

O'ZBEKISTON RESPUBLIKASI
OLIY TA'LIM, FAN VA INNOVATSIYALAR
VAZIRLIGI

NAMANGAN DAVLAT UNIVERSITETI

Ingliz tili kafedrası

***“ TILLARNI O'QITISH METODIKASI VA TA'LIM
TEXNOLOGIYALARI”***

fanidan

**O'QUV – USLUBIY
MAJMU'A**



Bakalavriat
yo'nalishi:

60111800 – Xorijiy til va adabiyoti (ingliz tili)
IV-kurs

Namangan-2024

Fanning o'quv majmuasi bakalavriat daraja 60111800 - Xorijiy til va adabiyoti (ingliz tili) ta'lim yo'nalishining o'quv rejasida belgilangan 1.17 - Tillarni o'qitish metodikasi va ta'lim texnologiyalari (326TO'TT48) fanining ishchi o'quv dasturiga to'liq mos ravishda tayyorlangan.

Tuzuvchilar:

D.M.Sarimsakova - Ingliz tili kafedrasida dotsenti (PhD)

N.A. Mamadjanova - Ingliz tili kafedrasida dotsenti (PhD)

N.A.Jamoliddinova - Ingliz tili kafedrasida dotsenti

Taqrizchilar:

Q.A.Siddiqov

**Jahon tillar fakulteti dekani, dotsent,
f.f.n.**

O'quv-uslubiy majmua Ingliz tili kafedrasining 2024 yil _____
1-sonli yig'ilishida muhokamadan o'tgan va fakultet Kengashida ko'rib chiqish
uchun tavsiya etilgan.

Kafedra mudiri:

S.Daminjanov

O'quv-uslubiy majmua Jahon tillar fakultetining 2024 yil ___-avgustdagi 1-
sonli Kengashida ko'rib chiqilgan va foydalanishga tavsiya etilgan.

Fakultet kengashi raisi:

Q.Siddiqov

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MUNDARIJA

| | MAVZULAR NOMI | SAHIFA |
|----------|--|--------|
| | O'QUV MATERIALLAR | |
| | a) - Ma'ruza; | |
| | - reja; | |
| | - Tayanch so'z va iboralar; | |
| | - Asosiy matn. | |
| | b) – Seminar: - topshiriqlar variantlari; - keyslar to'plami; - horijiy va mahalliy adabiyotlar ro'yhati. | |
| | MUSTAQIL TA'LIM MASHG'ULOTLARI | |
| 3 | GLOSSARIY | |
| 4 | ILOVALAR: | |
| | fan dasturi; | |
| | ishchi fan dasturi; | |
| | testlar; | |
| | tarqatma materiallar; | |
| | baholash mezonlarini qo'llash bo'yicha uslubiy ko'rsatmalar; | |
| | o'quv-uslubiy majmualarini tayyorlash bo'yicha tavsiyalar | |

LECTURE 1.

LINGVO DIDACTIC ISSUES OF TEACHING A FOREIGN LANGUAGE IN CONTINUOUS EDUCATION SYSTEM (THEORY OF TEACHING LANGUAGES AND EDUCATIONAL TECHNOLOGIES)

Lecture outline:

1. Introduction to the subject ThTL&ED
2. Modern language policy in the Republic of Uzbekistan
3. Methodology as a science
4. Types of FLTM

Key words: educational standards, teaching FL, methodology, methodological science, scientifically fixed observation, probative teaching, testing teaching, general methodology, special Methodology, private Methodology, historical Methodology, modern Methods, and educational technologies.

REFERENCES

Jalalov J.J. and others.. English Language Teaching Methodology, 2015 pp.4-17, written short answers on the questions on p. 17

- Jalalov J.J. Chet til o'qitish metodikasi, T. 2012
- Presidential Decrees №1875(10.12.2012), №1971 (23.05.2013), №2909 (04.04.2017)
- National Standard on FLT (May 8, 2013)
- CEFR monograph

1.Introduction to the subject ThTL&ED

ThTL&ED -6th semester, lectures -18, seminars – 18, selfstudy – 62 hours

Assesment – Midterm – 30 points,

Final – 30 points

Current (40 points)– 10 points -lectures|, 20 points seminars, 10 points self study

References – Course books, websites,etc.

2. Modern language policy in the Republic of Uzbekistan is based on:

1. The Constitution of the Republic of Uzbekistan, December 10, 1992 (Articles 41-42)
2. LAW “On Education”, August 29, 1997
3. National Program for Training Specialists, 1997
4. Presidential decree №1875 (December 10, 2012) “About Measures due to Further Developing System of Teaching Foreign Languages”
5. Presidential decree №1971 (May 23, 2013)PD 2909 (April 20?,2017)

About Measures due to Development of Functioning Uzbekistan State University of World Languages

6. Common European Framework of Reference: Teaching, Learning, Assessment, 2001.

Presidential Decree №1875

About Measures due to Further Developing System of Teaching Foreign Languages

- Applying International Standards
- Teaching FL since 1st FORM
- Creating National Standards
- Organizing National Testing Center
- Raising Teachers' Salary
- Providing Modern Equipments for Foreign Language Rooms
- Involving Mass Media in raising awareness of FL role nowadays
- Stable Financial Support by the Ministry Of Finance of the RUz

Presidential Decree №1971 (May 23, 2013)

About Measures due to Development of Functioning Uzbekistan State University of World Languages

UzSWLU is appointed as basic scientific and practical center.

Creating Innovative Center

Reconstruction of USUWL Buildings

Presidential Decree №2909 (April 20, 2017)

Methodology (M) is considered as a young and boarder science because it is based on the links with many sciences from one side and methodology uses its own conceptions and theoretical decisions. M as a science has been originated in the end of 19th and beginning 20th century, that's why its achievements are not so grateful as in other sciences.

Methodology in professional sense has 3 main notions:

1. Methodology as a subject
2. Methodology as set or system of methods, principles, and rules for regulating a given discipline, as in arts or sciences
3. Methodology as a theory of teaching and a science.

Question: What do you think why methodology started its development in the end of 19th century? Remember history.

TFLM is a science researching aims, content, methods, approaches, strategies, systems of teaching and upbringing based on the materials of foreign languages.

Essence of methodological science is investigation leading to discovering and grounding consequences of teaching, discovering objective structure and essence of researching feature. As a result research leads to creating theoretical grounds of scientifically proved methodical recommendations.

In modern methodical literature methods of investigation are subdivided into basic and supplementary.

Basic methods of investigation:

- Critical literature analyses;
- Studying and generalizing positive experience of the best teachers;
- Scientifically fixed observation;

- Probative teaching;
- testing teaching;
- Experimental teaching.

Supplementary methods of investigation:

- Questionnaire;
- Testing;
- Talking;
- Chronometrical;
- Interview.

Questions:

1. Why are questionnaire, testing, talking, chronometrage and interview called supplementary methods of investigation?

2. What is the difference between teaching *method* and *research method*?

There are 3 functionally different types of methodology:

1. General methodology.
2. Private methodology.
3. Special methodology.

General methodology deals with studying consequences and peculiarities of the teaching foreign languages process despite which foreign language is studied.

Private methodology studies features of teaching concrete foreign language (English, French etc.)

Special methodology tries separate aspects of teaching theory which are of special importance for realizing foreign language teaching and upbringing process (ex. System of exercises for teaching English).

Question: What do you think TFLM is general, private or special? and why?

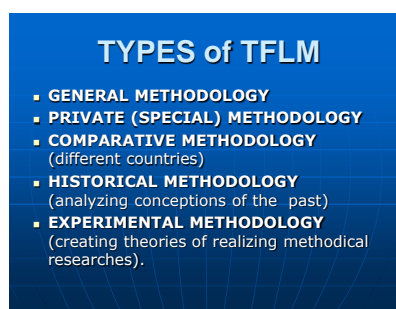
Historical methodology (history of teaching methods), experimental methodology (theory of experiment while researching teaching process), comparative methodology (fixing peculiarities of teaching foreign languages in different regions) are recognized also.

Teaching foreign languages Methodology is separate pedagogical science and it links with many other sciences.

Testing questions

- What are the tasks of Teaching English Methodology at school?
- What is methodological basis of TEM?
- What do you think about the fact that Methodology started its development in 19th century? Remember history.
- What research methods are there in methodology?
- Why are questionnaire, testing, talking, chronometrage and interview called supplementary methods of investigation?
- What is the difference between teaching *method* and *research method*?
- What do you think TEM is general, private or special? and why?
- Name aims, grounds, reasons for linking TFLM with other sciences.

SLIDES



LECTURE 2.

LINKS of ThTL&ED WITH OTHER SCIENCES

Lecture outline:

1. ThTL&ED and Linguistics
2. ThTL&ED and Pedagogy
3. ThTL&ED and Didactics
4. ThTL&ED and Psychology
5. ThTL&ED and ICT
6. ThTL&ED and other sciences

Key words

Linguistics

Pedagogy

Didactics

Psychology

Psychology

ICT

REFERENCES

- J.J.Jalalov and others.. English Language Teaching Methodology. T. 2015 pp. 20-47
- J.J.Jalalov Chet til o'qitish metodikasi. T. 2012 pp.41-97

Question: How do you think what sciences are closely connected with methodology?

Teaching foreign languages Methodology (TFLM) studies issues aimed at teaching and upbringing learners through means of the subject that's why its links are varied and they may be divided into 3 groups:

First of all TFLM is based on data and laws of Linguistics because language is a subject of Linguistics.

Secondly, TFLM closely connected with Psychology, and this connection is realized in 2 directions:

1. Links with Psychology of speech (ex. oral and written speech).
2. Links with Pedagogical psychology deals with ways of developing knowledge and skills alongside realizing higher psychological functions in teaching process.

3. Thirdly TFLM is based on general provisions of Didactics and theory of upbringing because based on the common положения didactics and theory of education, Didactics and theory of upbringing form principles and rules of teaching but Methodology concretizes these provisions concerning specific subject such as foreign language.

Thus Linguistics, Pedagogy and Psychology are closer sciences to the TFLM than others dealing with speech and processes of transition of information. That's why these sciences are considered basic sciences for TFLM.

Question: What other sciences are connected with TFLM and why?

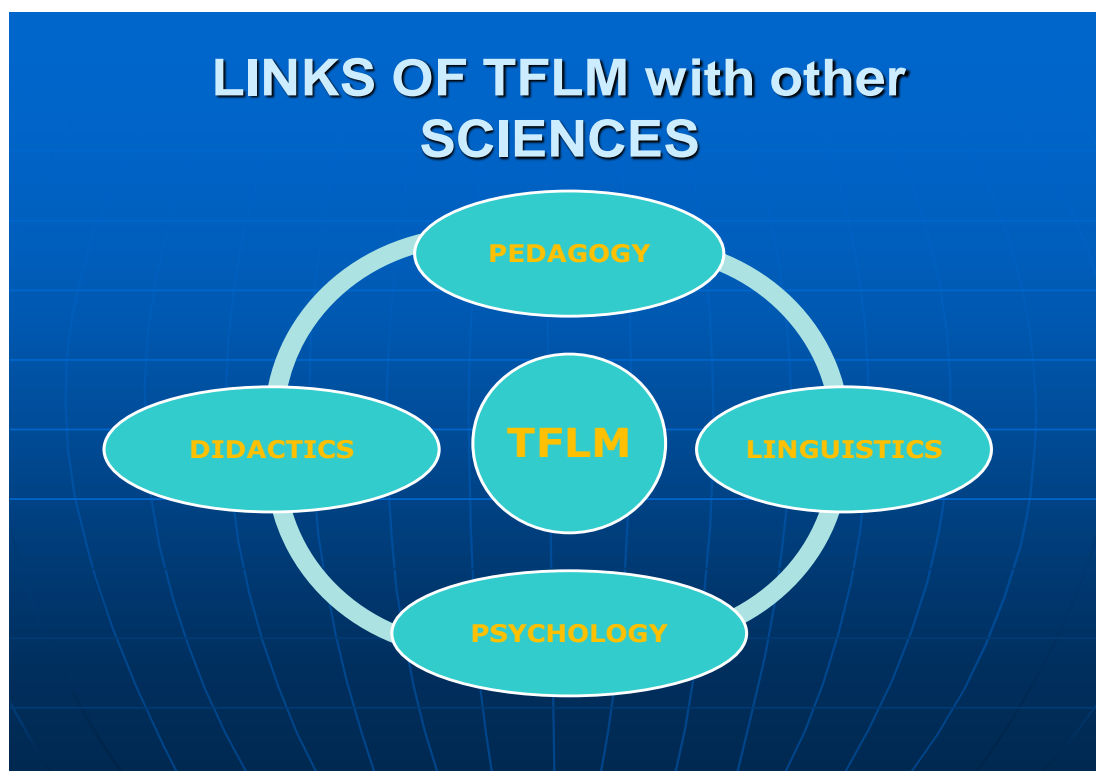
TFLM also deals with Psycholinguistics, Physiology, Theory of information and communication.

Linguistics and Psycholinguistics study speech as process of sending and getting information through language codes. Physiology deals with age features of people.

Modern methods of teaching and ICT are implemented into teaching foreign language process nowadays successfully. TFLM deals also with such sciences as Literature, Geography, and History of the countries which languages are studied.

QUESTIONS

- What sciences are closely connected with TFLM?
- How does TFLM link with linguistic sciences?
- How does TFLM link with Psychology?
- How does TFLM link with Pedagogy?
- What other sciences are connected with TFLM and why?



LECTURE 3.

AIMS, CONTENT, PRINCIPLES OF TEACHING FOREIGN LANGUAGES & TEACHING MEANS

Lecture outline:

1. Aims of teaching FL
2. Content of teaching FL
3. Principles of teaching FL
4. teaching means

Key words :teaching aims, teaching content, teaching principles, teaching methods, visual principle, scientific principle, systematic principle, principle of accessibility, principle of considering learner's abilities, cognitive principle, learner's language skills, language as a means of communication, native culture features, teaching principles, effective education, acquiring basis of knowledge, developing skills, apply obtained knowledge, content of teaching, basic principles of teaching,

REFERENCES

- J.J.Jalalov and others.. English Language Teaching Methodology. T. 2015 pp. 20-47
- J.J.Jalalov Chet til o'qitish metodikasi. T. 2012 pp.41-97

Teaching foreign languages as teaching any other subject is based on realizing practical upbringing and educative aims of teaching.

Question: What do you think what aim of teaching is?

Practical aim

The main task of this aim is to teach language as a means of communication in order to understand thoughts of other people and to express own thoughts in oral and written form. Practical acquisition of foreign language means acquiring some or all types of speech.

Upbringing aim

The main task of this aim is to develop patriotic attitude to the values of native culture, tolerance to the foreign culture and humanistic outlook to the worldwide changes through the learning and teaching foreign language.

Educational aim

The main task of this aim is to develop learner's language skills, to wide their outlook by studying foreign and native culture features.

Content of teaching foreign language

Everything that is aimed at teaching learners is traditionally understood as content of teaching.

Content of teaching includes following components – language materials (phonetics, grammar, vocabulary), knowledge and skills, topics, texts, language notions that native language doesn't have (article), skills to use dictionaries and literature, ICT, etc.

Content of teaching is never fixed and it changes due to the aims and time.

Nowadays selection of the Content of teaching is based on 2 basic principles:

1. Principle of necessity and sufficiency of the content.
2. Principle of ability and accessibility of the content.

First principle means that the content of teaching must cover those language means, texts and etc. which are not only necessary for achieving aims but sufficient for realizing those aims of teaching.

Second principle supposes real abilities of learners for acquisition of the selected materials.

Teaching principles

Teaching principles are tried as important part of methodology. The term "principle" means starting position for teaching and upbringing learners.

Teaching process in educational establishments is realized on the basis of didactic principles. These principles are aimed at achieving effective education, acquiring basis of knowledge and developing skills to apply obtained knowledge in real life.

The most recognized principles are:

1. Visual principle.
2. Scientific principle.
3. Systematic principle.
4. Principle of accessibility.
5. Principle of considering learner's individual abilities.
6. Cognitive principle.

Teaching foreign language Methodology based on general didactic principles has created methodical principles:

1. Communicative (speech) approach to teaching foreign language.
2. Consideration of native language peculiarities.
3. Prevailing role of exercises on the all stages and in all spheres of foreign language acquisition.

Method «Snow ball»

This method is useful for any topic

- 1) For meeting.
- 2) Games for learning names, character quality, etc
- 3) Weather broadcast (evaluating mood on scale 1-10, month and weather due to the mood).

Rules & Procedure:

Learners make a circle and taking turns repeat everything said before and add own information.

Sample: Ann good-looking, Kate – funny, Tom – handsome, etc.

1. TECHNICAL TEACHING MEANS
2. NON TECHNICAL TEACHING MEANS
3. TEACHING MEANS for Teachers
4. TEACHING MEANS for Learners

Teaching means include programs, course books, manuals, and different school equipment served for didactic functions.

Teaching means are divided into technical and non technical.

Technical means involves:

1. audio/video tape recorder
2. TV set
3. PC, mobile phone, notebook, etc.
4. Lingual room
5. CD, DVD.

Non technical means are:

1. Programs
2. Course books
3. Plans
4. Manuals
5. Visual aids (pictures, tables, posters, etc.)
6. Handouts (cards, pictures, etc.)

Question: How many technical and non technical means may be used on one lesson?

Method «How»

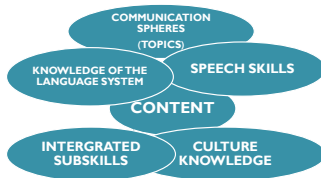
This method is used for solving problems. Every time one question is asked “How?”

TESTING

- What aims are set at the FL lesson?
- What are the components of FLT?
- What are the principles of FLT?

- What is the difference between technical/non technical teaching means?
- How many technical/non technical means may be used on one lesson?

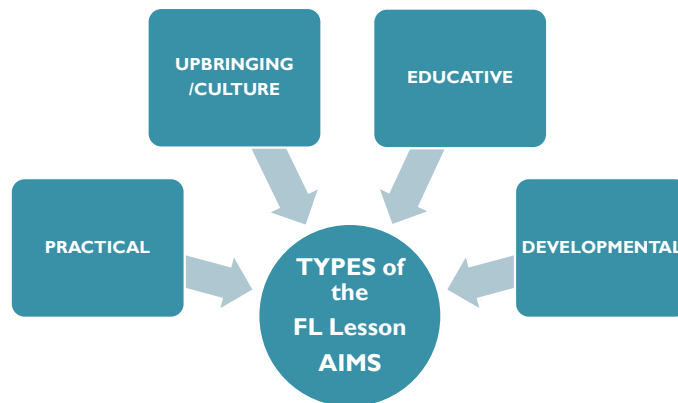
CONTENT of TFL



GENERAL DIDACTIC PRINCIPLES

- 1. CONSCIOUSNESS
- 2. FUNCTIONALITY
- 3. VISIBILITY
- 4. DEVELOPING
- 5. EASE of USE, CAPABILITY
- 6. SOLIDITY

TYPES of TEACHING AIMS



SPECIAL PRINCIPLES of FLT

- ORAL APPROACH TO TEACHING FL
- COMPLEX ACQUIRING
- CONSIDERING NATIVE LANGUAGE
- SYNTHETIC ACQUIRING
- PROGRAMMING COMMUNICATIVE ACTIVITIES EXERCISES

LECTURE 4.

THE SYSTEM OF EXERCISES

Lecture outline:

Task and Exercise

Types of Exercises

The System of Exercises

Key words: Pre-speech exercises - *grammar exercises, vocabulary exercises, phonetic exercises, speech exercises, productive exercises, mechanical exercises, communicative exercises*

REFERENCES

- J.J.Jalalov and others.. English Language Teaching Methodology. T. 2015
- J.J.Jalalov. Chet til o'qitish metodikasi. T. 2012

In the theory of TFLM the system of tasks and exercises are tried as organizing linked actions placed in the order of growing language and operational difficulties and with consideration of sequencing speech skills in different speech activities.

The problem of creating system of tasks and exercises is considered as the most important in TFLM.

Firstly let's try to understand contradictions as for using terms for different types of tasks. Many foreign and native sources present different classification of the system of exercises. For instance, S. F. Shatilov states that while teaching speech activities it has a sense to differentiate three types of exercises:

- 1) Language (non communicative) exercises, which don't have any communicative features or exercises which have some communicative orientation;
- 2) Pre-speech exercises (academic communication), imitating speech communication in academic situation;
- 3) Speech exercises (authentic communication) allowing real life communication through different speech skills.

N.I. Gez believes that teaching communicative writing is based on 2 types of exercises 1) training exercises; 2) speech exercises.

N.D. Galskova suggests the following systems of tasks:

1) Reproductive (writing the text basing on samples);
2) Reproductive-productive (creating own version of the letter by using different prompts: verbal (key words, logical scheme of the statements, Plan, etc.) and verbal visual (picture, series of pictures, photo and key words, phrases, expressions, etc.);

3) Productive (without any help based on verbal or non verbal stimulus).

Question: What exercises may be used for teaching English?

Teaching means

Different material means used for helping teacher in organization and conducting teaching and upbringing process are called teaching means.

TESTING

- What exercises are used for teaching FL?
- What is special in classification of exercises suggested by S.F. Shatilov?
- What is special in classification of exercises suggested N.D. Gez?

V.A. BUHBINDER'S SYSTEM OF EXERISES

⊙ **INFORMATIONAL**

⊙ **OPERATIONAL**

⊙ **MOTIVATIONAL**

LECTURE 5.

Modern pedagogical Technologies IN FLTM

LECTURE OUTLINE:

1. APPROACHES TO FLT
2. METHODS IN FLT
3. MODERN PEDAGOGICAL and EDUCATIONAL TECHNOLOGIES

Key words : methods, language teaching, approach, communicative approach, competence approach, learner-centered approach, integrative approach, method and technique, pedagogical technology

REFERENCES

1. J.J.Jalalov. English Language Teaching Methodology. T. 2015
2. J.J.Jalalov. English Language Teaching Methodology. T. 2012 pp. 74-81,
Richards J.C., Rodgers Th. S. Approaches and Methods in Language Teaching. Second ed. -Cambridge: CUP, 2002.

APPROACHES TO FLT

Approach is considered to be the theory about the feature of language and language learning that stands as the source of practices and principles in language teaching. J.C. Richards and Th. S. Rodgers

APPROACHES IN FLT

The arrangement is hierarchical. The organizational key is that techniques carry out a method which is consistent with an approach . . .

An approach is a set of correlative assumptions dealing with the nature of language teaching and learning. An approach is axiomatic. It describes the nature of the subject matter to be taught. . . .

Method is an overall plan for the orderly presentation of language material, no part of which contradicts, and all of which is based upon, the selected approach. A method is an organized, orderly, systematic, and well-planned procedure aimed at facilitating and enhancing students' learning.

Each approach and method put into practice will be shaped at least by the teacher, the students, the conditions of instruction, and the broader socio-cultural context. A particular method cannot be participation for success for everyone. First of all, choosing the method depends on the goal, characteristic, age, and contents of the lesson. The English teacher may choose from a wide range of methods such as conversation, presentation, re-telling, translation, etc. An EL teacher might also consider selecting from this range of methods.

For the 1-2 class learners at school the EL is presented, practiced and learned through speaking and listening. For these learners effective classroom strategies have traditionally involved use of plays, songs, rhymes and stories with repeated

language structures. One way to capture young children under 7-8 years attention and keep them engaged in activities is to supplement the activities with lots of brightly colored visuals, toys, puppets, or objects to match the stories that a teacher tells or songs that a teacher sings. These can also help make the language comprehensible and can be used for follow-up activities, such as retelling stories or guessing games. Listening and drawing the pictures (animals) is a very effective method for teaching young children EL. It is successful to move smoothly from one activity to another; one activity can be only for 5-10 minutes.

The goal of all early language education (1-4 forms) should be to hook pupils when they are young and keep them interested in learning English for the rest of their lives. So, the goals of English instruction for young learners should be to: 1) make children feel competent and confident while learning English; 2) provide a safe, entertaining, and educational environment; 3) create basis for life-long learning English.

ELT at colleges is organized within content-based and task-based instructions. The methods which are used at college: analysis and reading the specialized texts, working with terms, problem-solving, clustering, grouping, matching, etc. Word-problem activity can be built around almost any theme.

The audio/video means can be used in teenager groups at schools, academic lyceums and colleges. Diligently used, they help teachers assure themselves that their students perceive intonation and pronunciation easier, and understand English leisurely by hearing it. Students' reading may be corrected handier. Explanations may be offered to learners while they are watching a certain video material on the topic. While watching a film or a documentary they have the chance to hear native speakers talking. Students can also write a dictation (recorded on tape). Literary passages may be recorded and after the learners have heard them, they comment or analyze them, etc. When it comes strictly to video materials, we can distinguish between before-watching activities, while-watching activities, and after-watching activities. Including all these in a lesson, working with the video images becomes really productive and offers learners the possibility to broaden both their cultural horizon and their knowledge

Notions "Technology, pedagogical/educational technology,"

2. Problem Solving Technology
3. Project Technology
4. Developing Thinking Technology
5. Learning in Cooperation Technology
6. Module Technology
7. ICT

Notions "Technology, pedagogical/educational technology"

Technology is meant as a procedure of teaching and learning FL in the classrooms. By technology of teaching we understand the complex system including algorithm of operations and actions and ways of acquiring the content of FLT for achievement the result of FLT/ FLL as a certain level of communicative competence.

Pedagogical technology is a set of psycho-pedagogical instructions defined special combination of methods, strategies, and techniques for teaching.

Problem Solving Technologies Problem-solving is the ability to identify and solve problems by applying appropriate skills systematically.
<https://www.teachervision.com/problem-solving/problem-solving>

Problem-solving is a process—an ongoing activity in which we take what we know to discover what we don't know. It involves overcoming obstacles by generating hypo-theses, testing those predictions, and arriving at satisfactory solutions.

Problem-solving involves three basic functions:

1. Seeking information
2. Generating new knowledge
3. Making decisions
4. The Steps in Problem-Solving In order to correctly solve a problem, it is important to follow a series of steps. Many researchers refer to this as the problem-solving cycle, which includes developing strategies and organizing knowledge.

While this cycle is portrayed sequentially, people rarely follow a rigid series of steps to find a solution. Instead, we often skip steps or even go back through steps multiple times until the desired solution is reached.

1. **Identifying the Problem:** While it may seem like an obvious step, identifying the problem is not always as simple as it sounds. In some cases, people might mistakenly identify the wrong source of a problem, which will make attempts to solve it inefficient or even useless.
2. **Defining the Problem:** After the problem has been identified, it is important to fully define the problem so that it can be solved.
1. **Forming a Strategy:** The next step is to develop a strategy to solve the problem. The approach used will vary depending upon the situation and the individual's unique preferences.
2. **Organizing Information:** Before coming up with a solution, we need to first organize the available information. What do we know about the problem? What do we *not* know? The more information that is available, the better prepared we will be to come up with an accurate solution.

CASE STUDY Case studies are stories. They present realistic, complex, and contextually rich situations and often involve a dilemma, conflict, or problem that one or more of the characters in the case must negotiate.

A good case study, according to Professor Paul Lawrence is:

“the vehicle by which a chunk of reality is brought into the classroom to be worked over by the class and the instructor. A good case keeps the class discussion grounded upon some of the stubborn facts that must be faced in real life situations.”

Case studies vary in length and detail, and can be used in a number of ways, depending on the case itself and on the instructor’s goals. They can be short (a few paragraphs) or long (e.g. 20+ pages). They can be used in lecture-based or discussion-based classes. They can be real, with all the detail drawn from actual people and circumstances, or simply realistic.

- They can provide all the relevant data students need to discuss and resolve the central issue, or only some of it, requiring students to identify, and possibly fill in (via outside research), the missing information.
- They can require students to examine multiple aspects of a problem, or just a circumscribed piece.
- They can require students to propose a solution for the case or simply to identify the parameters of the problem.

The Nine Steps of Project-Based Learning

Whether students work individually, in pairs, or in groups, having them design something from scratch taps their creative abilities. When using the project-based learning strategy, it is almost guaranteed that the endeavor will be interdisciplinary. The teacher's role is to serve as coach, guiding students to use a variety of resources, employ a strategy that is fun and motivating, and uncover content with depth and breadth.

If we examine project-based learning in the most general way, we can break it down into the following nine steps (of course, teacher-coaches should modify the steps accordingly to suit the task and the students):

1. The teacher-coach **sets the stage for students with real-life samples** of the projects they will be doing.
2. Students **take on the role of project designers**, possibly establishing a forum for display or competition.
3. Students **discuss and accumulate the background information** needed for their designs.
4. The teacher-coach and students **negotiate the criteria for evaluating the projects.**
5. Students **accumulate the materials** necessary for the project.
6. Students **create their projects.**
7. Students **prepare to present their projects.**
8. Students **present their projects.**

9. Students **reflect on the process and evaluate the projects** based on the criteria established in Step 4.

DEVELOPING CRITICAL THINKING

The potential of the human mind is absolutely phenomenal, and Tony Buzan is one of the world's leading experts on how people can maximize their brainpower. Now, in his most comprehensive book yet on the topic, Buzan reveals exciting new ways to improve one's memory, concentration, creativity, ability to learn, and more.

Tony Buzan is an author and educational consultant. He is a proponent of the techniques of Mind Mapping and mental literacy. He has worked with: corporate entities and businesses all over the world; academics; Olympic athletes; children of all ages; governments; and high profile individuals, in teaching them how to maximize the use of their brain power

TESTING

QUESTIONS:

1. What differences can be pointed out between approach and method?
 2. Does *technology* have the same sense as *method* or not?
 3. Why is Communicative Language Teaching a dominant and effective approach in FLT? How is *language* viewed?
 4. What are basic approaches to FLT nowadays?
 5. What criteria are used for distinguishing methods?
 6. What kind of methods are used for presenting new material?
- Are the same methods used in all stages of education?

- What is *technology*?
- What is *pedagogical technology*?
- What pedagogical technologies are used in FLT?
- What are the functions of *Problem Solving Technologies*?
- Why are *Project Technologies* useful for FLT?
- What *Developing Thinking Technologies* are used in FLT?
- Why are *Games Technologies* popular in FLT?
- What *ICT* are helpful for FL acquisition?

| | |
|--|---|
| <p>Problem-solving Technology (PST)</p> <p>PST involves three basic functions:</p> <ul style="list-style-type: none"> Seeking information Generating new knowledge Making decision  | <p>PLANNING AN ACADEMIC CASE STUDY</p> <p>Define the subject of study.</p> <p>A case study focuses on a single individual, a small group of people, or occasionally a single event. You'll be conducting qualitative research to find specific details and descriptions of how your subject is affected.</p> <p>For example, a medical case study might study how a single patient is affected by an injury. A psychology case study might study a small group of people in an experimental form of therapy.</p> <p>Case studies are not designed for large group studies or statistical analysis.</p> |
|--|---|

PROJECT TECHNOLOGY

- Project method is of American origin and is an outcome of Dewey's philosophy or pragmatism. However, this method is developed and advocated by Dr. Kilpatrick.
- Project is a plan of action – oxford's advanced learner's dictionary
- Project is a bit of real life that has been imported into school – Ballard
- A project is a unit of wholehearted purposeful activity carried on preferably in its natural setting – Dr. Kilpatrick
- A project is a problematic act carried to completion in its most natural setting – Stevenson

Approach and method

- The arrangement is hierarchical. The organizational key is that techniques carry out a method which is consistent with an approach...
- An approach is a set of correlative assumptions dealing with the nature of language teaching and learning. An approach is axiomatic. It describes the nature of the subject matter to be taught...
- Method is an overall plan for the orderly presentation of language material, no part of which contradicts, and all of which is based upon, the selected approach. An approach is axiomatic, a method is procedural.
- Within one approach, there can be many methods...
- A technique is implementation – plan which actually takes place in a classroom. It is a particular trick, technique, or contrivance used to accomplish an immediate objective. Techniques must be consistent with a method, and therefore in harmony with an approach as well. (Anthony 1963:53-7)

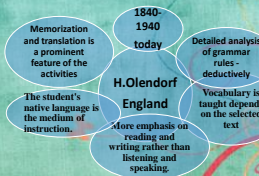
ICT TOOLS CLASSIFICATION



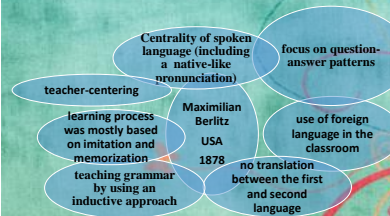
METHOD TYPES

| DIRECT | COGNITIVE | MIXED | INTENSIVE |
|------------------------------------|---|---------------|---|
| Natural Direct Audio-lingual | Grammar-translation Cognitive-practical Cognitive-comparative | Communicative | Suggestopedia Kitaygorodskaya Iona Davidova |

GRAMMAR TRANSLATION METHOD



DIRECT METHOD



Audio Lingual Method (ALM)

- Audio-Lingual Method is an oral-based approach.
- It drills students in the use of grammatical sentence patterns.
- Conditioning → helping learners to respond correctly to stimuli through shaping and reinforcement.
- The development of language skills is a matter of habit formation.
- This method is said to result in rapid acquisition of speaking and listening skills.

Suggestopedia

This method developed out of a belief that human brain could process great quantities of material given the right conditions of learning like relaxation.

- Music is central to this method.
- Soft music led to increase in brain cave and a decrease in blood pressure and pulse rate resulting in high intake of large quantities of materials.
- Learners were encouraged to be as "childlike" as possible.
- Apart from soft, comfortable seats in a relaxed setting, everything else remained the same.



COMMUNICATIVE METHODS

- Types of Learning based on Communicative Approach
- Interactive learning
- Learner-centered learning
- Cooperative/collaborative learning
- Content-based learning (ESP)
- Task-based learning

LECTURE 6.
INTERACTIVE METHODS IN FLTM
LECTURE OUTLINE:

1. “Interactive Method” Notion
2. Interactive Techniques
3. Brainstorming
4. Cluster
5. Cinquain
6. Venn Diagrams
7. Jigsaw 1/2. Etc.

Key words: interactive method, technique, brainstorming, cluster, cinquain, venn diagrams, jigsaw, communication strategies

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Success of communication depends very much on the knowledge of successful strategies chosen by the speakers. Successful strategies are known as the “four maxims” of good communication quality (say only what is supported by evidence), quantity (say no more and no less than you think is needed), relevance (say what is relevant to the point of communication) and manner (present your ideas clearly and explicitly)

A technique is a way for a teacher to organize a learner activity. The purpose of communicative techniques is to teach communication. Communicative techniques can develop in learners productive, receptive and interactive skills

Interactive method - it’s interaction of teachers and learners, learners and learners.

Brainstorming

The goal of brainstorming is to direct people to new ways of thinking and break from the usual way of reasoning. The most important thing about brainstorming is that there should be no criticism of ideas. Students try to open up possibilities and remove wrong assumptions about the limits of the problem. Judgments and analysis of ideas are explored after the brainstorming process while focus should be at this stage on idea generation.

Group brainstorming may work in so many effective ways:

- brings the full experience and creativity of all members of the group to solve a problem

- develop ideas in more depth than individual brainstorming
- helps everyone involved to feel that they have contributed to the end solution
- reminds one that other people have creative ideas to offer
- can be great for team-building and creating harmony within a team

It can be risky for individuals. Valuable but unusual suggestions may appear irrelevant at first sight. That's why, the teacher needs to be careful not to suppress these ideas. Group problem-solving must not suppress creativity.

INDIVIDUAL BRAINSTORMING IS LESS ENGAGING AND LESS STRESSFUL. Students are free and do not worry about other people's opinions and judgements, and can therefore be more freely creative. For instance, a student who hesitates to bring up an idea in a group brainstorming because he thinks it's unworthy, might be free to explore it in an individual brainstorming and find that it develops into something quite interesting. Students don't have to wait for others to stop speaking before they contribute their own ideas.

CINQUAINS. A [cinquain](#) is a five-line poem that was invented by Adelaide Crapsey. She was an American poet who took her inspiration from Japanese haiku and tanka. A collection of poems, titled *Verse*, was published in 1915 and included 28 cinquains. Cinquains are particularly vivid in their imagery and are meant to convey a certain mood or emotion. It's a rhyme, which requires synthesis of information and materials in short statements allowing describing and reflecting the topic. Each learner is given 5-7 min to prepare cinquain then partners make one based on their own. It allows revising the topic critically and coincide different ideas. After pairs by introducing their cinquains provoke topic discussion. There have been many variations of the cinquain since its invention. To fully understand Cinquains, here are descriptions of two of the more popular forms along with examples.

Didactic Cinquain

- **The first line** is one word which is the title of the poem.
- **The second line** contains two words which are adjectives that describe the title.
- **The third line** has three words that tell the reader more about the subject of the poem or shows action. Many times these words are gerunds that end with "ing."
- **The fourth line** has four words that show emotions about the subject of the poem and may be individual words or a phrase.
- **The fifth line** is one word that is a synonym of the title or is very similar to it.

- **Snow**

Snow

Lovely, white

Falling, dancing, drifting

Covering everything it touches

Blanket

CLUSTER. Clustering helps students organize concepts and understand any academic subject. Clustering is a great study strategy, and is especially helpful for visual learners who like to look. Clustering can help all students organize their thoughts and make useful connections.

VENN DIAGRAMS also help students to develop higher order thinking skills. They can be completed in the student's first language as well as English and they may be completed collaboratively. Venn diagrams can be used: before, during or after a learning activity or topic; for organising and sorting information, concepts, or vocabulary; to help students think about and use text types and patterns, particularly

The **JIGSAW** classroom is a research-based cooperative learning technique invented and developed in the early 1970s by Elliot Aronson and his students at the University of Texas and the University of California. Since 1971, thousands of classrooms have used jigsaw with great success.

Teachers should introduce the technique and the topic to be studied. Assign each student to a "home group" of 3-5 students who reflect a range of reading abilities. Determine a set of reading selections and assign one selection to each student. Create "expert groups" that consist of students across "home groups" who will read the same selection. Give all students a framework for managing their time on the various parts of the jigsaw task. Provide key questions to help the "expert groups" gather information in their particular area. Provide materials and resources necessary for all students to learn about their topics and become "experts". Discuss the rules for reconvening into "home groups" and provide guidelines as each "expert" reports the information learned. Prepare a summary chart or graphic organizer for each "home group" as a guide for organizing the experts' information report. Remind students that "home group" members are responsible to learn all content from one another. Jigsaw is a strategy that emphasizes cooperative learning by providing students an opportunity to actively help each other build comprehension. Use this technique to assign students to reading groups composed of varying skill levels. Each group member is responsible for becoming an "expert" on one section of the assigned material and then "teaching" it to the other members of the team.

Benefits Jigsaw is a well-established method for encouraging group sharing and learning of specific content. This technique can be used as an instructional activity across several days and is best to use when there is a large amount of content to teach. Jigsaw helps students learn cooperation as group members share responsibility for each other's learning by using critical thinking and social skills to complete an assignment. Subsequently, this strategy helps to improve listening, communication, and problem-solving skills. Monitoring each student's participation within the groups provides teachers with information about how much the students already know about the topic. This allows teachers to tailor instruction accordingly.

INSERT

This method is used on stage of content cognition.

I — interactive
N — noting
S — system
E — effective
R — reading
T — thinking

It 's marking reading text by special symbols

“ V ” — knew
“ - ” — think in another way
“ + ” — new
“ ? ” — don't understand & have questions
« ! » - want to know

During reading marks are pointed on the margin. Fill in the table where symbols are names of the graphs. Information from the text is inserted into the table briefly.

AQUARIUM – it's a role play for 2-3 participants the rest learners are observers. Participants act out situation observers analyze and go through the situation. Advantages of the method – it's effective in the time deficiency situation where it's necessary to demonstrate skills, emotions, conditions; learners may be experts and analysts; it stimulates learners to work practically.

TESTING

What is interactive method?

What is the procedure of brainstorming, cinquain, cluster, jigsaw1/2, venn diagrams?

What is the procedure of brainstorming?



What is the procedure of cinquain?

What is the procedure of cluster?

What is the procedure of jigsaw1/2?

What is the procedure of venn diagrams?

What other interactive methods are useful for developing communicative competence?

| | |
|---|--|
| <p style="text-align: center;">BRAINSTORMING VARIATIONS</p> <ul style="list-style-type: none"> Around 12 participants including both experts and novices 1. Nominal group technique – write ideas anonymously – voting for each idea- sending back for reevaluation 2. Group passing technique – each one writes own idea and passes the sheet of paper to the next one who adds some thoughts on that idea – each paper must be back 3. Creating “Idea book” – 1st page is for problem description – then participants add ideas 4. Team idea mapping methods – method of association-no ideas rejected | <p style="text-align: center;">AMERICAN CINQUAIN FORM</p> <ul style="list-style-type: none"> Originally, Craspey created the form for the American cinquain with five lines. Stresses Per Line <ul style="list-style-type: none"> The first line has one stress, which was usually iambic meter with the first syllable unstressed and the second stressed. Line two has two stresses. Line three has three stresses. Line four has four stresses. Line five has one stress. Syllables Per Line <ul style="list-style-type: none"> Following the invention of this form, Craspey made changes to the form and included a certain number of syllables per line. Line one had two syllables. Line two had four syllables. Line three had six syllables. Line four had eight syllables. Line five had two syllables. Even though iambic feet were typically used in these cinquains, it was not a requirement of the structure. |
| <p>VENN DIAGRAMS DESCRIPTION:</p>  <ul style="list-style-type: none"> Venn diagrams are graphic organisers useful tool for teaching the language of comparison and contrast. Learners should place a concept at the top of the organiser and label each circle. Commonalities between the concepts are identified in the area of the Venn diagram where both of the circles overlap. Differences are recorded in the areas of the Venn diagram where the circles do not overlap. | <p style="text-align: center;">CLUSTERING PROCEDURE</p> <ul style="list-style-type: none"> The first step is to review class materials and identify what is important. The second step is to make preliminary clusters. Suggest that the students create one cluster for the topic. Third, students should go back to the class materials on the topic and self-check the information in their clusters. |
| <p style="text-align: center;">JIGSAW</p>  <ul style="list-style-type: none"> The jigsaw classroom is a research-based cooperative learning technique invented and developed in the early 1970s by Elliot Aronson and his students at the University of Texas and the University of California. Since 1971, thousands of classrooms have used jigsaw with great success. | <p style="text-align: center;">LEXICAL GAMES</p> <p>Metagrams It is lexical game. On one letter in ascending order letters words are thought out. For example,</p> <p>Met Met Met Met Met</p> <p>Logogrifs. It is a lexical game. In a word one letter varies and other word differs only.</p> <p>Metagramm Metagramm Metagramm Metagramm</p> <p>Anagrams. It is lexical game. One word is written and to each letter of this word the word on a vertical downwards is thought out.</p> <p>Metagramm Metagramm Metagramm Metagramm</p> |
| | |

LECTURE 7
OF TEACHING PRONUNCIATION
to A1 A2 B1 level students

LECTURE OUTLINE

Teaching Pronunciation
Selecting Pronunciation Minimum
Developing Pronunciation Subskills
Presentation of Pronunciation Materials
National Standard on FL requirements to gradulators' phonetic competence
Pronunciation Drills
Pronunciation subskills assessment

KEY WORDS

Teaching Pronunciation Pronunciation Minimum Pronunciation Subskills
Pronunciation Materials National Standard on FL requirements to gradulators'
phonetic competence Pronunciation Drills pronunciation subskills assessment

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3. Jalolov J.J. "Chet til o'qitish metodikasi" T. 2012. pp.145-167

Teaching pronunciation plays special role because sounding are important elements of speech. Aim of teaching pronunciation is to develop listening/pronouncing and rhythm/intonation skills.

Question: think and tell what difficulties sounds may cause for teaching and why?

All sounds are divided into 3 groups:

1. Similar

Phonemes are alike native ones as for articulation and acoustic features:

[P] [B] [G]

[S] [Z] [M]

2. Partly similar

Phonemes which exist in foreign and native languages but they differ as for articulation and acoustic features

[e] [i] [i:]

[l] [t] [d]

3. Sounds don't exist in native language

[θ] [Θ] [r] [h] [w]

Methods for teaching pronunciation

| | |
|---|---|
| Imitative | Analytic and imitative |
| Teacher pronouns, Learner repeats | (explanation of placing articulation organse, repeating) |
| ↓ | ↓ |
| Similarity (similar with native language) | Difficult sounds |
| ↓ | ↓ |
| Listening repeating | Listening Explanation Repeating |

Question: Think and answer what sounds you will teach through imitative analytic and imitative methods?

Exercises for teaching pronunciation

Exercises for teaching pronunciation are subdivided into 2 types:

1. Listening exercises
2. Pronouncing exercises

Listening exercises are based only on listening and using printed text.

Pronouncing exercises are aimed at developing learner's pronunciation skills.

1) Task:

When you listen to pronouncing exercises clap your hands and when you listen to listening exercises exercise say "yes".

Listening exercises:

1. Listen to the line of sounds and raise your hand for sound [h];
2. Underline the word pronounced by the teacher;
3. Put lines for pauses in the sentences;
4. Listen to the sentences and clap your hands for negative one.

Pronouncing exercises:

1. Pronounce the sounds paying attention to the intonation;
2. Put stress and read the sentences;
3. Repeat the sentence and add the word given by the teacher .

2) Card 2

Make up a list of your favorite fruits and pronounce the words to make everybody feel how you like the items.

3) Card 1. Teaching pronunciation

Write one answer for every question you have received by passing each time your paper to other students. Your answer must begin with the first sound in the person's name (e.g. Mary – made a mess...). Continue doing this until all the blanks on all the papers are full. Do it 2 times.

WHO: _____

DID WHAT: _____

WHERE: _____

WHEN: _____

WHY: _____

4) Tongue twisters.

She sells sea shells on the sea shore.

Mixed biscuits, mixed biscuits.

Red leather, yellow leather, red leather, yellow leather.

Key terms:

Aim of teaching pronunciation.

Difficulties in teaching pronunciation.

Methods for teaching pronunciation.

Exercises for teaching pronunciation.

Tongue twisters.

TESTING

- What is the role of phonetics in teaching pronunciation?
- What are the tasks of teaching pronunciation at school?
- What does content of teaching pronunciation include?
- What types of exercises are differentiated for teaching pronunciation? Name methods for teaching pronunciation.
- What difficulties occur in teaching pronunciation?
- Name three groups of sounds.
- What is transcription?
- What visual aids are used for teaching pronunciation?

| Imitative | Analytic and imitative |
|---|--|
| Teacherpronouns, Learner repeats | (explanation of placing articulation organse, repeating) |
| ↓ | ↓ |
| Similarity (similar with native language) | Difficult sounds |
| ↓ | ↓ |
| Listening repeating | Listening Explanation Repeating |

LECTURE 8.
TEACHING GRAMMAR
to A1 A2 B1 level students

Lecture outline:

Selecting Grammar Content
Methodical organization of Grammar materials
Grammar distribution and Grammar difficulties typology
Grammar material presentation
Grammar exercises
Developing Grammar subskills

National Standard on FL requirements to gradulators' vocabulary competence

Vocabulary exercises.

Vocabulary subskills assessment

Key words: grammar, systematic attention, grammar curriculum, grammatical competence, language efficiency, objectives, principles, types of grammar, functional grammar, principles of selecting PGM, wide spreading in book and written style, poly – semantic, grammar features, interference: inter-language/inside language, translation, techniques to teach grammar.

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- *Grammar is the means through which linguistic creativity is ultimately achieved...*

WILKINS

- *Systematic attention to grammar is neither necessary nor sufficient for learning to use a language....*

NEWMARK

- *The grammar book and the grammar curriculum are like the luggage of an unskilled camper....*

MICHAEL WEST

Subject of grammar

The subject of grammar is the knowledge of how to construct a sentence. Grammar is concerned with the construction of written and oral sentences.

Grammar describes language device to use a finite number of rules that can generate all the sentences of a language. Grammar can also explain sentence construction and tell grammatical sentences from the ungrammatical ones. Sentences can be perceived as grammatical despite possible language inaccuracies and slips (transposition, omission, redundancy, and overgeneralization) and language twists (ellipsis, tags, and anaphoric starts).

AIM of Teaching Grammar - is developing learner' grammatical competence. Grammatical competence may be defined as knowledge of, and ability to use, the grammatical resources of a language. (CEFR p. 112)

Grammar is the total mechanism which a language possesses and through which its users are able to communicate with each other. Grammar refers to the formal analysis and description of the rules of the language. This is known as 'Descriptive grammar'. Grammar also refers to the rules for the correct use of a language which may be prescribed for its users.

Objectives of Teaching Grammar:

1. It helps to use the language effectively.
2. Knowledge of the underlying 'rules' of grammar is provided.
3. To develop students insight into the structure of English language.
4. To enable the students to assimilate the correct patterns of the language.
5. To teach grammar as a rule governed behavior.
6. To develop the mental abilities of reasoning and correct observation.
7. To develop a scientific attitude in pupils.

Principles of Teaching Grammar:

1. To let the pupils absorb grammatical items in the initial stages.
2. Grammar should not begin on abstract lines and principles.
3. Grammar points should begin with language.
4. Try to teach grammar and usage simultaneously.
5. Attention should be paid to the meaning of the structure.
6. Grammar should not be taught as an intellectual exercise.

Types of Grammar:

- I. Formal Grammar / Grammar translation Method / Prescriptive Grammar.
- II. Functional Grammar / Incidental Grammar.

Formal Grammar / Prescriptive Grammar / Grammar Translation Method

1. It consists of elaborate rules, definitions and the structure of the language.
2. It deals mainly with the physical form of words, word endings and word groups.
3. It classifies words into parts of speech and sentences.
4. Reading and writing are considered essential.
5. Spoken English is mostly ignored.
6. The prescriptive grammar focuses on correction.
7. Deviation from rules is not allowed.

8. Students learn the rules and their functions in communication is neglected.

Functional Grammar / Incidental Grammar

1. This grammar is learnt by students unconsciously while learning the language.
2. The focus is on appropriate utterances than on grammatical sentences.
3. The functional grammar does not focus much on the form.
4. Change in the rules of language is allowed.
5. It is the grammar in operation.
6. It deals with the ability to use the language grammatically.

How are the two types of grammar different?

1. Formal grammar is the ability to describe the language.
2. Functional grammar is the ability to use the language.
3. The Functional grammar is better because it helps the learners in the achievement of real aims of language learning.
4. Functional grammar is learnt while speaking their mother tongue.
5. Formal grammar is taught and used in schools.
6. People learn mother tongue without learning formal grammar.
7. A learner can learn a new language without formal grammar.

Deductive method consists on grammar-based language learning. The motto is: grammar first, language next. Examples flow down from universal rules. The approach is: general to particular. The teacher states the rules with examples. Children who already learnt some language.

Inductive method Examples are given to the students. Out of the examples the rules are framed. This method is called inductive method. It is the method of formulating generalization from concrete examples or facts.

Choice of method:

1. A good teacher of grammar should be eclectic.
2. He should have his own approach.
3. He should select what is best suitable.
4. He should explain and describe grammatical aspects.
5. He should have a definite plan for classroom transaction

Steps in grammar or the organization of grammar teaching:

A grammar class must be learner-friendly. There are four steps involved in grammar.

1. Presentation
2. Isolation and explanation
3. Practice
4. Evaluation

Presentation:

- The grammatical item or structure is presented in the form of a text.
- The aim is to help the learners understand its form and meaning.
- It is provided in the form of a story or dialogue. The teacher reads it aloud.
- The students read aloud, repeat or reproduce from memory the use of grammar item.

Isolation and exploration:

- Focus is on the grammatical items - its rules and its functions.
- The learners understand the various aspects of the grammatical item.
- Comparison, generalization and explanation is done in the mother tongue if necessary.

Practice:

Series of exercises are done both in the classroom and as home tasks.
The learners understand the grammatical items thoroughly.

Evaluation:

Tests are given to assess the understanding level of the grammatical items.
It serves as a feedback both for the teacher and the student.

Illustration:

Storytelling, developing creativity and question answer skill.

I was walking.

Where are you walking?

I was walking in a garden.

What was in the garden? etc.

Comprehension: Answering -questions by reading a passage. Passages with pictures will induce the students to take part actively.

Grammatical Minimums

Active grammatical minimum includes grammar rules which are necessary for speaking skills.

Passive grammatical minimum involves grammar rules which are common for writing skills.

Principles of selecting AGM

Wide spreading in oral speech - speaking (Present Ind. - Active/Past Ind. - passive).

Modeling – may become a model for creating analogical form (kind-kindly).

Avoiding synonymic grammar features – including only one feature from synonymic row (must/have to).

Principles of selecting PGM

Wide spreading in book and written style

Poly - semantic

1. Cognitive aspect of acquiring grammar

Selection of the grammar material

Active and passive minima do not differ very much as in vocabulary (active minimum enters passive), active minimum is selected for 5 – 7-grades and passive grammar minimum is selected only for higher grades, lyceums and colleges and followed.

The formation of grammar minima directly deals with speech themes and vocabulary minima, theme and vocabulary are the paramount notions and grammar depends on them.

The classification of methodical criteria in preparing grammar is as follow.

Criteria of selecting **active** grammar minimum:

1. Criterion of prevalence of grammar case in oral and written speech. The most frequent cases in people speech are “picked up” from the all grammar material.

2. Criterion of standing to be a sample. It requires the ability to form very many new grammar cases through the samples based on grammar units selected on this criterion. Well then the cases that can provide most vocabulary are put in this minimum (e.g., forming noun, adjective, adverb with the help of suffixes).

3. Criterion of isolation of mono-semantic cases. Aiming to prevent difficulties the most frequent and stylistically appropriate unit is elected, i.e. one of the grammatical synonym cases is selected.

Criteria of selecting **passive** grammar minimum:

1. Criterion of wide usage in literary written style of speech.
2. Criterion of polysemantics.

The act of criteria in selecting grammar material is directly linked together. Some of them function as the main, others as complementary. Kinds of speech activity need various volume of language material. The most demanding in them are reading and listening. The volume of the material used in speaking and writing is relatively little.

The ways of developing grammar skills

Doing exercises promotes transformation of grammar cases into foreign language skill. Grammar skill is a complex of operations and acts that provides proper and automatized usage and memorization of morphologic-syntactic cases of speech. Morphologic skill involves formation and usage, operation and acts of forms (noun suffixes, verb suffixes, grammar units that came before noun, e.g., articles, prepositions, etc.). Syntactic skill includes word order, formation of word combinations. The skill of using grammar material is made up by changing words and inserting the words into place.

Principles of teaching grammar

Teaching grammar mechanisms of speech must be fulfilled by taking into account the mother tongue of students from the one side and secondly by overcoming negative influence of mother tongue to the foreign language speech process: a) a rule is explained in mother tongue, where the meaning of grammar cases and their usage are expressed; b) development of reproductive skills are achieved by changing grammar acts and thinking operations that appear due to the mother tongue, changing systems and using methods of choosing to avoid negative influence of mother tongue.

I. Principle of communicative orientation: a) grammar skills are acquired in the content of kinds of speech activity; b) special grammar exercise is planned only in the initial stage of creating the skill.

II. Principle of practical learning of grammar. It reveals learning grammar cases that are important and enough for oral and written speech.

III. Principle of teaching grammar in structure. Structural approach in teaching grammar is well-grounded measure. A new vocabulary unit is presented in the known speech pattern, and the unknown pattern is presented on the base of acquired vocabulary material.

IV. Principle of teaching grammar in speech situation. In teaching foreign language it is referred as situational approach (in American methodology *role playing*).

V. Principle of conscious acquisition of grammar. Consciousness is aimed at directing attention of the pupil to definite language elements in the learned speech pattern (sentence).

VI. Principle of differentiated teaching grammar. Based on the assimilation of active and passive units they are sorted into reproductive and receptive speech. There are different acts for reproduction and reception.

Techniques to teach grammar:

Three-phase framework of grammar teaching

A **macro three-phase framework** for teaching grammar **PPP (presentation-practice-production)**. **Presentation** of the new material can be done with rules and examples (deductive approach), texts and situations, language observations and rule formulations (inductive approach). **Practice** of the target grammar is done in the drill-like or more creative exercise such as “communication games”. The third stage is **production** of grammar-focused learners' utterances in communicative settings (Byrne, D. 1996).

At every stage of teaching grammar (presentation, practice, production) the work is organised in the **micro three-phase framework**. E.g. if presentation stage is rule induction, then the micro three-phase framework can be **illustration** of the language in a communicative situation, followed by the **interaction** of the learners in discussing the language examples and, finally, **induction** of the grammar rule through observation and discussion (**I-I-I** framework by McCarthy and Carter, 1995).

If presentation stage is deduction of examples from the rule, the three phases can be **explanation** of the rule by the teacher, **exemplification** of the rule by the learners using their own language illustrations, **explication** i.e. “rediscovery” of the grammar rule by the learners based on their own examples.

During the “practice stage” the three-phase framework can include **pre-task** (introduction to the topic and to the task), **task cycle** (doing the task and reporting on the results) and **language focus** (reflections on the language that was used in the task and further practice) (Willis. J. 1999).

An alternative framework is **fulfilment** of the task (e.g. writing a story with a certain grammar focus), **focusing** on the target grammar (analysing the grammar structures used in the task) and **facilitation** of further learning in follow-up activities (FFF framework).

“Grammar production” stage can be taught in the following three phases: **pre-activity** (motivating the learners for the activity, preparing for the language and general knowledge activation) **while-activity** (performing communicative task) and **post-activity** (focusing on the language and giving further tasks).

The teacher must induce, attract and persuade students to make a joyful learning of grammatical items. The following techniques would help the teacher as well as the students to learn grammar in an interesting way. They are:

Tasks, Games, Activities, Story-telling, Cloze exercises, Dramatization and role play, Pictures, Dialogues, Situations, Demonstrations, Description/ narration, Drills.

Activities: Expanding texts: Forming grammatical sentences by adding words or phrases.

- Eg: go
- I go
- I go to school.
- My neighbor’s cat.
- Review of adjectives,
- Adding adjectives or in a sentence or framing new sentences.
- I have a white cat. I have a small, white cat etc.

Tasks:

Tasks like language-based (yes/no questions) and non-linguistic (guessing) will get the learners engaged to the grammar item. The objectives are clear (grammar item) and there is provision for repeated practice.

Eg: Making a cup of tea - using imperative form.

Describing a picture by using “there is / there are”

Games:

Game like situation will help the learners feel, think, act and produce the grammar item as expected by the teacher.

Game -1: identify the real time by arranging a circle of twelve chairs and two volunteers inside the circle to represent time.

Game -2: challenge Word endings and suffixes are done by the learners. F r e e , W a l k e d , -s, -ed, ing, etc.

Using Textbook Grammar Activities

Textbooks usually provide one or more of the following three types of grammar exercises.

Mechanical drills: Each prompt has only one correct response, and students can complete the exercise without attending to meaning. For example: George waited for the bus this morning. He *will wait* for the bus tomorrow morning, too.

Meaningful drills: Each prompt has only one correct response, and students must attend to meaning to complete the exercise. For example: Where are George’s papers? *They are in his notebook.*

(Students must understand the meaning of the question in order to answer, but only one correct answer is possible because they all know where George's papers are.)

- **Communicative drills**, described in [Strategies for Learning Grammar](#)
- To use textbook grammar exercises effectively, instructors need to recognize which type they are, devote the appropriate amount of time to them, and supplement them as needed.

Questions:

1. What is grammar?
2. What do we mean by the active and passive grammar?
3. Describe the essence of methodical preparation of grammar and its stages.
4. Think over the grammar item, criteria and source of selection.
5. What are the stages of forming and developing grammar skills?
6. Describe principles of teaching grammar.

DEDUCTIVE METHOD consists on grammar-based language learning.

The motto is: grammar first, language next. Examples flow down from universal rules. The approach is: general to particular. The teacher states the rules with examples. Children who already learnt some language.

INDUCTIVE METHOD Examples are given to the students. Out of the examples the rules are framed. This method is called inductive method. It is the method of formulating generalization from concrete examples or facts.

Mixed biscuits, mixed biscuits.

**Red leather, yellow leather, red leather, yellow
leather.**

Card 1. Teaching pronunciation

Write one answer for every question you have received by passing each time your paper to other students. Your answer must begin with the first sound in the person's name (e.g. Mary – made a mess...). Continue doing this until all the blanks on all the papers are full. Do it 2 times.

WHO: _____

DID WHAT: _____

WHERE: _____

WHEN: _____

WHY: _____

Steps in grammar or the organization of grammar teaching:

A grammar class must be learner-friendly. There are four steps involved in grammar.

1. Presentation
2. Isolation and explanation
3. Practice
4. Evaluation

Presentation:

- The grammatical item or structure is presented in the form of a text.
- The aim is to help the learners understand its form and meaning.
- It is provided in the form of a story or dialogue. The teacher reads it aloud.
- The students read aloud, repeat or reproduce from memory the use of grammar item.

Isolation and exploration:

- Focus is on the grammatical items - its rules and its functions.
- The learners understand the various aspects of the grammatical item.
- Comparison, generalization and explanation is done in the mother

LECTURE 9
TEACHING VOCABULARY
to A1 A2 B1 level students

Lecture outline:

1. Notions of “vocabulary” and its categories
2. Selecting vocabulary
3. Vocabulary distribution and vocabulary difficulties
4. Vocabulary presentation
5. Developing vocabulary subskills
6. Volume of A1, A2, B1 vocabulary active and passive minimums
7. National Standard on FL requirements to gradulators’ vocabulary competence
8. Vocabulary exercises.
9. Vocabulary subskills assessment

***Key words:** vocabulary types, oral and print vocabulary, linguistic, methodological, psychological, separate word, set expression/collocation, idioms, receptive vocabulary, productive vocabulary, and receptive vocabulary.*

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Vocabulary is not only the most difficult subskill among language skills but also the most important. Word is a central unit of a language: language first of all is the system of words.

The main practical aim of teaching vocabulary in primary schools and secondary schools is to form the pupils’ vocabulary skills as a basic component of all the language activities.

What needs to be taught? The learner has to know what a word sounds like (its pronunciation) and what it looks like (its spelling). These are fairly obvious characteristics, and one or the other will be perceived by the learner when encountering the item for the first time. In teaching, we need to make sure that both these aspects are accurately presented and learned. Another point is **grammar**. The grammar of a new item will need to be taught if this is not obviously covered by general grammatical rules. An item may have an unpredictable change of form in certain grammatical contexts or may have some idiosyncratic way of connecting with other words in sentences; it is important to provide learners with this

information at the same time as we teach the base form. When teaching a new verb, for example, we might give also its past form, if this is irregular (*go, went*), and we might note if it is transitive or intransitive. Similarly, when teaching a noun, we may wish to present its plural form, if irregular (*foot, feet*), or draw learners' attention to the fact that it has no plural at all (*advice, information*).

The basic principles of **selection of the active (productive) minimum vocabulary**:

- semantic approach;
- combinative approach;
- stylistic approach ;
- frequency approach;
- word-building value;
- words of polysemantic value;
- excluding synonyms;
- excluding international words.

The active (productive) minimum vocabulary is selected on the basis of topics and communicative situations, analysis of phonogram, dialogues, written speech.

The criteria of **selection of the passive (receptive) minimum** vocabulary:

- derivability;
- polysemantic character;
- frequency and wide use;
- topical associations;
- Semantic and word-building value.

The main stages of formation of the vocabulary skills

Stage I - presentation of a new vocabulary. Aim – to introduce a new word and disclose (convey) of the meaning of each word. Ways and techniques to convey the meaning of a word are:

Direct

- dictionaries – used in conveying the meaning of a word
- synonyms- items that mean the same, or nearly the same; for example, *clever, smart* may serve as synonyms of *intelligent*.
- antonyms - items that mean the opposite; *rich* is an antonym of *poor*.
- hyponyms - items that serve as specific examples of a general concept; *dog, lion, mouse* are hyponyms of *animal*.
- morphological analysis (word building) - *You may wish to teach the common prefixes and suffixes: for example, it learners know the meaning of sub-, un- and -able, this will help them guess the meanings of words like substandard, ungrateful and untranslatable. They should, however, be warned that in many common words the affixes no longer have any obvious connection with their root*

meaning (for example, *subject, comfortable*). New combinations using prefixes are not unusual, and the reactor hearer would be expected to gather their meaning from an understanding their components (*ultra-modern, super-hero*). Another way vocabulary items are built is by combining two words (two nouns, or a gerund and a noun, or a noun and a verb) to make one item: compound word, or two separate, sometimes hyphenated words (*bookcase, follow-up, swimming pool*).

- context – if the number of familiar words big enough
- definitions – explanation of meaning in English with the words familiar for learners
- examples – situational and interesting information which can motivate learners.
- interpretation – if there is no equivalent in native language
- matching - synonyms, opposites
- familiar or famous (international) words

Visual

- demonstration of school paraphernalia or drawings on the black board (realia)
- illustration material-pictures / real objects
- models
- demonstration of movements, mime, body language
- pictograms, pictures, schemes

Translation

- translation by means of giving an equivalent
- translation-interpretation
- comparing a foreign word with that of the native language

Vocabulary and its types

Words, so innocent and powerless as they are, standing in a dictionary; how potent for good and evil they become in the hands of one who knows how to choose and combine them.

Vocabulary is knowledge of words and word meanings in both *oral* and *print* language and in *productive* and *receptive* forms.

Word has *form* - written/verbal *meaning* – denotative/connotative *usage*

Three components of teaching vocabulary

Linguistic

Methodological

Psychological

Linguistic component

- *Separate word*
- *Set expression/collocation*
- *Idioms*

Psychological Component

- *Recalling the word from long-term memory*
- *Including the word into speech*

Methodological Component

- *Instructions/Explanation:*
- *How to use dictionaries*
- *How to keep own logs/cards*
- *How to learn vocabulary individually*

Oral and print vocabulary

Words come in two forms: oral and print:

Oral vocabulary includes those words that we recognize and use in listening and speaking.

Print vocabulary includes those words that we recognize and use in reading and writing.

Receptive vocabulary & Productive vocabulary

Word knowledge also comes in two forms, receptive and productive.

Receptive vocabulary includes words that we recognize when we hear or see them.

Productive vocabulary includes words that we use when we speak or write.

Receptive vocabulary is typically larger than productive vocabulary, and may include many words to which we assign some meaning, even if we don't know their full definitions and connotations – or ever use them ourselves as we speak and write (Kamil & Hiebert, in press).

Active & Passive Vocabulary

- *Active vocabulary* is used in speaking and writing for expressing own thoughts
- *Passive vocabulary* is used for recognizing information through listening and reading

- *Potential vocabulary*
- Breadth of Vocabulary
- Basic user/Level A 1500
- Independent user/Level B 3000
- Proficient user / level C more than 5000

2. Teaching vocabulary

Three-phase Framework of Teaching Vocabulary

- Pre-activity
- While-activity
- Post-activity

- Pre-activity
 - Exploring vocabulary forms
 - Exploring vocabulary meaning
 - Exploring potential vocabulary use

Word Meaning Presentation

- Translation
- Non translation
- Using visual aids (objects, pictures, actions, sounds, context – learners' age/stage/level)
- Synonyms/antonyms
- Using dictionaries
- Guessing
 - Presenting new words
- Different teachers have different ways to present new words. Whatever methods are used, the following suggestions may help teachers:
 - Prepare examples to show meaning.
 - Ask students to tell the meaning first.
 - Think about how to show the meaning of a word with related words such as synonyms, antonyms etc.
 - Think about how to check students' understanding.
 - Think about the context in real life where the word might be used. Relating newly learned language to real life promotes high motivation.
 - Think about possible misunderstanding or confusion that student may have.
 - Here are more ways to present and explain vocabulary:
 - Draw pictures, diagrams and maps to show meanings or connection of meanings;
 - Use real objects to show meanings;
 - Mime or act to show meanings;
 - Use synonyms or antonyms to explain meanings;
 - Use lexical sets;
 - Translated and exemplify, especially with technical words or words with abstract meaning;
 - Use word formation rules and common affixes.

While-activity

- *Deriving words* (creating the necessary form of the words)
- *Using vocabulary* (choose the right synonym)
- *Communicating the message* (describe the gadget using technical jargon)

Post-activity

- Reflecting on task fulfillment
- Focusing on vocabulary use

- Integrating vocabulary with teaching communicative skills
- Active Vocabulary Activities
- Remembering a word - its meaning, pronunciation, grammar form
- Creating collocations/sentences
- Using – grouping words
- Applying in unprepared speech without any help
- Passive Vocabulary Activities
- Based on
- reading aloud (involving different senses of perception – seeing, listening and articulation)
- filling gaps aimed at developing prediction skills

Developing vocabulary building strategies

Review regularly

Guess meaning from context

Organize vocabulary effectively

Use learned vocabulary

National Standard on FL requirements

to gradulators’ lexical competence

A1

recognize and use some international words and cognates

use learnt lexical items in context

use basic topic-related vocabulary in communicative settings;

A2

recognise different ways of word-formation (compounds, prefixes and suffixes)

use learnt lexical items in context

use basic topic-related vocabulary in communicative settings;

recognize and use some international words and cognates

B1

make active use of a good range of profession-related vocabulary

recognise and use those international words and cognates that are common in his/her professional field

recognise and make sense of word-building elements (compounds, prefixes, suffixes, roots) within and beyond his/her specialism.

recognise and make sense of word-building elements (compounds, prefixes, suffixes, roots) within and beyond his/her specialism

Questions:

1. What is the difference between single and multi word?
2. What other aspects of the language is connected with vocabulary?
3. What is vocabulary?
4. What needs to be taught?
5. How do you explain the term “mental lexicon”?

6. What kinds of abilities are meant by vocabulary skills?
7. What are the basic principles and criterion of selection the active minimum vocabulary?
8. What is the Methodic preparation of new vocabulary?
9. What is three-phase framework of teaching vocabulary?

Vocabulary is knowledge of words and word meanings in both oral and print language and in productive and receptive forms.

Word has form - written/verbal meaning – denotative/connotative usage

Breadth of Vocabulary

- Basic user/Level A 1500**
- Independent user/Level B 3000**
- Proficient user / level C more than 5000**

Pre-activity

- Exploring vocabulary forms
- Exploring vocabulary meaning
- Exploring potential vocabulary use

While-activity

- Deriving words (creating the necessary form of the words)
- Using vocabulary (choose the right synonym)
- Communicating the message (describe the gadget using technical jargon)

Post-activity

- Reflecting on task fulfilment
- Focusing on vocabulary use
- Integrating vocabulary with teaching communicative skills

LECTURE 10

TEACHING LISTENING

to A1 A2 B1 level students

Lecture outline:

Listening as a part of speech
 Aims of Teaching Listening
 Psycho-physiological mechanisms of Listening
 Difficulties in Teaching Listening
 National Standard on FL requirements to graduates' listening competence
 Listening exercises.
 Listening skills assessment

Key words: listening comprehension, comprehensive, informational, critical (Evaluative, appreciative, therapeutic, empathetic, effective, ineffective listening habits, 'real-life', top-down listening, bottom up listening, motivation, contextualization, preparation.

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1. What is listening?

Listening comprehension is the receptive skill in the oral mode. Hearing is physical. Listening is following and understanding the sound---it is hearing with a purpose. Listening is more than merely hearing words. Listening is an active process by which students receive, construct meaning from, and respond to spoken and or nonverbal messages (Emmert, 1994).

Types of listening.

Comprehensive (Informational) Listening---Students listen for the content of the message.

Critical (Evaluative) Listening ---Students judge the message

Appreciative (Aesthetic) Listening---Students listen for enjoyment.

Therapeutic (Empathetic) Listening---Students listen to support others but not judge them .

Contrasting Effective and Ineffective Listening Habits

| Ineffective Listeners | Effective Listeners |
|--|--|
| Start listening without thinking about subject | Build their background knowledge on subject before listening |
| Have no specific purpose for listening and have not considered | Have a specific purpose for listening and attempt to ascertain |

| | |
|---|------------------------------|
| speaker's purpose | speaker's purpose |
| Do not focus attention | Tune in and attend |
| Create or are influenced by distractions | Minimize distractions |

Actively listening is:

- When a person who incorporates listening with concentration;
- Method of responding to another that encourages communication.

Listening: Top down and bottom up

In '*real-life*' listening, our students will have to use a combination of the two processes, with more emphasis on 'top-down' or 'bottom-up' listening depending on their reasons for listening.

Top-down listening

This refers to the use of background knowledge in understanding the meaning of the message. Background knowledge consists of context, that is, the situation and topic, and co-text, in other words, what came before and after.

Bottom up listening

The ability to separate the stream of speech into individual words to recognize.

A List of Bottom Up Skills

(This list has been compiled from a number of sources: [Peterson \(1991\)](#), and [Brown \(2001\)](#). They are listed in a rough order of conceptual difficulty):

- discriminating between intonation contours in sentences
- discriminating between phonemes
- listening for word endings
- recognizing syllable patterns
- being aware of sentence fillers in informal speech
- recognizing words, discriminate between word boundaries
- picking out details
- differentiating between content and function words by stress pattern
- finding the stressed syllable
- recognizing words with weak or central vowels
- recognizing when syllables or words are dropped
- recognizing words when they are linked together in streams of speech
- using features of stress, intonation and prominence to help identify important information

A List of Top-Down Skills

By using their knowledge of context and co-text, students should either be able

- to guess the meaning of the unknown word, or

- understand the general idea without getting distracted by it,
- putting a series of pictures or sequence of events in order,
- listening to conversations and identifying where they take place,
- reading information about a topic then listening to find whether or not the same points are mentioned, or
- inferring the relationships between the people involved
- **A framework for planning a listening skills lesson**
- The basic framework on which you can construct a listening lesson can be divided into three main stages.
- Pre-listening, during which we help our students prepare to listen.
- While listening, during which we help to focus their attention on the listening text and guide the development of their understanding of it.
- Post-listening, during which we help our students integrate what they have learnt from the text into their existing knowledge.

Pre-listening

There are certain goals that should be achieved before students attempt to listen to any text. These are **motivation, contextualization, and preparation**.

Motivation. It is enormously important that before listening students are motivated to listen, so you should try to select a text that they will find interesting and then design tasks that will arouse your students' interest and curiosity.

Contextualization. Listening to a tape recording in a classroom is a very unnatural process. The text has been taken from its original environment and we need to design tasks that will help students to contextualize the listening and access their existing knowledge and expectations to help them understand the text.

Preparation. Prepare specific vocabulary or expressions that students will need.

While listening

For our students to really develop their listening skills they will need to listen a number of times - three or four usually works quite well.

- 1st -to get a general understanding of the text
- 2nd -ticking or some sort of graphical response.
- 3d - checking their own answers from the second task or could lead students towards some more subtle interpretations of the text.
- **'Breathing' or 'thinking' space between listening** -get students to compare their answers between listening as this gives them the chance not only to have a break from the listening, but also to check their understanding with a peer and so reconsider before listening again

Post-listening

- **Reactions to the content of the text** - discussion as a response to what we've heard - do they agree or disagree or even believe what they have heard? - or it could be some kind of reuse of the information they have heard
- **Analysis of the linguistic** features used to express the content - This is important in terms of developing their knowledge of language, but less so in terms of developing students' listening skills. It could take the form of an

analysis of verb forms from a script of the listening text or vocabulary or collocation work.

Assessing Listening Proficiency - use post-listening activities to check comprehension, evaluate listening skills and use of listening strategies, and extend the knowledge gained to other contexts.

In order to provide authentic assessment of students' listening proficiency, a post-listening activity must reflect the real-life uses to which students might put information they have gained through listening. It must have a purpose other than assessment. It must require students to demonstrate their level of listening comprehension by completing some task.

ASSESSMENT OF LISTENING SKILLS IN FOREIGN LANGUAGE TEACHING METHODOLOGY

Auditing or listening and comprehension are difficult for learners because they should discriminate speech sounds quickly, retain them while hearing a word, a phrase, or a sentence and recognize this as a sense unit. Pupils can easily and naturally do this in their own language and they cannot do this in a foreign language when they start learning the language. Pupils are very slow in grasping what they hear because they are conscious of the linguistic forms they perceive by the ear. This results in misunderstanding or a complete failure of understanding.

If to organize LC of a text presented by a teacher or using audio texts teacher must do: At first, introductory talk with the aim to prepare pupils for comprehension of a text by the ear;

At second, aim – to prepare students for listening, focusing on the situation and encouraging students to predict: a) working at the title of a text; b) removing the language difficulties of the text (phonetic, lexical, and grammatical).

At third, setting an aim for primary comprehension of the text.

At fourth, primary presentation of the audio text to the pupils with the help of visual props (pictures, adequate to the content of the text) or verbal props (key-words, word combinations, phrases).

At fifth, checking up understanding of the general content of the text. Then setting an aim for the second presentation of the text; The second presentation of the text/gist listening (for specific information) – to understand the text in depth – the words, details, structures (with the help of verbal (graphic) props); Checking up understanding of the details of the text and summing up and follow-up activities. You should do these tasks with cinemas.

The aim of assessments forming to LC skills and define how s/he know or understand it. For it, when fathoming, they should know. (A.R.Luriya divided into 4): word degree, sentence degree, complex syntax unit and text.

During understanding the word the goes about active, passive, potential (secretly) dictionary. These levels are help understanding audio text but it's not effective assessment of LC. N.I,Gez suggested this separation: 1) shallow understanding; 2) general understanding; 3) fully understanding; 4) critical

understanding. Understanding or not understanding content of audio text. Assessments by the second, third and the fourth levels. We widely use LS during FLT.

Systems of exercises for LC are divided into two: special and nonspecial exercises.

In no special exercises LC teaches in passing. For ex.: beginning of the lesson pupils should listen to the teacher's topic. During the lesson teachers shouldn't repeat phrases which used during the lesson, don't translate into mother language.

Special exercises divided into 2 groups: preparatory exercises and real LC exercises. Some authors said that the first of them is about language materials, another authors said that it's conditionally LC exercises. The object of the preparatory exercises is acoustic signal.

2. Characteristic features of teaching listening

The aim of preparatory exercises is preclude difficulties of the exercises.

To language exercises we can refer phonetic exercises aimed at perceiving separate words on the flow of speech by the year, separate comprehending phrases and understanding their rhythmic and intonation pattern, types of sentences.

The requirements to the speech exercises for TLC are as follows: they should provide proper drill in LC with the regard of its psychological and linguistic nature as a language activity (limited time of comprehension, tempo of speech), peculiarities of different language activities (dialogue, monologue); they should be of training character, i.e. they should help learners to overcome grammatical, lexical and structural difficulties of LC not in isolation, as it takes place in language exercises, but in connected speech; they should provide the formation of auding skills step by step in accordance with the level of pupils' command of the target language, the character of the text etc.

Exercises in comprehension of a definite language form (lexical, grammatical, phonetical material of an audio text).

Such exercises should provide intuitive comprehension of language material, which can be made possible if: a) well-set auditory images of language phenomena are created; b) long-term and short-term auditory memory is developed; c) inner speech in the target tongue has a developed, i.e. broken character.

Aim of the preparatory exercises – to remove linguistic and psychological difficulties before the presentation of an audiotext, so that the listener could concentrate his attention on comprehending the content.

For example: listen to a pair of words and say what sounds are the same in them; try to recognize a new word among the familiar ones (clap your hands...); name nouns which are most often used with the following adjective; define the function of a word (is it a verb, noun or adj).

Aim of the speech exercises- to develop skills of comprehension of speech under conditions similar to natural ones. These ex-se teach pupils to divide an audio text into parts, to state the main idea of a text, to extract new information from the text. Speech exercises are subdivided into exercises in auding a) a dialogue and, b) a monologue.

Ways of checking up understanding. You can control LC:

a) Orally and in writing;

b) In the mother tongue or in the target language if the pupils' level of mastering the target language is enough to convey the information;

c) Extra linguistic and linguistic ways - draw, underline, perform an action.

Pupils are supposed to know the requirements to auditing a particular text (e.g. the number of details).

- Multiple choice tests (choose the correct answer out of 3-4);
- Fill in the blanks in the graphic variant;
- Answer the questions;
- Choose a suitable picture;
- A discussion in the mother tongue;
- Underline the correct answer (or raise your hand when...);
- Make up an outline of the story;
- Perform an action;
- Retell the text according to the plan/ key-words;
- Put the pictures in the logical order, described in the story;
- Colour the picture according to the content of the text;
- Draw a picture of...

Questions:

1. Questions:

1. What are difficulties in teaching listening?
2. Tell about mechanism of listening process.
3. Does practice listening in the language lab help you to develop English skill?
4. How does it promote your learning? Do watching movies or using video clippings help to develop listening comprehension? Prove your statements.
2. How does interaction with teacher or interference of teacher while listening help you?
3. What kinds of exercises are used for forming listening skills?

Listening: Top down and bottom up

In 'real-life' listening, our students will have to use a combination of the two processes, with more emphasis on 'top-down' or 'bottom-up' listening depending on their reasons for listening.

Top-down listening

This refers to the use of background knowledge in understanding the meaning of the message. Background knowledge consists of context, that is, the situation and topic, and co-text, in other words, what came before and after.

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In order to provide authentic assessment of students' listening proficiency, a post-listening activity must reflect the real-life uses to which students might put information they have gained through listening. It must have a purpose other than assessment. It must require students to demonstrate their level of listening comprehension by completing some task.

Line game

Trainees rise and form in 2 lines – 2 commands, i.e. become the person to a back each other. The teacher gives each of the last in a line of participants the text from several offers. In current of 1 minute they read it.

Further each participant each other on an ear retells this text. The first participant of a command writes down this offer on a board. Who first has executed, that and has won.

LECTURE 11.
TEACHING SPEAKING
to A1 A2 B1level students

Lecture outline:

Speaking as a speech activity and a skill
Monolog, dialog
Preparatory and speech exercises
Assessment of speaking skills

***Key words:** speaking, teaching speaking, linguistic component, psychological component, methodological component, dialogue speech, Cue (Replica), the ellipticity, monologue, preparatory and speech exercises, reproduction, deductive and inductive.*

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Speaking as a speech activity and a skill

Speaking as a skill of oral communication is considered one of the speech activities. Psychological content of speaking is expressing ideas. In a simpler way speaking as a methodic concept envelops: 1) the process of expressing idea; 2) utterance; 3) oral speech; 4) statement. Answering a question or even a whole monologue can be the expression of idea. So speaking is an integral part of oral conversation. Speaking is the use of certain lexical, grammatical or pronunciation phenomenon in the aim of expressing the idea. The proverb “First think then speak” proves this idea. So thinking is the usage of language material and expressing the idea is speaking skill.

Speaking is an oral form of verbal communication. Speaking about the content of teaching speaking, it is necessary to allocate three basic components:

- 1) The linguistic component - is a language and speech material, providing students the opportunity to engage in dialogue in the framework of themes and learning situations.
- 2) The psychological component - the mastery of the skills and habits of expressive speech. It is associated with the implementation of such operations as:
 - a) Reproduction - an imitation of what he heard from the teacher.

b) The transformation or conversion related to the change of grammatical forms of the statements. For example, the conversion of the first person in the 3rd person.

I live in Tashkent - He lives in Moscow.

3) Methodological component - is designed to offer students methods of teaching on the mastery of speaking English.

For example, the ability to use the legs, the ability to create their own support.

Question: Why is it necessary to take into account the content of 3 components?

Dialogue speech

Dialogue speech - it is an exchange of utterances generated by one another during a conversation between two or more speakers.

The units of learning dialogue speech can be dialogue units - it is 2 or more contiguous replicas interconnected.

Cue (Replica) - one or more phrases that make up a complete statement of each speaker.

Dialogue speech is characterized by constant change of cues, and it is characterized by spontaneity, situational, ellipticity.

The ellipticity - is the widespread use of non-verbal elements, such as gestures, facial expressions, eyes.

Monologue speech

Monologue - is a form of speech when the person builds speech himself, defining the structure, composition, and language tools. Monologue speech consists of one or series of expressions that is the text reported by the listener.

In the process of communication monologue has 3 main functions:

1. informative - message of new information, knowledge, new information, etc.
2. Impact - persuade the listener to motivation, or to any action.
3. Assessment - evaluation of events, phenomena, actions, expressing their own opinions.

Depending on the nature of the transmitted information are distinguished:

Monologue message

Monologue - description

Monologue - narration

A distinctive feature of the monologue speech is its consistency, logical development of the content, completeness. To master monologue speech needs to develop in students the following skills:

1. Connect with each other to examine proposals to form a message.
2. Understand and remember the pattern expression in the audition.
3. Build a short message on the model and produce transformation (expansion, contraction, substitution) .
4. Construct sentences and narrative of a negative character.
5. Building a message with the elements of judgment.

These skills are generated through the use of exercises.

Preparatory and speech exercises.

Exercise training prepared dialogue speech:

- Answers to questions;
- Drawing up of a new (or read) the dialogue on a given topic;
- Addition or modification of the dialogue.

Exercise training prepared monologue speech:

- Preparation of situations or narrative (keyword) in the plan, on a given topic;
- A description of the picture, the film;
- A retelling of the movie.

Speech exercises

- A dialogue in pairs;
- Dramatization listens to or read text
- Preparation of situations or story;
- An expression of opinion.

Method "Make up dialogues".

1. Make dialogues. Present it to us in the next way:

- Dialogue between strict teacher and noisy pupil. (at school)
- Dialogue between nervous doctor and chicken-hearted patient. (in the hospital)
- Dialogue between angry boss and indifferent worker. (at the office)
- Dialogue between stupid salesman and clever buyer. (in the shop)
- Dialogue between absent-minded waiter and impatient client. (in cafe)
- The method of «Outside and inside circle. »
- Rules of the method.

Pupils are to face each other in 2 rounds. Outside and Inside circle. And the team begins to discuss a specific topic in pairs for 2 minutes. On the command "Stop" stops the discussion. Next, students take a step outside the circle to the left, thus changing the conversation. Carried out for 10-15 minutes.

MEN OVERBOARD!

You have just escaped from your sinking ship and are afloat in a lifeboat.

Unfortunately, there are too many of you and the lifeboat is also sinking.

Two people must be sacrificed. The two chosen will have to jump overboard.

Play in groups of six to ten.

Each participant will be given a role-card.

Game stages.

1 Stage.

Choose your role.

There are 8 roles.

1. Multi-millionaire
2. Widow with 3 children.
3. Doctor.
4. Scientist.
5. Pop-star.
6. President.
7. Inventor.
8. Sailor.

2. Stage.

Express your reasons. (Convince them why you should stay in the lifeboat).

3. Stage.

Vote for the persons who must be sacrificed.

ASSESSMENT OF SPEAKING SKILLS IN FOREIGN LANGUAGE TEACHING METHODOLOGY

Dialogue and monologue are taught together in practice but their teaching methods are looked through separately. If we compare these two types of speech with each other we can see exact difference between them.

| Connection to the field | In dialogue | Marks | In monologue |
|--------------------------------|--------------------|-------------------|---------------------|
| Communicative | in different ways | Target | in one way |
| Informative | exchanging | information | delivery |
| Cybernetics | strong | communication | weak |
| Psychology | alternative | speech activeness | directed |
| Linguistics | shortened | Method | completely |
| Paralinguistics | much | Situation | less |
| Psychophysiolgologist | changeable | Task | exact |

Questions:

- What is the difference between dialogue and monologue?
- What are the main characteristics of dialogue speech?
- What are the main characteristics of monologue speech?
- What methods of training speech you can name?
- What is the content of the speech on the development of students in the classroom language?
- What skills are formed in the course of work on the development of coherent speech learners?

Dialogue speech

Dialogue speech - it is an exchange utterances generated by one another during a conversation between two or more speakers.

Tasks in teaching dialogue speech:

1. Teach to start a dialogue.
2. Learn to respond to reply.
3. Enjoy the linguistic tools that are needed to continue the dialogue.

Monologue speech

Monologue - is a form of speech when the person builds speech himself, defining the structure, composition, and language tools .

In the process of communication monologue has 3 main functions:

1. informative - message of new information, knowledge, new information, etc.
2. Impact - persuade the listener to motivation, or to any action.
3. Assessment - evaluation of events, phenomena, actions, expressing their own opinions.

Depending on the nature of the transmitted information are distinguished:

Monologue message

Monologue - description

Monologue - narration

2) The psychological component - the mastery of the skills and habits⁷ of expressive speech. It is associated with the implementation of such operations as:

- a) Reproduction - an imitation of what he heard from the teacher.
- b) the transformation or conversion related to the change of grammatical formed the statements . For example, the conversion of the first person in the 3rd person.

I live in Tashkent - He lives in Moscow.

3) Methodological component - is designed to offer students methods of teaching on the mastery of speaking English.

For example, the ability to use the legs, the ability to create their own

Exercise training prepared dialogue speech:

- Answers to questions;
- Drawing up of a new (or read) the dialogue on a given topic;
- Addition or modification of the dialogue.

Exercise training prepared monologue speech:

- Preparation of situations or narrative (keyword) in the plan, on a given topic;
- A description of the picture, the film;
- A retelling of the movie.

The method of " Outside and Inside circle ."

Rules of the method.

Pupils are to face each other in 2 rounds. Outside and Inside circle. And the team begins to discuss a specific topic in pairs for 2 minutes. On the command "Stop" stops the discussion. Next, students take a step outside the circle to the left, thus changing the conversation. Carried out for 10-15 minutes.

LECTURE 12.
TEACHING READING
to A1 A2 B1level students

Lecture outline:

READING as a speech skill

Teaching reading stages

Exercises for teaching reading

Assessment of reading skills

***Key words:** reading, graphic language system, extracting information, process of perception, process of understanding, technical, sense, skimming reading, scanning reading, reading for details, skimming reading.*

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Jalolov J.J. "English language teaching methodology" T. 2015. pp. 111-125

Akhmedova L.T. Normuratova V.I. "Teaching English Practicum" T. 2011. pp. 60-66

Jalolov J.J. "Chet til o'qitish metodikasi" T. 2012. pp.145-167

Reading is type of speech activity and the purpose of teaching at all stages. A person may read in order to gain information or verify existing knowledge, or in order to critique a writer's ideas or writing style. A person may also read for enjoyment, or to enhance knowledge of the language being read. The purpose(s) for reading guide the reader's selection of texts.

Reading is an interactive process that goes on between the reader and the text, resulting in comprehension. The text presents letters, words, sentences, and paragraphs that encode meaning. The reader uses knowledge, skills, and strategies to determine what that meaning is.

Reader knowledge, skills, and strategies include

1. Linguistic competence: the ability to recognize the elements of the writing system; knowledge of vocabulary; knowledge of how words are structured into sentences
2. Discourse competence: knowledge of discourse markers and how they connect parts of the text to one another
3. Sociolinguistic competence: knowledge about different types of texts and their usual structure and content
4. Strategic competence: the ability to use top-down strategies, as well as knowledge of the language (a bottom-up strategy)

Reading is regarded as voice activity aimed at the perception and comprehension of written language. The motive for reading as an activity is communication, and reading goal - to extract information.

Like any speech activity, depends on the development of reading skills. Learn to read - it means to master the skill and ability to communicate the visual

symbols of listened, relates letters and letter combinations with sounds and visual images, and pronounced words with their meaning.

Reading as a communication process is the need to know:

1. Graphic language system;
2. Methods of extracting information.

Therefore, in the process of reading stand 2 main interrelated characteristics:

1. Process of perception of the printed text;
2. The process of understanding readable.

Hence the need to train the 2 sides of the reading:

1. Technical (mastering graphics system).
2. Sense (mastering the ability to understand to read).

Questions: how to teach so that students master the technical side and semantics of the text?

In the process of learning a foreign language at school, reading, and speaking as the main aims of teaching.

In the first case, students must master reading as a source of information, in the second - to use reading for better assimilation of language and speech material.

Requirements of the program

By the end of teaching reading students should be able to read simple texts of socio-political, scientific and popular literature, and adapted texts of fiction.

Types of reading

At present, the methods of teaching foreign languages at school made 3 types of reading.

1. Skimming reading
2. Scanning reading
3. Reading for details
4. Skimming reading.

The reader gets a general idea of the content and meaning of the text terms: what is it we (understanding 30%).

1. Scanning reading.
2. Removing the basic information of the test (70 % awareness) .
3. Reading for details.

Stages and exercises for development of reading skills

EL teachers are often frustrated by the fact that students do not automatically transfer the strategies they use when reading in their native language to reading in a language they are learning. Instead, they seem to think reading means starting at the beginning and going word by word, stopping to look up every unknown vocabulary item, until they reach the end. When they do this, students are relying exclusively on their linguistic knowledge, a bottom-up strategy. One of the most important functions of the language teacher, then, is to help students move past this idea and use top-down strategies as they do in their native language.

Effective EL teachers show students how they can adjust their reading behavior to deal with a variety of situations, types of input, and reading purposes. They help students develop a set of reading strategies and match appropriate strategies to each reading situation.

Strategies that can help students read more quickly and effectively include

1. Previewing: reviewing titles, section headings, and photo captions to get a sense of the structure and content of a reading selection

2. Predicting: using knowledge of the subject matter to make predictions about content and vocabulary and check comprehension; using knowledge of the text type and purpose to make predictions about discourse structure; using knowledge about the author to make predictions about writing style, vocabulary, and content

3. Skimming and scanning: using a quick survey of the text to get the main idea, identify text structure, confirm or question predictions

4. Guessing from context: using prior knowledge of the subject and the ideas in the text as clues to the meanings of unknown words, instead of stopping to look them up

5. Paraphrasing: stopping at the end of a section to check comprehension by restating the information and ideas in the text.

Teachers can help students learn when and how to use reading strategies in several ways.

A. By modeling the strategies aloud, talking through the processes of previewing, predicting, skimming and scanning, and paraphrasing. This shows students how the strategies work and how much they can know about a text before they begin to read word by word.

B. By allowing time in class for group and individual previewing and predicting activities as preparation for in-class or out-of-class reading. Allocating class time to these activities indicates their importance and value.

C. By using cloze (fill in the blank) exercises to review vocabulary items. This helps students to learn for guessing meaning from context.

By encouraging students to talk about what strategies they think will help them approach a reading assignment, and then talking after reading about what strategies they actually used. This helps students develop flexibility in their choice of strategies.

A full understanding of the text (100%). The main task of the reader - the qualitative aspect of reading, the completeness and accuracy of reading comprehension.

Question: What type of reading should be taught in the 5th grade ?

Stages of work on the text

Work on the training text consists of 3 stages:

1. Pre-text

Purpose:

- a) The assimilation and development of lexical and grammatical material ;
- b) Removal of difficulties;

2. Text.

Purpose: to extract information from text.

3. Post-text.

Purpose:

- a) Monitoring of reading comprehension;
- b) Securing the lexical and grammatical material;
- c) The reproduction speech activity.

Methods of teaching reading.

Tale card

| | |
|-----------------|--|
| Place of action | |
| Main heroes | |
| Problem | |
| Event 1 | |
| Event 2 | |

| | |
|-------------------------|--|
| Event 3 | |
| Decision of the problem | |
| Theme of the tale | |

“5-W” — Method (Приём - таблица “ Кто? Что? Когда? Где? Почему?)

Возможность использования

- **It is filled at a stage of judgment on a course of work with the information**

| Who? | What? | When? | Where? | Why? |
|--|--|--------------|---|----------------------------|
| Professor Taskr, Professor Summerlee, Reporter Edward Malone, Hunter Lord John Roxton | During the expedition they encountered prehistoric animals | August 28 th | The Amazon Rainforest In South America | They invented Time Machine |

Key words:

1. Skimming reading
 2. Scanning reading
 3. Reading for details
- " 5 -W" - Method
The insert
Tale card

ASSESSMENT OF READING SKILL IN FOREIGN LANGUAGE TEACHING METHODOLOGY

To develop authentic assessment activities, consider the type of response that reading a particular selection would elicit in a non-classroom situation. For example, after reading a weather report, one might decide what to wear the next day; after reading a set of instructions, one might repeat them to someone else; after reading a short story, one might discuss the story line with friends.

Use this response type as a base for selecting appropriate post-reading tasks. The teachers can then develop a checklist or rubric that will allow you to evaluate each student's comprehension of specific parts of the text.

Questions:

1. Why is it important to use authentic material for reading?
 2. Which strategies are used in order to stimulate students to read more quickly and effectively?
 3. What material is necessary for developing reading skills of the students of college?
1. Why reading is considered as speech activity. With what other types of speech activity it is interrelated?
2. What are goals and techniques for teaching reading?
 3. Is reading a means of teaching?

Questions for control

- What is Skimming reading, Scanning reading, Reading for details?
- What are the advantages of using these methods in the teaching of reading in English ?

Reading is regarded as voice activity aimed at the perception and comprehension of written language. The motive for reading as an activity is communication, and reading goal - to extract information.

Types of reading

At present, the methods of teaching foreign languages at school made 3 types of reading.

- 1. Skimming reading**
- 2. Scanning reading**
- 3. Reading for details**

Skimming reading.

The reader gets a general idea of the content and meaning of the text terms: what is it we (understanding 30%).

Scanning reading.

Removing the basic information of the text (70 % awareness) .

Reading for details.

A full understanding of the text (100%). The main task of the reader - the qualitative aspect of reading, the completeness and accuracy of reading comprehension.

Stages of work on the text

Work on the training text consists of 3 stages:

1. Pre-text

Purpose:

a) the assimilation and development of lexical and grammatical material ;

b) removal of difficulties;

2. Text .

Purpose: to extract information from text.

3. Post-text .

Инсерт (INSERT)

This reception works at a stage of judgment of the maintenance

I — interactive — интерактивная

N — noting — размечающая

S — system — система для

E — effective — эффективного

R — reading and — чтения

T — thinking — размышления

“5-W” — Method (Reception - the table “ Who? What? When? Where? Why?)

Opportunity of use

• It is filled at a stage of judgement on a course of work with the information

For example,

LECTURE 13.
TEACHING WRITING
to A1 A2 B1 level students

Lecture outline:

Yozuv nutq faoliyatining turi va malaka sifatida.

Yozuv psixofiziologik mexanizmlari.

Yozuv texnikasi va yozma nutqni o'rgatish.

Yozuvni o'rgatish mashqlari.

***Key words:** system of graphic signs, productive type, the transfer of basic information, the main idea of reading, the description (short), the comparison, the comparison described by the facts, proof, argumentation, characterization, expression evaluation, own relationship to a stated, referencing, and commenting, linguistic components.*

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Writing is a complex communicative activity. It helps to communicate in the written form with the help of graphical symbols. Writing is a type of speech activity as "a communicative skill to encode, store and send messages with the help of written symbols". The product of this type of speech activity is a text for reading. The goal of teaching writing is to teach production of written texts which students can write in the native language. To produce the written text students should master mechanics (techniques) of writing. That's why, in domestic methodology the two types of writing are distinguished: 1) mechanics of writing (handwriting, spelling, punctuation; 2) process of expressing ideas in a graphical form.

Writing is meant as acquiring graphical and orthographical systems of EL by students for fixation speech and language material to remember it and support acquiring oral speech. Modern approaches to teaching writing recognize its dual purpose: as **a means** (a support skill) and as **an end** (communicative skill).

Writing is characterized by the tree-phase structure: 1) inducement-motivation, 2) analytical-syntactical and 2) operation. Under the first phase the motive appears as an intention to communicate. The author's message has an intention to inform somebody. Writing allows using the system of graphic signs to provide communication between people writing. This is a productive type of speech activity in which a person writes a speech for transmission to others. The product of this activity is the product of a voice or text to be read. Letter - graphic system and process written language of expression in graphic form.

Question: What are the differences and similarities between writing and writing?

The mastery of drawing and spelling is the purpose of learning a new writing technique for language learners.

A first step is to lay a solid foundation for graphical and spelling skills. In the medium term to continue to build graphical and spelling skills. On the senior stage is used as an agent for better absorption of the lexical and grammatical material.

Since there is currently a lot of attention is paid to the formation of creative and critical thinking among students, the basis for the creation of nearly all forms of written communication should take such formed in students skills such as:

- The transfer of basic information, the main idea of reading;
- The description (short), the comparison, the comparison described by the facts;
- Proof, argumentation;
- Characterization, expression evaluation, own relationship to a stated, referencing, and commenting.

In learning to write content includes 3 components, it is linguistic, psychological and methodological. In accordance with, and consider the difficulties.

1. Linguistic components - the graphics. By linguistic content is spelling.

Linguistic difficulties.

a) Alphabet Russian and English is not the same (Latin, Cyrillic, graphemic - phonemic system is different from the Russian paranormal, for example, one sound can be transmitted in several letters and letter combinations. Sound (f) transmitted letters and letter combinations - f, ph, ff.

b) Spelling difficulties are caused by a large number of etymological spellings (phonetic, morphological, historical principles). In the English dominated the historical or traditional principle of spelling words.

2. Psychological component - the formation of graphic and spelling skills for written assignments.

Question: Can you competently express their thoughts in writing?

Work on the technique of writing involves the development of skills of calligraphy, drawing and spelling.

Exercises.

To form writing skills provides a set of exercises with a special place in the formation of calligraphy and graphic skills takes work on those events (letters, letter combinations) that are not in their native language learners.

As for spelling skills, work on them is a significant player. Types of exercises:

- Copying of words, sentences, texts;
- Writing the corresponding letter combinations heard in the paranormal.
- Filling the gaps in words and sentences;
- Spelling games;
- Dictation (warning, visual, auditory).

For the formation and development of students' abilities to express their thoughts in writing is carried out on the basis of:

1. Reproductive exercises
2. Reproductive and productive exercises
3. Productive exercise.

The first group includes writing the text (letters, postcards, messages), drawing on the sample.

The second group exercise - an exercise designed to build a proper written statement by a variety of supports:

- Verbal (keywords, logic statements, plan, etc.).
- Verbal and visual (pictures, a series of pictures, phrases, expressions, etc.).

The third group - which is productive in nature, requires the skills of students to express their thoughts in writing without support. For example, to write the text questions, or describe a picture.

Games for teaching writing and writing

- Continue the tale.
- Finish the Tale.
- Make up a dialogue.

Key words:

- Reproductive exercises
- Reproductive and productive exercise
- Productive exercise
- Graphic and spelling skills

QUESTIONS FOR CONTROL

- What is the content of the speech on the development of students in the classroom language?
- Which areas are allocated to work on the development of writing?
- What skills are formed in the course of work on the development of coherent written language learners?

For the formation and development of students' abilities to express their thoughts in writing is carried out on the basis of:

1. Reproductive exercises
- 2 . Reproductive and productive exercises
- 3 . Productive exercise.

Games on training to the letter and written speech

- **Continue the tale.**
- **Finish the Tale.**
- **Make up a dialogue.**

LECTURE 14.

ORGANIZING ACADEMIC PROCESS AT DIFFERENT STAGES OF EDUCATION

Lecture outline:

Compulsory course

Mustaqil ish va uni rejalashtirish.

Mustaqil ishning maqsadi, vazifalari va turlari.

Key words: motivation, internal/external motivation, demotivated learners, learner autonomy, authoritative teaching, “lockstep learning”

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Akhmedova L.T. Normuratova V.I. “Teaching English Practicum” T. 2011. pp. 60-66

Jalolov J.J. “Chet til o’qitish metodikasi” T. 2012. pp.145-167

A lesson can consist either of a single long activity or of a number of shorter activities. These activities can either be united by an overall objective or each can have a different aim.

On the whole there are four basic types of the lesson planning: logical line, topic umbrella, jungle path and rag-bag.

In a logical line lesson there is a clear attempt to follow a logical path from one activity to the next. “Logical line” of activities means that there is a succession of tasks that gradually take the learners to the planned result. The relationship of tasks in the “logical line” is that of “cause and consequences”. E.g. the learners first achieve a general understanding of the text and then move on to work at specific details. In the “logical line” lesson there is in most cases one clear and overall objective.

A topic umbrella lesson is given to one general topic (e.g. “healthy food”) that is used as the main focal point for all the activities. The teacher might use a variety of activities such as “vocabulary”, “grammar”, “speaking”, “listening”, “reading” and “writing” linked to one and the same umbrella topic. In a “topic umbrella” lesson there can be a number of related objectives, e.g. to study the vocabulary related to “healthy food”, to study the expression of future in the “if clauses” (If you eat ... you will ...), to listen to a lecture episode on healthy diets etc.

Jungle path lesson is not planned or predicted in any way but is created moment by moment in class. The starting point can be an open-ended activity such as brainstorming but the outcome will remain a mystery until it happens in class. During

A lesson is a set of learning opportunities (Allwright, D. And K.Bailey. 1994. Focus on the Language Classroom. CUP. P. 23-24). An effective lesson enables the learners to learn. A good input from the teacher is not sufficient to make a lesson effective.

There are three major aspects of the lesson: syllabus, method and atmosphere

Syllabus is the contents of what is being taught. Usually the contents of a lesson is the combination of the syllabus requirements and teachers' own decisions about what should be taught in the lessons.

Method is a way towards the attainment of an ultimate goal of instruction.

A method is based on the approach to teaching, i.e. a set of assumptions about the nature of language, teaching and learning. It is a theoretical underpinning of the "method" (after Woods, D. 1996. Teacher Cognition in Language Teaching. CUP. P. 185). E.g. a theoretical underpinning of the "audio-lingual method" was "behaviorist" approach, while "communicative method" is largely based on the "cognitive approach" to teaching and learning through problem solving and communicating as if in the real world.

A method is based on principles of teaching i.e. major guidelines that channel teaching and learning activities. E.g. one of the principles in teaching communicatively is developing communicative competence in learners, i.e. their knowledge and skills enabling them to communicate in the real world.

A method is based on a set of techniques i.e. the ways to run learner communicative activities in the lesson. E.g. a popular technique for communicative instruction is information gap. With the help of this technique such activities as communicative games can be organized.

Method implementation depends much on teachers' beliefs, views and knowledge. Teachers' beliefs, views and knowledge play a crucial

role in highlighting part of the syllabus, choosing a method of teaching and creating a certain atmosphere in the lesson.

Atmosphere is the spirit of the lesson, which can be relaxed or friendly, brisk and business-like.

TESTING

1. What is the aim of FL lesson planning?
2. Why planning lesson is important?
3. Does the lesson planning help you to organize effectively teaching process?
4. Can we start the lesson without lesson plan?
5. What can the sequence of the conversation lesson begin with?
6. How much better will be your lesson if you use visual aids?

LECTURE 15.

THE FUNCTIONS, TYPES AND FORMS OF KNOWLEDGE, SKILLS AND HABITS ASSESSMENT

Lecture outline:

Nazorat obyekti

Nazorat qilish metodikasi.

Bilim va ko'nikmaning turlari, vazifalari, shakllari nazoratihaqida ma'lumot berish.

Joriy,oraliq, yakuniy nazorat.

***Key words:**assessment, language proficiency, country-study and linguo-cultural knowledge, learning goals and objectives, knowledge and sub-skills – language competence, using knowledge and language sub-skills, country-study and linguo-cultural knowledge, knowledge, information form, construction of words, receptive and productive speech activities, types of control, forms of control, skills, and control requirements.*

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In the methods of teaching foreign languages to the realization of the following concepts, such as knowledge. Knowledge - is the information form, construction of words, the information necessary to carry out operations with linguistic material in the process of receptive and productive speech activities (speaking, reading, writing, listening, and translation).

Skills - this is a conscious action with the language material (phonetics, vocabulary, grammar) during receptive and productive speech activity.

Skill - an operation with the language material (phonetics. vocabulary, grammar) during receptive and productive speech activity driven to automatism. The effectiveness of teaching is more dependent on the systematic monitoring of student performance.

The control allows you to set the feedback, i.e. monitor the progress of students learning teaching material, the development of skills and abilities.

Types of control

Control can be:

Current (by the job) - oral and written

Intermediate - oral and written

Outcome - Oral and written

Question: Think and tell me what requirements should control?

Control requirements

To control to be effective, it must meet the following requirements:

1. The subject of control is the development of skills.
2. Control of knowledge of vocabulary and grammar is held in the monitoring of speech activity.
3. Monitoring should consolidate their knowledge, help repetition of material.
4. There shall be a pre-planned master plan that contains a form of control.
5. Methods and techniques of control should be varied in order to keep the attention of the class.
6. While monitoring the teacher is always working with the whole class.

Forms of control

From the point of view of control method (the survey) can be:

1. face to face
2. individual
3. combined

In a face to face teacher conducts the survey randomly. This allows you to draw a greater number of active students.

At individual teacher survey brings to the board a student and asks him a question, or a student doing a report or essay.

Combined survey - it's a combination of individual and face to face control.

The objects of control is the development of speech skills.

Methods of teaching.

Fortunately / Unfortunately game

Pupils tell the story of the chain. Each of them continues the story with the words Fortunately / Unfortunately.

Assessment as an integrative part of the teaching process

“Assessment” is a very broad term that can cover formal exams and tests, both external and internal, which are structured and built into the fabric of the academic year, as well as more informal types of assessment that teachers undertake as a part of their day-to-day practice. The term “control” is often replaced by “assessment”.

In general, assessment is collecting data for revealing the level of language proficiency achieved within a certain time period. In language assessment, we gather information in a systematic way with the help of language testing tools.

Assessment is a part of the lesson during which the teacher evaluates how students have mastered the material and use it in reception and production of texts in the oral and written forms. For example, we may use an oral interview to gather information about students speaking abilities, then give comments based on that information, and make a decision what material and activities we should use if the students need more work on oral fluency. Thus, within the EL classroom we reveal **sources and zones** of learning difficulties, see the effectiveness of materials and activities, encourage students’ involvement in the learning process, track learners’ upgrading their English, and provide students with feedback about their EL learning progress for further classroom-based applications of language tests.

The objects of the assessment are: a) knowledge and sub-skills – language competence; b) using knowledge and language sub-skills in the process of production and reception of speech and interaction (communicative competence); c) country-study and linguo-cultural knowledge of verbal and non-verbal behavior – socio cultural competence.

he assessment in the ELT process fulfills different functions and objectives, which are shown in Table

Table 1. Functions and tasks of the control

| From the position of | Functions | Objectives |
|-----------------------------|-------------------|--|
| Learners | 1) motivation and | 1) stimulus and vehicle for gaining learning material; |

| | | |
|------------------------------------|---|--|
| | stimulation; 2) correction; 3) teaching; | 2) raising creative activity of learners in promotion of self-study and self-correction; 3) opportunity to fixate self-achievement in language proficiency and in noticing shortcomings; 4) eliminating gaps in language; |
| Teachers | 1) diagnostic; 2) checking-correction; 3) evaluation; 4) organization; 5) revising. | 1) revealing the level of language performance; 2) predicting learners' abilities for acquiring material and developing strategies of learning; 3) diagnosing difficulties and shortcomings, choosing the ways of their preventing; 4) creating competitive environment for creative activity; |
| Who are responsible for monitoring | 1) managing; 2) organization; 3) analytical. | 1) monitoring the educational activity of learners and teachers; 2) monitoring the objectivity and reliability of assessment techniques of learners' achievements; 3) determining and analyzing the dynamic progress and regress in learners' achievements; 4) creating a competitive environment for teachers' and learners' creative and productive activity; 5) analyzing the persistent control of teaching and learning processes; 6) predicting perspectives of education system development. |

2. Types, forms and techniques of assessment in ELT

In the teaching process the summative and formative types are distinguished. **Summative assessment** often takes place at the end of a unit, module, or the whole course. The focus tends to be on the mark and the idea is to evaluate how well a student has learned what has been presented. **Formative assessment** takes place during a course, module or unit. The focus is more on gathering data about students' progress and using this data to help them improve language and fill in communicative gaps. In the teaching process the summative assessment is supported by the formative assessment data. We assess students at different stages and provide feedback that they can use to improve, re-draft or change what they are currently working on, but also to help them in their future learning (often referred to as feed-forward).

There are four stages in organizing classroom assessments: 1) planning assessments; 2) collecting data on students' learning through the assessment; 3) making judgments about students' performance, or evaluation; 4) providing appropriate feedback.

The assessment *correction* and organizing *feedback* are differentiated. Where the lesson makes use of accurate reproduction and drilling techniques, it needs to be carefully organized, during this stage, students' errors and mistakes will be corrected almost instantly.

There is a distinction between two different kinds of feedback. *Content feedback* concerns an assessment of how well students have performed the activity as an activity is more important than a language exercise; e.g. when students have completed a role-play the teacher first discusses with students the reasons for their decision in the simulation. *Form feedback* tells the students how well they have performed linguistically, how accurate they have been.

During the teaching process assessment eventually leads to **evaluation**. Evaluation is used as a final judgment about students' level of performance which has been measured by using different tools. Evaluation refers to the extent to which the teaching/learning objectives, stated at the beginning of a school year, term or lesson have been achieved. This judgment is formally

expressed in numbers and per cent or marks, grades or informally in scores or points, which eventually can be converted into marks.

In Uzbekistan evaluation at schools, lyceum and college is organized in the frame of five-score (1, 2, 3, 4, 5) marking. Assessment conducts within: 1) current control, 2) terminal (intermediate, or interval) control, 3) final control. But it is necessary to indicate here also preliminary control, because its role is important for organizing the ELT process.

The process of assessing students' performance is done by using variety of ways, techniques and forms. There are many techniques or activities of language performance in ELT. Dictation exercises, strip stories, tests and written assignments are all examples of different types of techniques and activities suitable for English language learners. Simple dictation exercises require students to write down a passage read aloud by the teacher. These exercises offer an assessment of students' listening and writing skills. Strip stories require students to organize a short passage into the proper order after it has been taken apart and reorganized. Strip stories test reading comprehension and narrative awareness.

Testing is the most widely spread technique used for assessing students in the classroom. There are different tests: multiple choice, matching, true-false, fill-in-the-blanks tests, cloze and dictation procedures; essay exams; oral interview – but also tests differing in scope and structure from these well-known options. Technological development has led to a number of new language testing formats, including computer-based and computer-adaptive tests, audiotape-based oral proficiency interviews, and web-based testing.

A communicative test approximates to real language use in the real world. For example, dictation and cloze tests are considered non-communicative types, while role-play, letter and essay writing, following instruction, problem-solving, oral interview are communicative tests. But, for example, cloze tests provide a good way of gauging a student's written, reading, grammar and vocabulary proficiencies.

Multiple choice tests and written assignments are good ways of assessing vocabulary, reading comprehension and writing skills.

Thus, language tests are simply instruments or procedures for gathering particular kinds of information, typically information having to do with students' language abilities. Tests have a variety of formats, length, item types, scoring criteria, and media.

Table 2. Types, forms, tasks, techniques of the assessment

| Types of assessment | Forms of assessment | Objectives of assessment | Techniques |
|----------------------------|---|--|--|
| Preliminary control | -oral; - written; - individual; - group. | - to define the level of language proficiency, the level of cognitive and learning abilities, and motivation to EL; - to make acquainted with new requirements and teaching conditions. | - interview and tests; - oral or written tasks. |
| Current control | -individual, frontal, pair and group work in oral and written forms. - homework tasks; - project forms of work; | - to make diagnostic of shortcomings in language performance; - to correct errors, mistakes; - to assess the level of language performance in the frame of the gained | - oral and written assignments for forming and developing all sub-skills and skills in the form of topics and situations of communication; |

| | | | |
|----------------------|--|---|---|
| | <ul style="list-style-type: none"> - implicit control using different questions or plays; - self-control; - mutual control. | <ul style="list-style-type: none"> material; - to provide revising and rotation the acquired material as an addition to the new one; - to develop reflexive skills and self-evaluation; - monitoring the process of teaching and bringing up. | |
| Intermediate control | <ul style="list-style-type: none"> - individual, frontal, pair, group forms; -self-control and mutual control. | <ul style="list-style-type: none"> - to define a dynamic of language proficiency of each student and whole class; - to make diagnostic of students' gaps and shortcomings in output; - to define the level of learning sub-skills. | <ul style="list-style-type: none"> - tests; - oral or written tests and assignments; - creative assignments. |
| Final control | <ul style="list-style-type: none"> - individual | <ul style="list-style-type: none"> - to reveal the level of language proficiency in accordance with the syllabus requirements. | <ul style="list-style-type: none"> - tests; -oral or written assignments. |

Questions and tasks:

1. What do we mean by assessment?
2. What objects of assessment can you enumerate?
3. What function does assessment fulfill in the ELT process?
4. What is control?
5. How to conduct testing in schools?
6. What forms of control do you know?
7. What is the difference between combined control and individual control ?

LECTURE 16.

PLANNING OF TEACHING PROCESS

Lecture outline:

Chet til dars turlari, maqsadi va bosqichlari.

Muallimning darsga tayyorgarligi.

***Key words:** planning, teacher planning, academic content, planners' skills, objectives, methodological concept, calendar, thematic, stages of the lesson, preparation for lesson, lesson plan, composing a lesson plan, timeframe, cognitive activity, content of the language material.*

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In the procedure planning of the educational process is the key to efficient learning a foreign language. The plan provides for any kind of consistent, the timing of the academic content with the main psychological, didactic and methodological patterns (the principles of accessibility and affordability, durability, content), and the regularities of formation and continuity of the development of appropriate skills.

Requirements for teacher planning:

- 1) Ownership of constructive- planners skills;
- 2) Knowledge of the objectives and learning objectives set out in the program;
- 3) Knowledge and methodological concept of the authors;
- 4) Knowledge of the learning environment and age characteristics, psychological patterns and fundamental stages in the formation of verbal skills and abilities;

5) Taking into account the level of foreign language students of the class, their relationship to a foreign language, knowledge of the level of their overall development. In practice there are methodological following types of plans:

- 1) Calendar (annual):
- 2) Thematic (future);

The planned schedule is made for the academic year and includes a quarter- and semi-annual. It is developed with the program allotted number of hours of study material, enrollment, etc. The plan is defined as a textbook in which are taught.

Calendar plan - an outline of the teacher's work on the subject for a year, providing the number of hours of subject- methodical nature of communication, the amount of linguistic material, the approximate level of development of speech skills.

Thematic plan - a plan cycle of lessons on the same subject , the problem of defining the purpose of each lesson , the sequence of formation of skills and

abilities , the optimal ratio between the classroom and homework, lesson, equipment technical and visual training aids .

Lesson plans prepared for each lesson and the teacher is a working document. There are the following components of the lesson plan:

- Goal (s) - the definition of lesson objectives;
- Tasks - setting goals lesson; draws attention to the need for clear language;
- Materials and equipment - used materials and equipment of the lesson;
- Procedures - planning lesson course that is used by the sequence of exercises and communicative tasks, and planning mode, in which the jobs will be executed;
- Evaluation - control of the acquired material, the evaluation conducted by the lesson and setting goals for the future;
- Extra-class work - more work, which is not always the form of homework.

When planning for the individual steps can be useful lesson the following recommendations:

- Difficult task should be preceded by a light, since the beginning of the lesson, students are more attentive.
- More jobs and moving the game is best done in the middle or at the end of class, when students are tired.
- Each subsequent phase of the lesson should be related to the previous with the “bridge”.
- Start (entry) and the end of the lesson (closure) should always take place in an organized, the teacher should draw students' attention, to get them to focus at the beginning of the lesson and take stock at the end.
- The lesson should end on a positive note, in order for students to believe in them. This can be a positive assessment made in the classroom setting, which is able to cope with the whole group or just a joke teacher.

The success of the lesson and the achievement of its objectives is largely determined by the specified activities teachers and students, which in turn depends on their preparation for the lesson. Careful preparation of the lesson is especially useful for young teachers who do not have sufficient experience of pedagogical work. In the preparation of the teacher for the lesson are two stages: preliminary and immediate. Advance preparation for the lesson is to learn the special teacher, pedagogical and methodological literature, a thorough acquaintance with the contents and requirements of the curriculum in the subject and the explanatory memorandum relating thereto, textbooks and teaching aids, with the experience of other teachers in the analysis of personal experience in preceding periods in determining the location of the lesson already learned by chapter or topic of the program, the case planning. Teacher needs to get to know the programs and books on related subjects and its object in the junior and senior classes.

Before the start of the school year, the teacher distributes the time learning all the topics of the program, setting the appropriate time-frame for the number of weekly hours devoted to the study of the curriculum of the subject, and scheduling training sessions. Marked up so the program is a teacher's schedule of work on the

subject, helping him to control the passage of individual sections of the program, in order to avoid undue haste and avoid gaps in learning the material. Teachers are encouraged thematic planning of academic work on the subject. This determines the topic of each lesson, the content and the main types of work performed in the classroom. Direct training teachers for the lesson is to specify thematic planning for each lesson, thinking through and preparing individual lesson plans, selection and verification of the necessary tools and equipment.

The lesson plan (sometimes called a working lesson plan as opposed to the thematic plan) is required for each teacher. Usually differs only by its volume from a detailed outline of a beginning teacher (student interns for their first lessons are detailed outline showing a detailed description of the content and progress of the lesson and all of their actions) to brief and concise plan for experienced teachers. A detailed plan reflects the soundness of the teacher of all the details of the upcoming lesson. We cannot agree with the opinion of some teachers that the appeal to the plan during the lesson may adversely affect the credibility of their pupils. On the contrary, the teacher must teach by example children to work on the plan.

The lesson plan is written in any form, but it must reflect the following: the date of the lesson and his number on the subject plan , the name of the lesson topic and the class in which it is held , the task of education, training and development of students , the structure of the lesson by giving the sequence its stages and approximate timing of these steps, the content of teaching material, methods and techniques of teachers and students in each part of the lesson, teaching equipment needed to conduct the lesson, including visual teaching aids, the job on the house. Composing a lesson plan, a teacher comes from the thematic planning; determine the place and role of the lesson as a structural unit of the general system of lessons. In the selection of the content of the lesson, the requirements of the training program on the subject, drew particular attention to its ideological, scientific, theoretical and ideological orientation, logical sequence and dosage, so as not to overload the lesson and at the same time ensure the assimilation of students the necessary knowledge and skills. It is equally important to determine the methods and techniques of teaching at every stage of the lesson, the nature of the cognitive activity of students (reproductive and search engine), the combination of the frontal, group and individual work of students in the classroom, to select and prepare the necessary teaching materials , experimentation, and visual teaching aids. All this work is carried out taking into account the principles of training, cementing and determine all the components of the lesson. In preparation for the upcoming lesson should review previous lessons conducted in the classroom, to provide for measures to address the deficiencies and gaps.

The success of the lesson and the results depend not only on the training of teachers, but also on the training of students. Unfortunately, this issue did not pay enough attention to the practical work of many teachers. Meanwhile, purposeful training of students for the next lesson (or lessons) provides them with a positive mental attitude that causes increased educational interest.

Preparing students for upcoming lessons includes: introducing them to the plan of the study program material for the upcoming classes, which is particularly important in the classroom with high school students, perform preparation of homework, such as familiarity with the individual sections of the textbook available to students' understanding of the reading of popular scientific literature on the upcoming lesson, observation and simple experiments that will contribute to the study of new material.

The organization of learning activities of students in the classroom.

During the lesson, the teacher provides active cognitive activity of students, using various forms of organization: frontal, collective and individual. The organization of academic work of students in the classroom at school is closely connected with the formation and strengthening of the class collective. This goal corresponds to the frontal teaching, in which the team of class acts as a whole, and each student individually involved in it as a member of the collective, fulfilling its mandated part of the overall work.

Front form of educational activity of students in the classroom contributes to the establishment of close relations especially between the teacher and the class, students work together united, during which achieved overall involvement in the decision not only educational, but also educational objectives, mutual assistance, the formation of stable cognitive interests, allows the use of a variety of methods and techniques to enhance the learning process. This form provides the involvement of all students in the class and their overall progress in teaching. However, it cannot be universal because it does not adequately address the level of development, cognitive interests and capabilities, specific characteristics of each student. Therefore, the frontal work in the classroom combined with the individual. So, along with frontal presentation of the material master, which is used most often to report new information, a widely used front conversation? Asking questions (problem, probing, etc.), comments, and value judgments teacher directs the course of the conversation in such a way as to be involved in collective discussion of individual students based on their individual characteristics. Front academic work can be organized and so that each student performs a task or exercise on their own, along with others, at the direction and under the guidance of a teacher. Individual tasks may be part of the general collective tasks, and after their performance, all students participate in the discussion of the results.

Individual form of academic work in the classroom is characterized by a high level of autonomy of students. Its advantages are that learning as much as possible the same level of development, cognitive abilities and capabilities of each student. Individual form of work is most useful to perform a variety of exercises and problem solving, it has been used successfully with a programmed learning, the study of foreign languages in the language laboratories, as well as to deepen the knowledge and fill existing gaps in students learning the material, the formation of skills. Individual shape of the pupils in the classroom can adjust the pace of progress in the teaching of each student, in accordance with his training and capabilities.

Its success is determined by the correct selection of differentiated tasks, systematic control of the teacher for their performance, providing timely assistance in the resolution of difficulties encountered by students. Studies have shown that students should be differentiated weak students not so much the complexity of the job, as a measure of its assistance. With skillful organization of individual work of students provides them with the skills and the need to self-education. A serious drawback of individual forms of organization of work of students in the classroom is that they practically do not interact with each other, the acquired experience of self-employment does not become the property of the collective, is not discussed together with classmates and teacher. Therefore, individual work students in the classroom should be combined with collective forms of organization.

Along with the frontal organization of the work of students in the classroom and apply this collective form, as a group work of students, in which class is divided into groups that perform the same or different tasks. Depending on this distinction unified and differentiated group work, both in this and in the other case it is closely and inextricably linked to the frontal and individual work of students. Studies have shown that the optimum composition of the groups - 5-7 people. To work together successfully to complete the group of students who have roughly the same performance and the same work pace.

These groups unstable and usually different for different subjects, determined by the students themselves, the teacher only corrects it, given the relationship between the students. Teamwork students can apply to solve almost all the major teaching problems: solving problems and exercises, strengthening and repetition, learning new material. As for individual learning, in groups organized by the independent work of students, but the execution of differentiated group assignments teaches students to collective methods of work and communication, according to psychologists, is a prerequisite for the formation of correct concepts, as it allows free from subjectivity. Frontal, group and individual forms of students' work in different ways contribute to the implementation of educational and training objectives.

It is therefore necessary rational combination thereof, reasonable and thoughtful choice of a form allowing for the teacher of the subject, the content of the material under study, teaching methods, the characteristics of the class and individual students. In all forms of the organization of academic work of students in the classroom is essential nature of the relationship between the participants of the learning process: teachers and students and among students. The positive nature of these relations stimulates cognitive activity of students, increases its effectiveness.

The teacher in the classroom for students to combine rigor with the manifestation of pedagogical tact, respect and sensitivity to children. Do not care about and form of address for the teacher to students in the classroom. Preferable to call students by name. The requirement for the manifestation of pedagogical tact does not exclude expressions as appropriate teacher of his feelings: it can and should be a lesson not only sensitive and kind, cheerful, fresh and cheerful, but (of

course, within the limits permitted) and severe, and the bitter and unhappy. At the same time he must not lose a sense of proportion and self-control. Special investigations found that the psychological state of the student during his answer to the questions of the teacher is determined not only by how he prepared a lesson, but mostly the behavior of teachers in relation to student. Teachers optimistic teacher, his trust relationship to students, the organization of their joint collective search for a lesson in the various forms of organization of work, objective evaluation of the school, always ready to render necessary assistance - all this is very didactic and educational value, forms the students the skills of teamwork and positive moral qualities.

The problem of increasing the effectiveness of the lesson, i.e. the achievement of objectives - one of the most important in the didactic and practical operation of schools. The current stage is characterized by the improvement of lesson study features the main form of organization of education in the new environment where performance indicators lessons are not limited solely to the level of knowledge obtained by students, and include the degree of mastery of their cognitive abilities and skills formation and development of their cognitive interests. The most important way to improve the lesson is to establish the optimal combination and interaction of its main components: the tasks of education, training and development of the content of the material, methods of teaching and learning, ways of organizing learning and cognitive activity of students. In addressing this issue we must first clear definition and assignment of tasks lessons (lessons and systems), integrated planning of educational objectives for each lesson (educational, educational and development objectives of schoolchildren).

The effectiveness of modern lesson is achieved when the full range of solutions of tasks, concentration and thinking students on the main leading ideas and concepts of the subject , the organization of search activity to have a positive impact on the emergence and development of cognitive interests of students. Therefore, one of the main areas for improving the lesson is the realization of didactic principles, the choice of a rational combination of teaching methods, different forms of the organization of training, to ensure the optimal level of difficulty respecting the principle of access to education. Of particular importance in order to enhance the effectiveness of the lesson takes on study of individual characteristics of students on the basis of a unified system of assessment capabilities of each student's team of teachers'. This allows the teacher to students studying right to determine the content of the educational process at every stage of the lesson, provide a personalized and differentiated approach to students.

In order to improve the lesson should be to establish and ensure the creation of optimal educational material, school hygiene and moral-psychological conditions for the successful organization of educational work in the classroom. In these and other ways to improve the lesson is reflected in the scientific organization of pedagogical work in the classroom, according to which there is a persistent struggle for the maximum use of each of the 45 minute lesson. Lesson as the main form of organization of training is used in all classes and types of

secondary schools and vocational schools, differing in some features, based on the account of age opportunities for students and working conditions in different types of educational institutions.

At the elementary school, for example, where relatively quickly switch to the students' attention on the lessons use a variety of kinds of study, including gaming and entertaining character. In the first stage of training lessons are read-explanatory and so-called object lessons in which students learn about the natural objects or special handout - herbaria, collections, etc. In small schools, where the teacher has to simultaneously manage academic work two or even three classes are widely used on the lessons of the various types of independent work of students (performing tasks in the form of exercises and tasks from textbooks, collections of tasks or special cards prepared by the teacher) . In high school, the role of the lessons the teacher presentation of new material (in the form of a narrative explanation or lecture) and the independent work of students (with textbooks and teaching aids in classrooms, workshops and laboratories) used increasingly problematic lessons execution of group work and individual assignments creative character.

Questions for control:

- How important is planning in education?
- What components are included in the calendar-themed plan?
- What are the components of s are included in the lesson plans?

Requirements for teacher planning:

- 1) Ownership of constructive- planners skills;**
- 2) Knowledge of the objectives and learning objectives set out in the program;**
- 3) Knowledge and methodological concept of the authors;**
- 4) Knowledge of the learning environment and age characteristics, psychological patterns and fundamental stages in the formation of verbal skills and abilities;**
- 5) Taking into account the level of foreign language students of the class, their relationship to a foreign language, knowledge of the level of their overall development.**

Calendar plan - an outline of the teacher's work on the subject for a year, providing the number of hours of subject- methodical nature of communication, the amount of linguistic material, the approximate level of development of speech skills.

Thematic plan - a plan cycle of lessons on the same subject , the problem of defining the purpose of each lesson , the sequence of formation of skills and abilities , the optimal ratio between the classroom and homework, lesson, equipment technical and visual training aids .

Lesson plans prepared for each lesson and the teacher is a working document. There are the following components of the lesson plan:

- Goal (s) - the definition of lesson objectives;
- Tasks - setting goals lesson; draws attention to the need for clear language;
- Materials and equipment - used materials and equipment of the lesson;
- Procedures - planning lesson course that is used by the sequence of exercises and communicative tasks, and planning mode, in which the jobs will be executed;
- Evaluation - control of the acquired material, the evaluation conducted by the lesson and setting goals for the future;
- Extra-class work - more work, which is not always the form of homework.

When planning for the individual steps can be useful lesson the following recommendations:

- Difficult task should be preceded by a light, since the beginning of the lesson, students are more attentive.
- More jobs and moving the game is best done in the middle or at the end of class, when students are tired .
- Each subsequent phase of the lesson should be related to the previous with the "bridge».
- Start (entry) and the end of the lesson (closure) should always take place in an organized, the teacher should draw students' attention, to get them to focus at the beginning of the lesson and take stock at the end.

LECTURE 17.

FOREIGN LANGUAGE LESSON PLANNING AT DIFFERENT STAGES OF CONTINUOUS EDUCATION

Boshlangi'ch, umumta'lim va o'rta maxsus ta'lim bosqichlarida dars rejasi tuzishning o'ziga xos xususiyatlari.

Key words: lesson planning, requirements for the lesson, elements of the lesson, types of language lessons, language learners, enrichment of vocabulary, building skills in speech activities, fostering interest, personality traits, structural elements of the lesson, lesson, types of lessons, non-standard lessons, teaching process, goal of the lesson.

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The lesson is the main form of training of the same group of students in a particular program. At the optimal organization, it provides a firm and conscious assimilation of educational material - knowledge and skills. For this lesson should be focused: Each lesson is designed to train, develop and nurture.

Lesson plan:

- The message of knowledge on phonetics, grammar, word formation, vocabulary, style, spelling,
- Development of oral and written language learners: the enrichment of vocabulary, grammatical structure of the formation of their speech, learning the construction of the text, etc.
- building skills in writing, spelling, reading, and a pronunciation, grammatical analysis and other types of linguistic analysis, etc.
- Education of students, fostering interest in the subject of "Foreign Language".

Lesson Requirements primary language derived from the common tasks that society puts in front of school: to arm students conscious, deep and lasting knowledge that create the foundation of education, formation of a worldview, forming student strong skills of speech, reading, writing, etc. that prepare them for active participation in the productive, social activities, to educate and mold the students in the classroom personality traits - activity, the ability to overcome difficulties, to achieve the purpose, integrity, honesty, hard work, etc., to develop students intellectually, to wake educational interests, creativity, initiative, independence, learning to apply knowledge and skills in practice; shape motifs teaching, the need for knowledge, the use of visualization and TCO, a variety of methods and techniques of training, etc; primary language lesson at school must

necessarily have a communicative focus, which involves communication between teacher and student, between students themselves, teachers and students.

Did you get a lesson on his appointment? Will he be able to influence the mind and heart of a child? This largely depends on the teacher, who must be a good teacher, and a skilled educator, mentor and sensitive. This should help humanely - personal approach to children, respect for the individual student, the ability to be over it, and next to it, the ability to become his business partner, hopes and aspirations, ability to excite his desire to do what is still a very difficult and not readily available. All this is called pedagogy of cooperation.

The structural elements of the lesson are 3 components:

- Representation of knowledge and skills of speech on certain aspects of language (phonology, vocabulary, word formation, grammar, spelling and punctuation, etc.)

- work to analyze the content of a coherent text;

- Formation and development of the skills and abilities of independent (productive) connected speech and writing students.

Often these components are intertwined, mutually penetrate each other.

The lesson is designed primarily to solve educational problems, so its theme is the name of the tutorial sections. In addition, the lesson may be reference work or work on the bugs.

Theme of the lesson determines its specific objectives, didactic same material - the textbook exercises, intra-school life, as well as events in the life of the country, the world, the city (village), etc.

The lesson of the educational process as a unit made up of a number of relatively independent cooperative activities teachers and students that make up its special structural elements: beginning, checking homework, the explanation of the new material, the formation of skills, summarizing the lesson, asking homework. Each of them performs a specific function and has its content.

Class time is divided between the structural elements in accordance with their functions and content. The practice of conducting primary language lessons identified following time ratio:

- checking homework - 9-10 min.
- an explanation of the new material - up to 15 minutes.
- building skills - up to 15 minutes.
- the remaining structural elements - 2-3 min.

Compliance with these temporary proportions, developed the practice provides a clear rhythm in the work, the awareness and uptake of new material in class the majority of students.

Organizing moment is designed to create in students a working mood. The teacher should strive for rapid inclusion of children in the work.

Checking homework includes a survey of students and check writing assignment. Its main function is to determine the degree of conscious assimilation pursued and validation exercise.

Checking absorbing knowledge of the language (the survey), primarily involves the clarification of the degree of awareness of students of the studied material, which is expressed in the ability to identify the nature of the phenomenon, the ability to see the location of the studied linguistic phenomenon among other phenomena, similar or different, in the ability to detect causal relationships between events in the understanding of the role of various phenomena of language.

To test students' knowledge of mastering the language of the following ways:

- Answers to questions requiring justification to express provisions

For these issues using language that begin with question words what, when, why, etc.

For example, what words are called synonyms? Give examples. What simple sentences are called single-composition? Why? Give examples.

- Application of learned knowledge to these examples

The teacher writes on the board or overhead projector is projecting through the screen of the studied examples of linguistic phenomena: the words in certain forms (with gaps and without them) , phrases and sentences (with missing punctuation or not) . Students should answer the following questions: In what form are these words?

How do you define it? Prove that the proposal should not have a second main member, etc.

- drafting tables and populate them with appropriate examples

Test your knowledge can be oral or written.

Currently, the school uses a system of Uzbekistan rating control of knowledge, skills and abilities of students in all subjects , including , and primary language. This system includes three types of control: current, mid-term, and final (respectively, -50, 30, 20 points).

Explaining the new material - a key structural element of the lesson. It is intended, first, to disclose the essential features of the phenomena, and secondly, to train students ability to apply this knowledge in practice. At this stage, different methods are used: the message the teacher and independent analysis of the students the appropriate material tutorial - it's explanatory methods. Search methods are the talk (based on the material to see) and an independent analysis of student material for observation.

Formation of abilities and skills as a structural element of the lesson has the following functions: consolidating the knowledge and mastery of language and speech skills. Work on any training exercise consists of the following (components) of the elements: setting a goal of the exercise, identifying ways to solve the problem rulings; samples implementation; exercises students; verification performance.

In addition to these steps, the structural elements of the lesson are the result of the lesson and task. The purpose of the first - determination of the degree of conscious assimilation of new material to be used as a question? Why? And so on, they do not reveal awareness in children assimilated.

The purpose of the second - the skills of independent work of students. Usually homework is offered at the end of the lesson (2-3 min.), The teacher should explain the nature of the work , the way of its implementation .

Special mention should also highlight the comment count: the teacher should be sure to bring to the attention of students that staged assessment, why is this, and not another.

LECTURE 18.

USING EDUCATIONAL TECHNOLOGIES FOR FOREIGN LANGUAGE LESSON PLANNING AT DIFFERENT STAGES OF CONTINUOUS EDUCATION

Key words: lesson planning, requirements for the lesson, elements of the lesson, types of language lessons, language learners, enrichment of vocabulary, building skills in speech activities, fostering interest, personality traits, structural elements of the lesson, lesson, types of lessons, non-standard lessons, teaching process, goal of the lesson, speech activities, complexity, select situations, materials, stages of the lesson, whole-class teaching, individual, pair and group work, goal-oriented, content-value, motivation-provided, correspondence of verbal and non-verbal behavior to the teaching goal, content and conditions.

The method of "Detectives"

Work in pairs. Two students are facing each other, remembering the look of each other for 1 minute. Then get back to each other and to describe each other.

1. The features of the EL lesson

A lesson is a unit of a teaching process and the main form of organization of the teaching process. Conducting a lesson is shaped as a collective interrelated activity. The goal of each lesson is an important part of the final goal. Understanding of a lesson goal should be relied on the main important particularities: 1) teaching speech activities as a real process of communication and 2) complexity.

Only one goal makes the lesson logical. Besides of a leading goal the lesson has accompanied tasks. It is not appropriate to define a goal of some lesson irrelatively with the whole system of lessons. For example, the task of a cycle of lessons can be developing speaking, listening and reading skills on a certain theme, language and speech material. The theme cannot be changed during the series of lessons. But a language material and type of speech activity can be a new one. That's why the goal of each lesson is defined with new skills, which are being formed or developed within a concrete lesson, or within a system of lessons. The whole teaching process is built on the basis of speech themes. Exactly the theme in accordance with the content-communicative principle defines the cycle of lessons. A material is distributed in accordance with the stages of forming/developing the necessary skills. Such planning allows a teacher to realize perspectives for the further work. The result of such a cycle working is a qualitatively new stage in developing communicative skills.

It is necessary to realize the capacity of teaching/learning material in the frame of a cycle. Given the above purpose we should 1) define words and structures, which must be learned within a quantum of time for developing required skills; 2) select situations and patterns, following the necessary grammar and vocabulary units, which are typical, meaningful and frequently used within this theme; 3) select a material for practice and production (tasks and activities, their sequence) for forming/developing communicative skills.

The cycle can consist of 3-6 lessons (the early stage – 2-3 lessons, 5-9 forms – 5-6 lessons). All capacity of the work is distributed into the cycle. For illustration the sample of distribution of the teaching material is shown.

Lesson1: Presentation of a new theme; new vocabulary; structures; or stimulus for conversation; the text for listening with questions. A new material is presented by the teacher and repeated by students. It is recommended to present a new material at the beginning of the lesson, because it gives an opportunity to have time for practice this material and assess the learners’ achievements.

Lesson2: Working on a grammar material and skimming reading.

Lesson 3: Active working on speech (dialogues, conversation, and retelling; making analogous text; creating a text on the basis of several texts.

Lesson4: Lesson for revision – transmission into writing, summarizing the lesson, writing a composition as homework.

Thus the goal of the lesson determines the character of homework, because well formulated goal of the lesson is the result and the homework proposes only what we teach during the lesson. The goal also determines the selection of tasks and activities. Exercises are built on the principle “from simplicity to complicity”. Besides the lesson content should be realized on the basis of the interrelation principle with the different subject matters.

A successful lesson depends on the kinds of interactions a teacher creates during the lesson. This can include opportunities for interactions between the teacher and the class as well as interactions among the students themselves. There are four possible ways to arrange a class, with each offering different learning potentials: whole-class teaching, individual work, group work, and pair work (See Table 22). A lesson may begin with a whole-class activity and then move to pair, group, or individual work. When planning a teacher needs to consider when the whole-class teaching is appropriate and when the teacher should make the transition to other types of learning in order to promote student-to-student interaction and allow students to work on tasks at their own pace.

Table 1. Forms of interaction

| |
|---|
| <p>Whole-class teaching. This mode of teaching involves teaching all the students together. Arrangement of a lesson for whole-class teaching depends on the type of a lesson a teacher is teaching and on the particular stage of the lesson. Whole-class, teacher-fronted teaching can serve to focus students’ attention quickly on a learning task. When carefully carried out, it can lead to the quick and effective achievement of lesson objectives, since time management is maximally under the teacher’s control.</p> |
| <p>Individual work. It is necessary to point out at a lesson where students can best work individually, such as when they are reading or listening to a text, or completing written exercises in a textbook or workbook. Individual work allows students to work at their own pace and to work on activities suited to their proficiency level or interests; having learners work on their own also allows a teacher to provide them with individual support and/or assistance. In planning individual work, a teacher needs to consider how well students understand what is expected of them and whether the task provides adequate challenge, support, and motivation to sustain their interests.</p> |
| <p>Pair work. Pair work provides opportunities for sustained interaction and has long</p> |

been recommended as a key means of promoting both accuracy and fluency in language use. Grouping students in pairs can take into consideration their ability level, language and cultural background, and other factors that will facilitate a positive approach to learning. Students who are not familiar with this learning arrangement may need careful orientation and preparation for pair-work activities.

Group work. Group-based learning is widely used in all forms of teaching and significantly changes the interactional dynamics of the classroom. In language classes, it increases students' talking time, helps promote self-esteem, and can increase student motivation by providing a risk-free environment for language practice.

The modern requirements to the EL lesson are shown in the Table 2.

Table 2. The modern requirements to the EL lesson

| Requirements | Interpretation |
|---|---|
| 1. Goal -oriented | Each of the lessons must provide achievement of educational, practical, bringing up and development aims through solving the certain objectives. |
| 2. Content-value | Selecting of the meaningful and relevant teaching material, adequacy of techniques and exercises to the teaching objectives and optimal correlation of practice and production |
| 3. Activity of students during the lesson | The inner and outer activity of students during the lesson must take the form of speech-mental activity related to the speech initiativeness. |
| 4. Motivation-provided | Understanding the success of ELL by students and seeing their dynamic progress in ELL. |
| 5. Variety of used stimulus at the lesson | Using different verbal and visual stimulus for involving students into communication. The preference is given to the real-life activities with audio-visual supporters. |
| 6. Correspondence of verbal and non-verbal behavior to the teaching goal, content and conditions. | From the position of verbal behavior the teacher carries out the function of the important means of teaching EL, quasi-bringer of the EL. From the position of non-verbal behavior the teacher plays the role of an organizer, instructor, producer, actor, designer, operator, etc. |
| 7.Using up-to-date technologies | The teacher must organize the teaching process on the basis of different up-to-date technologies (interactive, information-telecommunication technologies ant others). |
| 8. Achievement of the result. | The goal and objectives put at the beginning of the lesson must be achieved at the end of the lesson. |

Pedagogical mastering is seen in the careful and hard preparation to the lesson and deep self-analysis of his/her activity, study and summarizing of teaching experience and implementation the progressive experience into practice of ELT. For this the teacher needs a guider and assessor which helps him/her evaluate

own and others' lessons. That's why the above requirements can be put into the scheme of the analysis of the EL lesson.

2. The structure of the EL lesson and types of lessons

There is no general scheme of the lesson structure which can be obligatory for all lessons. Some of the stages of a lesson are constant, others can be varied. A constant stage of a lesson is an involving into language atmosphere. This stage includes various tasks or activities. One of them is a phonetic drill. The atmosphere of communication created at the beginning of the lesson lasts during the whole lesson. The dominant place is given to the teacher's communicative action related to motivation, instructions, control and evaluation.

These stages are considered as reasonable from methodical point of view:

1. Involving into the language atmosphere;
2. Explanation of the new material and algorithm of operations and actions with it;
3. Doing exercises as practicing and activating the new material;
4. Writing down and explanation of the homework, summarizing the lesson's results and marking.

the language, of the EL learning and teaching, and of his/her learners – taking into account their needs as well as their learning styles and preferences.

LECTURE 19. USING EDUCATIONAL TECHNOLOGIES FOR FOREIGN LANGUAGE LESSON PLANNING

LECTURE OUTLINE

FL lesson planning

Stages in lesson plan

Structural elements of the lesson plan

Key words: lesson planning, requirements for the lesson, elements of the lesson, types of language lessons, language learners, enrichment of vocabulary, building skills in speech activities, fostering interest, personality traits, structural elements of the lesson, lesson, types of lessons, non-standard lessons, teaching process, goal of the lesson, speech activities, complexity, select situations, materials, stages of the lesson, whole-class teaching, individual, pair and group work, goal-oriented, content-value, motivation-provided, correspondence of verbal and non-verbal behavior to the teaching goal, content and conditions.

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Akhmedova L.T. Normuratova V.I. “Teaching English Practicum” T. 2011. pp. 60-66

Jalolov J.J. “Chet til o’qitish metodikasi” T. 2012. pp.145-167

The important condition of effectiveness of ELT is planning of teachers and students activity for a lesson and a system of lessons. In the practice of teaching EL at the lesson, thematic and perspective planning are distinguished.

The aim of EL *lesson planning* is to define the content of the lesson and algorithm of operation and actions of the teacher and learners.

Thematic plan is enveloped as a serial number of lessons. As a rule, it is one of the themes of communication, which includes itself also vocabulary, grammar and country-study material.

Perspective planning defines the system of a teacher and students activity for the whole stage of ELT.

There are different principles of lesson planning. The most important among them are variety, flexibility, examining the subject matter from the learners’ point of view, considering individual differences, language backgrounds and past experience.

1. *Variety* means involving learners in a number of different types of activities and using a wide selection of material to motivate learners.

2. *Flexibility* comes into play, when dealing with the plan in the classroom, for a number of reasons a teacher should have an opportunity to change the plan in accordance with the situation which can take place during teaching.

3. *Examination of the subject matter from the learners’ point of view* – the teacher should examine teaching material and reveal its appropriateness to learners and difficulties for acquiring this material by learners. During planning a teacher adapt material and defines ways of overcoming these difficulties.

4. *Consideration of individual differences* presupposes that learners have different abilities to learn the language under apparently the same conditions of learning. This fact

should be taking into consideration in planning. This principle is known in the domestic methodology as individualization and differentiation of teaching.

5. Language backgrounds and past experience – before designing a teacher should reveal what prior knowledge, abilities and skills the learners have.

Designing the lesson and outlining its plan is an essential part of the teaching process. All EL teachers – regardless of training, experience, or competency – need a carefully drawn lesson plan in order to assist their learners in attaining learning objectives, both on a daily basis as well as the long-term. Having a lesson plan is like having a complete and clear visualization of how a learning session is to take place and how learners are able to grasp and retain the lesson concepts.

The importance of lesson plans in EL education is difficult to overstate. EL teachers simply need to visualize daily lessons in advance and build the most appropriate teaching strategies into a comprehensive lesson plan. Otherwise, going to class without an adequate preparation will most likely be detrimental to both the teachers and their learners. Having a lesson plan and effectively using it as a guide for daily teaching will reflect a teacher’s professionalism and reliability. Teachers also present themselves as good role models for their learners who will come to appreciate the value of coming to class prepared and primed to achieve the lesson targets.

If a teacher is new to teaching, a lesson plan is basically just a step-by-step guide on how the teacher intends to present a lesson and the ways by which learners are expected to learn and appreciate the lessons various concepts. An excellent lesson plan is one that can be easily and effectively used by another teacher in a job place. This means that the ideal lesson plan is both clear and comprehensive.

4. Structure of the EL lesson plan

The details and elements of lesson plans vary, depending on the specific format mandated by a school, lyceum and college. However, the common components of a good lesson plan include the following items:

| |
|--|
| Lesson’s Theme. |
| The period of time (in minutes, hours, days, or weeks) necessary to complete the lesson. |
| Class details (class name or section, age, skill level, etc.) |
| The lesson objectives. |
| Instructional approach(es) to be used (this section describes the sequence of learning events as well as the techniques the teacher will use in helping students achieve the lesson objectives). |
| Instructional materials (such as a film, an image gallery, a music video, etc.). |
| Summary of and derived conclusions from the lesson. |
| Methods for practicing the lesson concepts. |
| Evaluation and testing methods to be used. |
| Contingency plans or elements (This section describes subsidiary topics or additional techniques and materials that can be used to either fortify the learning gains generated during the session or productively fill up excess time. Fun and engaging, seat work, dialogues, and other activities are ideal for this section). |

Unless a specific lesson plan format is required by the learning type of institution, most EL practitioners tailor their lesson plans according to the teaching philosophies or techniques they believe in or are most comfortable with. In general, however, excellent EL lesson plans have common characteristics that a teacher should integrate in his/her own teaching strategies:

1) Ideal lesson plans have a concise summary that fits on a single page. The detailed plan proper may – and often – exceeds this number, but the idea is to allow anyone to have a quick overview of the lesson.

2) Great lesson plans are organized in a way that is easy and a delight to follow.

3) Lesson plans should be strongly aligned with the needs and learning competencies of their intended audience.

4) Each individual lesson plan should adhere to a continuity of lesson concepts and should not only fit in the curriculum but also reflect the overall vision of the subject.

5) EL Lesson plans should establish platforms for learners to apply language learning to real-world situations.

In EL education lesson plans are crucial even in purely conversational classes. In order to establish an environment that encourages high quality learning and draws non-native speakers to articulate themselves extensively, adequate preparation is of paramount importance. Having a haphazardly designed plan is also inexcusable.

Questions:

1. What features of EL lesson can you say about?
2. What do we mean by the cycle of lessons?
3. What are requirements claimed to the FL lesson organization?
4. Name the forms of interaction. What forms of interaction are more successful in communicative language learning?
5. Does the lesson plan help you to organize effectively teaching process?
6. How much better will be your lesson if you use visual aids?
7. Define and describe the modern lesson objectives lesson.
8. Expand the content requirements of the modern primary language lesson.
9. What are the structural elements is a lesson? Describe each of them.
10. What are the main lessons of the typology of language and describe each of them.

SEMINAR PLAN 1

Theme: Tillar o`qitish metodikasi va ta`im texnologiyalar fanining nazariy asoslari

Aims:

- to introduce requirements to the FLT course;
 - present reforms on improving the system of FLT in the Republic of Uzbekistan;
 - to instruct how to use interactive method “Cluster”, and
 - to organize beginning stage of the FL lesson
- Equipment: handouts, standard, Presidential Decrees.

SEMINAR OUTLINE

I. Beginning stage (1-2 min)Introducing aims and tasks

II. Introduction to the course

Explanation of the requirements to the course (structure, length, assessment, self-study, literature, etc)

III. Educational reforms in the RUz

THEORY PART

1. What research methods are used in FLT?
2. What types of FLT are differentiated?

1. PD 1875& PD 1971 & PD 2909

IV. PRACTICAL PART

- 1) Teaching Portfolio as a tool for professional development
- 2)Interactive method – “Cluster”

Creating “Cluster” to the topic Golden Rules for FL Teachers (small group work)

- 3) Conducting Beginning Stage of the FL lesson

V. Feedback

1. What is modern language policy in the RUz?
2. Why is cluster considered useful for communication?
3. What is the role of beginning stage of the FL lesson?

VI. Assessment Criteria

SEMINAR PLAN 2

THEME: LINKS OF METHODOLOGY WITH OTHER SCIENCES

Aims:

- to introduce requirements to the FLT course;
- present reforms on improving the system of FLT in the Republic of Uzbekistan;
- to instruct how to use interactive method “Cluster”, and
- to organize beginning stage of the FL lesson

Equipment: handouts, standard, presidential decrees.

SEMINAR OUTLINE

I. Beginning stage (1-2 min)Introducing aims and tasks

II. Introduction to the course

Explanation of the requirements to the course (structure, length, assessment, self-study, literature, etc)

III. Educational reforms in the RUz

THEORY PART

3. What research methods are used in FLTМ?

4. What types of FLTМ are differentiated?

1. PD 1875& PD 1971 & PD 2909

IV. PRACTICAL PART

1) Teaching Portfolio as a tool for professional development

2)Interactive method – “Cluster”

Creating “Cluster” to the topic Golden Rules for FL Teachers (small group work)

3) Conducting Beginning Stage of the FL lesson

V. Feedback

1. What is modern language policy in the RUz?

2. Why is cluster considered useful for communication?

3. What is the role of beginning stage of the FL lesson?

VI. Assessment Criteria

Assessment Criteria

Answering the questions-50 %

Active participation in discussions-50 %

VI. Hometask

1. Jalalov J. J. English Language Teaching Methodology. T. 2015 pp.4-17

2.Portfolio entries PD 1875, PD 1971, National Standard for A1, A2, B1

3. BSFLL vrsion

4. Classroom language list

VIII. References

1. Jalolov J., Makhamova G., Ashurov Sh. English language teaching methodology. “Fan vatexnologiya” nashriyoti, Tashkent 2015

2. Yoqubov I. Comparative Methods of teaching English at schools, lyceums and colleges. “Bayoz” nashriyoti, Tashkent 2014

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4. Professional Development for Uzbekistan English Teachers Training Toolkit Module 1, 2. Тошкент – 2009

SEMINAR PLAN 3

THEME: AIMS, CONTENT, PRINCIPLES IN FLTM. TEACHING MEANS.

Aims: to check students' knowledge due to
types of teaching aims at FL lesson
criteria and principles of teaching content selection
teaching principles in FLTM
training skills in setting teaching aims

Equipment: ppt, Presidential Decrees and National Standards on FLT.

Lesson Outline

1. Beginning stage (1-2 min)

-Introducing aims and tasks

II. Warm up. (5 min)

Effective language learners tolerate ambiguity, they do not find unknown words off-putting and are not discouraged if the word is long and looks difficult.

Teachers can ask students to take an unknown word and break it down to smaller parts to see if this helps understanding.

Exp: Unputdownable = un + put + down + able (7 min)

Invite groups to present their ideas to each other in turns.

III. Main part

1. Theory 25 min

1. What is teaching aim in FLTM?
2. What teaching aims are set at each FL lesson?
3. What is content of teaching?
4. What are the requirements to selecting content of teaching?
5. What methodical principles are used in FLTM?

2. Practice - 40 min

Microteaching. Setting FL lesson aims for different stages of education (primary school, secondary school, college) according to given topic eg. "Holidays" (in small groups)

IV. Feedback

What is the role of proper setting lesson aims for effective FLT?

How can criteria and principles of selecting teaching content help to teach effectively?

Why are teaching principles subdivided into general and special?

Chain game (7 min). Name one methodical category/ term connected with lesson aims, teaching content or principles.

V. Assessment

Theory -40 %

Practice -50 %

Active participation in discussions-10 %

VI. Hometask

Teaching means in FLTM. The system of exercises.

VII. Ending

VIII. Reference

5. Jalolov J., Makhamova G., Ashurov Sh. English language teaching methodology. "Fan vatexnologiya" nashriyoti, Tashkent 2015
6. Yoqubov I. Comparative Methods of teaching English at schools, lyceums and colleges. "Bayoz" nashriyoti, Tashkent 2014
7. Ahmedova L. Normuratova V. Teaching English Practicum. Printed in UWED. Tashkent 2011
8. Professional Development for Uzbekistan English Teachers Training Toolkit Module 1, 2. Тошкент – 2009

SEMINAR PLAN 4

Theme: THE SYSTEM OF EXERCISES

Aims: to check students' knowledge due to using modern teaching means in FLTM system of exercises

train skills in creating exercises

Equipment: handouts, ppt.

Lesson Outline

I. Beginning stage (1-2 min)

-Introduce aims and tasks

II. Warm up. (5 min)

Method «Snow ball»

Learners make a circle and taking turns repeat everything said before and add own information.

Sample: Ann good-looking, Kate – funny, Tom – handsome, etc.

This method is useful for any topic

1) for meeting.

2) games for learning names, character quality, etc

3) weather broadcast (evaluating mood on scale 1-10, month and weather due to the mood).

III. Main part

1.Theory

1. What is an exercise?
2. What classification of exercises are suggested in FLTM?
3. What is the system of exercises?
4. What is the difference between language and speech exercises?
5. What is the difference between technical/non technical means?
6. How many technical/non technical means may be used on one lesson?

7. How can audio-visual aids help in effective FL language acquisition?
8. What is the difference between learner's and teacher's teaching means?

2. Practical part

1. Microteaching. Training skills in creating exercises based on proverb/rhyme/song/etc. for different stages of education (small groups).

IV. Feedback

1. What teaching means are of special importance for FLT?
2. What exercises are the most important for developing communicative competence?

V. Assessment

knowledge -40

creating exercises-30

Active participation in discussions-10

VI. Hometask

Methods of foreign language teaching methodology

- Distinction between the main categories of methodology
- Methods of FL teaching and learning
- Age groups for choice of methods in teaching process
- Ppt - the system of exercises based on proverb (individual work)

VII. Ending

VIII. Reference

9. Jalolov J., Makhamova G., Ashurov Sh. English language teaching methodology. "Fan vatexnologiya" nashriyoti, Tashkent 2015
10. Yoqubov I. Comparative Methods of teaching English at schools, lyceums and colleges. "Bayoz" nashriyoti, Tashkent 2014
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Professional Development for Uzbekistan English Teachers Training Toolkit
Module 1, 2. Тошкент – 2009

SEMINAR PLAN 5

THEME: PEDAGOGICAL TECHNOLOGIES METHODS AND TECHNIQUES

Time: 80 min

Aims: to check students' knowledge due to differences of methodical categories - approach, method, technique and their types;

presenting method;

training skills in using methods and techniques in teaching FL.

Equipment: handouts, pictures, cards, ppt

Lesson Outline

I. Beginning stage (1-2 min)

-Introducing aims and tasks

II. Main part

1.Theory

1. What is *approach* as a scientific category?
2. What approaches are used in communicative language teaching?
3. What is *method* as a methodical category?
4. How are *approach* and *method* connected?
5. How are methods classified in FLTM?
6. What is “*technique*”?
7. What is the connection between *method* and *technique*?
8. What techniques are useful for developing communicative competence?

2. Practice

Presentation of the methods. Group work.

OBSERVATION CARD

| Method | Time 3 min 20% | Coherence: | | | Topic Covering 20% | Total 100% |
|--------|----------------------|---------------|------------------|-------------------|--------------------------|---------------|
| | | Origin 20% | Procedure 20% | Using today20% | | |
| | | | | | | |
| | | | | | | |
| | | | | | | |

Microteaching. Choose any method or technique you like and create your own strategy how to use it at different stage of education. Share your version with the group mates.

IV. Feedback

What information have you got from the seminar?

Method – How (7 min). How is Direct method characterized? etc.

Name one methodical term which you have learnt from this theme.

V. Assessment

Knowledge of theory -30

PPt “Method ...” - 30

Microteaching -30

Active participation in discussions-10

VI. Home task

1.Modern educational technologies and teaching methods in FLTМ

VII. Reference

- 1.Jalolov J., Makhamova G., Ashurov Sh. English language teaching methodology. “Fan vatexnologiya” nashriyoti, Tashkent 2015 pp.90-128
- 2.Jalolov J., Chet til o’qitish metodikasi. T.2012. pp.
- 3.Ahmedova L. Normuratova V. Teaching English Practicum. Printed in UWED. Tashkent. 2011. pp. 5-6

VIII. Ending

SEMINAR PLAN 6

Theme: **Interactive methods in FLTМ** Interaktiv metodlar asosida tillar o’qitish

Aims: to check students’ knowledge due to

pedagogical technology notion, specific features of *problem solving, case study, project, developing thinking, learning together, ICT* technologies;

grounding usefulness of innovative pedagogical technologies in FLTМ

train skills in creating *cases, project, mind mapping, ICT resources* for different classes at school and colleges;

Equipment:Internet resources, ppt.

Seminar Outline

I. Beginning stage (1-2 min)

-Introducing aims and tasks

II. Main part

1.Theory.20 min based on *Learning Together Technology*.

- What is technology?
- What is educational/pedagogical technology?
- What problem solving technologies are used in FLTМ?
- What project technologies are popular in FLT?
- What technologies are used for developing thinking?
- What are the advantages of learning in cooperation?
- What is module-based learning?
- What ICT technologies are used at all stages of education?

2. Practical 40 min

Microteaching. Students are organized into small groups of 4 people. Each group is given special task and its presenting. Task presentation should take not more than 3-4 min.

Group 1 – create *case study* for the college students

Group 2 – create *project* technology for secondary school learners

Group 3 – create *mind mapping* for primary school learners

Group 4 – create plan of using *learning together* technology – topic “Seasons and weather”- primary school

Group 5 –create plan for using *discussion* technology– secondary school

Group 6 – using *game* technology at the FI classes

During presenting tasks students fulfil the table

Learners draw table of three columns – know/want to know/ have learnt. The same table is established on the blackboard.

- Column “*know*” contains main information due to the topic (after topic discussion).
- Column “*want to know*” is for inserting disputable ideas and questions about the topic learners want to know the answers.
- Column *have learnt* is for noting everything got from the text placing the answers in parallel to questions from the second column, and extra information is located beneath. Then information is discussed by the group and the results are inserted into the table.

| Notions | <i>Know +</i> | <i>want to know ?</i> | <i>have learnt -</i> |
|---------------------|----------------------|------------------------------|-----------------------------|
| PT | | | |
| Problem Solving | | | |
| Case Study | | | |
| Project | | | |
| Game | | | |
| Developing thinking | | | |
| Mind mapping | | | |
| Discussion | | | |
| ICT | | | |

Aims: to strength and check knowledge due to
 Explaining Notion of interactive method and rules of
 Brainstorming
 Cluster
 Cinquein
 Venn diagram

Training skills in using interactive methods in classroom einvironment

Equipment: handouts, tape recording, pictures, cards.

Lesson Outline

I. Beginning stage (1-2 min)

-Introducing aims and tasks

II. Warm up. (5 min)

Method – Terminological game (7 min).

Name one methodological terminology which you have learnt during previous lessons.

III. Main part

1. Theory

1. What is “interactive method”?
2. What interactive methods are popular in FLTМ? And why?
3. What method classifications are introduced in FLTМ?
4. What is the difference between Jigsaw and Jigsaw 2?
5. How to describe INSERT method?
6. What differences are between the innovation the pedagogical technology and the methods?

2. Practice

Microteaching.

1. Take any English textbook (1-9 grades) find the topic and choose any interactive method/technique you like for adapting it to the classroom. (small group work)

2. Method – Aquarium. Learn the rules and organize it the group.

- **Aquarium** – it’s a role play for 2-3 participants the rest learners are observers. Participants act out situation observers analyze and go through the situation.
- **Advantages of the method** – it’s effective in the time deficiency situation where it’s necessary to demonstrate skills, emotions, conditions; learners may be experts and analysts; it stimulate learners to work practically.

IV. Feedback 10 min

What pedagogical technologies are the most useful for developing communicative competence?

Chain game. Name one term connected with any pedagogical technology.

V. Assessment 5 min

Out of 2 points:

Knowledge on modern pedagogical technologies -30%

Microteaching -50%

Active participation in discussions-20%

VI. Hometask

- 1) Interactive teaching methods in FLTМ
- 2) Copypile Glossary for pedagogical technologies

VII. Ending

VIII. Reference

1. Jalolov J., Makhamova G., Ashurov Sh. English language teaching methodology. "Fan vatexnologiya" nashriyoti, Tashkent 2015. pp.90-128
2. Jaolov J., Chet til o'qitish metodikasi. T.2012.
3. Ahmedova L. Normuratova V. Teaching English Practicum. Printed in UWED. Tashkent. 2011. pp. 32-51

SEMINAR PLAN 7

.Theme: Teaching pronunciation

to A1 A2 B1 level students

Aims:

Practical aim: To discuss the role of pronunciation in FLT, aims of pronunciation and objectives of pronunciation To get students to teach pronunciation for primary and secondary school

Educational aim: to widen students' outlook on the importance of correctly setting and achieving set aims during the lessons.

Educative aim: appearance of the teacher in creating classroom environment tolerance.

Equipment: handouts, standart , presidential decrees.

Lesson Outline

1. Beginning stage (1-2 min)

Greetings!

Aims and tasks of the seminar

II. Warm up. (5 min)

In the left column check the pronunciation of words in the poem. In the right column check the spelling of words where spelling errors are so typical.

| Poem | Difficult spelling |
|---|--|
| <i>Compare alien with Italian, Dandelion and battalion. Sally with ally, yea, ye, Eye, I, ay, aye, whey, and key. Say aver, but ever, fever, Neither, leisure, skein, deceiver. Heron, granary, canary. Crevice and device and aerie.</i> (Author unknown) | Accomodation, visitting, recomend, seperate, pronounciation, begining, recieve, beleive, disapointed, grammer, reciept, desparate, accross, apparant, exaggerate, hierachy, hypocrasy, infinately, pain-staking, sence, tendancy, twitchlight (such spelling errors are often made by native speakers) |

The **goal** of teaching pronunciation is not to make the learners sound like native speakers of English. Only few highly gifted and motivated individuals can achieve it. A more realistic approach is to enable the learners to pronounce the language without detracting from the ability to comprehend the message. This

approach to teaching pronunciation is called **approximating** (Celce-Murcia, M., D.Brinton and J. Goodwin. 1996. Teaching Pronunciation. CUP. P.7-8). The target of teaching pronunciation is to develop in learners **phonetic competence**, which is the knowledge of the English phonetic means such as phonemes, syllable formation, word stress and intonation

III. Main part

1.Theory

1. Can you teach English phonetics at schools, lyceums and colleges?
2. What is the main principles of teaching the English pronunciation?
3. What methods of teaching English pronunciation are used at schools, lyceums and colleges? Count them.
4. Speak about the exercises on the English pronunciation.
5. Why conducting the phone drill is necessary? How do you conduct it?

PRACTICAL

- 1.Analyze the terms concerning the matters of developing pronunciation skills.
- 2.Make up exercises on teaching pronunciation.
- 3.Analyze the presentation of phonetic drills in the English language course books at school.

IV. Feedback

Teacher asks some questions to check the students' comprehension of this topic.

V. Assessment

Teacher puts marks for students who participated during the lesson according to the following criteria:

| Points | |
|--------|---|
| 86-100 | Knowledge Full explanation of aims, content, methods, principles of teaching pronunciation based on samples Skills-create pronunciation exercises and analyses 10 types of exercises from Fly High books. |
| 71-85 | Knowledge not full explanation of aims, content, methods, principles of teaching pronunciation based on samples Skills-create pronunciation exercises and analyses 8 types of exercises from Fly High books. |
| 55-70 | Knowledge poor explanation of aims, content, methods, principles of teaching pronunciation based on samples Skills-create pronunciation exercises and analyses 6 types of exercises from Fly High books. |
| 0-54 | Knowledge explanation of aims, content, methods, principles of te Skills-create pronunciation exercises and analyses 4 types of exercises from Fly High books. Teaching pronunciation based on samples |

VI. Hometask

Find the additional information about ways, techniques of working on the pronunciation material at school.

VII. Ending

This was all for today, next semester we will discuss the given questions.

VIII. Reference

1. Jalolov J., Makhamova G., Ashurov Sh. English language teaching methodology. "Fan va texnologiya" nashriyoti, Tashkent 2015
2. Yoqubov I. Comparative Methods of teaching English at schools, lyceums and colleges. "Bayoz" nashriyoti, Tashkent 2014
3. Ahmedova L. Normuratova V. Teaching English Practicum. Printed in UWED. Tashkent 2011
4. Professional Development for Uzbekistan English Teachers Training Toolkit Module 1, 2. ТОШКЕНТ – 2009

SEMINAR PLAN 8

Theme: Teaching grammar
to A1 A2 B1 level students

Aims:

Practical aim: to explain the selection of the grammar material and the minimum in the English grammar in the secondary schools, **analyze grammar activities in fly high books**

Educational aim: to allow participants to explore the advantages and possible problems in teaching in classrooms. Define content of work on grammar activities and its learning system in primary schools

Educative aim: to expose participants to professional behavior, social skills and ways of creating positive atmosphere.

Equipment: handouts, tape texts, pictures, cards.

Lesson Outline

1. Beginning stage (1-2 min)

- Greeting!
- Aims and tasks of the seminar

II. Warm up. (5 min)

Creative grammar drill can be organized with chanting activities (the idea of using jazz chants in the classroom is developed by C. Graham) (Graham, 1978). Here is an example with "ought to", "should", "must", "have to" "can't". Practice it one by one and then arrange chanting in a canonical way (small group starts, while they continue the second small group starts from the beginning etc). Reflect on the procedure.

I ought to be polite

*I know I should behave myself
I must be honest
I mustn't tell lies
I have to study
I have to work...
I can't be all that good!
I tell you I can't be all that good!
But I ought to be polite ... etc*

III. Main part

1.Theory

- 1.What is grammar?
- 2.What do we mean by the active and passive grammar?
- 3.Describe the essence of methodological preparation of grammar and its stages?
- 4.What are the stages of developing grammar skills?
- 5.Describe principles of teaching grammar?
- 6.Think over the grammar item, criteria and source of selection?

2.Practical part

- 1.Analyze the ways of presentation of the active and passive grammar in the EL coursebooks of school.
- 2.Work out the grammar exercises related to one theme

IV. Feedback

What information have you got from the seminar?

V. Assessment

Teacher puts marks for students who participated during the lesson according to the following criteria:

Learner's knowledge for selection of the grammar material and the minimum in the English grammar in the secondary schools -50 %

Answering the questions-30 %

Active participation in discussions-20 %

VI. Hometask

Find the additional information about ways, techniques of working on the grammar material at school.

VII.Ending

This was all for today, next semester we will discuss the given questions.

VIII. Reference

- 12.Jalolov J., Makhamova G., Ashurov Sh. English language teaching methodology. "Fan va texnologiya" nashriyoti, Tashkent 2015

13. Yoqubov I. Comparative Methods of teaching English at schools, lyceums and colleges. "Bayoz" nashriyoti, Tashkent 2014
14. Ahmedova L. Normuratova V. Teaching English Practicum. Printed in UWED. Tashkent 2011
15. Professional Development for Uzbekistan English Teachers Training Toolkit Module 1, 2. Тошкент – 2009

SEMINAR PLAN 9

THEME: TEACHING VOCABULARY

to A1 A2 B1 level students

Faculty: 1,2,3- English Faculty

Groups:

Date:

Time: 80 min

Aims: to strengthen and check knowledge due to the aims of teaching vocabulary, the content of teaching vocabulary for A1/A2, vocabulary subskills, teaching vocabulary, selecting vocabulary minimums training skills in

Equipment: handouts, PPP.

Lesson Outline

I. Beginning stage (1-2 min)

- Introducing aims and tasks

II. Warm up. (5 min)

Retrieve the following words from your memory (all the words are quite common) by meaning and by form. Reflect on the procedure. What helps you retrieve words, meaning or form associations?

| Retrieval by meaning | Retrieval by form | Give a word! |
|----------------------------------|-------------------|--------------|
| <i>A. Hand tool for striking</i> | <i>...m...er</i> | |
| <i>B. For nourishment</i> | <i>...oo...</i> | |
| <i>C. In the entrance way</i> | <i>...or</i> | |
| <i>D. Inferior income</i> | <i>...oo...</i> | |
| <i>E. Liquid food</i> | <i>...ou...</i> | |
| <i>F. To eat on</i> | <i>...bl...</i> | |
| <i>G. Expensive with wheels</i> | <i>...ar...</i> | |

Word comprehension can run into a problem because of the vague lexical meaning, allusions and references, symbolic, metaphorical and idiomatic use of words. One of the means to overcome lexical ambiguity is getting the cues from the context, background knowledge, social culture and the situation setting.

III. Main part

1. Theory "Leksika" va unga aloqador tushunchalar xaqida. Leksikani tanlash. Leksikaning taqsimoti va tasnifi. Leksikaning taqdimoti. Leksik

ko'nikmalarni shakllantirish. A1, A2, B1 darajalari uchun leksik aktiv va passiv minimum xajmi.

Task. Be divided into four groups and discuss the following questions.

1. The role of vocabulary in FLT?
2. What is vocabulary and what should be taught?
3. What is the difference between “word” and vocabulary “terms”?
4. What aspects of the language are connected with the vocabulary?
5. Stages and ways of vocabulary?

2. Practical

Objective: to explore different types of vocabulary learning tasks

Activity 1 Knowing words and phrases (20min)

Procedure:

Step 1 (1 min) Remind participants of Activity 1 in *Teaching Vocabulary* where they were asked to think about one word or phrase which they could remember learning.

Step 2 (1 min) Ask them to remember **one** word that they know and confidently use and **one** word that they know but do not use.

Step 3 (5 min) Put participants in pairs and ask them to discuss their words and to consider possible reasons why some known words are used and others are not.

Step 4 (2 min) Elicit a few random responses. Say that there are different ways to know a word or phrase. However, the main distinction is between **passive** and **active**

vocabulary – related to receptive and productive skills (or recognition and use) respectively.

Step 5 (1 min) Ask participants the following question:

How many words can you recognise and how many words can you actually use?

Step 6 (5 min) Elicit several random responses. Say that average native speakers of English have 6 to 7 thousand words in their active vocabulary and about 25 thousand in their passive vocabulary. However, the current estimate of the English vocabulary resource is over one million words. Establish that the ratio between active and passive vocabulary with English learners is similar to that of native speakers and that learning vocabulary entails two interdependent objectives:

- ~ To increase passive vocabulary, i.e. the number of words students can recognize, understand and remember.
- ~ To increase active vocabulary, i.e. the number of words students can confidently use in speaking and writing.

Say that another way of looking at it is to consider quantity (vocabulary resource) and quality (accuracy and appropriateness) of vocabulary learning and use. Say that you would like participants to explore a few vocabulary learning activities in order to decide what objectives they serve better..

IV. Feedback

What information have you got from the seminar?

Method – Chain game (7 min).

Name one methodological terminology which you have learnt during the lesson.

V. Assessment

Learner's knowledge on teaching vocabulary in primary and secondary schools -50 %

Answering the questions-30 %

Active participation in discussions-20 %

VI. Hometask

1. Teaching vocabulary in foreign language teaching methodology for vocational college and academic lyceums
2. Lesson plan for teaching vocabulary
3. Self Study

VII. Ending

That was all for today, next seminar we will discuss the given questions.

VIII. Reference

16. Jalolov J., Makhamova G., Ashurov Sh. English language teaching methodology. "Fan vateknologiya" nashriyoti, Tashkent 2015
17. Yoqubov I. Comparative Methods of teaching English at schools, lyceums and colleges. "Bayoz" nashriyoti, Tashkent 2014
18. Ahmedova L. Normuratova V. Teaching English Practicum. Printed in UWED. Tashkent 2011
19. Professional Development for Uzbekistan English Teachers Training Toolkit Module 1, 2. Тошкент – 2009
20. Millrood, R., Teaching vocabulary. Modular course in ELT methodology. 2001.

SEMINAR PLAN 10

THEME: TEACHING LISTENING

to A1 A2 B1 level students

Aims:

Practical aim: to discuss the objectives of teaching the listening comprehension, the content of teaching listening comprehension and teaching listening comprehension in English at school.

Educational aim: to widen students' outlook on the importance of correctly setting and achieving set aims during the lessons.

Educative aim: appearance of the teacher in creating classroom environment tolerance.

Equipment: handouts, standart , presidential decrees.

Lesson Outline

1. Beginning stage (1-2 min)

- Greetings!
- Aims and tasks of the seminar

II. Warm up. (5 min)

You are going to play a well-known game “Chinese Whispers”. Put students in 2 groups and ask them to stand in two lines.

Ask students standing first in the line to come up to you. Read quietly or whisper (donot show the written version) a statement (it can be a proverb or saying), for example,

Make hay while the sun shines. Ask them to go back and whisper this statement to thenext participant. Each participant should pass the statement he or she has heard on tothe next participant in a whisper. Note that the statement should only be whispered oncedeach time.

Samples of statements

1. Make hay while the sun shines.
2. Don't make a mountain out of a molehill.
3. It's no use crying over spilt milk.

Ask the last participants in the lines to say the statement out loud in order to check

whether they got the correct statement.

Ask participants the following questions:

~ *What was important in this game?*

~ *Was it difficult to listen to each other? Why/why not?*

III. Main part

1.Theory

1. What are difficulties in teaching listening skills?
2. Tell about mechanism of listening process?
3. Does practice listening in the language lab help you to develop English skill?
4. How does it promote your learning?
5. What kind of exercises are used for forming listening skills?

2. Practical

Activity Designing listening activities

Objective: to give participants an opportunity to design listening activities

Time: 35 min

Materials: CD player, CD recording, handout 4

Procedure:

-Put participants in groups of 5 and tell them that they will have to design a listening activity suitable for their students based on the recording. Distribute either handout

4 (suitable for pre-intermediate and intermediate levels) or handout

5 (suitable for intermediate and above levels). Play the recording. Ask groups to design a listening activity (**this should be placed into the Portfolio, entry 3**) based on

the recording.

-Tell participants that they can record themselves or their peers to produce their own listening material.

- Ask groups to present or teach their activities to their peers.
- Time for brief peer feedback to each group.

Summary

Students should always be prepared before listening (predicting the content, discussions).

While designing a listening task it is important to consider your objectives: developing

listening skills (listening for the gist, for specific information, etc).

After listening students can be assigned other tasks develop other skills.

IV. Feedback

What information have you got from the seminar?

V. Assessment

Teacher puts marks for students who participated during the lesson according to the following criteria: Learner's knowledge for selection of the grammar material and the minimum in the English grammar in the secondary schools -50 %

Answering the questions-30 %

Active participation in discussions-20 %

VI. Hometask

1. Ways and stages of forming and developing listening skills
2. Characteristic features of teaching listening

VII. Ending

This was all for today, next seminar we will discuss the given questions.

VIII. Reference

1. Jalolov J., Makhamova G., Ashurov Sh. English language teaching methodology. "Fan va texnologiya" nashriyoti, Tashkent 2015
2. Yoqubov I. Comparative Methods of teaching English at schools, lyceums and colleges. "Bayoz" nashriyoti, Tashkent 2014
3. Ahmedova L. Normuratova V. Teaching English Practicum. Printed in UWED. Tashkent 2011
4. Professional Development for Uzbekistan English Teachers Training Toolkit Module 1, 2. Тошкент – 2009

SEMINAR PLAN 11

THEME: TEACHING SPEAKING

to A1 A2 B1level students

Aims:

Practical aim: to define contents of work on teaching oral speech and system of teaching in primary school.

Educational aim: to create the motivation to conscious assimilation of knowledge on the theme; to assimilate and to deep the knowledge on the theme; to teach select and distribute materials among the stages of the lesson; to form skills

and abilities on defining aims of the lesson and making synopsis and parts of lesson.

Educative aim: to expose participants to professional behavior, social skills and ways of creating positive atmosphere.

Equipment: handouts, standards.

Lesson Outline

I. Beginning stage (1-2 min)

- Greeting
- Introduce aims and tasks

II. Warm up. (5 min)

- Contents of teaching speaking.
- Monolog speech.
- What kind of exercises you know?

Complete the grid below indicating the real world situations, in which it is necessary to speak.

| | | |
|--|--------------------------------|--|
| | Situations for speaking | |
|--|--------------------------------|--|

III. Main part

1. Theory

1. What is the psychological content of speaking?
2. How is the proverb «First think then speak» connected with speaking?
3. Is speaking considered as an aim or a means?
4. How do explain speaking as a three part speech activity?
5. What is paradigmatic and syntagmatic relation?

2. Practical part

In the process of communication a speaker performs the necessary **communicative functions (information request and providing information, saying rituals of greeting and others, expressing imagery and feelings, controlling other people’s behavior)**. A speaker can use conventional phrases without much meaning in them (e.g. How are you?). Speakers can use plain or metaphorical language (“If you don’t obey, you’ll get in the neck!) to be more expressive. Check your ability to perform the following functions

| Oral functions | Language samples |
|---|------------------|
| Providing information • Confirmation | |

| | |
|---|--|
| <ul style="list-style-type: none"> • Denial • Promise • Rhetorical question • Description • Narration • Reasoning | |
| <p style="text-align: center;">Ritualizing</p> <ul style="list-style-type: none"> • Greeting • Farewell • Congratulation • Invitation • Condolence | |
| <p style="text-align: center;">Controlling other people's behavior</p> <ul style="list-style-type: none"> • Approval • Disapproval • Blaming • Apology • Warning • Threat | |

IV. Feedback

What information have you got from the seminar?

Method – Brainstorming

Name one methodological terminology which you have learnt during the lesson.

V. Assessment

Learner's knowledge on speaking, types of speaking, students' exercises on speaking -50%

Answering the questions-30%

Active participation in discussions-20%

VI. Homework

Study the list of speaking genres, indicate real world situations where these genres can occur. Some examples have been given to you.

| Genre | Situation |
|-----------------------|---------------------------|
| • Description | |
| • Narration | Telling a tale to a child |
| • Reasoning | |
| • Identification | |
| • Language-in-action | |
| • Comment | |
| • Service encounters | |
| • Debate and argument | |
| • Learning | |

| | |
|------------------|--|
| • Decisionmaking | |
|------------------|--|

- Name the basic characteristics of dialogical speech.
- Name the basic characteristics of monological speech.
- What are the differences between mono- and dialogic speech?
- What is the replica?
- What skills and habits are formed in the process of works in the developing linked speech of the pupils?
- What methods of teaching speaking you may name?
- What is the content of work on developing speech of learners on the basic language lessons?

VII. Ending

That's all for today. I think you will be ready for given questions.

VIII. Reference

1. Jalolov J., Makhamova G., Ashurov Sh. English language teaching methodology. "Fan va texnologiya" nashriyoti, Tashkent 2015
2. Yoqubov I. Comparative Methods of teaching English at schools, lyceums and colleges. "Bayoz" nashriyoti, Tashkent 2014
3. Ahmedova L. Normuratova V. Teaching English Practicum. Printed in UWED. Tashkent 2011
4. Professional Development for Uzbekistan English Teachers Training Toolkit Module 1, 2. ТОШКЕНТ – 2009

Seminar plan 12

THEME: TEACHING READING

to A1 A2 B1 level students

Aims:

Practical aim is developing, training strategies of teaching, and giving skimming, scanning and detail reading skills, learning how to make exercises on reading skills.

Educational aim is presenting information about online resources for teaching reading.

Educative aim: is teachers' business attire and classroom language.

Outline

I. Beginning stage (5 min)

Good morning! Good afternoon! Students!

How are you? Have you got any news? What can you say about today's weather?

So, let's check attendance. (Teacher reads the list of students)

II. Warm-up activity (5-10 min)

Teacher gives for students to write crossword puzzle.

III. Main part (45 min)

Theory

Questions for discussion

- Reading as a type of speech activity.
- Requirements of the program
- Types of reading
- Stages of work on the text
- Methods of teaching reading (Tale card, “5-W” — “Insert” method).

2. Practice

Exploratory task 2.5

Match the following tasks with the “pre-reading”, “while-reading” and “post-reading” stage”.

| Tasks | Stage |
|---|-------------------------|
| 1. Learners are encouraged to form certain expectations about the text | A/ Pre-reading |
| 2. Learners complete a paragraph | |
| 3. Learners complete a questionnaire | |
| 4. Learners solve a mystery | B/ While-reading |
| 5. Learners role-play a plot | |
| 6. Learners write a summary | |
| 7. Background information is provided | |
| 8. Questions to activate what the learners already know are asked | |
| 9. In a brainstorming activity the learners anticipate the main points | |
| 10. Key words are supplied for the learners to guess what the text might be about | C/ Post-reading |
| 11. Learners write a story inspired by a photograph | |
| 12. Learners recognise the paragraph that summarises the main information in the text | |
| 13. A picture representation of the text is studied and discussed | |
| 14. Learners match headlines with paragraphs | |
| 15. Learners match text with pictures or diagrams. | |
| 16. Learners order jumbled paragraphs | |
| 17. Learners contrast the two texts | |
| 18. Learners take notes | |
| 19. Learners express their views | |
| 20. Learners exploit a text for grammar or vocabulary | |
| 21. Learners discuss and justify different interpretations of the text | |
| 22. Learners distinguish the main idea from supporting details | |
| 23. A listening text on the same topic is presented (Shiels, | |

| | |
|--|--|
| J. 1993. Communication in the Modern English Classroom. Council of Europe Press) | |
|--|--|

Exploratory task 2.5

A 1,3,7,8,9,10,13,23; B 12,14,15, 16, 17, 18, 22; C 2, 5, 6, 11, 20, 21

Micro teaching (25 min)

Exploratory task 2.6

Find in the course-books or produce yourselves the reading activities as shown below.

| |
|---|
| <p>Students read individual short subject-related texts and amplify them into a joint summary</p> <p>Students read jumbled instructions and put the instructions in the correct order</p> <p>Students read recipes and match them with pictures of food</p> <p>Students read an extract from a play and act it out</p> <p>Students match topic sentences with the paragraphs they come from</p> <p>Students read a number of texts and match the texts with the authors who might have written them</p> <p>Students read information and convert it into bar graphs or pie charts</p> <p>(Adapted from Harmer. J., 1998. How to Teach English. Longman)</p> |
|---|

Micro-teaching

Design an activity for teaching to read in the three-phase framework and run it with your pupils or peers. Reflect on the activity using the given format.

| Points of analysis | Assessment | | | | |
|---------------------------|------------|---|---|---|---|
| | 1 | 2 | 3 | 4 | 5 |
| • Clear goal | | | | | |
| • Laconic explanation | | | | | |
| • Helpful pre-reading | | | | | |
| • Involved reading | | | | | |
| • Insightful post-reading | | | | | |
| • Adequate language level | | | | | |
| • Adequate task level | | | | | |

Integrated task

- Describe your teaching situation (classroom or peers)
- Clarify the goal of teaching to read in your teaching situation
- Give a rationale of teaching to read in your particular case
- Design and run your reading activity
- Reflect on your reading activity and draw recommendations

Feedback (5 min)

SAQ 1.3

Match the types of interactive reading with the texts, in which these types of interaction are highly expected.

| Interactive reading | Features |
|---------------------------------------|------------------------|
| 1. Textual form and content | a) research data |
| 2. skimming and scanning | b) private letter |
| 3. top-down and bottom-up | c) prose fiction |
| 4. anticipation and confirmation | d) preaching |
| 5. schemata and information | e) fable |
| 6. text and reality | f) philosophical essay |
| 7. textual and reader's reality | g) science article |
| 8. propositions and critical thinking | h) political news |
| 9. message and response | i) limericks |

SAQ 1.3

Possible matches are 1i 2a 3h 4b 5g 6c 7f 8d 9e

Assessment (5 min)

Theory -0.25

Practice-0.25

Home task (5 min)

Your home task will be to find out information about “testing reading”, “learning reading” and advantage of using methods in teaching reading? And make up exercises for teaching reading lesson with using game technology and modern pedagogical technologies and methods of teaching for A2 level.

Ending (1min)

I think you will be ready and more active next time. The lesson is over. You are free.

VIII. Reference

1. Jalolov J., Makhamova G., Ashurov Sh. English language teaching methodology. “Fan va texnologiya” nashriyoti, Tashkent 2015
2. Yoqubov I. Comparative Methods of teaching English at schools, lyceums and colleges. “Bayoz” nashriyoti, Tashkent 2014
3. Ahmedova L. Normuratova V. Teaching English Practicum. Printed in UWED. Tashkent 2011
4. Professional Development for Uzbekistan English Teachers Training Toolkit Module 1, 2. Тошкент – 2009

SEMINAR PLAN 13

THEME: TEACHING WRITING

to A1 A2 B1 level students

Aims:

Practical: to practice lesson planning for teaching writing for all stages of education

Educative: to widen learners’ outlook and background, to teach students to love teaching by showing your own attitudes for students and teaching

Upbringing: to draw students’ attention to teacher’s fashion and hairdressing, speech and behavior by showing your own example

Aids: handouts, table

Outline:

I. Beginning – 5 min

“Good morning! How are you today? Who is absent? Where is your register?” Are you ready?

Today you will learn main ways of teaching writing. You will be given your assessment for answering the questions.

II. Warm up – 15 min. Writing a poem “Ten Little letters Standing in a Row”

Aims: Now you will learn an activity, which you can use to teach writing in your teaching practice in future.

Procedure: Teacher chooses five letters at random. For example: a, k, s, c, r. Then choose five more. For example: t, b, m, o, l. Now, use the first five letters (a,k, s,c,r) as the initial letters of words in lines 1,3, and 5. Use the second series of five letters (t,b,m,o,l) in lines 2 and 4, to make up a five-line poem.

Teacher writes a model for the poem on the board:

| Model | Example |
|--------------|---|
| 1. A k s c r | The Poem |
| 2. T b m o l | After killing a snake my brother cried and ran. |
| 3. A k s c r | The waves broke then and mountains frowned over long |
| 4. T b m o l | shadows |
| 5. A k s c r | Awkward on kind shores. He cringed and remembered The sharp break of the mottled body. Our lake Answered keening songs that crashed and rolled at our feet. |

Note that words must follow the order in which the letters were originally chosen, but other words may be added to each line. Learners finish it on their own. Then learners read their poems aloud.

Feedback: Let us revise the steps of the activity which we have just played. Students go back to their seats and make notes.

Main part – 45 min

1. Theoretical – 25 min

Teacher asks the following questions:

- What is the structure of the writing lesson?
- National standards for teaching writing for all stages of education.

2. Practical – 20 min Students present their mini-teaching activities.

Teacher divides the class into small groups: elementary school, high school, college, lyceum, bachelor institute. Each group prepares lesson plan for teaching writing and make a report after finishing.

III. Feedback – 5 min

Teacher asks some questions to check the students' comprehension of this topic.

IV. Assessment – 5 min

Teacher puts marks for students who participated during the lesson according to the following criteria:

| | Knowledge | Skill |
|--------|---|--|
| 86-100 | Lesson plan structure and content of each stage. How to set aims. Content of each aim. Correlation among aims, feedback and assessment | Handouts, visual aids, Internet, Power Point |
| 71-85 | Lesson plan structure. No content. | |
| 55-70 | Lesson plan structure only. Aims are not understood clearly. | |

V. Home task – 5 min

To find extra information about the next lecture.....(topic concrete)

To study the course book by Jalolov J.J. “English Language Teaching Methodology” pp 198-200

To read descriptors to the content of teaching writing from National standards

To prepare writing activity for A1 and A2 levels from Fly High according National standards

VI. Ending – 1 min

“Thank you for the lesson! See you next time!”

References:

1. Jalolov J.J., Makhkamova G.T., Ashurov Sh.S. “English Language Teaching Methodology” 2015
2. Bright Ideas. A teacher's resource manual.

SEMINAR PLAN 14

THEME: ASSESSMENT

Aims:

Practical aim: to teach students how to organize self studying process and motivate learners to work independently.

Educational aim: To widen students outlook on the importance of learner's autonomy and its role in language learning.

Educative aim: To bring up the students to be able to work independently and be creative.

Equipments: handouts, standart , presidential decrees.

Lesson Outline

I.Beginning stage (1-2 min)

- Greeting
- Aims and tasks of the seminar

II. Warm up. (10 min) Chain game

- Describe your testing situation (whom you are going to test, where and when)
- Describe the goal of your testing
- Give a rationale for testing as related to your goal
- Describe the format of the chosen test
- Describe the testing procedure (the number of the learners, the time of the day and the duration of testing)
- Describe the results of test analysis
- Give recommendations for further teaching.

III. Main part

Theory.

1. Theory

Questions for discussion

What is assessment?

What are the objects of assessment?

What is summative assessment?

What is formative assessment?

What are the stages of organizing classroom assessments?

How many types of assessment are there?

2.Practical part.

You are future teachers. Now I want to know how you understand the theme and would like to check have you will assess your pupils during the lesson in every skills. I will divide you four groups and the 1st group you should create for listening, second group you should create for reading, 3rd for writing, 4th for speaking.

Now, I will check your knowledge of assessment I will give you test I divide you into two groups. Each should answer only one question and at the end we will see the results.

1) How many stages in organizing classroom assessments

A) 3 B)4 C)2 D)7

2) What are the types of assessment?

- A) preliminary control, current control, intermediate control, final control
 - B) intermediate control, final control
 - C) current control, final control
 - D) preliminary control, current control
- 3) What are the forms of assessment for preliminary control?
- A) oral written individual group
 - B) pair and group work in oral and written
 - C) individual
 - D) self-control
- 4) How many components analysis of the oral speech process?
- A) 5 B)6 C)3 D)4
- 5) What is the general comprehension of assessment
- A) answering activities and tasks touching the general content of the text
 - B) review of the text
 - C) making the full scoled plan
 - D) interviewing
- 6) What is the critical comprehension of assessment?
- A) review of the text: annotation
 - B) filling the gaps
 - C) evaluation of people behavior
 - D) multiple choice
- 7) What are the objects of assessment in the English classrooms?
- A) language sub skills and skills
 - B) knowing rules
 - C) reading and writing
 - D) speaking and listening
- 8) Exclude an instruction which is not successful for monitoring comprehension during and after reading
- A) Verify predictions and check for inaccurate guesses
 - B) Decide what is and is not important to understand
 - C) Ask questions about text content
 - D) Ask to translate the text
- 9) How can we test phonetic segments and word stress?
- A) with the help of writing activity
 - B) with the help of speaking activity
 - C) with the help of dictation exercises, listening activities designed to test the learners' ability to discriminate phonemes or group of phonemes
 - D) with the help of recognizing mechanism
- 10) Assessment of listening comprehension may involve macro- and micro-skills
- Macro-skills : listening for specific information (details, facts);
 Listening for understanding the gist (the main idea of the text);
 Following directions; following instructions;
 Micro-skills:.....

- A) Interpretation of intonation patterns and recognition of functions
- B) Interpretation of information and response
- C) Recognition of words and structures
- D) Understanding implicit information

11) Exclude one evaluation criterion for speaking activity which is not suitable

- A) interaction
- B) response
- C) structure
- D) logical expressing ideas

12. A piece of writing can be evaluated via the given criteria. Choose inappropriate criterion.

- A) task achievement
- B) organization
- C) range
- D) producing appropriate vocabulary

Feedback

- 1) What information have you got from today's seminar?
 1. Chain game

Assessment

Catwalking- 20%

Test-40%

to practice assessing skills -40%

Homework

1. You will pass on line examenglish test and next lesson you will bring the results.
2. Types of control of knowledge and its requirements.

Ending

That was all for today, next seminar we will discuss the given questions.

Reference

1. Jalolov J., Makhamova G., Ashurov Sh. English language teaching methodology. "Fan vatexnologiya" nashriyoti, Tashkent 2015
2. Yoqubov I. Comparative Methods of teaching English at schools, lyceums and colleges. "Bayoz" nashriyoti, Tashkent 2014
3. Ahmedova L. Normuratova V. Teaching English Practicum. Printed in UWED. Tashkent 2011
4. Professional Development for Uzbekistan English Teachers Training Toolkit Module 1, 2. Тошкент – 2009

Feedback

What information have you got from today's seminar? Check gained knowledge by chain game.

Assessment

Knowledge on theory- 0.25

Activeness during the seminar-0.25

Hometask

Learn the topic “ Planning of the teaching process” source : Materials and methods in ELT by Jo McDonough , pp 245-268.

Ending

Summarise the seminar and establish the following : it is possible to develop autonomy in our learners which they need in order to continue learning outside the classroom,there are different activities that a teacher can use to help learners become more autonomous,developing autonomy is a gradual process.

Reference

5. Jalolov J., Makhamova G., Ashurov Sh. English language teaching methodology. “Fan vatexnologiya” nashriyoti, Tashkent 2015
6. Yoqubov I. Comparative Methods of teaching English at schools, lyceums and colleges. “Bayoz” nashriyoti, Tashkent 2014
7. Ahmedova L. Normuratova V. Teaching English Practicum. Printed in UWED. Tashkent 2011
8. Professional Development for Uzbekistan English Teachers Training Toolkit Module 1, 2. Тошкент – 2009

Seminar plan 15

THEME: ORGANIZING TEACHING PROCESS

- **Aims:**

Practical aim: to check student’s knowledge about information about types, forms and techniques of assessment in ELT, to practice assessing skills

Educative aim:Foreign video about teaching on line for developing teaching skills

Upbringing aim:appearance of the teacher in creating classroom environment tolerance.

Equipment:handouts, standard , presidential decrees.

Lesson Outline

I.Beginning stage

- greeting , checking attendance
- Aims and tasks of the seminar

II. Warm up.

Cat walking.

As a home task I told you to prepare presentation about formal and informal clothes. Are you ready? Now you should describe costumes. In conclusion where should we wear formal clothes and informal clothes. Why teachers should be in uniforms in educational establishment?Pupils learn everything from their teachers

and teacher are ideal person for every pupil. Now we will watch video which was taken from nternet.

Can we assess teachers also?

For what we assess teachers

- 1) For knowledge
- 2) Teaching
- 3) Clothes
- 4) Methods
- 5) Creativity
- 6) Body language

This video may be helpful in your future teaching career. Teachers should be ideal in every side, for ex in knowledge, in teaching methods, in clothing, in behavior and so on.

III. Main part

SEMINAR PLAN 16

Theme: Planning of the teaching process: Types of lessons, motivation, classroom management, discipline problems, teacher`s role

Aims:

Practical aim: to give information about how organize lesson planning, to practice to write lesson plan

Educational aim: To widen students outlook on the importance of teaching forms of lesson plans, to reflect on a variety of lesson models, the content of Presidential decrees and standards.

Educative aim: appearance of the teacher in creating classroom environment tolerance.

Equipments: handouts, standart , presidential decrees.

Lesson Outline

I. Beginning stage (5 min)

Greeting.

Introducing aims and tasks of the Aims and tasks of the seminar.

II. Warm up activity. (5 min)

Teacher divides students into 2 teams and asks them to give their associations according to the given theme (Lesson plan)

| Team #1 | Team# 2 |
|---------|---------|
| | |

Geography quiz

Work in four or five teams. Each team must choose a different continent, not including Australia or Antarctica. I am going to name some different geographical features. Make a note of one example belonging to the continent you choose, e.g. A mountain range – The blue Mountains (Australia).

river, desert, lake, island, group, city, mountain range, mountain, sea, forest, jungle, man made feature

THEORY

Questions for discussion

1. What are the requirements claimed to the FL lesson organization?
2. How many types of the lesson are distinguished?
3. How many stages does the FL consist of?
4. What type of the lesson is more used in the English classroom at school?
5. What do we mean by the cycle of lessons?
6. What features of FL lesson can you say about?

PRACTICE

Exploratory task 1.1

Give your comments on the learning opportunities that are created in the lessons with the following features:

| <i>Features of the lesson</i> | <i>Input opportunities</i> | <i>Practice opportunities</i> | <i>Receptivity opportunities</i> |
|---|----------------------------|-------------------------------|----------------------------------|
| 1. Teacher talking time | | | |
| 2. Teacher waiting time | | | |
| 3. Pair- and small-group work | | | |
| 4. Building on learners' success | | | |
| 5. Learners' time-on-task time | | | |
| 6. Teacher's non-judgement | | | |
| 7. Learner-centered work | | | |

A lesson models the learning process. A lesson can provide for a step-by-step learning, or rush the learners from one activity to another, or make the learners think hard about an issue in question, or focus on automatic drills etc.

The effectiveness of the lesson depends much on whether the lesson recognizes the reality of cognitive processes in learners. There are the following major phases of any learning

- task encounter
- dealing with the task
- storing the experience
- transferring knew knowledge/skills and emotional expectations into a new situation
- modifying one’s experience (knowledge/skills and emotional expectations)

A lesson experience modifies knowledge, experience and skills and this is how learning occurs (more can be found in Eyesenck, M. and M.Keane. 1997. Cognitive Psychology. Psychology Press. P. 7-12).

Exploratory task 1.2

Match the following activities with the results of learning and write your comments in the space provided. More than one “result” can be matched with some activities

| <i>Activities</i> | <i>Results of Learning</i> | | |
|--|----------------------------|---------------|-----------------|
| | <i>Knowledge</i> | <i>Skills</i> | <i>Emotions</i> |
| <i>1. Teacher’s explanation</i> | | | |
| <i>2. Chorus drill after the teacher</i> | | | |
| <i>3. Opening the brackets in the grammar exercise</i> | | | |
| <i>4. Acting out real world situations</i> | | | |
| <i>5. Reciting a poem by heart</i> | | | |
| <i>6. Retelling the text</i> | | | |
| <i>7. Doing a multiple-choice test</i> | | | |
| <i>8. Problem solving activity</i> | | | |
| <i>9. Guessing game activity</i> | | | |

A lesson is an arena of learner interaction. The learners interact to combine the knowledge between themselves and to co-operate in producing ideas. They exchange and share knowledge between themselves. They can also mutually control each other and correct errors, as well as to coach each other for specific tasks and tests. For the

purpose of interaction, the learners form pairs or small co-operative groups. First the learners may fail to co-operate effectively but gradually they learn how to perform effectively in pairs and small groups (Wright, T. 1987 *The Role of Teachers and Learners*. OUP).

Exploratory task 1.3

Indicate in the space provided what on-line (spontaneous) changes can be done to the lesson as a result of classroom interaction

| <i>Lesson components</i> | <i>On-line changes and reasons</i> |
|---|------------------------------------|
| <i>1. Syllabus</i> | |
| <i>2. Method (principles of teaching)</i> | |
| <i>3. Approach (theoretical basis)</i> | |
| <i>4. Atmosphere</i> | |
| <i>5. Input</i> | |
| <i>6. Practice opportunities</i> | |
| <i>7. Learner receptivity</i> | |
| <i>8. Techniques</i> | |
| <i>9. Materials</i> | |

Lesson types can be described in a number of metaphors.

- *variety show is a pleasing to watch lesson, which is designed to take stock or to make an impression on the visitors*
- *climbing a mountain is a challenge for the learners. This lesson needs investment of effort on the part of the learners and the teacher. The reward is successful achievement of the aim*
 - *eating a meal is an essentially receptive and drilling lesson focused on receiving and reinforcing the input (After Ur, P. 1996. A Course in English Language Teaching. CUP. P. 223-224).*

Feedback:

What information have you got from the seminar?

Name one methodological terminology which you have learnt during the lesson?

Assessment

Warm up- 20%

Answer for the question -40%

Making lesson plan -40%

Hometask

To make lesson plan for primary school

Ending

That was all for today, next seminar we will discuss the given questions.

1. J.J.Jalolov, G.T.Makhkamova, SH.S.Ashurov,2015
2. Scrivener, J. 1994. Learning Teaching. Heinemann.
3. Ur, P. 1996. A Course in English Language Teaching. CUP
4. Woods, D. 1996. Teacher Cognition in Language Teaching. CUP
5. Woodward, T. 1995. Ways of Training. Longman
6. Wright, T. 1987 The Role of Teachers and Learners. OUP

SEMINAR PLAN 17

THEME: USING TECHNOLOGIES IN ORGANIZING TEACHING PROCESS

Aims:

Practical aim:

1) to introduce the organization of learning activities of students in the classroom

And using modern technology in the classroom FL

2) to practice to write lesson plan

Educational aim: To widen students outlook on the importance of teaching forms of tests, the content of Presidential decrees and standards.

Educative aim: appearance of the teacher in creating classroom environment tolerance.

Equipments: handouts, standart , presidential decrees.

Lesson Outline

1. Beginning stage (5 min)

Greeting.

Introducing aims and tasks of the seminar.

II. Warm up activity (5-10 min)

Cluster

Cluster- Method serves for stimulating brain activity. Spontaneous thinking is free from any censorship. It`s graphic strategy for semantic explanation of the material. Thoughts are not crowded but clustered in special order.

Procedure:

Key word/term/phrase;

Noting words coming into mind spontaneously around the key one. They are circled and linked with the key point.

Each word forms new point for further associations. Thus new associative chains are created.

THEORY

Questions for discussion

- 2. What is the extracurricular work?
- 3. What is the role of extracurricular work in ELT?
- 4. How does extracurricular work stimulate students` desire to learn English?
- 5. Give the examples of interrelations of the extracurricular and EL class work.
- 6. How many groups of extracurricular activities are subdivided?
- 7. What did you learn from this seminar?

PRACTICETASKS:

- 1. **Work in pair.** Analyze the given teaching models (approaches for lesson organization)?
- 2. Discuss in the small group students` errors, repetition drills, explaining grammar rules and using English in the classroom
- 3. Imagine that you are a teacher. Do you give students a chance to practice the correct forms?
- 4. Think of one good student and one weaker student in the class. What do you do to improve a weak student language performance?
- 5. Read and think why the given items are essential foe teachers and learners from the position of planning.

| For a teacher | For learners |
|--|--|
| ensures efficient language teaching: helps avoid inadequate, improvise or useless activities; gives a picture of how much you | encourages them to progress gradually; avoids boredom or lack of interest; |

Feedback

Well in today`s seminar we have learned **planning of the lesson**

Assessment

- Learner`s knowledge about lesson planning-50%
- Answering the questions-30%

Active participation in discussions-20%

Hometask

To make lesson plan for lyceums and colleges

Ending

That was all for today, next seminar we will discuss the given questions.

VIII.Reference

1. Jalolov J., Makhamova G., Ashurov Sh. English language teaching methodology. "Fan vatexnologiya" nashriyoti, Tashkent 2015
2. Yoqubov I. Comparative Methods of teaching English at schools, lyceums and colleges. "Bayoz" nashriyoti, Tashkent 2014
3. Ahmedova L. Normuratova V. Teaching English Practicum. Printed in UWED. Tashkent 2011
4. Professional Development for Uzbekistan English Teachers Training Toolkit Module 1, 2. ТОШКЕНТ – 2009

SEMINAR PLAN 18-19

Theme: Educational technologies in Foreign language lesson planning

Aims:

Practical aim: to give information about how organize lesson planning, to practice to write lesson plan

Educational aim: To widen students outlook on the importance of teaching forms of lesson plans, to reflect on a variety of lesson models, the content of Presidential decrees and standards.

Educative aim: appearance of the teacher in creating classroom environment tolerance.

Equipments: handouts, standart , presidential decrees.

Lesson Outline

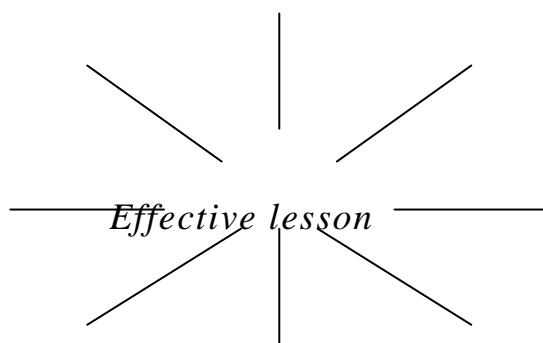
1. Beginning stage (5 min)

GREETING. CHECKING ATTENDANCE

Introducing aims and tasks of the seminar.

Warming-up discussion 1.1

Create a mind-map showing your associations with a "effective lesson".



Mark the following ways of teaching as “modern” M, “effective” E or both (ME).

| <i>Teaching ways</i> | <i>M, E or ME</i> |
|--|-------------------|
| <i>A. Memorizing words</i> | |
| <i>B. Teaching to read through “phonics” (letter-sound relation)</i> | |
| <i>C. Find synonyms in the text</i> | |
| <i>D. Answer questions on the text</i> | |
| <i>E. Drilling grammar structures</i> | |
| <i>F. Communicative games</i> | |
| <i>G. Role-plays</i> | |
| <i>H. Group discussions</i> | |
| <i>I. Writing essays</i> | |
| <i>J. Problem solving</i> | |

(after the discussion see the “tip” in the answer keys)

Warming-up discussion 0

Assess the problems that you are likely to experience during your own lessons (5 – very serious problem, 4 – serious problem, 3 – average problem, 2 – little problem, 1 – no problem). Share your results. Suggest solutions.

| Problem | Rating | | | | |
|---|---------------|----------|----------|----------|----------|
| | 5 | 4 | 3 | 2 | 1 |
| <i>Teaching pronunciation</i> | | | | | |
| <i>Explanation of grammar</i> | | | | | |
| <i>Grammar drill</i> | | | | | |
| <i>Vocabulary build-up</i> | | | | | |
| <i>Developing speaking skills</i> | | | | | |
| <i>Developing listening skills</i> | | | | | |
| <i>Developing reading skills</i> | | | | | |
| <i>Developing writing skills</i> | | | | | |

| | | | | | |
|-----------------------------------|--|--|--|--|--|
| Keeping learners motivated | | | | | |
| Keeping discipline | | | | | |
| Giving creative lessons | | | | | |

THEORY

Questions for discussion

1. What is the aim of FL lesson planning?
2. Why planning lesson is important?
3. Does the lesson planning help you to organize effectively teaching process?
4. Can we start the lesson without lesson plan?
5. What can the sequence of the conversation lesson begin with?
6. How much better will be your lesson if you use visual aids?

PRACTICE

Exploratory task 1.1

Write a short variant of a lesson plan on any topic and in any free format. Exchange your lesson plans in the group and tick ✓ the metaphors to describe the lesson

| Lesson plan | Metaphors |
|-------------|--|
| | <ul style="list-style-type: none"> • Variety show • Climbing a mountain • Eating a meal |

In sum, a lesson as a concept can be given the following definition

A lesson is an organized and goal-oriented process, which is a set of learning opportunities, a model of cognition and a framework for interaction of the participants.

Lesson planning

A lesson can consist either of a single long activity or of a number of shorter activities. These activities can either be united by an overall objective or each can have a different aim.

On the whole there are four basic types of the lesson planning: logical line, topic umbrella, jungle path and rag-bag.

In a logical line lesson there is a clear attempt to follow a logical path from one activity to the next. “Logical line” of activities means that there is a succession of tasks that gradually take the learners to the planned result. The relationship of tasks in the “logical line” is that of “cause and consequences”. E.g. the learners first achieve a general understanding of the text and then move on to work at specific details. In the “logical line” lesson there is in most cases one clear and overall objective.

A topic umbrella lesson is given to one general topic (e.g. “healthy food”) that is used as the main focal point for all the activities. The teacher might use a variety of activities such as “vocabulary”, “grammar”, “speaking”, “listening”, “reading” and “writing” linked to one and the same umbrella topic. In a “topic umbrella” lesson there can be a number of related objectives, e.g. to study the vocabulary related to “healthy food”, to study the expression of future in the “if clauses” (If you eat ... you will ...), to listen to a lecture episode on healthy diets etc.

Jungle path lesson is not planned or predicted in any way but is created moment by moment in class. The starting point can be an open-ended activity such as brainstorming but the outcome will remain a mystery until it happens in class. During this lesson a teacher focuses predominantly on the learners and the classroom situation rather than on the materials and plans. E.g. the learners can ask about the language problems they have come across in the reading activity and the whole work will shift in this direction. Thus, planning belongs to a high degree to the learners themselves on the spur of the moment.

Rag-bag is a sequence of unconnected activities. These lessons are designed to keep the learners entertained and involved. This type of lessons could be appropriate for the young learners with a short attention span. There is no overall objective in such lessons (Scrivener, J. 1994. Learning Teaching. Heinemann. P. 32-37)

Exploratory task 1.4

Here are possible activities that a teacher can run with the learners in the video-assisted lesson. How can you sequence these activities of using video-film in the lesson? Add other tasks if necessary.

| Activities | Sequence of tasks |
|------------|-------------------|
|------------|-------------------|

| | | | | | | | |
|--|---|---|---|---|---|---|---|
| a) Silent viewing (picture only) | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| b) Freeze frame (stop playing the tape) | 8 | 9 | | | | | |
| c) Role-play | | | | | | | |

Observation card and action research

~ *How can observation in our institutions be turned into a useful, developmental*

and non-threatening experience for teachers?

~ *How can teachers in your institution be motivated to get involved in peer observation?*

~ *What can be done to avoid overloading teachers?*

~ *How can teachers become aware of the benefits of peer observation?*

~ *What can be done to make the evaluation of teachers' performance less threatening?*

Practice

Put participants in pairs and distribute handout 2 and 3 to different pairs. Ask participants first to read the cases on the handouts individually and then to share their responses to the case studies with their partner.

Put 2 pairs with different information together to form a group of 4. Ask participants to share and think about the following:

~ *What was the purpose of observation at the beginning of the story and how did it change by the end?*

~ *Who benefited from the observation? Can you give examples?*

Invite random comments from the whole group and summarise by saying that peer observation is an excellent opportunity for learning and development and both parties benefit from this process equally. Say that participants will be given an article that summarises the main points of peer observation and also talks about the benefits of this process.

Handout 2, Observer's story

I am head of department and one of my responsibilities is to observe every new teacher twice a year, keep written records and provide feedback to observees. Two years ago I happened to visit the classes of a young teacher Bokhodir who had just completed his Master's course and joined the university as a teacher. The first time I observed a lesson I was amazed at the way this young teacher handled his class. I never expected this from someone that young and with no experience in teaching. We talked after the class and I

found out that Bokhodir is a very intelligent and enthusiastic young man open to new learning and eager to share his ideas. I asked his permission to come again and this time my purpose was different – I came to learn. What I saw in the class was interesting and engaging. For example, a different approach to dealing with students in a very informal way, a funny and engaging way to start a class with caricatures of famous people from the internet, which immediately made students laugh. I was even slightly worried that he would

not be able to restore order. No, students laughed, speculated about the people they saw in caricatures and calmed down. What I understood was that Bokhodir was not 'afraid' of students with their probing, challenging questions and discipline issues. He treated them as equals and they respected him in return and that was the basis of the understanding and a very effective atmosphere in the class. I asked Bokhodir if I could borrow some of his ideas

with a view to creating a better relationship with my own students. Later I invited him to observe me teaching. This is how our professional friendship started. Since that time we have become good friends. Observation gives us so much – sharing new ideas, analyzing the old ones, collecting some data for his and my study and so on. We often talk and many of our colleagues who share the teaching room with us have become interested in our talks.

They gradually joined in and peer observation has become a regular feature of our professional activity for all of us.

Handout 3, Bakhodir's story

It has been 2 years since I started teaching. I had just joined the university and had hardly had three weeks of teaching when a lady approached me with a question about peer observation. She wanted to observe me and I did not mind. My major is Business and I have never studied how to teach but this fact did not stop me from agreeing to be observed. The moment I started my teaching in this university I was sure I had made the right choice. I enjoyed being with students and being able to help them. The observation went well. I didn't feel any worry, no trembling hands, no nervousness. But I was aware of her presence in the classroom. She said we would have a feedback session later, but I thought it was just a formality and did not pay any attention to that. I was surprised when the next day she came again and asked if I had some time to talk. She was holding some papers in her hands and I caught a glimpse of my name there. This was the first time I started to worry because it was only then that I realised that she was doing her job – evaluating me. I will never forget the first feedback I got (I still keep the record of it). She was so supportive, mentioning many

things that I did pedagogically right. It was an eye-opener for me because I did not realize that many of the things I did had certain educational principles behind them. And after that feedback session I started to reflect on other things she mentioned. I still consider many of them when I plan classes now (linking classes – showing students the role of a certain class in the overall picture in a course). Since then we have become friends. We often observe each other. We have team-taught several lessons and they all went extremely well. We talk a lot, share our successes and worries and many teachers have joined us over time. I like the way we work together and I feel that the fact that I do not have any formal education as a teacher is compensated for by having such experienced and open colleagues full of exciting ideas.

Feedback (5 min)

Well in today's seminar we have learned **planning of the lesson**

Assessment

Learner's knowledge on Foreign language lesson planning
in all stages of continuous education -50%
Answering the questions-30%
Active participation in discussions-20%

Home task

To make lesson plan for secondary school
Independent work: Design a plan of extracurricular work, for students of school,
lyceum and college.

Ending

That was all for today, next seminar we will discuss the given questions.

References and further reading

1. Allwright, D. and K.Bailey. 1994. Focus on the Language Classroom. CUP
2. Eyesenck, M. and M.Keane. 1997. Cognitive Psychology. Psychology Press
3. Scrivener, J. 1994. Learning Teaching. Heinemann.
4. Ur, P. 1996. A Course in English Language Teaching. CUP
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APPENDICES

1.

Фаннинг ўқув дастури Олий ва ўрта махсус, касб-хунар таълими йўналишлари бўйича
Ўқув-услубий бирлашмалар фаолиятини Мувофиқлаштирувчи Кенгашининг 2014 йил 10
ноябрдаги 5- сонли баённомаси билан маъқулланган.
Фаннинг ўқув дастури Ўзбекистон давлат жаҳон тиллари университетида ишлаб чиқилди.

Тузувчилар:

Жалолов Ж.Ж. - ТДПУ “Инглиз тили ўқитиш методикаси” кафедраси
профессори, пед.ф.н.;

Ахмедова Л.Т - ЎзДЖТУ “Замонавий педагогик технологиялар” кафедраси
мудири, пед.ф.д., профессор;

Азизова Ф.С. - ЎзДЖТУ “Замонавий педагогик технологиялар” кафедраси
катта ўқитувчиси;

Ташниёзова Ш.Х. - ЎзДЖТУ “Замонавий педагогик технологиялар” кафедраси
катта ўқитувчиси;

Содиқов Б.С. - ЎзДЖТУ “Замонавий педагогик технологиялар” кафедраси
катта ўқитувчиси.

Тақризчилар:

Эркаев Э. - ТДПУ доценти, пед.ф.н., “Немис тили ўқитиш методикаси”;

Караева К.Н. - ЎзДЖТУ “Замонавий педагогик технологиялар” кафедраси
доценти, пед.ф.н.

GLOSSARY

Listening is a receptive kind of speech activity, it's listening comprehension. It is a perceptual and cognitive activities.

In the **active** or productive vocabulary includes words that students should use in speech to express their thoughts.

At the active grammatical minimum which are essential to the productive uses of speech activity, particularly in speech.

The educative aim. The purpose of this aims is the formation of independent work skills, perseverance to overcome difficulties, accuracy, brings hard work.

Out class activities - the most massive form of extra-curricular activities at the basic language. Educational and educational value of its multifaceted , in -class work , students acquire the ability to communicate in a variety of situations , while a variety of tasks labor, moral , aesthetic education .

Speaking is a form of speech, by which (together with hearing) is an oral verbal communication.

The deductive method - usually given to students and will be looking for in the text of a specific material for confirmation (usually - example). Or in other words grammatical method, wherein:

1. Explanation relying on a rule instruction, speech patterns, a comparison with the native language,
2. Elements of grammatical analysis.
3. Translate into their mother tongue.

Dialogic speech - it is an exchange utterances generated by one another during a conversation between two or more interlocutors.

Knowledge - is the information form, construction of words, the information necessary to carry out operations with linguistic material in the process of receptive and productive speech activities (speaking, reading, writing, listening, and translation).

An inductive method - based on an analysis of the text by means of leading questions derived grammar rule (for example - the rule). Basically lexical method is, for example,

1. Demonstration.
2. Imitation.
3. Perform actions similar to the sample. (Usually is not reported, students come to the conclusion themselves).

Inductive approach - suggests the path of mastering the elements of dialogue to self-management dialogue on the basis of the teaching situation.

Detail reading. A full understanding of the text (100%). The main task of the reader - the qualitative aspect of reading, the completeness and accuracy of reading comprehension.

Interference - the negative impact of knowledge of the native language to the target language.

Individual survey - the teacher brings to the board a student and asks him a question, or a student doing a report or essay.

Combined survey - it's a combination of individual and frontal survey .

Vocabulary as one of the most important aspects of the language system is a set of words, phraseological combinations, and speech clichés making the material basis of language.

Monologue - is a form of speech when a man builds it himself, defining the structure, composition, and language tools.

Skill - an operation with the language material (phonetics, vocabulary, grammar) during receptive and productive speech activity driven to automatism.

Scanning reading. Understanding basic information of the text (70 % awareness).

Educational aim. The task of it is to develop the students in respect of language, to enrich their skills, improve overall language culture, broaden the horizons of students (familiarity with the traditions of the country of the studied language, its culture, history, geography, education, art, etc.).

General methodology has been studying the patterns and characteristics of the process of teaching of foreign language no matter what kind of target language in question.

Transformation - the positive impact of knowledge of the native language to the target language .

Passive or receptive vocabulary is set of words that students need to understand while reading and listening to a foreign language.

Practical aim. The objective of it is to teach the language as a means to communicate, to understand other people's thoughts and express their own oral and written form.

Writing - graphic system and process written language of expression in graphic form.

Skimming reading. The reader gets a general idea of the content and meaning of the text terms: what is it we (understanding 30%).

Singvain - it's a poem that requires a synthesis of information and material in short terms that can describe or reflect upon for any reason.

Word semantic - the disclosure of the word.

A special methodology is considering separately taken aspects of teaching theory that are important in the implementation of the educational process in a foreign language (for example, a system of exercises to train the basic language) .

Skills - this is a conscious action with the language material (phonetics vocabulary, grammar) during receptive and productive speech activity.

Elective classes in the basic language arose from the need to address the comprehensive development of cognitive interests and abilities of students; individualization of educational work is the foundation of professional orientation of students.

Private methodology has as its object the study of patterns and characteristics of teaching a particular language, its phenomena that make up the specifics of the language (for example, methods of teaching basic language).

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Writing - graphic system and process written language of expression in graphic form.

Skimming reading. The reader gets a general idea of the content and meaning of the text terms: what is it we (understanding 30%).

Replica - one or more phrases that make up a complete statement of each speaker.

Various equipments designed to help the teacher in the organization of the educational process known as **teaching means**.

Sinqvain - it's a poem that requires a synthesis of information and material in short terms that can describe or reflect upon for any reason.

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Allophone is a variant of a phoneme that is typical for individuals, social groups or dialects

Approximation approach is the target pronunciation that resembles the native pronunciation only partially but is nevertheless sufficient for communication

Articulation is a set of movements by the articulation organs (tongue, lips etc) in order to pronounce speech sounds

Consonant is a speech sound with an obstruction on the way of the air passage

Diphthong is a vowel with a glide that is considered to be one phoneme

Interjections are exclamatory sounds e.g. "Oh!"

Intonation is a change in the pitch of voice that plays a significant part in communicating structural organization of an oral utterance, types of sentences and individual attitudes

Minimal opposition pair consists of the two speech sounds that are different from each other in only one single feature (e.g. [p] and [b])

Modification of phonemes in connected speech is the spoken style of pronouncing the speech sounds with reductions, changes and omissions

Phoneme is a speech sounds that is capable of distinguishing the meaning of words if it is substituted by another sound

Phonetic competence is the knowledge of correct pronunciation

Pronunciation drill is an activity that is based on language rehearsal with the purpose of practicing pronunciation

Pronunciation errors are phonetic inaccuracies that stem from the fallacious idea of what a correct pronunciation should be

Pronunciation mistakes are occasional inaccuracies against the background of a generally correct pronunciation

Received pronunciation is the most universally understood mode of English pronunciation that is accepted as the norm by the BBC radio and TV

Sound-symbol correspondence is the association between speech sounds and the letters, with which these sounds are written

Tongue-twisters are phrases that are difficult for pronunciation because the sounds easily get confused in them

Vowel is a speech sound with a free air passage

Speaking Glossary

Argument is a genre of a group dialogue, in which speakers attempt to seek a solution by pursuing their own points of view

Communicative competence is the knowledge of how to achieve a goal by using the means of oral communication

Communicative function is an oral language activity to request or give information, to perform rituals or to manipulate each others' behavior

Communicative strategies are language devices used by participants in a conversation to achieve the goal (achievement strategies) or to give up a goal and save the face (reduction strategies)

Communicative techniques are the ways to organize teaching activities for the purpose of instruction including **non-reality techniques** (preparation for the language), **simulation techniques** (role-play, problem-solving or group discussion, communicative games etc) and **reality techniques** (socialization in the real world with the native speakers)

Conversation analysis is the study into how humans talk to each other and interact with each other

Conversational discourse is a stretch of spoken language featuring **ellipsis** (omission of sentence elements), **discourse markers** (Well ...) etc.

Debate is a genre of a group dialogue, in which speakers attempt to seek a solution through overcoming differences

Description is a genre of a monologue, in which a speaker gives an account of an object or a process

Dialogue is a genre of conversation between two or more people with an exchange of relatively short turns

Discourse (oral discourse) is a continuous stretch of spoken language in the dialogue or monologue mode featuring communicative message, cohesion, coherence and contextual reference

Discussion is a genre of a group dialogue, in which speakers attempt to seek a solution by looking at various aspects of the problem from various angles

***Group discussion** is a problem-solving activity with a puzzle, conflict of opinions and problem-resolution as a result of concerted group efforts*

Information gap is a teaching technique to distribute information unevenly among the participants in order to stimulate their interaction in an attempt to pool all the information together

Interactional language focuses on the listener and aims at “oiling the wheels” of communication and contact

Monologue a relatively long speech turn

Narration is a genre of a monologue, in which a speaker describes a process or an event in the chronological order

Negotiation of meaning is the communicative strategy to bridge the gap of understanding each other between the participants in oral conversation

Presentation is a communicative technique of bringing before the public the results of one’s individual or group performance

Problem-solving is a communicative technique with a puzzle, conflict of opinions and problem resolution as a result of individual or group efforts

Project is an activity to resolve a problem by tapping available resources and producing a final product

Reasoning is a genre of a monologue, in which a speaker follows a logical sequence and comes to a conclusion

Role-play is a communicative technique with role distribution, plot development and resolution of the situation

Slips of the tongue are oral language inaccuracies caused by brain processing failures

Speaking is a communicative skill of sending an oral message

Transactional language focuses on the message and aims at getting things done with business in mind

Мустақил таълимнинг шакли ва мазмуни

Талаба мустақил ишининг асосий мақсади – ўқитувчининг раҳбарлиги ва назоратида муайян ўқув ишларини мустақил равишда бажариш учун билим ва кўникмаларни шакллантириш ва ривожлантиришдир. Чет тил ўқитиш методикаси фанидан мустақил ишларни ташкил этишда қуйидаги шакллардан фойдаланилади:

- берилган мавзулар бўйича ахборот (реферат, Power Point тақдимоти) тайёрлаш;
- назарий билимларни амалиётда қўллаш (дарс режаларини тузиш, синфдан ташқари тадбирлар ишланмасини яратиш, курғазмали қурол ва тарқатма материаллар яратиш);
- илмий мақола, анжуманга маъруза тайёрлаш;
- ўқув-методик портфолио тайёрлаш;
- қасбий компетинцияларни ривожлантириш мақсадида лойиҳа тадбирларида қатнашиш.

Тавсия этилаётган мустақил ишларнинг мавзулари

1. Замонавий тил сиёсати (ПҚ №1875, ПҚ №1971, ВМҚ №124).
2. Чет тил ўқитишнинг замонавий ёндашувлари.
3. Чет тил ўқитишнинг замонавий методлари.
4. Чет тил ўқитишнинг таълим технологиялари.
5. Танқидий фикрлашни ривожлантириш технологияси (Нилуфар гули, Блум кубики, Интеллект харитаси, Балиқ скелети, ПОПС-формула ва бошқалар).
6. ТРИЗ-технология.
7. SWOT-жадвал.
8. On-line технологиялари орқали тинглаб тушунишни ўргатиш.
9. On-line технологиялари орқали гапиришни ўргатиш.
10. On-line технологиялари орқали ўқишни ўргатиш.
11. On-line технологиялари орқали ёзувни ўргатиш.
12. On-line технологиялари орқали чет тил талаффузига ўргатиш.
13. On-line технологиялари орқали чет тил лексикасига ўргатиш.
14. On-line технологиялари орқали чет тил грамматикасига ўргатиш.
15. On-line технологиялари орқали нутқ кўникма ва малакаларини назорат қилиш.
16. Масофавий таълим орқали тинглаб тушунишни ўргатиш.
17. Масофавий таълим орқали гапиришни ўргатиш.
18. Масофавий таълим орқали ўқишни ўргатиш.
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22. Масофавий таълим орқали чет тил грамматикасига ўргатиш.
23. Масофавий таълим орқали нутқ кўникма ва малакаларини назорат қилиш.

24. Чет тил ўқитиш босқичларида дидактик материалларни яратиш ва қўллаш (бошланғич ва ўрта ўмумтаълим мактаблар, академик лицей ва касб-хунар коллежлари).

25. Чет тил бўйича дарсдан ташқари ишлар бўйича ишланмалар яратиш ва қўллаш (бошланғич ва ўрта ўмумтаълим мактаблар, академик лицей ва касб-хунар коллежлари).

TESTS

1. What does the “writing” mean?

- a) orthography, homonym, dictation
- b) essay, dictation, graphics
- c) calligraphy, expressing thoughts in written form
- d) written exercises, control work, dictation, retelling

2. What types of speaking do you know?

- a) polylogue, monologue
- b) monologue, individual and pair work
- c) polylogue, monologue, two people speaking
- d) dialogue, monologue, polylogue

3. What does teacher use for planning?

- a) blackboard, textbooks, pupils
- b) book for supplementary reading and programm
- c) teacher’s guide, textbook, programm
- d) reference materials, teacher’s guide book

4. What does the planning lesson start with?

- a) equipment
- b) educative aim
- c) theme
- d) tasks

5. What are the aims of assessment?

- a) to define pupils’ lacks
- b) to define teacher’s lacks
- c) the ability to define pupils’ knowledge
- d) changing programs and lesson plans

6. What is communication?

- a) when learners work individually
- b) when teaching process is bored
- c) when all learners interact
- d) when modern pedagogical technologies are not applied

7. What stage of the lesson is devoted to creating the language atmosphere?

- a) at the end of the lesson
- b) in the main part

- c) in revision part
- d) in the beginning part

8. What method is aimed at discovering grammar rules on the basis of examples?

- a) inductive
- b) approximation
- c) deductive
- d) lexical

10. What makes listening difficult?

- a) teacher's explanation of the context before listening
- b) familiar part of the text
- c) visual aids
- d) listening unfamiliar voice (accent)

11. What does the "writing" mean?

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- a) at the end of the lesson
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- c) in revision part
- d) in the beginning part

18. Explaining grammar inductively mean...

- a) from examples to the rule
- b) from simple –to complicated
- c) from complicated to simple
- d) from rules to examples
- e)

19. What methods are used for presenting the new words?

- a) non-translation, deductive
- b) deductive, inductive
- c) translation, non-translation
- d) inductive, translation

20. What does compulsory course suppose?

- a) lesson
- b) optional classes
- c) additional lessons
- d) out of class activities

21. Semantics is

- a) word meaning
- b) word analyses
- c) word structure on
- d) word definition

22. What stage of the lesson is devoted to pupils' evaluation?

- a) during the lesson
- b) after checking home assignment
- c) beginning stage
- d) after explaining new materials

23. Methodology as a science appeared ...

- a) in the middle of 19th century
- b) in the beginning of 20th century
- c) at the end of 19th century in the beginning of 20th century
- d) in the middle of 20th century

24. Choose only interactive methods of teaching.

- a) cluster, 6 hats, brain storm, a method "How", Metagrams, Synqvain

- b) explanation, the analysis, synthesis, brain storm, method "How"
- c) illustration, cluster, 6 hats, imitation
- d) explanation, cluster, 6 hats, imitation

25. What do you understand by active lexical materials?

- a) used only in one type of speech
- b) used in two types of speech
- c) used in all the types of speech
- d) potencial lexics

26. What factor makes the listening difficult?

- a) introductory words of the teacher
- b) to be acquainted with the theme
- c) listening to an unknown voice
- d) having visual aids

27. Active grammar is used...

- a) only in listening
- b) in doing language exercises
- c) in all the speech activities
- d) in writing only

28. Is it possible to teach foreign language without grammar?

- a) possible
- b) depend on pupils
- c) impossible
- d) depend on teacher

29. Explaining grammar inductively mean...

- a) from examples to the rule
- b) from simple –to complicated
- c) from complicated to simple
- d) from rules to examples

30. Level of language acquisition of the graduates of the 9th grade of public schools is

- a) A 2
- b) A 1
- c) A
- d) A 2+

31. How many approaches are supposed for teaching FL in State Educational Standards of Continuous Education of Uzbekistan?

- a) 4
- b) 3
- c) 2
- d) 5

32. The learner-centered approach

- a) it is aimed at the achievement of the certain results and purchase significant competences
- b) has developing, functional and communicative character of teaching that increase cognitive activity in learning.
- c) mean proportional use material selected from various fields of students' activity (adaptable, person-relevant, common intellectual and professional) in the process of teaching.
- d) It is oriented at developing learner's individuality through the subject based on learner's lacks, needs and wants

33. What kind of speech is developed in the first form?

- a) listening
- b) reading
- c) writing
- d) oral speech

34. What's the main aim of the lesson?

- a) teaching writing
- b) teaching speaking
- c) teaching grammar
- d) developing communicative competence

35. What types of plans do you know?

- a) calendar-thematic plan
- b) lesson plan
- c) annual plan
- d) calendar-thematic plan, lesson plan

36. The basic object of teaching foreign languages is

- a) developing activities
- b) the language material
- c) the process of bringing up
- d) the process of teaching, bringing up and education

37. By which method are rules discovered on the basis of examples?

- a) approximation
- b) inductive
- c) deductive
- d) lexical

38. Choose the interactive method?

- a) explanation
- b) showing
- c) cluster
- d) interpretation

39. What types of reading exist in teaching foreign languages?

- a) scanning, active, skimming
- b) detailed, scanning, skimming
- c) active, skimming
- d) skimming, passive

40. In what speech activities are passive lexical minimum used?

- a) listening, reading
- b) speaking, reading
- c) listening, writing
- d) speaking, writing

41. What is the approximation principles?

- a) comparing native and foreign sounds
- b) correct pronunciation of the sounds
- c) methodical typology of sounds
- d) closer pronunciation to the native sounds

42. What methods are used for teaching pronunciation?

- a) deductive, inductive
- b) semantic
- c) translation, non translation
- d) imitation, explanation, analyses

43. What type of reading is not practiced at school?

- a) scanning reading
- b) skimming reading
- c) detailed reading
- d) analytical reading

Tests

Single-level tests by a technique of teaching of the basic language

(10 tests)

1. There are only two aims in methodology of teaching foreign languages: moral training and educational.

Yes No

2. There are didactic and methodical principles in methodology of teaching foreign languages.

Yes No

3. Listening is a perception of speaking speech.

Yes No

4. The content of listening includes 4 components: linguistic, methodical, psychological, and communicative.

Yes No

5. The Basic characteristic of dialogical speech – sequence, ellaptive (wide using of gestures and mimics), unprepared.

Yes No

6. The interference is a negative influence of the native language on studied language.

Yes No

7. The Methodology as a science appeared at the end of 19 in the beginning 20 centuries.

Yes No

8. Strategy it is an elementary methodical act.

Yes No

9. There are 4 various basic methodics: the general, private, special and communicative.

Yes No

10. The aim of teaching pronunciation is formation listened-pronounced and rhyme-intonation skills. Yes No

The final test **(30 points)**

Option A

- 1.** What is it “writing” itself?
 - a) orthography, homonym, dictation
 - b) essay, dictation, graphics
 - c) orthography, calligraphy, graphics
 - d) written exercises, control work, dictation, retelling
- 2.** What types of speaking are differentiated?
 - a) polylog, monolog
 - b) monolog, individual and pair work
 - c) polylog, monolog, two people speaking
 - d) dialog, monolog, polylog
- 3.** What does teacher use for planning?
 - a) blackboard, textbooks, pupils
 - b) book for supplementary reading and program
 - c) teacher’s guide book, textbook, program
 - d) reference materials, teacher’s guide book
- 4.** What does teacher point first for planning a lesson?
 - a) equipment
 - b) educative aim
 - c) theme
 - d) tasks
- 5.** What are not the main tasks of planning?
 - a) defining teacher’s methods for applying at the lesson
 - b) defining teacher’s activities supposed for the lesson
 - c) organizing the process of the lesson
 - d) working with textbook
- 6.** What are the aims of assessment?
 - a) define pupils’ lacks
 - b) define teacher’s lacks
 - c) ability to define pupils’ knowledge
 - d) taking measures due pupils
 - e) changing programs and lesson plans
- 7.** What is communication?
 - a) when learners work individually
 - b) when teaching process is bored
 - c) when all learners interact
 - d) when modern pedagogical technologies are not applied
 - e) when teaching process is not based on communicative situations
- 8.** What stage of the lesson plan can’t be changed?
 - a) checking home tasks

- b) introducing new materials
- c) beginning stage
- d) revision
- e) home assignment

9. In what part of the lesson is language atmosphere created?

- a) at the end of the lesson
- b) in the main part
- c) in revision part
- d) in the beginning part
- e) during assessment

10. What type of exercise is the following task “explain your attitude to the main character of the text”?

- a) language exercise
- b) pre training
- c) vocabulary exercise
- d) grammar exercise
- e) speech exercise

11. By which method are rules discovered on the basis of examples?

- a) inductive
- b) approximation
- c) deductive
- d) lexical
- e) semantic

12. Which of the following methods is the oldest one?

- a) teaching in groups
- b) teaching language
- c) Silent way
- d) distance learning
- e) translation method, reading and translating text

13. Which of the following factors makes listening difficult?

- a) teacher’s explanation of the context before listening
- b) familiar part of the text
- c) visual aids
- d) listening unfamiliar voice (accent)
- e) listening familiar voice (accent)

14. Continue the next statement “Phonetic interference is”

- a) correct pronunciation of sounds
- b) comparing sounds
- c) analyses of sound system in languages
- d) influence of one sound on another
- e) replacing foreign sounds by similar native sounds

15. Define logical consequence of speech activities

- a) listening, writing, grammar, lexis
- b) speaking, listening, lexis, phonetics
- c) listening, speaking, reading, writing
- d) reading, pronunciation, lexis, grammar
- e) writing, listening, lexis, speaking

- 16.** What does compulsory course suppose?
- lesson
 - optional classes
 - additional lessons
 - out of class activities
 - out of school activities
- 17.** Semantics is
- word analyses
 - word meaning
 - word structure on
 - word definition
 - making phrases and sentences
- 18.** What does “written speech” mean?
- correct writing letters
 - good handwriting
 - correct spelling
 - correct punctuation
 - explanation of thoughts in written form
- 19.** Define correct way of teacher’s and pupils’ speaking at the lesson
- teacher speaks much more than pupils
 - teacher and pupils speak the equal time
 - pupil speaks much more than teacher
 - it doesn’t matter
 - unknown way
- 20.** What is optional lessons supposed for?
- for pupils who wish to learn foreign language
 - for good learners
 - for weak learners
 - for all learners
 - for the best pupils
- 21.** What stage of the lesson is devoted to pupils’ assessment?
- beginning stage
 - after checking home assignment
 - after explaining new materials
 - at the end of the lesson
 - during the lesson
- 22.** What phonetic exercises are there in Methodology of teaching foreign languages?
- exercises for listening
 - exercises for speaking
 - speech exercises
 - preparation exercises
 - Answers a and b
- 23.** In pedagogical sense the word “methods” has
- three meanings
 - one meaning
 - four meanings
 - two meanings

24. Methodology as a science appeared ...

- a) in the beginning of 20th century
- b) in the middle of 19th century
- c) at the end of 19th century in the beginning of 20th century
- d) in the middle of 20th century
- e) at the end of 18th and beginning of 19th century

25. Methodology is

- a) subject, teaching theory and a science
- b) object for studying conformity to natural law, subject
- c) sum of methodical actions aimed at solving methodical task; teaching theory and a science
- d) theory of experiment; subject; teaching theory and a science
- e) theory of experiment and a science; sum of methodical actions aimed at solving methodical task

26. What equipment can be concerned as nontechnical?

- a) the book, manuals, program, Dictaphone, audiocassette, pictures
- b) the book, manuals, the program, photos, tables, pictures
- c) manuals, program, language laboratory, magazines, newspapers
- d) videocassettes, cd, projectors, a language laboratory, the tape recorder, tables

27. There are _____ existed in teaching methodology of foreign languages: they are _____

- a) three aim of teaching: practical, moral training, educational
- b) two aim of teaching: practical, moral training
- c) one aim of teaching: practical
- d) four aim: practical, moral training, educational, passive

28. What science studies the age features of the person?

- a) Pedagogy
- b) Linguistics
- c) Physiology
- d) Psycholinguistics

29. How many types of exercises S.F. Shatilov suggests and which ones?

- a) 3 types: language, is conditional-speech, real-speech
- b) 2 types: speech, communicative
- c) 4 types: reproductive, reproductive-productive, productive
- d) 5 types: speech, language, is conditional-speech, reproductive-productive, productive
- e) 1 type: productive

30. Choose only interactive methods of teaching.

- a) explanation, the analysis, synthesis, brain storm, method "How"
- b) illustration, cluster, 6 hats, imitation
- c) cluster, 6 hats, brain storm, a method "How", Metagrams, Synqvain
- d) the analysis, synthesis, Metagrams, Synqvain, an illustration, cluster

**O‘ZBEKISTON RESPUBLIKASI OLIY TA’LIM,
FAN VA INNOVATSIYALAR VAZIRLIGI**

NAMANGAN DAVLAT UNIVERSITETI

«TASDIQLAYMAN»

O‘quv ishlari bo‘yicha
prorektor

D.Xolmatov

« ____ » _____ 2024-yil

Tillarni o‘qitish metodikasi va ta’lim texnologiyalari

FANINING O‘QUV DASTURI

2024/2025 o‘quv yili, kunduzgi ta’lim shakli, 4-kurslari uchun

Bilim sohasi: 100000 – Ta’lim

Ta’lim sohasi: 110000 – Ta’lim

**Ta’lim yo‘nalishi: 60111800 – Xorijiy til va adabiyoti (ingliz
tili)**

NAMANGAN – 2024

| | | | | | |
|--|---|------------------------------------|--|-----------------------------------|---------------------------|
| Fan/modulkodi TO‘MET3069 | | O‘quv yili 2024 -2025 | Semestr 7-8 | ECTS–Kreditlar 8 | |
| Fan/modul turi Majburiy | | Ta‘lim tili: Ingliz | | Haftadagi dars soatlari: 4 | |
| • | Fanning nomi | | Auditor iya mashg‘ulotlari (soat) | Must aqil ta‘lim (soat) | Jami yuklama (soat) |
| | Tillar o‘qitish metodikasi va ta‘lim texnologiyalari | | 120 | 120 | 240 |
| I. Fanning mazmuni | | | | | |
| <p>Fanni o‘qitishdan maqsad – talabani chet til o‘qituvchisi kasbiy faoliyatiga nazariy hamda amaliy jihatdan tayyorlashdan iborat. Zamonaviy metodikaning asosiy muammolari bilan tanishtirish</p> <p>Fanning vazifasi - talabalarni o‘zlari ishlayotgan ta‘lim muassasalarida olib boriladigan darslarda duch kelishi mumkin bo‘lgan aniq vazifalarni mohirona hal etishga yo‘naltiradi. Bunda asosiy e‘tibor talabalarning amaliy ko‘nikmalarini ishlab chiqish, asosiy kasbiy malakasining shakllanishi; darsning ongli, tarbiyaviy va ta‘limiy maqsadlarini shakllantirish; mavzu asosida o‘quv materialini rejalashtirish; darsning rejasi va konspektini tuzish; savol va topshiriqlar tuzish, so‘rovlar o‘tkazish hamda bilimni daliliy baholash; o‘quvchilarning mustaqil ishini tashkil etish; hamkasblari va o‘z darslarini tahlil qilish bo‘yicha o‘rgatishdan iborat.</p> | | | | | |
| II. Asosiy nazariy qism (ma‘ruza mashg‘ulotlari) | | | | | |
| Fan tarkibiga quydagi mavzular kiradi: | | | | | |
| Ma‘ruza mashg‘ulotlari | | | | | |

1-mavzu. Introduction to the course. Lingvo didactive issues of teaching a foreign language in continuous education system

(Uzluksiz ta'lim tizimida (umum ta'lim maktablari, akademik litsey va kasb-hunar kollejlari) chet til o'qitishning lingvodidaktik masalalari)

Tillarni egallash Umumyevropa kompetensiyalari. O'zbekistonda chet tillarni o'qitish va o'rganish. Chet til o'quv predmeti sifatida. Jahon miqyosida chet tillarni o'qitish. O'zbekistonda chet tillarni o'rgatish. Chet tillarni o'rgatish maqsadlari, mazmuni va tamoyillari.

2-mavzu. The short history and developing levels of teaching a foreign language method (Chet tillarni o'qitish metodikasining qisqacha tarixi va uning rivojlanish bosqichlari) Chet til o'qitish metodikasi fanining tarixi, xorijiy va mahalliy tajriba.

3-mavzu. The methods and technologies of teaching a foreign language . Chet til o'qitishning pedagogik, didaktik, psixologik, lingvistik va metodik tamoyillari. Yondashuv tushunchasi. Kommunikativ, shaxsga yo'naltirilgan, integrallashgan va kompetentlik yondashuvlari.

4-mavzu. The methods and technologies of teaching a foreign language. Texnologiya tushunchasi. Modulli texnologiya. O'yin texnologiyalari. Tanqidiy fikrlashni rivojlantirish texnologiyasi. Axborot kommunikatsion texnologiyalariga asoslangan ta'lim. Hamkorlikdagi ta'lim. Chet til ta'limining guruhli texnologiyalari.

5-mavzu. Dveloping the professional competence of a foreign language teacher in ceontinuous education system(Uzluksiz ta'lim tizimida chet til o'qituvchisi kasbiy kompetensiyasini shakllantirish)

Kasbga yo'naltirilgan ta'limning maqsadi va mazmuni. Chet til o'qituvchisining kasbiy kompetensiyasi. Chet til o'qituvchisi kasbiy kompetensiyasining komponentlari. Chet til o'qituvchisi kasbiy kompetensiyasini shakllantirish metodlari.

6-mavzu. The forms of establishing foreign language lessons (Chet

til darslarini tashkil etish shakllari) Darsning maqsadi, vazifalari, shakllari, darsga qo'yiladigan talablar, kalendar – tematik rejani tuzish texnologiyasi.

7-mavzu. Managing classroom. The Teacher in the classroom

Dars boshqarish ko'nikmalari, har bir o'qituvchi bilishi kerak bo'lgan strategiyalar, kuchli shaxsni rivojlantirish, mavzuni tushunish,

Itifot va mukofotlar berish, turli kutilmagan yomon xatti-harakatlar va holatlarni hal qilish ko'nikmalari.

8-mavzu. Roles of a teacher and motivation of learners

Talabalarning bilim olishini qo'llab-quvvatlovchi muhitni yaratishda o'qituvchilar muhim rol o'ynaydi. Ular buni ko'pincha o'quvchilarning mustaqilligini qo'llab-quvvatlash orqali amalga oshiradilar. Talabalarning tanlovlari va qiziqishlarini qo'llab-quvvatlagan holda, o'qituvchilar o'quvchilarga shaxsiy qiziqish, ishtirok etish va o'z ishlariga egalik qilishni rivojlantirishga yordam beradi, bu esa motivatsiyaga yordam beradi.

9-mavzu. Language Learning and Learners' Needs. Learning Styles Asosan, o'rganishning to'rt turi mavjud: vizual, eshitish, o'qish va yozish, kinestetik va taktil. Xorijiy tillarni o'qitishda har bir o'qituvchi shu 4 o'rganish turiga va talabalarning qiziqishi va qobiliyatlarini hisobga olib amaliy mashg'ulotlarni olib boradi.

10-mavzu. Teaching strategies of Vocabulary to different level students. Talabaning lug'at boyligini oshirishda turli samarali vositalardan foydalanish: so'z devorini ishlatish. Lug'at daftarlarini yaratish.

So'z ma'nolarini semantik xaritalash bilan bog'lash. So'z kartalarini yaratish. Vizual va vaziyatlardan foydalanish. Leksikani baholashga qo'yilgan CEFR talablari

11-mavzu. Designing Vocabulary Tasks

Turli darajadagi va yoshdagi o'quvchilarga lug'atni samaralo o'qitish va o'rgatishda turli o'yin va topshiriqlar yaratish usullari. So'z va iboralarni o'rgatishda innovatsion ta'lim texnologiyalari

12-mavzu. Teaching grammar to different level students. Turli bilim darajadagi o'quvchilarga grammatikani o'rgatishning samarali va zamonaviy usullari. Grammatik materialini o'rgatishda innovatsion ta'lim texnologiyalari. Grammatikani baholashga qo'yilgan CEFR talablari

13-mavzu. The role of interaction in TEFL and the use of Interaction Patterns. O'zaro munosabatlar (O'qituvchi-talaba, Talaba-talaba munosabatlari) dars jarayonlarida mustaqil, juft bo'lib va kichik guruhlariga bo'lib ishlashni to'g'ri sxemasidan foydalanish har qanday faoliyatning muvaffaqiyati va maqsadlarga erishishning asosiy omilidir

14-mavzu. Teaching Reading, Authenticity. Turli bilim darajadagi o'quvchilarga o'qishni o'rgatish. O'qish turlari. O'qish materialini o'rgatishda innovatsion ta'lim texnologiyalari. O'qishni baholashga qo'yilgan CEFR talablari.

15-mavzu. Designing Reading Tasks Turli o'qish materiallarini va topshiriqlarini talabalarning bilim va ko'nikmalariga qarab tanlashning samarali usullari va yangi zamonaviy metodlari. O'qishni baholashga qo'yilgan CEFR talablari.

16-mavzu. Teaching the language system. Mistakes, slips, errors and attempts. Error Correction. Slips - bu talabalar o'zlari tuzatishi mumkin bo'lgan xatolar. Mistakes - talabalar o'zlari tuzata olmaydigan va shuning uchun tushuntirishga muhtoj bo'lgan xatolardir. Attempts (Urinishlar) - bu o'quvchilar biror narsani aytishga harakat qilganda, lekin uni qanday aytishni hali bilmaydigan xatolardir.

17-mavzu. Phonology and meaning. The importance of teaching pronunciation in TEFLclasses. Fonetika so'zlarning qanday talaffuz qilinishini tushuntirishda foydalidir. Fonetika va fonologiya bir-birining o'rnini bosadigandek tuyulsada, ular til jihatidan farq qiladi.

Talabalarga ingliz tilida talaffuzni o'rgatishning muhim ahamiyatini turli usullar orqali o'qitish.

18-mavzu. Teaching listening. Listening principles in foreign classes Tinglab tushunish nutqni o'rgatishning alohida bosqichi sifatida nutq, o'qish va yozishni o'rgatish bilan chambarchas bog'liq. Bu bosqich darsning alohida qismi sifatida yoki nutq faoliyatining boshqa turlari bilan birgalikda tashkil etiladi. Tinglab-tushunish materialini o'rgatishda innovatsion ta'lim texnologiyalari. Tinglab-tushunish baholashga qo'yilgan CEFR talablari.

19-mavzu. Designing listening tasks. Tinglab-tushunishda yangi materiallar yaratishda oldingi, davomiy va keyingi vazifalarni va maqsadlarni aniq belgilab olish kerak.

Tinglash faoliyati ko'pincha uch qismga bo'linadi: tinglashdan oldin, tinglash va tinglashdan keyin va turli topshiriqlar berishda o'qituvchi shu masalalarni inobatga olishi kerak. "Top down" va "Bottom up" usullari.

20-mavzu. Information and communication technology Axborot va kommunikatsiya texnologiyalari (AKT) axborot texnologiyalari (IT) uchun kengaytirilgan atama bo'lib, u yagona aloqa rolini ta'kidlaydi [1] va telekommunikatsiyalar (telefon liniyalari va simsiz signallar) va kompyuterlar, shuningdek, zarur korporativ dasturiy ta'minot bo'lib xorijiy tillarni o'qitishda ularning ahamiyati katta.

21-mavzu. Developing speaking competence. Talabalarga to'g'ri va ravon gapirishni o'rgatish va o'qitishning yangi va zamonaviy usullari, oquvchilarning nutq qobiliyatlarini rivojlantirishda har xil o'yinlar va topshiriqlarning ahamiyati. Gapirishni o'rgatishga qo'yilgan CEFR talablari va baholash.

22-mavzu. Communicative Language Teaching. Kommunikativ tilni o'rgatish metodi o'quvchilarning muloqot va o'zaro munosabat ko'nikmalarini rivojlantirishda ustuvor ahamiyatga ega. Bu esa o'quvchilarning o'quvchi va o'quvchi va o'qituvchining o'zaro munosabati orqali real hayotiy vaziyatlarda samarali va ishonchli muloqot qilishini ta'minlaydi.

23-mavzu. Teaching Writing 1: Giving instructions.

O'quvchilarning yozuv mahoratlarini oshirishda samarali talim texnologiyalari va o'qitish metodlari. Yozuvni o'qitishda to'g'ri va aniq ko'rsatma berishning ahamiyati katta ekanligi va bu ularga aniq va samarali muloqot qilishga yordam berishi haqida ma'lumotlar.

24-mavzu. Teaching Writing 2: Task Analysis and Essay Structure

Turli bilim darajadagi o'quvchilarning yozish kompetensiyasini rivojlantirish. Yozuvning turlari, asosiy mexanizmlari, ularni shakllantirish hamda rivojlantirish usullari. O'quvchilarning yozuvni o'rgatishning qiyinchiliklari. Yozuvni shakllantirishda mashqlar tizimi. Yozuvni o'rgatishda interfaol texnologiyalardan foydalanish. Yozuvni o'rgatishga qo'yilgan CEFR talablari va baholash.

25-mavzu. Observation for Developmental Purposes. Giving Feedback. Dars kuzatish o'qituvchini bilim berish mahoratini baholash jarayonining muhim qismidir va shuning uchun u yuqori sifatli o'qitishni ta'minlash uchun qimmatli vositadir. Feedback- Tahlil qilish odobi va yo'llari

26- mavzu. Cultural Awareness in English Classes Turli mamlakatlar va madaniyatlarga mansub odamlar har qachongidan ham ko'proq o'zaro aloqada bo'lgan globallashtirilgan dunyoda madaniy xabardorlik til o'qitishning muhim jihatiga aylandi.

27- mavzu. Mixed Ability Classes Turli qobiliyatli sinflar talabalarning qobiliyatlari, ingliz tilini o'rganish motivatsiyasi, ehtiyojlar, qiziqishlar, ta'lim darajasi, o'rganish uslublari, tashvish, tajriba va boshqalar bo'yicha juda farq qiladigan sinflarni anglatadi.

28- mavzu. English for Specific Purposes. Maxsus maqsadlar uchun ingliz tili (ESP) ikkinchi yoki chet tili sifatidagi ingliz tilining kichik to'plamidir. Bu odatda universitet talabalari yoki ishda bo'lgan odamlarga ingliz tilini o'rgatish, ular uchun zarur bo'lgan maxsus lug'at va ko'nikmalarga ishora qiladi.

29-mavzu. What if? What if students are all at different levels?

What if the class is very big. Dars mashg'ulotlarini olib borish jarayonida o'qituvchilar tomonidan duch kelinadigan ayrim muammolarni: turli qobiliyatli o'quvchilar, katta hajmli guruhar, o'quvchilarning e'tiborsizligi, mas'uliyatsizligi va boshqa ko'olab tasodifiy holatlarga yechim topa olish usullari

30-mavzu. The types of tests and control in teaching a foreign language (Chet tilni o'rgatishda nazorat va test turlari)Chet til bilim, ko'nikma va malakalarni nazorat qilishda CEFR talablari. Chet til bo'yicha bilim, ko'nikma va malakalarni nazorat qilish turlari, shakllari. Test turlari.

Chet til bo'yicha darsdan tashqari ishning ahamiyati. Chet til bo'yicha darsdan tashqari ishlarning turlari va shakllari. Chet til darsi bo'yicha darsdan tashqari ishlarni tashkillashtirish va rejalashtirish tamoyillari. Ta'limning turli bosqichlarida chet til bo'yicha darsdan tashqari ishlarni tayyorlash va o'tkazish texnologiyalari. O'quv jarayonida mustaqil ta'limni tashkil etish.

| VII semestr uchun ma'ruza mashg'ulotlarining taqsimlanishi | | s |
|---|---|------------|
| | | oat |
| | Introduction to the course. Lingvo didactive issues of teaching a foreign language in continuous education system | 2 |
| | The short history and developing levels of teaching a foreign language method | 2 |
| | The methods and technologies of teaching a foreign language | 2 |
| | The methods and technologies of teaching a foreign language | 2 |
| | Developing the professional competence of a foreign language teacher in continuous education system | 2 |
| | The forms of establishing foreign language lessons | 2 |
| | Managing classroom. The Teacher in the classroom | 2 |

| | | |
|---|--|-----------|
| | Roles of a teacher and motivation of learners | 2 |
| | Language Learning and Learners' Needs. Learning Styles | 2 |
| 0 | Teaching strategies of Vocabulary to different level students | 2 |
| 1 | Designing Vocabulary Tasks | |
| 2 | Teaching grammar to different level students | 2 |
| 3 | The role of interaction in TEFL and the use of Interaction Patterns | 2 |
| 4 | Teaching Reading, Authenticity | 2 |
| 5 | Designing Reading Tasks | 2 |
| | Jami | 30 |
| | VIII semestr uchun ma'ruza mashg'ulotlarining taqsimlanishi | s |
| | Teaching the language system .Mistakes, slips, errors and attempts. Error Correction | 2 |
| | Phonology and meaning. The importance of teaching pronunciation in TEFLclasses | 2 |
| | Teaching listening. Listening principles in foreign classes | 2 |
| | Designing listening tasks | 2 |

| | | |
|---|--|---|
| | Information and communication technology | 2 |
| | Developing speaking competence | 2 |
| | Communicative Language Teaching | |
| | Teaching Writing 1: Giving instructions | 2 |
| | Teaching Writing 2: Task Analysis and Essay Structure. | 2 |
| 0 | Observation for Developmental Purposes. Giving Feedback | 2 |
| 1 | Cultural Awareness in English Classes | 2 |
| 2 | Mixed Ability Classes | 2 |
| 3 | English for Specific Purposes | 2 |
| 4 | What if? What if students are all at different levels? What if the class is very big? | 2 |
| 5 | The types of tests and control in teaching a foreign language | 2 |
| | | 3 |
| | | 0 |

III. Seminar (amaliy) mashg'ulotlar uchun quyidagi mavzular tavsiya etiladi:

Introduction to the course. Lingvo didactic issues of teaching a foreign language in continuous education system

The short history and developing levels of teaching a foreign language method

The methods and technologies of teaching a foreign language

The methods and technologies of teaching a foreign

language

Developing the professional competence of a foreign language teacher in continuous education system

The forms of establishing foreign language lessons

Managing classroom. The Teacher in the classroom

Roles of a teacher and motivation of learners

Language Learning and Learners' Needs. Learning Styles

0 Teaching strategies of Vocabulary to different level students

1 Designing Vocabulary Tasks

1

2 Teaching grammar to different level students

2

3 The role of interaction in TEFL and the use of Interaction Patterns

4 Teaching Reading, Authenticity

4

5 Designing Reading Tasks

5

6 Teaching the language system .Mistakes, slips, errors and attempts. Error Correction

7 Phonology and meaning. The importance of teaching pronunciation in TEFLclasses

8 Teaching listening. Listening principles in foreign classes

9 Designing listening tasks

9

0 Information and communication technology

0

1 Developing speaking competence

1

2 Communicative Language Teaching

2

3 Teaching Writing 1: Giving instructions

3

Teaching Writing 2: Task Analysis and Essay

| | | |
|---|---|-------------|
| 4 | Structure. | |
| 5 | Observation for Developmental Purposes. Giving Feedback | |
| 6 | Cultural Awareness in English Classes | |
| 7 | Mixed Ability Classes | |
| 8 | English for Specific Purposes | |
| 9 | What if? What if students are all at different levels? What if the class is very big? | |
| 0 | The types of tests and control in teaching a foreign language | |
| | Jami | 30 |
| | VII semestr uchun seminar mashg'ulotlarining taqsimlanishi | soat |
| | Introduction to the course. Lingvo didactive issues of teaching a foreign language in continuous education system | 2 |
| | The short history and developing levels of teaching a foreign language method | 2 |
| | The methods and technologies of teaching a foreign language | 2 |
| | The methods and technologies of teaching a foreign language | 2 |
| | Developing the professional competence of a foreign language teacher in continuous education system | 2 |
| | The forms of establishing foreign language lessons | 2 |
| | Managing classroom. The Teacher in the classroom | 2 |
| | Roles of a teacher and motivation of learners | 2 |
| | Language Learning and Learners' Needs. Learning Styles | 2 |

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| 0 | Teaching strategies of Vocabulary to different level students | 2 |
| 1 | Designing Vocabulary Tasks | |
| 2 | Teaching grammar to different level students | 2 |
| 3 | The role of interection in TEFL and the use of Interaction Patterns | 2 |
| 4 | Teaching Reading, Authenticity | 2 |
| 5 | Designing Reading Tasks | 2 |
| | Jami | 30 |
| VIII semestr uchun seminar mashg‘ulotlarining taqsimlanishi | | |
| | Teaching the language system .Mistakes, slips, errors and attempts. Error Correction | 2 |
| | Phonology and meaning. The importance of teaching pronunciation in TEFLclasses | 2 |
| | Teaching listening. Listening principles in foreign classes | 2 |
| | Designing listening tasks | 2 |
| | Information and communication technology | 2 |
| | Developing speaking competence | 2 |
| | Communicative Language Teaching | |

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| | Teaching Writing 1: Giving instructions | 2 |
| | Teaching Writing 2: Task Analysis and Essay Structure. | 2 |
| 0 | Observation for Developmental Purposes. Giving Feedback | 2 |
| 1 | Cultural Awareness in English Classes | 2 |
| 2 | Mixed Ability Classes | 2 |
| 3 | English for Specific Purposes | 2 |
| 4 | What if? What if students are all at different levels? What if the class is very big? | 2 |
| 5 | The types of tests and control in teaching a foreign language | 2 |
| | Jami | 30 |

IV. Ma'ruza va seminar mashg'ulotlari bo'yicha ko'rsatma va tavsiyalar

Ma'ruza va seminar mashg'ulotlarni tashkil etish yuzasidan kafedra tomonidan ko'rsatma va tavsiyalar ishlab chiqiladi. Unda talabalar ilmiy va kasbiy yo'naltirilgan chet tili bo'yicha olgan bilim va ko'nikmalarini turli matnlar, amaliy taqdimotlar, keyslar, turli xil insholar, guruh muhokamalar, bahs-munozaralar orqali yanada boyitadilar. Shuningdek, darslik va o'quv qo'llanmalar asosida talabalar bilimlarini mustahkamlashga erishish, tarqatma materiallardan foydalanish, ilmiy maqolalar va tezislarni chop etish orqali talabalar bilimini oshirish, mavzular bo'yicha taqdimotlar, bahs-munozaralar o'tkazish va boshqalar tavsiya etiladi.

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| <p>V. Mustaqil ta'lim va mustaqil ishlar</p> <p>Mustaqil ta'lim uchun tavsiya etiladigan mavzular</p> | |
| <p>Individual bajariladigan mustaqil ishlar</p> | |
| <p>Mavzular</p> | |
| | Ayrim nazariy mavzularni o'quv adabiyoti yordamida mustaqil o'zlashtirish. |
| | Berilgan mavzular bo'yicha referat tayyorlash. |
| | Nazariy bilimlarini amaliyotda qo'llash. |
| | Kundalik dars rejasini tuzish. |
| | Ilmiy anjumanlarga ilmiy maqola, ma'ruza tayyorlash. |
| | Berilgan mavzular bo'yicha prezentatsiyalar tayyorlash. |
| | Kompyuter va on-layn texnologiyalarni qo'llash. |
| | O'qituvchi portfoliosini tayyorlash. |
| | Mustaqil holda dars jarayonini kuzatish va tahlil qilish. |
| 0 | Talaffuzni o'rgatish bo'yicha didaktik o'yinlar tayyorlash |
| 1 | Talaffuzni o'rgatishga moljallangan sh'er va tez-aytishlar |
| 2 | A1 daraja uchun Leksikaga oid til materilanini metodik tayyorlash |
| 3 | A2 daraja uchun Leksikaga oid til materilanini metodik tayyorlash |
| 4 | Leksik kompetensiyani shakllantiruvchi mashqlar |

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| 5 | Leksik kompetensiyani rivojlantiruvchi mashqlar |
| Jami | |
| Kichik guruhlarda hamkorlikda ishlash (kooperativlik)ga mo'ljallangan mustaqil ishlar | |
| 6 | Uzluksiz ta'lim tizimida chet til o'qitishning o'ziga xos xususiyatlari. |
| 7 | Ta'limning turli bosqichlarida o'quv jarayonida zamonaviy ta'lim texnologiyalaridan foydalanish (boshlang'ich, umumiy o'rta ta'lim, akademik litsey va kasb-hunar kollejlari misolida) |
| 8 | Ta'limning turli bosqichlarida chet tili bo'yicha auditoriya va sinfdan tashqari hamda mustaqil ishlarni tashkil etish. (yondashuv, metod va usullar) |
| 9 | Ta'limning turli bosqichlari uchun o'qitishning interfaol metodlari. (boshlang'ich, umumiy o'rta ta'lim, akademik litsey va kasb-hunar kollejlari misolida) |
| 0 | Turli bosqichlarda loyiha texnologiyalari asosida o'qitish. (boshlang'ich, umumiy o'rta ta'lim, akademik litsey va kasb-hunar kollejlari misolida) |
| 1 | O'qituvchi kasbiy portfoliosini tayyorlash va himoya qilish. |
| 2 | Chet til o'qituvchisi kasbiy kompetensiyasining turli bosqichlardagi xususiyatlari. |
| 3 | Uzluksiz ta'lim tizimi o'quv adabiyotlarining ahamiyati. (boshlang'ich, umumiy o'rta ta'lim, akademik litsey va kasb-hunar kollejlari misolida) |
| 4 | Nazorat ishi va uning vazifalari namunalari. |

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| 5 | Mustaqil ta'limning turli bosqichdagi xususiyatlari (boshlang'ich, umumiy o'rta ta'lim, akademik litsey va kasb-hunar kollejlari misolida) |
| 6 | Chet til ta'limining turli bosqichlarida darsni rejalashtirish. (boshlang'ich, umumiy o'rta ta'lim, akademik litsey va kasb-hunar kollejlari misolida) |
| 7 | Chet til darsini AKT asosida rejalashtirish. (boshlang'ich, umumiy o'rta ta'lim, akademik litsey va kasb-hunar kollejlari misolida) |
| 8 | Chet tili bo'yicha O'UM tahlili. |
| 9 | Chet til bo'yicha kommunikativ kompetensiyani shakllantirish va rivojlantirishga qaratilgan mashqlar tizimi. (boshlang'ich, umumiy o'rta ta'lim, akademik litsey va kasb-hunar kollejlari misolida) |
| 0 | Turli ta'lim bosqichlarida til va nutq materialini yaratishning didaktik asoslari. (boshlang'ich, umumiy o'rta ta'lim, akademik litsey va kasb-hunar kollejlari misolida) |

Fanni o'qitish jarayonida talaba interfaol usullar vositasida mustaqil ta'lim olishga rag'batlantiriladi va ulardan o'z fikrini o'rganilayotgan chet tilida bayon qilish talab qilinadi. Talabadan fan bo'yicha mustaqil o'rgangan bilimlarini auditoriyada turli xil interaktiv uslublar orqali namoyish qila olishi va boshqalarga o'rgata olishi talab etiladi.

IV. Mustaqil ta'lim va mustaqil ishlar

Mustaqil ta'lim uchun tavsiya etiladigan mavzular va mustaqil ish shakllari:

- Berilgan mavzu bo'yicha qo'shimcha til materialini yig'ish, uni tahlil qila olish (Library research, Reading Log, Writing Assignment);
- Debatlarga tayyorgarlik ko'rish;
- ilmiy posterlarni loyihalash va ularni himoya etishga tayyorgarlik

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| | <p>ko‘rish;</p> <ul style="list-style-type: none"> • portfolio tayyorlash; • tanlangan mavzu bo‘yicha ilmiy maqolalar yozish; • ilmiy va o‘quv adabiyotlarni tahlil qilish va taqriz yozish; • taqdimot ustida ishlash: • ilmiy loyihalar ishlab chiqish; • ilmiy seminarlarda ishtirok etish. <p>Talabalarning mustaqil ishi dasturning muhim bo‘limlari asosidarejalashtiriladi va quyidagi ish turlarini nazarda tutadi:</p> <ul style="list-style-type: none"> - tanlangan mavzu bo‘yicha qo‘shimcha til materialini yig‘ish, uni tahlil qila olish (Library research, Reading Log, Writing Assignment); - ilmiy ustaxonalarda qatnashish (Scientific workshops, Tutorial); - so‘z boyligini kengaytirish (Programme of vocabulary development); - Portfolio tayyorlash; - til vositalarining og‘zaki va yozma nutqda qo‘llanish imkoniyatlari bilan yanada kengroq tanishish; - muayyan ko‘rsatmalar bo‘yicha berilgan topshiriqlarni yozma bajarish talab etiladi. |
| | <p>VI.Fan o‘qitilishining natijalari (shakllanadigan kompetentsiyalar)</p> <p>Fanni o‘zlashtirish natijasida talaba:</p> <ul style="list-style-type: none"> • tilni psixologiya bilan o‘zaro bog‘liqlikda o‘rgatish, nutq modullari (tinglab tushunish, gapirish, o‘qish, yozuv)ni orgatishda samaradorlikni taminlashning optimal vaziyatlarni yaratish to‘g‘risida tasavvur va bilimga ega bo‘lishi; • chet til ta’limi jarayonlarida o‘quvchilarning yoshga oid xususiyatlari va til o‘rganishga munosabat va layoqatlarini inobatga olish bo‘yicha kasbiy ko‘nikmalariga ega bo‘lishi; • chet til o‘qitish pedagogikasining psixologik aspekti boyicha egallangan bilim, malaka va konikmalarni ta’lim jarayoniga adekvat joriy eta |

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| . | <p>olish kompetensiyasiga ega bo'lishi kerak.</p> |
| . | <p>VII.Ta'lim texnologiyalari va metodlari:</p> <p>Fanni o'zlashtirish uchun o'qitishning zamonaviy pedagogic va axborot texnologiyalaridan keng foydalaniladi: portfolio tayyorlash, guruhli muzokaralar, jamoa loyihalari, juftliklar bo'lib topshiriqlarni bajarish, yakka holda ma'lum mavzu bo'yicha prezentatsiyalar qilish, davra suhbatlari o'tkazish, diskussiya, klaster, bahs-munozara, reflektivusullar (tahlil, qiyoslash, sintez, baholash). Axborot texnologiyalari, jumladan, multimedia vositalari yordamida mashg'ulotlar tashkil etiladi, Power Point, Prezi dasturlari yordamida prezentatsiyalar yaratiladi. MOODLE platformasiga fan bo'yicha dasrlik va o'quv qo'llanmalar, media resurslar va testlar joylashtiriladi.</p> |
| . | <p>VIII.Kreditlarni olish uchun talablar:</p> <p>Kreditlarni olish uchun talablar:</p> <hr/> <p>Fanga oid nazariy va uslubiy tushunchalarni to'la o'zlashtira olish; fanga oid ma'lumotlarni tahlil qilishda ijodiy fikrlay olish; matn lingvistikasining nazariy masalalariga oid xulosa va qaror qilish; matnda tasvirlanayotgan jarayonga ta'sir etuvchi omillarni aniqlash (kognitiv, madaniy, pragmatik va hk.); matn kategoriyalarini va ularni aks etuvchi lisoniy birliklarni tahlil qila olish; matn tahlili natijalari asosida kommunikativ vaziyatni to'g'ri interpretatsiya qilish; matnda aks etuvchi konseptual tamoyillarni aniqlash va matndagi lingvistik xodisalar haqida mustaqil mushohada yuritish; matn lingvistikasining metodlarini mohiyatini tushunish va amalda qo'llay olish hamda fan bo'yicha joriy, oraliq va yakuniy bo'yicha berilgan vazifa va topshiriqlarni bajarish va topshirish.</p> |

Tillar o‘qitish metodikasi va ta’lim texnologiyalari fanidan talabalar bilimni baholash mezonlari.

Fanga ajratilgan kreditlar talabalarga har bir semestr bo‘yicha nazorat turlaridan ijobiy natijalarga erishilgan taqdirda taqdim etiladi.

Fan bo‘yicha talabalar bilimni baholashda oraliq (ON) va yakuniy (YaN) nazorat turlari qo‘llaniladi. Nazorat turlari bo‘yicha baholash: 5 – “a’lo”, 4 – “yaxshi”, 3 – “qoniqarli”, 2 – “qoniqarsiz” baho mezonlarida amalga oshiriladi.

Oraliq nazorat har semestrda bir marta yozma ish shaklida o‘tkaziladi.

Talabalar semestrlar davomida fanga ajratilgan amaliy mashg‘ulotlarda muntazam, har bir mavzu bo‘yicha baholanib boriladi va o‘rtachalanadi. Bunda talabaning amaliy mashg‘ulot hamda mustaqil ta’lim topshiriqlarini o‘z vaqtida, to‘laqonli bajarganligi, mashg‘ulotlardagi faolligi inobatga olinadi.

SHuningdek, amaliy mashg‘ulot va mustaqil ta’lim topshiriqlari bo‘yicha olgan baholari oraliq nazorat turi bo‘yicha baholashda inobatga olinadi. Bunda har bir oraliq nazorat turi davrida olingan baholar o‘rtachasi oraliq nazorat turidan olingan baho bilan **qayta o‘rtachalanadi**.

O‘tkazilgan oraliq nazoratlardan olingan baho **oraliq nazorat natijasi** sifatida qaydnomaga rasmiylashtiriladi.

Yakuniy nazorat turi semestrlar yakunida tasdiqlangan grafik bo‘yicha **yo^zma ish** shaklida o‘tkaziladi.

Oraliq (ON) va yakuniy (YaN) nazorat turlarida:

Talaba mustaqil xulosa va qaror qabul qiladi, ijodiy fikrlay oladi, mustaqil mushohada yuritadi, olgan bilimni amalda qo‘llay oladi, fanning (mavzuning) mohiyatini tushunadi, biladi, ifodalay oladi, aytib beradi hamda fan (mavzu) bo‘yicha tasavvurga ega deb topilganda – **5 (a’lo) baho**;

Talaba mustaqil mushohada yuritadi, olgan bilimni amalda qo'llay oladi, fanning (mavzuning) mohiyatini tushunadi, biladi, ifodalay oladi, aytib beradi hamda fan (mavzu) bo'yicha tasavvurga ega deb topilganda – **4 (yaxshi) baho**;

Talaba olgan bilimni amalda qo'llay oladi, fanning (mavzuning) mohiyatini tushunadi, biladi, ifodalay oladi, aytib beradi hamda fan (mavzu) bo'yicha tasavvurga ega deb topilganda – **3 (qoniqarli) baho**;

Talaba fan dasturini o'zlashtirmagan, fanning (mavzuning) mohiyatini tushunmaydi hamda fan (mavzu) bo'yicha tasavvurga ega emas, deb topilganda – **2 (qoniqarsiz) baho** bilan baholanadi.

| VII semester | | | VIII semester | | |
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| | Reflective writing | B | | Reflective writing | B |
| | Reflective writing | aB | | Reflective writing | aB |

Chet til o'qitish metodikasining psixolingvistik aspektini bilish; soxaga oid turli matnlarni tahrir qilish yoki yaratish; psixolingvistikada milliy va xorijiy tajribalardan, zamonaviy metodik yo'nalishlar va konsepsiyalardan kasbiy faoliyat doirasida foydalanish; kasbiy va o'quv uslubiy maqsadda axborot manba'lari bilan ishlash; psixolingvistika bo'yicha mavzularni bilish va egallagan axborotni amaliyotda qo'llashni; ilmiy va sohaga oid konferensiya, davra suhbatlari, munozara (jonli yoki vositali) larda muloqotni boshlash, olib borish va yakunlay bilish fikrlarni aniq ifodalagan holda muhokamalarda faol qatnasha olish; sohaga oid mavzular bo'yicha prezentatsiya va ma'ruzalar qila olish; barcha turdagi ilmiy va tanqidiy insholarni yoza olish; sohaga oid va oid bo'lmagan adabiyotlar (maqolalar, kitoblar, malakaviy ish) tahlillarini yoza olish hamda fan bo'yicha berilgan joriy, oraliq va yakuniy vazifa va topshiriqlarni bajarish va topshirish

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| 0. | <p>Namangan davlat universiteti tomonidan ishlab chiqilgan va tasdiqlangan:</p> <ul style="list-style-type: none"> - “Ingliz tili o‘qitish metodikasi” kafedrasining 2024-yil, “___”-_____dagi № ___-sonli majlisida muhokama qilingan va tasdiqqa tavsiya etilgan. - Ingliz filologiyasi fakulteti kengashining 2024-yil, “___”-_____dagi № ___-sonli majlisida ma’qullangan va tasdiqqa tavsiya etilgan. - NamDU Kengashining 2024-yil, “___”-_____dagi № ___-sonli majlisida muhokama qilingan va tasdiqlangan. |
| | <p>Fan/modul uchun mas’ullar: D.K. Yuldasheva- NamDU, Ingliz tili o‘qitish metodikasi kafedrasida katta</p> |

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|-----------|--|
| 1. | o'qitvchisi N.A.Mamadjanova - NamDU, Ingliz tili o'qitish metodikasi kafedrası o'qituvchisi, ped.f.f.d., (PhD) |
| 2. | Taqrizchilar: N. Do'sboyeva – NamDChTI, Ingliz tili o'qitish metodikasi va ta'lim texnologiyalari kafedrası professori, Fil.f.d., professor (turdosh OTM) A. Ermirzayev – NamDChTI, Ingliz tili o'qitish metodikasi kafedrası mudiri, Ped.f.f.d., (PhD) (turdosh OTM) |

NamDU o'quv-uslubiy boshqarma boshlig'i
Mirzaaxmedov

X.

Ingliz filologiyasi fakulteti dekani

Q. Sidiqov

Ingliz tili o'qitish metodikasi kafedrası mudiri
Abduraxmanov

M.

Tuzuvchi

D.Yo'ldasheva