can always create their own videos as content for the purpose of the quiz is to evaluate the performance of the learners. Being so close to language reality, this video is an excellent medium for use in the language classroom since it contains both visual and aural cues. It can be used in a variety of ways and for teaching or revising a wide range of language points. These tips are meant to help you consider how you can use video in your classroom. They aren't effective because, in the end, the ways you can use videos are restricted by your own imagination [6,93].

Languages are not fixed but are always changing, as is the media; television, radio, and newspeak are all extremely rich sources of language in use. In order to explain foreign languages to learners, the use of technology must be conducted in the classroom as much as possible. For that reason, there has been a significant shift toward the use of technology and its integration into the curriculum developed by foreign language teachers, which has had a significant impact. In recent studies on the integration of technology into curricula, the use of video has specifically increased attention [9,110].

1. Evaluating whether the course is "working"

Assessing if your course is "working" gives you a chance to understand what is helpful to students. In "Measuring E-Learning Effectiveness: The "Five-Step Program for Success" provides a useful framework for considering the types of information you can use to determine the success of your course. Below, we also offer some special assassination techniques.

#### Five Steps to Assess Effectiveness

2. Enrollment: Is the audience growing?

Students may not understand the course or how to enroll in it if they are not participating in your course. If the course is an elective, it may be poorly named or not appropriately located in the catalog.

3. Activity: do they make progress?

If the content is appropriate for the audience, students will typically progress at a reasonable pace. You may discover that students move quickly before stopping at a specific

point. Enough information is available to assist you in evaluating the usefulness, relevance, and effectiveness of the course content.

3. Tip: To provide feedback, use concise paragraphs or the muddiest possible exercises. Minute papers and muddiest paint exercises are even more effective in an online setting since students may share them with each other, allowing them to see what other students are considering.

#### 3.Implementation: Have they completed?

Students who are genuinely committed to the course can offer valuable feedback. However, many courses will "flag" a student as "completed" even if they haven't finished all of the assignments. Make sure you can accurately assess which students have finished all of the course work.

#### 4. Scores:How did a student perform?

In online learning environments, you can't always see why a student did well on a quiz or assignment. Did they actually learn the material or did they copy it from someone else? Multiple assessments will also help you measure progress toward the final learning goal so you can determine exactly what a student did well and where they have fallen short.

#### 4. Feedback and Surveys :Did they enjoy it?

One essential component of online learning is feedback. Regular feedback will give you important information on the course content, assessments, and methodology [7,86].

#### Issues with Trouble Shooting Students

##### What should I do after I have my course list?

Send students an email so they know how to get in touch with you. The "welcome" email helps to reduce the distance between you and your students.

##### What should I do with students that fall behind?

Determine at the beginning of the semester whether students should work through the course material together or at their own pace. If a student deviates from your guidelines, speak with them directly to determine what is making things difficult.

Because technology can fail, provide a contingency plan in case students cannot access course materials. For example, provide printed copies of course material and 24-hour technical support, if available.

Provide technical support.Be able to respond to common questions about your online course. Additionally, know where to direct students for more complex questions. It is always assumed that students have never participated in an online quiz before. Consider new users of

online quizzes or threaded discussions. Include step-by-step instructions if this is the first time you ask them to complete a task.

A strong emphasis on graphics to convey content

Utilize graphics to enhance text. Reduce the use of large graphics so that users with older computers don't have to wait a long time for the webpage to load.

Ensure that all website links function properly.

Before you start your search, check all of the links on your home page to make sure they link correctly.

Teach students how to recover lost files and backup their work

Emphasize to students the importance of backing-up their work on multiple locations for example, floppy disk and hard drive, zip drive and hard drive.

A simple light colored background with dark text is usually best for readability. In addition, sans serif fonts, such as Arial, are more readable online. Avoid over-use of special effects. Special effects vary considerably across Internet browsers. Some students' computers may not have the capability to download special effects [6, 43].

Teaching special education necessitates creativity and innovation on a daily basis. Teachers around the world will need to apply this same spirit of individualized focus and ingenuity as they develop online solutions to help students continue working during school breaks. Continue to receive guidance from state and federal agencies on how to instruct and support students undergoing special education.

There is a lot to process during this time, so remember to first care for your family and yourself. When it is time for you to start helping your students, you may find that teaching in a virtual environment offers new and exciting ways to connect with them. To enhance the effectiveness of online foreign language teaching, it is essential to develop a clear plan for communicating with families, ensuring ongoing dialogue about the learning plans for each student. Successful online teachers understand that communication is key, and it is important to discuss the student's Individualized Education Plan (IEP), specialized instructional services, and preferred communication methods such as phone calls, email, or virtual platforms, along with the frequency of updates. Teachers should also review their caseload to ensure they are meeting the IEP goals, providing tasks that align with these goals, and monitoring progress using available tools. Materials for support can be provided either digitally or through physical mail, depending on local guidelines [3, 74].

In the context of related services, flexibility is crucial. Service providers must to demonstrate innovative methods for providing instruction and support in a timely manner. For example, therapists or speech-language pathologists may use virtual platforms such as Zoom or Microscopic tutors, and home tutors may help students with assignments. Teachers should collaborate with family members to choose the most effective way to deliver therapy, such as virtual therapy or home-based practice exercises. Special attention should be paid to ensuring that students have the necessary tools, like pencil grips or slatt boards, to ensure they can fully participate in memory learning.

Orienting families to the online format is crucial. Before starting formal lessons, teachers should guide students and their families through the technology, starting with fun orientation activities to build comfort with the platform. Teachers can encourage student engagement through chat and webcam interactions, while also recognizing that students with emotional or behavioral needs may require additional time to adjust. It is important to be patient and understanding as families adapt to the new learning environment. For students who lack access to virtual learning, alternative solutions need to be explored, including assistive technologies or offline resources. Providing direct special education services should be done in alignment with district or school guidance. Teachers should use both digital and offline resources to ensure that lessons are engaging and meet the students' needs. Digital assignments can include both documentation and video capture for student engagement. Additionally, teachers can collaborate with general education teachers to ensure that accommodations and modifications are being implemented during the online learning process.

Last but not least, teachers should assist families in creating a daily or weekly schedule for online learning, guaranteeing clear communication regarding class times, breaks, and transitions. Collaborating with family members to locate additional physical resources, such books or educational materials, can further enhance virtual instruction. In order to ensure that services are being provided effectively and consistently throughout the online teaching period, it is crucial to track all correspondence and documentation.

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