

ACTION - BASED RESEARCH FOR IMPROVEMENT A PRACTICE OF FOREIGN LANGUAGE TEACHING

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CHET TILLARNI O'QITISH AMALIYOTINI TAKOMILLASHTIRISH BO'YICHA HARAKATLARGA ASOSLANGAN TADQIQOTLAR

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ИССЛЕДОВАНИЕ, ОСНОВАННОЕ НА ДЕЙСТВИЯХ, ДЛЯ УЛУЧШЕНИЯ ПРАКТИКИ ПРЕПОДАВАНИЯ ИНОСТРАННЫХ ЯЗЫКОВ

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Annotation: This article examines Action-based methodology in education, focusing on Action Research as a reflective approach to improve language teaching. It highlights essential stages, including problem identification, planning, implementation, and data analysis. The article emphasizes the role of Action Research in addressing challenges in the language learning process and bridging the gap between theory and practice. By using techniques like observations and surveys, educators can enhance their teaching effectiveness and foster professional development.

Key words: Action Research, language teaching, reflective practice, teacher development, educational innovation, curriculum development, foreign language learning, data collection techniques teacher education.

Annotatsiya: Ushbu maqola ta'limda harakatga asoslangan metodologiyani ko'rib chiqadi va til o'qitishni takomillashtirish maqsadida harakat tadqiqotini reflektiv yondashuv sifatida ta'kidlaydi. Muammo aniqlash, rejalashtirish, amalga oshirish va ma'lumotlarni tahlil qilish kabi muhim bosqichlarni ta'kidlaydi. Maqola harakat tadqiqotining til o'rganish jarayonidagi muammolarni hal qilish va nazariyani amaliyot bilan bog'lashdagi rolini ta'kidlaydi. O'qituvchilar o'z ta'lim samaradorligini oshirish va professional rivojlanishni rag'batlantirish uchun kuzatuvlar va so'rovlar kabi texnikalardan foydalanishlari mumkin.

Kalit so'zlar: harakatli tadqiqot, tillarni o'qitish, reflektiv amaliyot, o'qituvchi rivojlanishi, ta'lim innovatsiyalari, o'quv dasturlarini ishlab chiqish, chet tillarini o'rganish, ma'lumotlar yig'ish texnikasi, o'qituvchilarni o'qitish.

Аннотация: В данной статье рассматривается методика, основанная на действиях, в образовании, с акцентом на исследование действий как рефлексивный подход к улучшению языкового обучения. Освещены основные этапы, включая определение проблемы, планирование, осуществление и анализ данных. Статья подчеркивает роль исследования действий в решении проблем в процессе изучения языка и преодолении разрыва между теорией и практикой. Используя такие методы, как наблюдение и опросы, преподаватели могут повысить свою эффективность в обучении и способствовать своему профессиональному развитию.

Ключевые слова: исследование действий, языковое обучение, рефлексивная практика, профессиональное развитие, образовательные инновации, разработка учебных программ, изучение иностранных языков, методы сбора данных, педагогическое образование.

INTRODUCTION. This article addresses to study the core of the Action-based methodology, which help to provide the teachers' work with a systematic reflective approach.

More specifically, the professional practice employed by one or group of researchers to teach conducting the Action-based or Action research.

DISCUSSION. Action-Based Research language teaching is a reflective, systematic approach that educators use to identify areas for improvement in the teaching practices and enhance student learning outcomes. For last years consecutively, and believes the skills and knowledge developed as goal of education is very important. A teacher who respects his or her profession and wants to solve problems in the language learning process should always apply Action research asking the following questions: "How can I get the students to enjoy learning? How can I make my classroom more interesting for students? How might we conduct teacher evaluation processes in this school in ways that will improve teaching and learning? How can I encourage more parental support for what does on the classroom? How can I adapt an already demanding curriculum to better meet the specific needs of the students in my class? How might we work together better as a staff to establish such things as school objectives, philosophy and budget priorities? "

To find answer to these questions we must find a way of bridging the traditional divide between educational theory and professional practice. Educators can conduct practice-oriented research to improve their classroom practice by collecting data about their daily activities, problems, and outcomes for the purpose of improving themselves as teachers and their students as learners. This kind of research is used to improve the practitioner's practice by doing or changing something where the teacher is the researcher and the teacher's practice is the focus of the research. The main reason for teachers to engage in Action research is to learn from and to improve their own teaching activities. Moreover, Action Research is focused on the immediate application, not on the development of theory. It has placed its emphasis on real problem – here and now in a local setting (Yogesh Kumar, 2016. p. 48).

Thus, Action research as an interactive method of collecting information is used to explore topics of teaching, curriculum development and student behavior in the classroom. (Mc Collister, 2014). In all professional fields, the goal of action research is to improve processes, so during such process the teachers can analyze and examine their educational practice carefully and systematically.

For conducting the Action research J.Mc Collister (2014) points out the following techniques and methods of research, which can be successful:

- *Observing individuals or groups*
- *Using audio and video tape recording*
- *Using structured or semi-structured interviews*
- *Taking field notes*
- *Using analytic memoing*
- *Using or taking photography*
- *Distributing surveys or questionnaires*

To achieve the best result the researcher should follow to the given steps of Action research:

- identification of problem;*
- creation of plan;*
- action for plan implementation;*
- collection and analysis data;*
- reflection and sharing with results;*
- improvement of educational process.*

Therefore, research begins with identifying the problem or issue of the study. In the **first step** researcher-teacher should choose a research question which related to specific problem in teaching or learning foreign language but the teacher needs to design a plan for realizing he main points for analysis. There are many problems that usually arise in the mind of the teacher during the learning or research process and are waiting for their solutions. After planning the teacher move to its implementation in the classroom via observation, questionnaire, testing, etc.

The third step called collecting information which helps us problem-solving activity. By keeping a teacher journal of observations, conducting student interviews, giving out questionnaires, and testing the researcher can collect data.

Fourth, the data must be analyzed. Organized narrative data is perfectly actual in research. Basic statistical calculations are easily mastered and applied. For example, if your research involves investigating the ways of what barriers come between students during communicate with each other in the English class. We will try to gather general impressions of oral participation throughout the day and also to focus on particular students and on specific activities. We will also do some reading on oral participation in foreign language and general classes and to try to find ways to increase participation.

The fifth step is to organize and sum up the research and results. The results we can share as informal with our partners at work or colleagues. As a more informal form is to be shared and disseminated to a wider audience in articles or presentations. The final step is for the teacher to incorporate the results of the research into classroom practice. Your research will give you a chance for deciding to hold down successful instructional

practices, modify those that are less successful, or unusual new practices to address problem areas.

CONCLUSION. In conclusion, Action Research has been oriented towards various purposes of teacher education in the foreign language teaching field are the following:

-To address and find solutions to particular problems in a specific teaching or learning situation (Edge 2001; Hadley 2003).

-To underpin and investigate curriculum innovation and to understand the processes that occur as part of educational change (Lotherington 2002; Mathew 1997).

-To provide a vehicle for reducing gaps between research findings and practical classroom applications (McLeod 2003; Sayer 2005).

-To facilitate the professional development of reflective teachers (Coles and Quirke 2001; Kitchen and Jeurissen 2004).

-To acquaint teachers with research skills and to enhance their knowledge of conducting research (Burns and Hood 1995; Crookes and Chandler 2001).

-To enhance the development of teachers' personal practical theories (Golombek, 1998).

The road to improving any field of education through change is no doubt long and hard. It may be because of there is not a lot of evidence that, regard to foreign language teaching and learning. But significant progress along that road is being done. Teachers in this survey who know about Action research, there is clearly a conviction that, given the right conditions for research, they could be instrumental in that change and help to overcome some difficulties in teaching foreign languages using teacher action research.

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