

“TEACHING THE SYSTEM OF TOOLS AND EXERCISES FOR TEACHING A FOREIGN LANGUAGE”

Akkasinova Sayora

University of innovation technology

Annotation: *This paper examines the pedagogical, technological, and affective dimensions of foreign language teaching with a focus on developing reading comprehension and communicative competence. It highlights the importance of teacher agency in creating dynamic and interactive learning environments, as well as the role of learner motivation and emotional engagement in blended and peer-based contexts. The study concludes that effective language instruction requires a balanced integration of teacher guidance and learner-centered approaches to foster autonomy, creativity, and lifelong learning.*

Key words: *Foreign language teaching, instructional tools, language exercises, methodology, teaching techniques, online and offline learning, communicative competence, task-based learning, language skills development, pedagogical strategies.*

INTRODUCTION

Reading comprehension is widely recognized as a core skill in foreign language education, essential for developing overall linguistic competence. The selection and organization of exercises must carefully follow pedagogical principles, align with learners' proficiency levels, and meet the specific objectives of the language course. Different exercise types—including receptive, reproductive, productive, closed or open, and content- or form-oriented—play complementary roles in fostering understanding, application, and active use of the target language. These exercises also encourage learner engagement and autonomy, which are critical for effective language acquisition. “Reading is not only a receptive process but also an interactive and constructive activity, since learners relate the text to their prior knowledge and experiences to acquire new understanding. Exercises are usually organized into three stages: pre-text activities to activate prior knowledge and introduce key vocabulary; text-focused exercises such as gap-filling, substitution, error correction, and comprehension tasks; and post-text activities to encourage reflection, discussion, and productive language use” [1]. This perspective highlights that comprehension involves active engagement: readers connect textual information with their prior knowledge, experiences, and expectations, thereby constructing new understanding through interaction with the text. The process of working with a text is typically divided into three main stages: pre-text, text, and post-text. Each stage serves a specific pedagogical function and requires distinct types of exercises. During the pre-text stage, activities are designed to activate learners' background knowledge, predict content, and introduce key vocabulary. The text stage focuses on exercises such as gap-filling, substitution, error correction, and comprehension questions that facilitate understanding and analysis of the text. Finally,

the post-text stage encourages reflection, discussion, and productive use of the language through tasks such as summarizing, paraphrasing, or applying the text's content in new communicative contexts. Reading exercises can also be categorized according to their purpose and format. Receptive exercises aim to enhance learners' comprehension skills, reproductive exercises involve reconstructing or retelling textual content, and productive exercises require learners to generate language based on the text. Additionally, activities may be closed or open, form- or content-oriented, and may incorporate non-verbal components such as diagrams, tables, or mind maps to support deeper comprehension and retention. By systematically selecting and integrating these various types of reading comprehension exercises, educators can strengthen learners' textual competence, reinforce both receptive and productive language skills, and promote greater learner autonomy. Therefore, this study explores the diversity of reading comprehension exercises, examines their pedagogical functions, and evaluates their effectiveness in fostering comprehensive language development.

In the context of modern language education, the role of the teacher has evolved from being a mere transmitter of knowledge to a dynamic facilitator of learning. The ecological model of teacher agency offers a comprehensive framework to understand how teachers' decisions and actions shape the quality of online instruction. This model divides the teaching process into three interrelated stages—before, during, and after teaching—each requiring teachers to adopt distinct yet complementary roles to achieve effective outcomes. As stated in the ecological model, “Before online FLT, teachers should act as well-prepared technicians, equipped both technologically and psychologically with necessary digital literacy, proficiency in online teaching platforms, and the ability to select appropriate tools and resources. Teachers should also act as capable designers who can utilize various resources to customize teaching materials and apply proper pedagogical methodologies according to the requirements of the course and the needs of the students. During online FLT, it is essential that teachers function as effective motivators and communicators, considering the distinctive features of FLT. Their ability to create a sustainable and engaging learning environment to foster productive communication and interaction significantly impacts the teaching outcomes. After online FLT, teachers should transition into the roles of responsible assessors and facilitators, providing appropriate assessments, constructive feedback, and valuable comments to sustain the effectiveness of the instruction.” [2] This conceptualization underscores that teacher agency is not a fixed attribute but a dynamic, context-dependent process. Teachers are expected to continuously adapt to technological, pedagogical, and emotional demands. Before instruction, they must be proactive in lesson planning, platform management, and learner analysis. During instruction, their role expands to nurturing student motivation, managing interaction, and ensuring inclusivity in virtual classrooms. After instruction, reflective evaluation and feedback provision become essential for consolidating learning outcomes. However, while the ecological model emphasizes technological and pedagogical readiness, critics argue that it may underrepresent

contextual challenges such as digital inequality, learners' self-discipline, and institutional constraints. Thus, in online FLT, teacher agency must be viewed not only as individual responsibility but also as a socially and institutionally mediated process that relies on collaborative professional development and institutional support.

Contrary to the model-driven focus on teacher agency in online contexts, another important strand of research emphasizes the role of learning environments in shaping student engagement and language development. Blended learning—combining face-to-face and online components—has emerged as a highly effective approach for promoting both learner autonomy and linguistic competence.

According to recent studies, “Previous research displayed two major themes, namely, experience of learners on learner autonomy and motivation, and the impact on language ability, including reading, writing, listening, and vocabulary of learners. Regarding the first theme, studies focus on the experience of learners, examining how blended learning has the potential to enhance both the effectiveness and efficiency of meaningful learning experiences. In this line of research, it was demonstrated that in contrast with the traditional learning, the blended mode had positive effects on both learner autonomy and motivation in secondary school English classes.

Moreover, research findings revealed that the impact of blended learning on the effectiveness of learners was positively predicted by achievement, engagement, involvement, retention, and cognitive outcome. Another study explored how to transform traditional face-to-face learning into blended learning and ultimately develop the initiative in engagement of students through both in-class and online approaches, which was also time effective for teachers. Furthermore, a blended learning experiment in junior high schools showed that blended learning could help create a student-centred lesson and that the learning effect was greatly improved. A meta-analysis of comparative studies also examined the effect of blended learning in higher education.” [3] These findings suggest that blended learning not only fosters cognitive development but also promotes student-centered pedagogical practices. Its flexible structure allows learners to take greater control over their progress, thereby enhancing self-regulation, motivation, and participation.

At the same time, teachers can effectively utilize digital tools to differentiate instruction and provide timely feedback. Parallel to this, emotional and motivational factors—collectively referred to as affective engagement—play a crucial role in determining how learners respond to feedback and collaborative learning. As researchers note, “The exploration of students' affective engagement in peer feedback within foreign/L2 writing contexts highlights the significance of emotional and motivational dimensions that underlie the process of exchanging critiques among peers... Empirical investigation involving postgraduate students identified a crucial correlation between these forms of engagement and improved writing performance...

Meta-analytic evidence further confirmed that peer feedback in L2 writing provides benefits comparable to teacher feedback and self-revisions, thereby accentuating the

pivotal influence of affective engagement in the peer feedback process.” [4] Taken together, these perspectives reveal that effective language learning depends on both teacher agency and student affective engagement. While teacher agency ensures structured, motivating instruction, affective engagement strengthens learner autonomy and peer collaboration.

The integration of these two dimensions—teacher-directed guidance and learner-centered emotional investment—forms the foundation of sustainable and meaningful foreign language learning in contemporary educational contexts.

In conclusion, the effectiveness of foreign language teaching and reading comprehension development depends on the harmonious interaction between well-prepared teachers and actively engaged learners. The discussion showed that successful instruction requires teachers to adopt multiple roles—technological, pedagogical, and emotional—before, during, and after the learning process. When teachers are equipped with digital literacy, methodological flexibility, and the ability to provide constructive feedback, they create an interactive and motivating environment that sustains learners’ progress.

At the same time, research has demonstrated that students’ motivation and emotional engagement are equally important. Blended learning approaches, which combine face-to-face and online instruction, have been shown to strengthen learner autonomy, enhance comprehension, and make lessons more student-centered. Similarly, studies on affective engagement in peer feedback highlight how emotions, attitudes, and motivation influence students’ willingness to learn, collaborate, and improve their language skills.

Taken together, these insights suggest that effective language teaching is not limited to delivering content or mastering digital tools—it requires fostering human connection, emotional responsiveness, and learner independence.

When teachers act as facilitators and learners participate as motivated, self-regulated individuals, the learning process becomes more holistic, creative, and sustainable. Such an approach prepares students not only for linguistic proficiency but also for lifelong learning and intercultural communication in a rapidly changing educational environment.

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