

PANDEMİYANIN MÜƏLLİMLƏRİN İNGİLİS DİLİNİN MƏNİMSƏMƏ MODELİNƏ TƏSİRİ

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Xülasə. Qeyd edilib ki, bu gün Azərbaycan Memarlıq və İnşaat Universitetinin (AzMIU) həm tələbələri, həm də müəllimləri tərəfindən ingilis dilinin öyrənilməsi mühüm məsələdir. Buna görə də universitetdə tələbələr üçün təhsilin ingilis dili sektoru, müəllimlər üçün isə Elementary, Pre-Intermediate, Intermediate, Upper-Intermediate, Advanced səviyyələrini əhatə edən ingilis dili kursları təşkil edilmişdir. Bildirilib ki, pandemiya dövründə kursların fəaliyyəti müvəqqəti dayandırılmışdır. O zaman müəllimlər həm öz dərslərini, həm də ZOOM proqramı vasitəsilə əməkdaşların dərslərini də tez-tez izləmək imkanı əldə etmişdilər. Göstərilib ki, bu ingilis dilində dərs keçirən müəllimlər arasında böyük təcrübə mübadiləsinə səbəb olmuşdur. Eyni zamanda kursların fəaliyyətini onlayn rejimdə də davam etdirmək ideyası yaranmışdır. Qeyd olunur ki, pandemiya dövründə müəllimlərin ingilis dilini mənimsəmə modeli “pandemiyadan əvvəlki” dövr modelindən fərqlənir. Üstəlik, dinləmə, nitq (danışma), oxuma və yazma kimi informativ xüsusiyyətlərin göstəriciləri ilə qiymətləndirilən öyrənmə keyfiyyətində və sürətində müsbət tendensiya müşahidə olunur. Bununla əlaqədar olaraq, online tədris rejimi “pandemiyadan sonra” dövründə də istifadə edilməsi təklif olunur.

Açar sözlər: İngilis dili, təlim, ingilis dilində tədris, ingilis dilini öyrənməyin "pandemik" modeli

IMPACT OF PANDEMIC ON THE MODEL OF ENGLISH LEARNING BY TEACHERS

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Abstract. Today the study of English by students and teachers of the Azerbaijan University of Architecture and Construction (AzUAC) is an important challenge. For that reason educational sector with English as the language of Instruction was opened for students, and to meet teachers' needs English language courses that cover the levels of Elementary, Pre-Intermediate, Intermediate, Upper-Intermediate, Advanced were organized. It was noted that during the pandemic, the activities of the courses were temporarily suspended. Thus the teachers had the opportunity not only to conduct their classes, but also quite often visit the classes of colleagues through the ZOOM program. It is shown that this was the reason for a great exchange of experience between teachers conducting classes in English. At the same time, the concept to continue the activities of the courses online also arose. It is noted that the model of English language learning by teachers during the pandemic differs from the model of the "pre-pandemic" period. Moreover, there is a positive trend in the quality and speed of learning assessed by such indicators of informative features as listening, speech (speaking), reading and writing. In this regard, it is proposed to use the online learning mode also in the "post-pandemic" period.

Keywords: English, training, teaching in English, "pandemic" model of learning English

Introduction. Currently, there is an increasing need to study and be fluent in English on a par with the state and native languages. However, the level of English in Azerbaijan cannot be assessed as excellent or even sufficient [1- 5]. Most students and teachers speak the language at the level of "Elementary" or "Pre-Intermediate". To improve the knowledge of the English language at a professional level, a sector with English as the language of Instruction was opened for students of the Azerbaijan University of Architecture and Construction. However, there was also a problem with the lack of professional specialists who speak English well enough to teach. Then, by the management of the University, English courses were organized for university teachers. Courses are held during the free time twice a week for two academic hours and consist of five levels [3- 7]: Elementary, Pre-Intermediate, Intermediate, Upper Intermediate, Advanced. The classes involve teachers of different age categories, from departments with different profiles of education, with

different academic titles and academic degrees. At the end of each level of study, an exam consisting of tests in: Grammar, Vocabulary, Reading, Writing is taken. The exam concludes with Speaking, which is organized as a slideshow presentation and tests fluent speaking for all levels. For the "Advanced" level, the Listening stage was also included.

The experience of teaching at these courses showed that in the "pre-pandemic" period, not all teachers were able to pass the final exam and move to the next level of education. In addition, there was a tendency where the teachers, having passed the exam, stopped attending higher levels of education. A model of English language learning by teachers was developed on the basis of statistical data, which was used to eliminate factors that hinder further teaching and improvement of the language.

During the "pandemic" period, classes were held online during free time in the evenings. Analysis of the results of attending classes, doing homework, mastering new material and testing showed that distant learning is more effective. This is explained by the fact that after work at home, connecting to classes is easier than during working hours; there is enough time to prepare homework before the start of classes; relaxing home environment contributes to better language learning. The models of English language learning in the pre-pandemic and pandemic periods, as well as the results of a comparative analysis are given below.

Technologies for developing English language learning model during the pandemic period. To build a model for learning English, statistical material about teachers attending courses during the pandemic period was collected and entered into tables.

Then the information collected for each level- Elementary, Pre-Intermediate, Intermediate, Upper Intermediate, Advanced was analyzed. The studies were carried out in two stages [8- 9].

First stage. At the first stage, based on the information collected, diagrams indicating the age category of teachers, degree of qualification (without a scientific degree, Ph.D., Ph.D.), specialty of the teacher (humanitarian disciplines, technical disciplines, mathematical disciplines and information technologies), individual abilities (hearing, ability to think logically and memory) were constructed.

Second stage. At the second stage of the study, a number of relationships were identified, among which the following ones turned out to be the most important: between attendance and academic performance; age and academic performance, degree of qualification and academic performance, speciality and academic performance, individual abilities and academic performance.

These data were used to determine the dynamics of English language learning and development of methods to improve positive outcomes.

Research results of the first stage. The research was conducted on the example of teachers who started training at the Elementary level, and then continued at the Pre- Intermediate, Intermediate, Upper Intermediate, Advanced levels.

At the first stage, a database containing the following information about teachers: age; scientific degree (0- no scientific degree, 1- Doctor of Philosophy, 2- Doctor of Science); speciality by code: 1- humanitarian disciplines, 2- technical disciplines, 3- mathematical disciplines and information technology was compiled.

In the further learning process, the English teacher filled in the data on individual abilities: 1 - hearing (1- yes, 0 - no), the ability to think logically (1 - yes, 0 - no), memory (2 - good, 1 - normal, 0 - bad). For example, code 012 means that the student has poor hearing, but he can reason well and has a good memory.

Analysis of the results of the study showed that:

1) at all levels of education (Elementary, Pre-Intermediate, Intermediate, Upper Intermediate, Advanced), employees, regardless of age, attend classes quite active, although in the pre-pandemic period, when moving from level to level, there were fewer students;

2) the level of language learning has increased significantly due to the ability to record a lesson and listen to it again, instead of reading long and "boring" Grammar rules from a textbook.

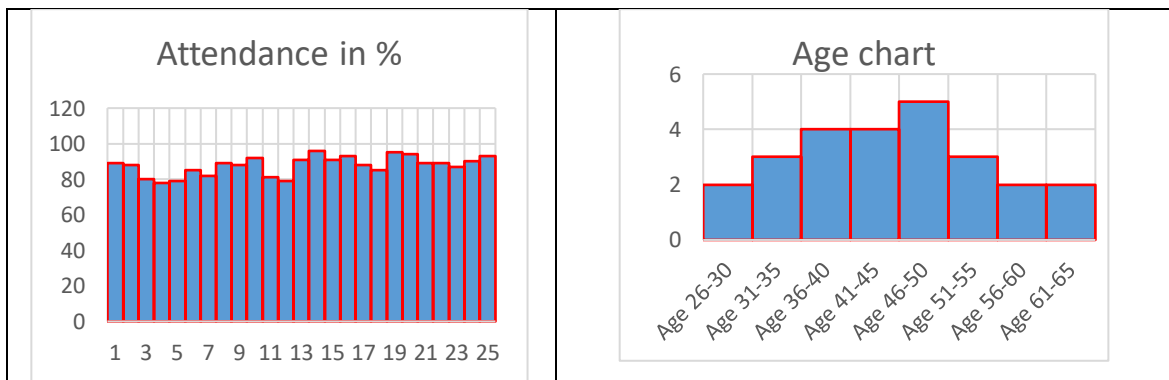
3) classes are more lively as a result of the fact that one can connect to the Internet and listen to English texts, songs, dialogues; watch movies; use the power of the Web.

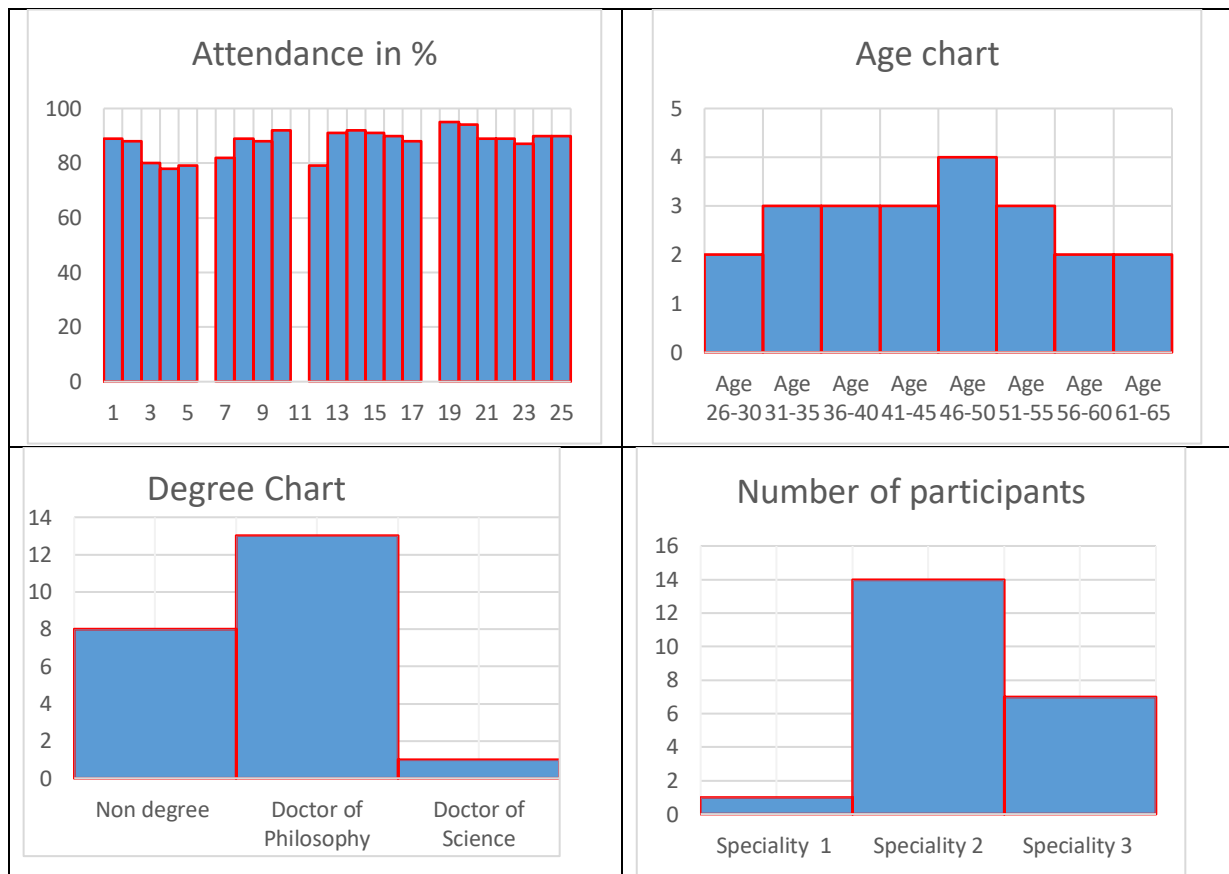
4) a relaxing home environment facilitates longer sessions without exposing students to early fatigue.

Below are the results of learning at the Elementary, Pre-Intermediate, Intermediate, Upper Intermediate levels during the pandemic.

Table 1. Elementary level

Level Pre-intermediate											
Scientific degree: 0-non degree, 1-Doctor of Philosophy, 2-Doctor of Science											
Specialty: 1-humanitarian disciplines; 2-technical disciplines; 3- mathematical disciplines and information technology											
Individual abilities- 1- hearing (1 –good, 0-bad), ability to think logically (1 –good, 0-bad), memory (2-good, 1- normal, 0-bad)											
Name	Attendance in %	Age	Scientific degree	Specialty	Individual abilities (to be filled at the end of the study)	Age	Number of participants	Scientific degree	Number of participants	Specialty	Number of participants
Participant 01	89	27	0	1		Age 26-30	2	Non degree	10	Specialty 1	2
Participant 02	88	28	0	2		Age 31-35	3	Doctor of Philosophy	14	Specialty 2	15
Participant 03	80	32	0	2		Age 36-40	4	Doctor of Science	1	Specialty 3	8
Participant 04	78	34	0	2		Age 41-45	4				
Participant 05	79	35	1	2		Age 46-50	5				
Participant 06	85	36	0	1		Age 51-55	3				
Participant 07	82	36	1	3		Age 56-60	2				
Participant 08	89	36	1	2		Age 61-65	2				
Participant 09	88	39	1	2			25				
Participant 10	92	42	1	2							
Participant 11	81	43	0	3							
Participant 12	79	44	0	3							
Participant 13	91	45	1	2							
Participant 14	92	46	0	2							
Participant 15	91	47	0	2							
Participant 16	90	48	1	2							
Participant 17	88	49	0	3							
Participant 18	85	50	1	2							
Participant 19	95	51	1	2							
Participant 20	94	52	2	3							
Participant 21	89	55	1	2							
Participant 22	89	58	1	2							
Participant 23	87	60	1	3							
Participant 24	90	61	1	3							
Participant 25	90	62	1	3							
	86,8	43									





Conclusion. An analysis of research data shows that learning English online has a number of advantages compared to offline learning. Moreover, such indicators as age, poor musical ear, logical thinking capabilities, the presence or absence of a scientific degree have a lesser effect on the learning of the English language and this way of studying is preferable to offline form of education. Therefore, it is proposed to improve online forms of education, which will lead to the involvement of more employees to participate in the course.

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