**Activities for students and pupils along with modified versions**

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**Annotation:** This document presents a set of **educational activities** designed for **students and pupils**, focusing on different approaches to learning through **original and modified versions**. The author, **Yusupova Mahbuba Rustam**, a **doctoral candidate at Nordic International University**, explores innovative teaching strategies to enhance student engagement. One highlighted activity, **"The Quick-Write,"** introduces **alternative energy** as a topic, using a dictation-based method where students are encouraged to continue writing even after the teacher stops dictating. The **modified version** enhances the process by incorporating **preparation techniques**, allowing students to brainstorm and develop ideas before writing. This modification aims to **reduce pressure, enhance creativity, and improve the overall quality of student output**. The document underscores the importance of **active learning strategies, collaborative activities, and structured modifications** to traditional teaching techniques, promoting **student-centered education**.

**Keywords** :Educational Activities, Modified Teaching Methods, Student Engagement, Alternative Energy,Quick-Write Activity, Dictation Exercise, Collaborative Learnin, Active Learning Strategies, Student-Centered Education,Creativity in Writing.

Аннотация: Данный документ представляет собой набор **образовательных заданий**, разработанных для **студентов и учащихся**, с акцентом на **оригинальные и модифицированные версии** методик обучения. Автор, **Юсупова Махбуба Рустам**, **докторант Северного Международного Университета**, исследует инновационные стратегии преподавания, направленные на повышение вовлечённости студентов.

Одно из ключевых заданий, **«Быстрое письмо» (The Quick-Write)**, использует тему **альтернативной энергетики** и предполагает метод диктанта, в котором учащиеся продолжают писать текст даже после остановки диктовки преподавателем. **Модифицированная версия** улучшает этот процесс, добавляя этап **предварительной подготовки**, позволяющий студентам заранее обдумать и развить идеи. Это изменение помогает **снизить стресс, развить креативность и повысить качество письменных работ**.

Документ подчеркивает важность **активных методов обучения, совместной работы и структурированных модификаций** традиционных методик, способствуя **ориентированному на студентов образованию**.

**Ключевые слова:** Образовательные задания, Модифицированные методы обучения, Вовлечение студентов, Альтернативная энергетика, Быстрое письмо, Упражнения на диктант, Совместное обучение, Активные методики преподавания, Ориентированное на студентов обучение, Креативное письмо.

**Activity 1. (The quick-write)**

**Original version. Alternative Energy.**

Students are required to take dictation and the teacher suddenly stops dictating. After stopping dictation, students are required to continue writing without lifting the pens from the paper. If they cannot find any idea while writing, they can write the sentence “I do not know what to write…, I do not what to write” until they find an idea to write. Students should be reminded not to stop while writing. When time is up, the teacher divides students into small groups so that students have a chance to read what they have written to every other. Then, the teacher asks the group to choose whose text is more complete and interesting to define a winner of the task.

**Modified version.**

Students are recommended to have a little break before writing a dictation and are told that they are going to continue the dictation spontaneously. In order not to put a lot of pressure, the teacher supports the students with different ideas before starting the activity. The topic should have a connection with the topic they are going to start and it helps not to put themselves under pressure. Moreover, they are recommended to write “I want to write something” instead of “I do not know what to write” to release the depression they might have during the activity. They work in pairs and they have an opportunity to share the text they have written. The partner can read the text instead of the author of the text to make the lesson more interesting. After reading texts, students will choose whose writing is more outstanding, and the winner should be mentioned in the class.

**Target group**: Freshman year students of International Nordic University

Groups: 4- MMT-23, 5-MMT-23, 6-MMT-23, 7-MMT-23, 8-MMT-23

**Name of the course**: Writing in IELTS.

**Target level**: B2+ (intermediate-advanced)

**Length of the activity**: 20-25 minutes

**Course and target skill:**  The activity mainly focuses on enhancing fluency and expressing opinions while writing. This activity is even more important in that it covers developing a cohesive and cooperative classroom community. It is an opportunity for students to check their fluency.

**Instruction for students:**

* They are required to take dictation.
* Dictation does not long last and students can write even only a sentence while taking dictation.
* After writing the dictation, they are requested to write spontaneous ideas related to the topic.
* In case they cannot find to continue their writing, they have to write a sentence
* “I want to write something” until they find ideas to write.
* After finishing the task, they exchange the text they have written with their peers to make it fun.
* The learners are required to check their partner`s work and evaluate their pairs work.
* Assignment. They will have a little time to think and write a text related to the topic.

**A guideline for teachers:**

* Ask the students to take a paper and a pen.
* Command the group to close their books and then explain why they closed the books.
* Before the start of dictation, the teacher gives a little time for students to make them feel free.
* After some time, the teacher starts to take dictation.
* The teacher dictates only a sentence and announces that it is time to write on their own without lifting their hands from papers.
* Control the group while writing.

**Assessment.** The students are asked to exchange their writings with their peers. They count the number of “I want to write something” sentences and erase them from the paper. After erasing, they read the one by one the texts and at the end of the activity the group votes for the best essay. The teacher mentions the winner student in front of the group and marks with high grades.

**Activity 2. (What is your number?)**

**Original version.**

The teacher writes sentences related to the topic they have just had. Each statement should be related to the topic and have different ideas. After writing sentences on the list, the teacher writes the number for each sentence and puts the list on the board. Students are asked to stand up and go to the lists to read. For example:

1. Soccer was invented in England.

2. Soccer developed in Brazil.

3. Brazil has won most World Cups.

4. Qatar is the next country where is organizing World Cup.

5. Russia has never won any World Cup.

6. Uruguay team is the first winner of World Cups.

7. My favourite sport is soccer.

8. Football is called soccer in the USA.

After choosing the numbers, they find students who have at least one exact number as theirs, and they mingle. They will have a little conversation about why they have chosen the same number and try to explain it. The activity continues with another peer until they find who has chosen different numbers. During the conversation, they try to convince their peers that they have chosen the right answers. They go back to their seats and explain why whether they have changed their numbers or not.

**Modified version.**

The students are recommended to watch the video about soccer and try to take notes as many as possible. They are requested to take only pens and paper before watching the video attentively. The teacher also takes notes while watching the video. After having watched, with the help of topic-related vocabulary the teacher makes sentences. While writing the sentences, the teacher asks the students to make sentences on their own. For instance:

Topic vocabulary: team, manager, soccer player, the golden boot, world cup, 1926.

1. Soccer is a team sport.

2. Pep is the best manager ever.

3. Being a soccer player is not easy.

4. The goal-scorers can take the golden boot once a year.

5. World cup is the most prestigious competition in football history.

6. Uruguay was the first team who win the first world cup in 1926.

7. Brazil is the best team in the world.

After having written the ideas and facts given in the video, learners exchange their papers with their peers. Then, the teacher demonstrates the list by using a projector and asks what students think about it. They are asked whether they agree with number one or not. If they do not agree, they are asked to give their opinion. The activity lasts until the last sentence and asked whether they change their minds while discussing. After discussion, they will choose the most outstanding student who has given the most information during the discussion by voting. The winner student or students are mentioned in the class.

**Target group:** Grade 7, Public School, in Tashkent.

**Name of the course:** Fly High, Sport

**Target level:** A2+ to B1 (Elementary-pre-intermediate)

**The number of learners:** 16

**Length of the activity:** 20 mins

**Course and target skill:** The purpose of organizing the activity is to help to improve learners` listening and speaking skills. Even more importantly, pupils have a chance to discuss the topic and share their opinions with their peers. It helps also to build a cohesive and cooperative classroom while teaching language.

**Instruction for students:**

* They are asked to bring pens and papers
* They are recommended to watch the video attentively
* It is important to take as many notes
* It is reminded to keep silent while watching the video
* Learners are asked to make sentences after taking notes

**A guideline for the teacher:**

* The teacher should give brief information about what they are going to watch
* It is beneficial for maintaining the class with a projector
* To control the group being silent while watching the video
* To watch the video and take notes simultaneously
* To make sentences related to topic-related vocabulary
* To organize an informative discussion for the learners
* To control whether learners are going to out of topic or not

**Assessment.**

After writing sentences using words taken from the video, learners exchange their papers with their peers to check their writing. They are highly recommended not to make grammatical mistakes. Learners who have written the most sentences are mentioned. Fluency and accuracy are also included in the evaluation criteria.

Link for the video: <https://youtu.be/WoHDVF2C7xk>

**Activity 3 (The seminar)**

**Original version.**

Students read a given passage related to the topic and underline or highlight what they find interesting or complex. Students look at the words they have highlighted and formulate questions related to the words. At least one question is written by each student on the board. Questions should be categorized with the help of the group. The teacher divides the class into small groups, and they discuss the questions written on the board. After the discussion, they choose whose answer is the best and tell the entire group.

**Modified version.**

Students are asked to skim the text before reading attentively. After skimming, they are asked what a general idea of the text is about. Then, they scan the text and highlight the words related to the topic. They can also underline the words they do not know and complex. While underlying words related to the topic, students are recommended to write a question sentence for each word. Then, they are asked to write the most interesting question they have written to improve the class atmosphere. After writing the most interesting questions on the board, they are asked to join discussion groups. The teacher divides the class into two groups to improve the quality of the questions. After having discussed, they choose one student and a selected student answer what the group considered. The teacher prepares a brainstorming activity and is asked to close the text they have read. Then, they are recommended to write as many topic-related words as possible taken from the text.

**Target group:**  Edu-centre students.

**Name of the course:** Collins for IELTS reading.

**Target level:** B1-B2+ (intermediate-upper intermediate)

**The number of learners:** 12

**Length of the activity:** Fluid

**Course and target skill:** The purpose of organizing the activity is to enhance learners` knowledge in terms of reading. To use skimming and scanning is one the most important way for learners to identify what the idea of the text is about. Moreover, they have a chance to discuss the topic as a group and exchange information. The learners have an opportunity to revise a question formation.

**Instruction for students:**

* They are asked to skim the text
* While skimming the text, they are required to get the gist of the text
* They need to highlight every vocabulary while scanning the text
* After highlighting, they are asked to write questions by using topic-related words
* When they are divided into groups, they are highly recommended to discuss to improve the quality of answers
* They are invited to brainstorming activity
* They write as many words as possible while doing brainstorming activity

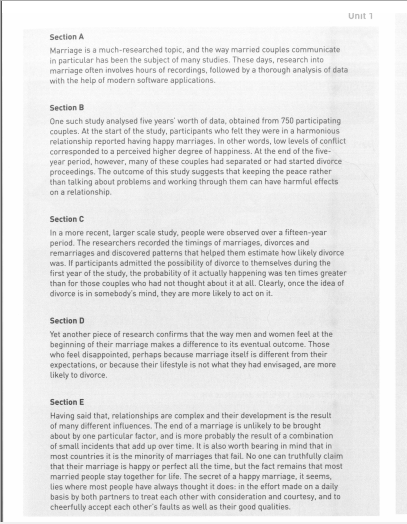
**A guideline for the teacher:**

* The teacher gives brief information about skimming and scanning
* To invite learners to read the text
* To control the group being silent while reading the text
* To make sentences questions by using topic-related vocabulary
* To organize an informative brainstorming activity
* To control whether learners are going to out of topic or not

**Assessment.**

After skimming the text, students are asked about the main idea of the text. Learners who find a correct answer are mentioned. After scanning and discussion, they are asked whose answers are the most informative and well-organized. The group decide whose questions and answers are well-organized. After doing a brainstorming activity, the teacher mentions learners who are active during the activities and evaluate them with high grade.

(The text)



**Summary**

After having organized modified versions of the activities, I realized that it is difficult to change and enhance the activities given by professionals. However, it helped me to gain experience when I attempted to organize modified versions of the activities. By gaining experience and organizing activities to modify them can be helpful for me to modernize the activities in the future.

The first activity I organized for freshman students of the institute was one the most complicated for me. Because it was the first time they were doing the activity and it acted as an obstacle for students to participate in. However, I changed the sentence from “I do not know what to write” to “I want to write something”. Students told that they had felt a little pressure while writing the first sentence. Nevertheless, after they were asked to write the second sentence instead of the first one, they released the stress they were having. Most of the students faced writing different ideas while writing a spontaneous essay, and they overuse the second sentence as well. The activity took more than 30mins to discuss and evaluate students. However, it was a very interesting experience we have.

The second was the most interesting and informative for me. It is always very important for me to work with school pupils. Perspectives and ideas are given by pupils always make the teachers think because they tend to be very creative. The purpose of the activity is to improve pupils listening and speaking skills in the English language. They tend to seem a bit angry while discussing any topic, and I needed to control the discussion whether they are going out of topic or not. At the initial stage of the lesson, it was a little difficult to keep pupils silent. However, after having told them that they are going to watch the video, they tried to be more active during the lesson. It took some time to draw their attention to the topic, especially girls who do not have any interest in sports. After realizing, the activity is not only about “soccer”, they participated very actively got high marks. From my perspective to use this modified version of the activity covers important language elements rather than the first version, and can be very useful for both teachers and pupils.

The third activity I organized in the private sector was awesome in that everyone in the group participated actively. I tried to use both of the versions of the activities for the group. Many of them prefer an old version of the activity because they faced difficulties while doing activities without a break. What is more, they found it difficult to highlight the words related to the topic before getting the gist of the text. That is why it seemed preferable for students to use skimming technology before doing the activity. The activity can be very helpful for learners to improve both reading and speaking skills. However, it is obvious that some students faced difficulties in the modified version of the activity, so it is easy to feel that the old version is better while used in the classroom.

To conclude that it has never been easy to change the version of activities while teaching. Because all activities tend to use in the class with experience, and it is not easy to modify them. However, it was an awesome experience for me to try to modify and use activities in the classroom.

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