
GOOGLE SLIDES AS A TOOL TO COLLABORATE

Djalalov Sanjar Gulomjonovich*

* ESL Teacher of Akfa University in Tashkent,
Master's degree professor at Webster University in Tashkent,
UZBEKISTAN

Email id: sanjardjalalov97@webster.edu

DOI: [10.5958/2249-7315.2021.00227.6](https://doi.org/10.5958/2249-7315.2021.00227.6)

ABSTRACT

Google Presentations is a convenient tool for creating presentations, editing and collaborating on them, which allows the student and those whom he chooses as co-authors to edit files in real time from their home computers, smart phones, tablets, laptops. The principle of variability suggests that the teacher himself should select those forms of teaching that motivate students to successfully learn a foreign language, to master key competencies and ensure the principle of novelty in the classroom. The distribution of functions of each member of the subgroups, the criteria for the final assessment were negotiated and agreed upon taking into account the wishes of the students.

KEYWORDS: *Google Presentation, collaborate, English language, education, modern technology, Internet.*

INTRODUCTION

My main task is to maintain motivation to learn English. The task is not easy. In order to realize his plans, a modern teacher needs to improve all the time, find new forms of interaction with students. This work is devoted to solving this problem.

Modern learning of a foreign language is impossible without the use of computer technology, Internet resources, methods of conducting distance learning, etc. This is a requirement not only of time, but also of State Standards of the second generation. This does not mean that the traditional class-based system does not give results. The principle of variability suggests that the teacher himself should select those forms of teaching that motivate students to successfully learn a foreign language, to master key competencies and ensure the principle of novelty in the classroom. Nevertheless, it is difficult to overestimate the possession and use of additional features provided by modern Internet services in the lesson. For example, Google services contain many tools that can be useful for both individual and joint activities of students when learning English. It will be about networking, cooperation and communication of students. But with all the diversity in this work, only one of the existing services is considered - Google Presentations.

The material of the studied modules of the "English" is constructed in such a way that students have the opportunity to perform creative tasks - mini-projects based on the studied vocabulary, grammatical constructions or after lessons of a cultural and regional nature, which provide students with materials for the development of socio-cultural and intercultural competence. As a rule, students perform all creative work, mainly in the form of presentations, using the PowerPoint program.

However, some of the creative work at the end of the study of the sections of the "English" assumed group work. When dividing into subgroups (2-3 people each), the psychological compatibility of students and their readiness for joint group work were taken into account. As a rule, students were given the opportunity to decide on the composition of the group themselves. Each subgroup performed one general presentation. The distribution of functions of each member

of the subgroups, the criteria for the final assessment were negotiated and agreed upon taking into account the wishes of the students. When evaluating the presented works, the contribution of each member of the subgroup to the creation of the final presentation was evaluated.

With all its positive influence on the consolidation of vocabulary and grammatical constructions, on mastering the skills of finding the right information, on the ability to make presentations of the best quality from time to time, this type of activity did not give the intended planned result. We had to state the fact of inefficient, unproductive collaboration. Often, some students preferred individual creativity to group projects, moreover, they were successful motivated guys. It was more comfortable and familiar for them to do all the work themselves at home, present it in class and "defend", they did not have to depend on objective reasons that do not allow members of one subgroup to enter into the intended communication at the same time.

What are the reasons for the failure of joint work? Naturally, initially the reason seemed to be the teacher's erroneous approach in selecting the composition of the groups. But it turned out to be not obvious and not the most decisive factor. There were several reasons: someone was absent from home, someone's phone was not working, work sessions were chaotic and uncoordinated, and, as a result, someone could not do their part of the work on time. All this did not bring a positive and creative atmosphere to the psychological climate in the subgroups, did not add coherence to joint actions. As a result, not all subgroups were ready to submit completed works on time. In the future, upon presentation of completed mini-projects with a significant delay in the lessons, it took a lot of time to find out the reasons for the non-fulfillment of the group project on schedule. As a result, the time allotted for the protection of such works was unreasonably increased, which is unacceptable with a strict lesson time limit.

Students referred to the above factors as reasons for unavailability. Some students, having failed in joint creativity, presented their individual works, explaining that independence in making a presentation is more important than the "help" of course mates. There was a conclusion in the change of the form of work and the interaction of students in the implementation of group projects. How can it be coordinated and easy for each member of the subgroup to coordinate common actions and direct their efforts in the right direction? We needed an approach that would eliminate the need for face-to-face interaction of all members of the subgroup.

Probably, and most likely this is the case, group interaction will be the more successful, the less burdensome the procedure for coordinating their actions with members of one subgroup is for each student. From a social point of view, the relevance of this work lies in the fact that the success of each individual in group interaction is influenced by the atmosphere inside the mini-collective, which in itself is a rehearsal or a model of behavior in society.

The personal significance of this work lies in the fact that in the conditions of a comprehensive school, even with 3 hours of English per week, it is possible to achieve high-quality creative joint products (projects). That's where the capabilities of the on-line Google Presentation environment came to the rescue.

Google offers its users opportunities to collaborate on presentations.

Google Presentations is a convenient tool for creating presentations, editing and collaborating on them, which allows the student and those whom he chooses as co-authors to edit files in real time from their home computers, smart phones, tablets, laptops. Each document, spreadsheet, or presentation can be opened for joint reading and editing and published online as an html document. Readers can only view the document, but cannot edit it. Co-authors can modify the document and, if allowed by the author of the document, invite other users. Each of the co-authors can make their own corrections in this document - edit text fragments at their discretion. While working on the document, you can see co-authors who simultaneously edit the material in real

time. At the same time, a certain color is assigned to each of them. This is what helps to recognize which of the co-authors and which edits belong to. It is these wonderful opportunities that have become the main helpers in solving the task.

Another important feature of the Google Docs service is the ability to comment on text fragments. You need to put the cursor in the place where you want to write your comment and go to the command "Insert - Comment". After that, you can start commenting on the text in the window that opens. There is no need to worry about the integrity of the main text - when publishing or printing a document on a printer, comments will not be displayed. Each co-author can add their own comments to the document. In this case, the comment is highlighted in color and the author's name is added to it. A group of co-authors can correspond and discuss the work being done directly inside the document, adding their comments to the presentation. For the teacher, this is an opportunity to monitor the process of joint creativity, to make delicate amendments if necessary. This is also an excellent means for expressing approval and praise from the teacher to those students of the subgroup who have demonstrated efficiency and high quality of performing their part of the joint work.

As already mentioned, the participants of the pedagogical experiment (research) were students, the subject and object of research - their group creative work, the dynamics of the quality of work performed, the relationship of students within the subgroup, the psychological climate. Topics to consolidate the studied class-specific lexical and grammatical material. To start working with the service, students had to create a Google account <http://accounts.google.com>. At the preparatory stage, unforeseen difficulties arose, namely the inability for some guys to create an account. Google Accounts is a system that allows you to log in to the following Google services at the same time: Gmail, Google Drive, Google Groups and many other free services. Interested in a successful final joint product, the members of the subgroups expressed a desire to help each other with the creation of accounts, which in itself was a manifestation of unity in the subgroups.

Having overcome the initial difficulties and obstacles, the teacher introduces the students to the Google Presentations service step by step in the lesson. One lesson is enough for this. Members of each subgroup pre-exchange account addresses with each other. This is one of the conditions for providing shared access to future collaboration on the final group presentation. It is assumed that students will make all changes and additions to the trial presentation already created in the lesson at home. Under the guidance of the teacher, students in the lesson provide (open) access to each other to the created trial presentation, while the teacher asks to grant him the right of access in order to leave comments in each of the created presentations. At the same time, a single structure of the group presentation is stipulated: the first slide is the composition of the participants, the name of the topic, the name of the educational institution. Next are the slides of each member of the subgroup, the number of slides is unlimited. Practice shows that one lesson is enough to demonstrate the main possibilities of collaboration. Further work of students will take place at home on personal computers. Students can exchange messages inside the presentation; can choose a single background color, theme, font, text size, slide layouts, etc.

CONCLUSION

Today, the environment of modern network services offers us the opportunity to create educational situations in which teachers and students can master and practice the competencies necessary for the 21st century: Organizational literacy – the ability to plan your own and your group's time; understanding the relationships that exist between people, groups, organizations, Communicative literacy – skills of effective communication and cooperation Productive literacy is the ability to create high-quality products, the use of adequate funds, planning.

The results of the conducted pedagogical experiment showed that the use of the service for creating online presentations in the Google environment significantly improves the quality of the

group product (presentations), creates favorable conditions for students to work together, promotes tolerance towards each other, develops universal learning activities, such as the ability to analyze the information received, highlight the main and secondary.

Thus, working together on presentations allows you to:

- Know exactly what each of your co-authors is doing, thanks to the color presence labels;
- Edit a presentation at the same time with other users, regardless of where they are;
- Find out who made the changes from the change history, or go back to earlier versions;
- Communicate with co-authors and share ideas in the built-in chat.

Thus, the hypothesis of the need to create a new approach to the implementation of presentations is confirmed by practical exercises, observations and conclusions. Comfortable interactive interaction of the members of one subgroup is formed by the successful completion of a given final task with predefined parameters, tolerant attitude of the members of the subgroup to each other, presentation skills of public speaking. As a result of success, motivation to further study English increases.

The obtained results of observations make it possible to assert that the proposed form of group interaction is relevant and practically in demand. The practical significance of the work is also determined by the possibility of transferring and successfully using the results of research in other subject areas, using the experience of fellow subject students. There is no doubt that a teacher who, at the stage of consolidating and controlling lexical and grammatical constructions learned by students, uses creative works of students created online, needs to own this type of activity himself.

REFERENCES:

1. Bhatia, V. K. Genre analysis, ESP and professional practice. English for Specific Purposes, 2008.
2. Harmer Jeremy. The Practice of Teaching English. - Longman, 2000.
3. Richards J. C. Approaches and Methods in Language Teaching. - Cambridge Univ. Press. 2008.
4. Ergashev I., Farxodjonova N. Integration of national culture in the process of globalization //Journal of Critical Reviews. – 2020. – T. 7. – №. 2. – C. 477-479.
5. Basharova G. G., Abdullaeva M. Kh., Ergashov Sh. Z. Interactive whiteboard in teaching foreign language to students of non-linguistic specialties // Science and Education. - 2021. - T. 2. - No. 6. - S. 581-586.
6. Shapovalova-Spiridonova, M.V. Using Google Slides as a tool to create successful group creative projects for students. [Electronic resource] / M.V. Shapovalova-Spiridonova // Access mode: <http://iyazyki.ru/2014/04/presentations-googletool/>
7. Koropovskaya, V.P. About Google Services for Education. [Electronic resource] / V.P. Koropovskaya // Access mode: <http://kak.znate.ru/docs/index-17803.html?page=35>
8. Nabievna K. B. The study of quantitatively in linguistics //ACADEMICIA: An International Multidisciplinary Research Journal. – 2021. – T. 11. – №. 3. – C. 1848-1854.
9. Basharova GG The use of interactive teaching methods in the lessons of the Russian language and literature // Questions of science and education. - 2019. - No. 18 (65).
10. Farxodjonqizi F. N., Dilshodjonugli N. S. Innovative processes and trends in the educational

process in Uzbekistan //ACADEMICIA: An International Multidisciplinary Research Journal. – 2020. – Т. 10. – №. 4. – С. 621-626.

11. Kazenina, Yu. A. Google services in learning. [Electronic resource] / Yu.A. Kazenina // Access mode: http://fizikgoogle.blogspot.ru/p/blog-page_4946.html
12. https://docs.google.com/forms/d/1p74Rij_VM5Ly1MmmVRuh9ed3Sxic6_0tuK7q-IfSNVQ/viewform - форма регистрации участников
13. https://docs.google.com/presentation/d/1TYM_P3CtLumS56rTgA5A1HliNPFcNkX1bZd7AcLIUcA/edit#slide=id.g4e755e250_030 - шаблон коллективной презентации