Methods of Implementation of Modern Pegagogical Technologies in Teaching English through the Analysis of Conversational Implicature in English Listening Comprehension

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Abstract: This research article overviews the implementation of interlanguage pragmatics in the EFL classrooms which still remains an unresolved question over the last three decades. The flipped classroom model is one of the most innovative teaching methods that recently change the role of teachers and learners, inverting the front-of-class instruction paradigm in favor of active and collaborative classroom learning. To draw the attention to this trend, this article seeks to explore the effectiveness of the flipped classroom for developing Uzbek EFL students' pragmatic competence and language proficiency by focusing on the comprehension of conversational implicatures during the academic year.

Keywords: implicature, flipped classroom, innovative teaching methods, conversational implicatures, pragmatic competence, paradigm, concept.

INTRODUCTION

According to the state policy and main directions of the National program for development of national education in 2022-2026 that was signed by President of the Republic of Uzbekistan Sh.M.Mirziyoyev on May 11th, 2022 it was determined to increase responsibility of teachers for education and training of youth, their insistence in the continuous professional development as well as informative organization of free time of pupils, enhancement of system of their professional orientation [1].

All of these requirements are closely connected with conducting this research. As it is highly recommended to improve not only for students, but also for teachers themselves.

Listening comprehension is an important part of language learning because it helps you develop other related skills like grammar, vocabulary and writing. It also allows language learners to explore topics that they love and videos that engage them. Listening is usually not an easy task for some students especially young learners. Sometimes teachers have obstacles teaching learners how to detect the certain information they need. As teachers, we aim to help students feel confident in the lesson, use the language easily and reach their goals with the help of it. Taking into consideration all these students' perception and their behavior, I conducted and initiated this study.

This study examines the role of the environment in development of pragmatic comprehension. It tracks two groups of students of English in grade 7 A-B, the aim of this study was to apply the flipped classroom strategy in teaching English listening to examine its impact on the secondary school students' performances, perceptions and attitudes toward learning English independently.

Thus, it was decided to implemented the flipped classroom strategy by selecting videos, podcasts based on the students' text-books and uploading them on the Telegram site before each lessons to provide opportunities for active listening interactions. The students of experimental group (n=22) were required to watch the videos to learn by themselves and to come to class prepared to ask for clarification, if needed. They also practiced what they had learned under my supervision, by completing collaborative and competitive tasks in groups or pairs. Meanwhile, the control group students (n=24) received in-class only traditional teaching. They learned listening lessons without the help of any videos and podcasts. The school is situated in Karakul district in Bukhara region. In each group the number of boys outnumbers. 10 survey questions were created and taken by teachers of English Language in Karakul district, Bukhara. Another 10 questions were created and taken by learners from 7 A-B grades themselves.

Therefore, teachers are facing with some kind of obstacles which is desirable for students to overcome. Those teachers who tend to reflect on their lessons sometimes may ask themselves questions like: What can be done to help these learners get started? What can be done to encourage them to put more effort into their learning? How can a relevant learning activity be created? How to improve teaching listening? With these questions in mind teachers concern and understand the reasons for their low productivity after listening process. The article might be in great interest for those teachers whose learners are lack of interest and skills in listening process [2].

The statistical analysis of the post-test results showed that adopting the flipped classroom strategy appeared to play a role in enhancing the students' listening performances, as the mean score of the experimental group was higher than of the control group, but this difference was not statistically significant. The students' responses to a questionnaire and semi-structured interviews indicated that their attitudes towards using the flipped classroom strategy in the EFL class were positive.

REVIEW OF THE FLIPPED CLASSROOM

Most teachers assume that instruction in English is a priority around the globe, but instructional methodologies have not always kept pace with the changing needs of students. To explore the methods of implementation of modern pedagogical technologies in teaching English through the analysis of conversational implicature in English listening comprehension have become a topic of concern for many educators. There are plethora of benefits of a flipped classroom approach because it promotes active learning and increase teacher-student interactions by maximizing face-to-face class time (Hamdan, McKnight, Mcknight, Arfstrom, & Arfstrom, 2013) [3].

The present study found that a flipped classroom initially requires a significant time commitment to create lecture videos and prepare lessons; however, delivering instruction outside of class with lecture videos increased active classroom learning time, which in turn increased the number of classroom interactions. While quantitative statistics found only a slight statistical difference between the EG and the CG in the students' learning outcomes, descriptive analysis showed learning gains in the EG. In addition, qualitative data revealed that students expressed favorable attitudes towards the flipped classroom approach.

CONCLUSION

Analyzing conversational implicatures in English listening comprehension is vital for effective communication and language learning. As podcasts and videos provide real-life contexts and interactions, they offer excellent opportunities for learners to develop the skills necessary for understanding implied meanings. By employing strategies such as close attention to context, identifying verbal and nonverbal cues, utilizing prior knowledge, and practicing active listening, individuals can enhance their comprehension of conversational implicatures and become more proficient in interpreting the nuances of spoken English.

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