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«FOREIGN LANGUAGE TEACHING METHODOLOGY»

fanidan

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LECTURE 1. THEORETICAL BACKGROUNDS OF TEACHING FOREIGN LANGUAGE METHODOLOGY AND ITS CONNECTION WITH OTHER SCIENCES

Lecture outline:

1. Introduction to the subject TFLM
2. Methodology as a science
3. Links of TFLM with other sciences
4. Developing System of Teaching/Learning FL in the Republic of Uzbekistan in the Frame of Modernization of Education.

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 teaching technologies***.**

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)

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

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 19^{th} and beginning 20^{th} 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 19^{th} 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.

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 положениях 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.

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 19^{th} 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.
- 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 2. AIMS, CONTENT, PRINCIPLES, METHODS OF TEACHING FOREIGN LANGUAGE METHODOLOGY

Lecture outline:

1. Aims of teaching.
2. Content of teaching.
3. Principles of teaching.
4. Teaching methods.
5. Method "Snow ball"

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,*

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 leaner'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.

TESTING

- What is teaching aim according to you?
- How many teaching aims do you know? What are they?
- What is content of teaching?
- What are the requirements to the selecting content of teaching?
- What methodical principles do you know?
- What teaching methods in methodology do you know?

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.

Educational aim

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

Educative aim

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

Sinquein — it's a rhyme, which requires synthesis of information and materials in short statements allowing describing and reflecting the topic. Procedure: each learner is given 5-7 min to prepare cinquien then partners make one based on their own. It allows revising the topic critically and coincide different ideas. After pairs by introducing their cinquiens provoke topic discussion.

LECTURE 3. THE SYSTEM OF EXERCISES IN METHODS OF TEACHING BASIC LANGUAGE AND MODERN TECHNOLOGY EQUIPMENTS

Lecture outline:

1. System of exercises.
2. Teaching means.
3. Method «How».

Key words: *system of exercises, teaching means, speech skills, language exercises, communicative orientation, pre-speech exercises, academic communication, imitating speech communication, and academic situation, reproductive and reproductive-productive speech exercises, real life communication, and speech exercises, programs, course books, plans, manual, v*isual *aids, handout.*

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.

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 exercises may be used for teaching English?
- What is special in classification of exercises suggested by S.F. Shatilov?
- What is special in classification of exercises suggested N.D. Gez?
- What is the difference between technical/non technical means?
- How many technical/non technical means may be used on one lesson?

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).

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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.

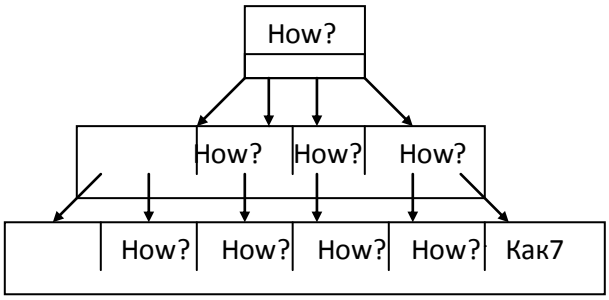
Rules & Procedure:

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

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

10) the Method "As", «How»

The given method is used at definition how to solve this or that problem. The question AS is always asked?



Associations

The teacher writes a word on a board. Divides pupils into 2 commands. The problem of each command to name it is as much as possible words-associations concerning to a word on a board. Who will name that more and has won. It is spent in current of 5 minutes.

For example, Word – SPRING; Associations - warm, sun, grass, green leaves. etc.

Saymon says

It is 5-minute game. The teacher gives a command to pupils. For example, Stand up. If the teacher thus speaks Saymon says trainees should execute a command. If does not speak, pupils remain motionless. Feature of game that the teacher, giving a command, itself too should carry out them in any case. Game on understanding and on concentration of attention.

For example,

1. Anvar, Saymon says – Stand up; (pupil must stand up)

LECTURE 4. METHODS OF FOREIGN LANGUAGE TEACHING METHODOLOGY

Lecture outline:

4.1. Distinction between the main categories of methodology
4.2. Methods of FL teaching and learning
4.3. Age groups for choice of methods in teaching process
4.1. Distinction between the main categories of methodology

Key words: *determination of methods, language teaching, approach, method and technique, technology, pedagogical technology, the sources of information, verbal methods, method of working with a book, method of observation, experiment, methods of exercises and practice, practical experience of learners, cognitive process, explanative-illustrative method, reproductive method, problem-recount method, partly-searching method, research.*

3. In agreement with specifics of FLT and its action-oriented character there are methods of teaching: 1) demonstration (presentation); 2) explanation; 3) practice (training); 4) feedback and self-control.

4. The methods of interaction

In determination of methods, the distinction between "philosophy of language teaching at the level of theory and principles and a set of derived procedures for teaching a language, is central"[1].

E. Antony[2] identified three levels of conceptualization and organization, which he named ***approach, method and technique***. According to his model: *approach* is the level at which assumptions and beliefs about language and language learning are specified; ***method*** is the level at which theory is put into practice and at which choices are made about particular skills to be taught, the content to be taught, and the order in which the content will be presented; *technique* is a level at which classroom procedures are described.

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 present linguistic and psycholinguistic aspects of *approach*, as follows: a) theory of language which has three different theoretical views of language and nature of language proficiency: the structural, functional and interactional view; b) theory of language learning which associates with a method at the level of approach emphasizing either one or both of these dimensions: process oriented and condition oriented theories[3]. The second level at which approaches and

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[1] Richards J.C., Rodgers Th. S. Approaches and Methods in Language Teaching. Second ed. - Cambridge: CUP, 2002. -P.19.

[2] Antony (1963:63-67), cited in the book: Richards J.C., Rodgers Th. S. Approaches and Methods in Language Teaching. Second ed. -Cambridge: CUP, 2002.

[3] Richards J.C., Rodgers Th. S. Approaches and Methods in Language Teaching. Second ed. - Cambridge: CUP, 2002. -P.19.

methods are treated is a design and it is a dimension specially developed for an instructional system which leads an approach to a method. At this level of method analysis objectives, language content, learning tasks and teaching activities, role of students, role of teachers and role of instructional materials are designated. And the third level of approach and methods analysis-procedure is concerned with how the tasks and activities are integrated into lessons and used as a basis for teaching and learning.

Thus, ***methods*** are held to be fixed in teaching systems with prescribed techniques and practices, whereas ***approaches*** represent language teaching philosophies that can be interpreted and applied in a variety of different ways in the classroom. Method can be distinguished according to the teaching and learning context and it is used in wide context (Communicative language teaching) and narrow context (project work, problem-solving, brainstorming). Approach and method are based on the ***principles*** as initial theoretical points. Procedure itself includes task, techniques and activities. Tasks and activities can be considered as exercises. Technique is a way for a teacher to organize a learner's activity. Through techniques we develop in learners productive, receptive and interactive skills that are necessary for effective communication.

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 the systematic method of creation, application and determination of the FLT process and acquiring the knowledge with the help of technical and human resources and their interaction for the goals of optimizing the forms of education. Technology can be manifested also at the level of operations and actions in the teaching and learning process.

In methodology the following technologies are distinguished:

- illustrative;
- dialogic;
- playing;
- problem-solving;
- project;
- case study;
- information-communication.

4.2. Methods of FL teaching

In methodology the different approaches are used to distinguish methods. They can be classified according to different criteria.

1. According to the sources of information (sources transmission and acquiring the knowledge): 1) verbal methods – lecture, conversation, explanation; 2) method of working with a book – working on textbook, reading additional literature, preparation of messages, abstracts); 3) method of observation, experiment; 4) methods of exercises and practice – practical experience of learners.

2. According to the quality parameters as particular features of cognitive process they are: 1) explanative-illustrative method; 2) reproductive method; 3) problem-recount method; 4) partly-searching method; 5) research.

3. In agreement with specifics of FLT and its action-oriented character there are methods of teaching: 1) demonstration (presentation); 2) explanation; 3) practice (training); 4) feedback and self-control.

4. The methods of interaction between a teacher and learners oriented to the FLT in the aspect of organization are: 1) familiarization of the teaching material on the basis of visual-sensory perception; 2) independent comprehension of teaching material and operations with it; 3) practice for production of speech; 4) practice for reception of speech; 5) motivational production of oral and written speech; 6) motivational reception of oral and written speech; 7) control, correction and evaluation of speech acts of a productive plan; 8) control, correction, evaluation of speech acts of a receptive plan.

These methods demonstrate the interaction between a teacher and learners: a teacher (or textbook) organizes the algorithm of operation and actions, and learners implement them. These methods related to the general didactic methods reflect the specifics of EL as a subject and levels of FL acquisition. But at the same time they bring the dominant idea, for instance, method of observation or explanative-illustrative method. They are tools which can be used consecutively while working on the new material. If we use visual aids, motivational strategies, various situational contexts, during the presentation of new material, then learners will better percept, comprehend and remember the new material.

These methods put together a hierarchical system; they are in collateral subordination; a learner moves from step of familiarization to comprehension, then to training and to using, i.e. to communication. As well as in teaching process it is necessary to undertake an assessment for effective gaining accuracy and fluency by learners. For this aims various ways (methods) are used.

4.3. Age groups for choice of methods in teaching process

It is important for teachers to get acquainted with current instructional methods and their underlying principles as well as effective classroom techniques, materials, and assessment strategies appropriate to a certain stage depending on the learners' age group.

"Age" can be seen as a learner ***variable,*** a contextual consideration that can be rated alongside knowing "who" exactly your students are, and "where" and "why" they are learning English as EL. While it would perhaps be rash to

say that this or that specific method matches this or that specific age group of learners, there are definitely general considerations for various age groups that ought to encourage teachers to be mindful/selective of the kinds of teaching *methods* and *techniques* they use according to the age of their students. Features of age groups and stages of education are presented in the Table 5.

We need to compare them in the aspect of opportunities for the ELT intellectual development.

Table 5. Age group of learners

Age groups of learners	**Stage of education**
1. **Young Learners**: It is well-known that children (ages 5-12) are very much orientated in their minds around the "here and now" and directly visible/perceivable environment. Grammatical rules/explanations are usually lost on them, as are somewhat "adult" notions of what is correct and what isn't. They develop well when given plenty of examples and patterns to follow. They tend to have a much shorter attention span and need activities that capture their immediate interest. They also need much in the way of "sensory input" - that is, they need to have many or all of their five senses stimulated at once. While generally less inhibited than adults in terms of experimenting with new language, they tend to have more fragile egos and can be very sensitive to their peers.	Pre-school and primary education. 1-6 forms.
2. **Teenagers:** The ages 12-18 coincide with a time of rapid transition and change, both mentally and physically. As teenagers begin to develop more cognitive ability, they can be exposed to language learning techniques that require more logical and/or abstract thinking. Attention span begins to lengthen, but there are also more distractions of an emotional nature. Probably the most important considerations for these learners are "affective" ones. Issues to do with ego and self-esteem are at their height, and teenagers can be incredibly sensitive to the ways others see their physical, mental and emotional development. Real or perceived errors can shatter confidence and detract from risk-taking. Teachers of teenagers need to be able to find ways to draw on and develop cognitive, analytical and logic skills, whilst being constantly mindful of feedback techniques and confidence building strategies.	Secondary education. 7-9 forms. Special secondary education - academic lyceum and vocational college students.
3. **Adults:** Teachers of adults need to bear in mind that these learners have longer attention spans and can handle learning that requires more cognition and abstract thinking. They tend to respond well to the teaching of grammatical rules. They may not be as willing to be "risk-takers", and generally need to feel respected and that they have a "choice-making" role in the classroom.	Higher education.

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.

QUESTIONS:

1. What differences can be pointed out between approach and method?
2. Can we say that technology is the same as method or not?
3. What principles of FLT do you know?
4. Why is CLT a dominant and effective approach in FLT? How is language viewed?
5. What criteria are used for distinguishing methods?
6. What kind of methods is used for organization of new material?

7. Can we use the same methods in all stages of education?

Three truths, one lie

Trainees receive the task to write 4 offers.

From them three offers of the truth and one lie. All offers will become engrossed in reading aloud, and the class guesses offers where the truth, and where lie.

For example,

1. I have a big family. (true)
2. I love mathematics. (true)
3. Today we go to the cinema. (true)
4. Tomorrow we have a holiday. (false)

LECTURE 5. MODERN EDUCATIONAL TECHNOLOGIES AND TEACHING METHODS OF FOREIGN LANGUAGE TEACHING METHODOLOGY

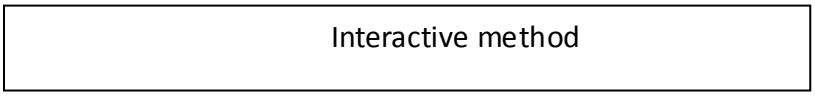
Lecture outline:

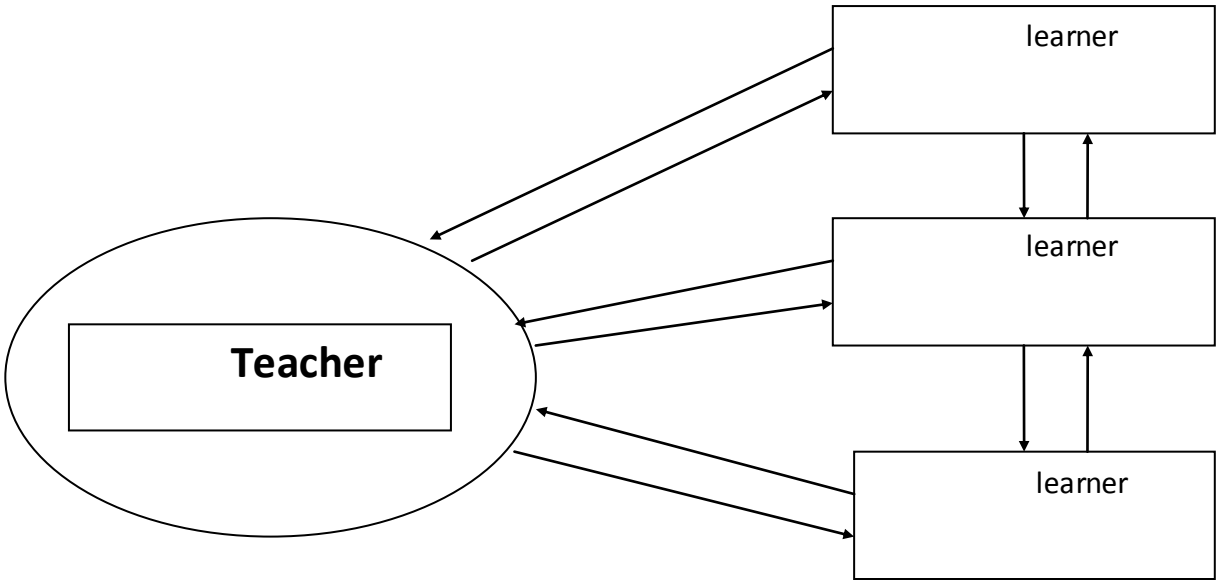
1. Modern Pedagogical technologies
2. Discussion.
3. Aquarium.
4. Cluster.
5. Method "Know/want to know/ has learnt"
6. Modern Pedagogical technologies

Key words: *Pedagogical technology, psycho-pedagogical instructions, special combination of methods, strategies, and techniques for teaching, interactive method, problem teaching, aquarium, cluster, "know/want to know/ have learnt, active/passive method.*

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

Interactive method - it's interaction of teachers and learners and learners and learners.





Discussion. *The main task of any discussion is identifying variety of participants' viewpoints concerning the problem and analyzing them in the case of necessity. The word "discussion" has several synonyms like*

"arguing/disagreements", "polemics", "debate", and dispute". It has a sense to point out that psychologists call disagreements discussion leading to interpersonal conflict, where each one defends own opinion. Polemics is supposed facing ideological opponents. Debate – discussion, exchanging opinions at meetings. Dispute (from Latin dispute) – reasoning, arguing. Dispute is called public discussion organized and aimed at special audience.

Advantages of Discussion

- It gives impulse to problem teaching (learners don't get knowledge passively but they find out knowledge through solving problems).
- Discussion help to develop such skills as to formulate thoughts, present arguments for supporting own viewpoint, critical thinking.

Aquarium

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.*

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.

Method "know/want to know/ have learnt ". This strategy may be applied for reading or listening to the lecture. 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.

TESTING

- What are modern teaching methods?
- What is pedagogical technology?
- How are teaching methods classified?
- What is the difference between active and passive methods?
- What methods have got from this lecture?

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

Interactive method - it's interaction of teachers and learners and learners and learners.

Discussion

The main task of any discussion is identifying variety of participants' viewpoints concerning the problem and analyzing them in the case of necessity. The word "discussion" has several synonyms like "arguing/disagreements", "polemics", "debate", dispute". It has a sense to point out that psychologists call disagreements discussion leading to interpersonal conflict, where each one defends own opinion. Polemics is supposed facing ideological opponents. Debate – discussion, exchanging opinions at meetings. Dispute (from Latin dispute) – reasoning, arguing. Dispute is called public discussion organized and aimed at special audience.

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Terminological game

The teacher asks trained to rise and explains the task. The problem trained to name the term or a word, or the grammatic offer and only after that they can sit down on the place. Terms should not will repeat.

For example, Fruits – apple, banana, orange, pearch etc.

Method "know/want to know/ have learnt "

Thia strategy may be applied for reading or listening to the lecture. Learners draw table of three columns - know/want to know/ have learnt. The same table is established on the blackboard.

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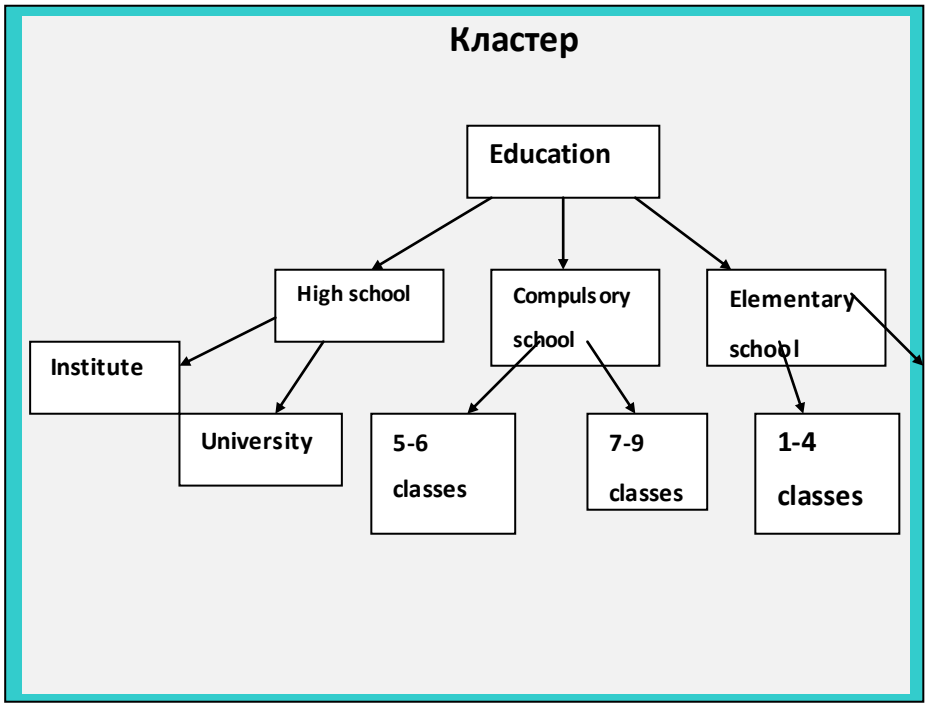
- Column have learnt is for noting everything got from the text placing the answers in parallel to questions from the second column, and extra information is located beneath. Then information is discussed by the group and the results are inserted into the table.

know	want to know	have learnt

Cluster

Cluster-Method (cluster) — serves for stimulation of cogitative activity. The spontaneity released from any censorship. Graphic reception of ordering of a material. Ideas are not piled up, and “гроздятся”, т. е. Settle down in the certain order.



LECTURE 6. INTERACTIVE TEACHING METHODS IN TEACHING FOREIGN LANGUAGES METHODOLOGY

Lecture outline:

1. Jigsaw
2. Jigsaw 2
3. INSERT
4. Learning together

Key words: *reading text, learning grammar, teams' information, jigsaw, INSERT, learning together.*

Jigsaw

Using sphere:

- Reading text;
- Learning grammar.

Procedure for Reading text

- Learners are divided into groups of 4-6 participants including strong and weak learners;
- Each group receives a small part of the text;
- Each group discusses information like experts;
- They listen to each other, ask questions, make notes for getting all information;
- One member of each group presents team's information;
- The team is motivated to know information by all group members because it influences on the assessment.

Procedure for Grammar

For example for teaching The Past perfect Tense the class is suggested to fill in the table

Using	Determiners	Scheme

Class is divided into three groups. Each group fills in the whole table. Each group has experts for each column. Experts from different groups gather for advising and after return to the groups with new information. Such interaction helps to systemize knowledge concerning the topic.

Jigsaw 2. Class is divided into groups of 4 participants, and they change every lesson for appearing new not supposed combinations. Each member of the group must have exact number – 1234. According to the number new groups are formed.

When groups are formed teacher starts with lesson materials. The theme is discussed briefly, and the problem is defined - to learn the topic in order each member of the group understand it properly. Learners try the theme part by part and as the result everyone learns it.

Materials for the lesson are divided into 4 parts. Participants with number 1 are responsible for the first part, number 2 for the second, number three for the third, and number 4 for fourth. Groups are distributed into new ones according to the numbers. New groups are experts groups and their tasks to learn, discuss, define strategies and techniques for explaining in groups. Then everyone returns to native group and teaches group mates.

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 в которой значки
- Information from the text is inserted into the table briefly

Learning Together

It’s a well known fact that teaching others you learn everything better.

Sphere of usage:

Reading text; learning grammar.

Reading text. Learning together is aimed at group of 4-7 participants. Each group receives the same text. Learners taking turns plays teacher's role. After reading one abstract "teacher" does the following:

- Makes conclusions due to the content of the texts;
- Asks learners own questions to the text;
- Explains difficult points;
- Predicts next passage content; v
- Gives the task to read next abstract.

TESTING

- What method classification do you know?
- Name the method passed on this lecture
- What is the difference between Jigsaw and Jigsaw 2?
- Describe INSERT method.

Jigsaw

Using sphere:

- **Reading text;**
- **Learning grammar.**

Procedure for Reading text

- Learners are divided into groups of 4-6 participants including strong and weak learners;
- Each group receives a small part of the text;
- Each group discusses information like experts;
- They listen to each other, ask questions, make notes for getting all information;
- One member of each group presents team's information;
- The team is motivated to know information by all group members because it influences on the assessment.

A smart teacher

1. My most embarrassing experience happened when I had just left the university. I had just started teaching in a Liverpool secondary school. One morning my alarm-clock didn't ring…

2. I had forgotten to wind it up. I woke up at half past eight and school began at nine. I quickly washed, shaved, dressed, jumped into my car and drove to school.

3. When I arrived the students had already gone into class. After two or three minutes the students began laughing, and I couldn't understand why.

4. Suddenly, I looked down and understood. I had put on one black shoe and one brown shoe!

Procedure for Grammar

For example for teaching The Past perfect Tense the class is suggested to fill in the table

Using	Determiners	Scheme

Class is divided into three groups. Each group fill in the whole table. Each group has experts for each column. Experts from different groups gather for advising and after return to the groups with new information. Such interaction helps to systemize knowledge concerning the topic.

Jigsaw 2

Class is divided into groups of 4 participants, and they change every lesson for appearing new not supposed combinations. Each member of the group must have exact number – 1234. According to the number new groups are formed.

When groups are formed teacher starts with lesson materials. After that the teacher suggests schoolboys to address to a material of a lesson.

The theme is discussed briefly, and the problem is defined - to learn the topic in order each member of the group understand it properly. Learners try the theme part by part and as the result everyone learns it.

INSERT

This method is used on stage of content cognition.

I — interactive — интерактивная
N — noting — размечающая
S — system — система для
E — effective — эффективного
R — reading and — чтения и
T — thinking — размышления

It ‘s marking reading text by special symbols

“ V” — knew

“-” — think in another way

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Learning Together

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Learning together is aimed at group of 4-7 participants. Each group receives the same text. Learners taking turns plays teacher's role. After reading one abstract "teacher" does the following:

- Makes conclusions due to the content of the texts;
- Asks learners own questions to the text;
- Explains difficult points;
- Predicts next passage content;
- Gives the task to read next abstract.

LECTURE 7. THEORY OF TEACHING VOCABULARY IN FLTM FOR ALL STAGES OF CONTINUOUS EDUCATION

Lecture outline:

1. Vocabulary and its types
2. Teaching vocabulary
3. Interactive activities

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

1.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

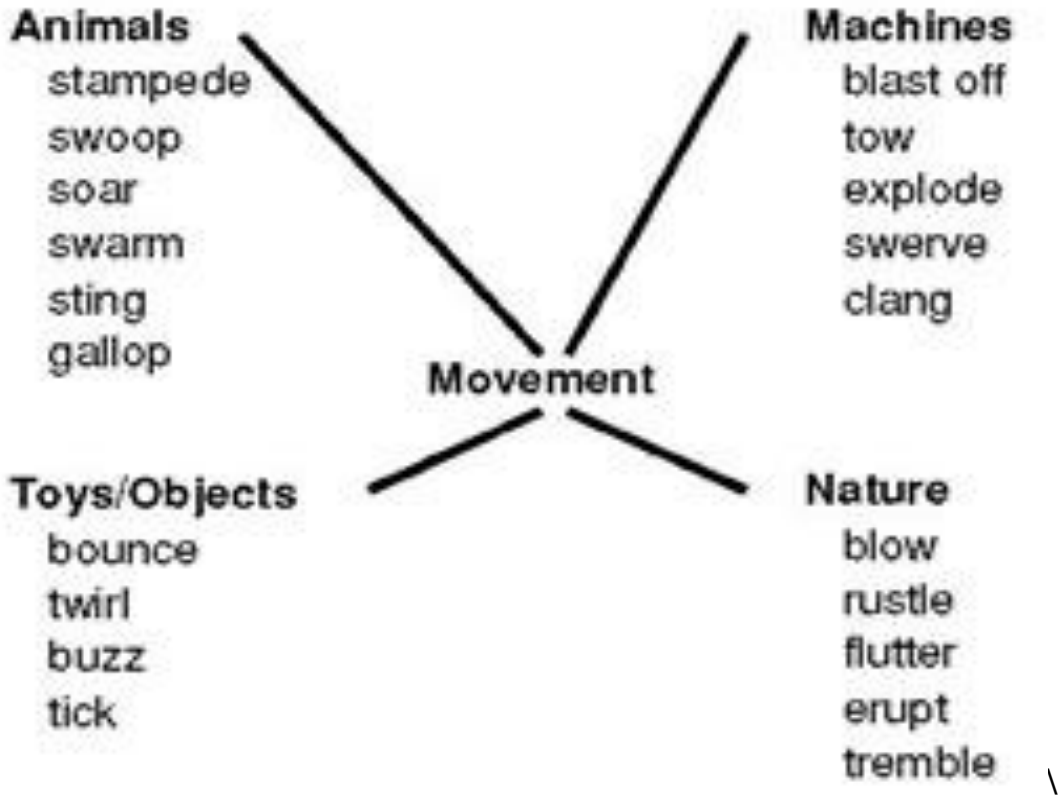
Review regularly: There is evidence that regular review helps to maintain largest amount of recall.

Guess meaning from context: Guessing meaning of unfamiliar words or expressions from context is not a new idea. The problem is how students can develop the ability to do so. Initially students need the teacher's help regarding what contextual clues to look for and how these clues can contribute to the discovery of meaning. Generally speaking, the topic, the grammatical structure, the possible meaning connection between the given word and other words and the linguistic pattern where the word appears, all these may give hints to the meaning in one way or another.

Organize vocabulary effectively: There is evidence that if information is organized and stored in special ways, e.g. treated information is stored together or new information is related to previously stored information, it is more likely to be retained and easier to retrieve. Considering the massive English vocabulary, it is necessary for the teacher to guide students to organize the words they encounter. With a conscious attempt at vocabulary organization it is likely that a student's word store will increase significantly.

Use learned vocabulary: Students should be encouraged to use active vocabulary items in real language use. By trying to use words or expressions correctly and appropriately, students get a better and deeper understanding of the meaning and use of the vocabulary. Besides, successful attempts at word use definitely help vocabulary consolidation.

Semantic Map



3. Vocabulary Activities

Labeling: Students are given a picture. They are to write the names of objects indicated in the picture. A competitive element can be introduced by making the first student to finish the winner.

Spotting the differences: Students are put into pairs. Each member of the pair receives a picture which is slightly different from his partner's. Students hide the pictures from one another and then, by a process of describing, questioning and answering, discover what the differences are.

Describing and drawing: Students are put into pairs. One student has a picture, the other a blank piece of paper and a pencil. The student having the picture must tell his partner what to draw so that the drawing ends up the same as the original picture. The student must not show the picture until the drawing is completed.

Playing a game: Students are shown a picture or a tray with many objects on it, or a series of different flash cards or magazine pictures. They have one or two minutes to memorize as many of the objects as they can. The cards, pictures or tray are taken away and the students have to say what they saw, or write down everything they can remember seeing, then compare their answers with the rest of the class.

Word bingo: The teacher thinks of an area of language that the students have recently been studying. Students draw nine squares on a piece of paper and put 9 words connected with shopping in the squares. The teacher then calls out, one at a time, words connected with shopping. If the students have the word in the squares, they cross it out. The first student to cross out all the words in the squares is the winner. The game can be played for more than one round.

(shopper custom client bargain seller pay shop buy money store sell sale market price discount supermarket goods receipt)

A different version of word bingo is that the first student to cross out a line of three words either horizontally, vertically or diagonally should shout out "Bingo", and he or she will be the winner.

Word association: The teacher says a key word. The students then have to write down all the words they can think of connected with traveling. They have a time limit. When time is up, the person with the highest number of acceptable words is the winner.

Odd man out: The teacher writes a set of words on the blackboard and asks the students to find the "odd man out". For example, in the set "cheese, eggs, oranges, bread, soap, and meat", the word "soap" is the "odd man out".

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:_____

Reaction game

Trainees form a circle. Before the beginning, all class on 2-3 certain sounds from a poem or songs think out the certain movements. The teacher reads a poem. The problem trained to make the thought up movement is correct, when will hear the certain sound.

For example,

sound [m] – clap your hands

sound [b] – turn around

LECTURE 8. PRACTICE AND ASSESSMENT OF TEACHING VOCABULARY IN FLTM FOR ALL STAGES OF CONTINUOUS EDUCATION

Lecture outline:

1. Theoretical characterization the methods of teaching English vocabulary
2. What **is vocabulary and what needs to be taught?**
3. Different approaches to recognition of lexical (vocabulary) complexity.
4. The main stages of formation of the vocabulary skills.

Key words: *inherent paradoxes, contradictions and controversies, facilitate learning, socio-economic factors, foundation course, curriculum, teaching vocabulary, vocabulary selecting criteria, With pronunciation: lexical meaning, means of a language, open and close vowels, voiceless and voiced consonants, with morphology, with syntax, with spelling, with stylistics, semantic approach, combinative approach, stylistic approach, frequency approach, word-building value, control method, face to face , individual, combined.*

Theoretical characterization the methods of teaching English vocabulary

The teaching and learning of English is riddled with several inherent paradoxes, contradictions and controversies. A teacher can only facilitate learning. The learner is the nucleus of the whole process of instruction; and his age, previous learning experiences, aptitudes, interests, the time he devotes to the learning of a foreign language and other socio-economic factors determine the suitability of the curriculum, course materials and methods of teaching. Any instruction that does not take into consideration the imperative needs of the learners, fails to achieve the desired objectives. It is therefore obvious, that the decline in the standard of English in different countries is the consequence of inadequacies of various degrees and at various levels of their educational system.

Educationists and teachers are not clear about the specific objectives of teaching English or the methods to be adopted to make English-teaching more meaningful and effective[4]. The so-called foundation course is a misnomer, because it neither lays the foundation, nor aids in the construction of the superstructure. It is only by examining the needs of the learners according to their priorities, that general goals can be translated into more specific claims of what the language course should set out to achieve. In framing a heavily content-based syllabus, academicians seem to be acting on the assumption that teaching literature will automatically help the acquisition

[4] Pike K. L. Linguistic research as pedagogical support. **– 1980. -Pp.40-43.**

of language skills. Here again, we can see that the paradox persists. While the aims of teaching literary master pieces are high, the achievements continue to be low. What is the use of teaching the lofty works of Shakespeare and Milton, when our students are unable to speak or write even simple English correctly?

The term "curriculum" includes the totality of the knowledge that is expected to be imparted to the learner in a school, lyceum or college. It provides a comprehensive plan on which the entire system of learning and teaching can be based. Hence, the curriculum should plan the use of receptive and productive skills, mastery of vocabulary, and acquaintance with the culture and literature of the people who use English as their first language[5].

Of the four language skills, vocabulary is not only one of the most difficult but also the most important. Ironically, however, the most important skill remains the most neglected and the least significant of our pedagogical concerns.

While preparing course books for study, editors should, as far as possible, choose texts so, that student's interest is immediately generated by the familiarity of the content or theme of the text. A text which is closer to the student in time, place and thought, assists in creating an atmosphere that is conducive to the learning process. This enables the learner to comprehend the text better, gain valuable insights into the creative mind, and ultimately lead him on towards creative writing itself.

We should study both theoretical and practical approaches of teaching vocabulary. Moreover, knowing the vocabulary selecting criteria is significant for an effective learning.

According to psychologists, human beings learn the life experiences by words, because thoughts are made by words. 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 schools and secondary schools is to form the pupils' vocabulary skills as a basic component of all the language activities. But when we speak about vocabulary we shouldn't forget that vocabulary and words are not the same.

Learning a new language is basically a matter of learning the vocabulary of that language. Not being able to find the words you need to express is the most frustrating experience in speaking another language. Of course vocabulary is not the whole of the language. The system of the language (its 'grammar' or 'structure') is also important: how the plural is formed, how past tense is signified and so on.

Nevertheless it is possible to have a good knowledge of how the system of a language works and yet not be able to communicate in it; whereas if we have the vocabulary we need, it is usually possible to communicate.

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[5] **Мирульд Р.П., Максимова И.Р. Современные концептуальные принципы коммуникативного обучения иностранным языкам // Иностранные языки в школе. – М., 2000. - №4. – С. 9-15.**

Anyone who learns a new language is likely to recognize more words than he can produce. It is difficult to produce a word correctly. One has to pronounce or spell it in the right way, use it in the correct grammatical form, use it appropriately with the correct words coming before and after it and so on. It may therefore be important for a teacher to decide which words she wishes the students to produce correctly. These words from the 'productive' or 'active (productive)' vocabulary. The teacher also should decide which words she wishes her students merely to recognize. These words from the 'receptive' or 'passive (receptive) ' vocabulary. Producing (speaking or writing) words in the target language makes much greater demands on the learner. Of course in productive vocabulary, the learner has an advantage in that he is able to choose which word he wishes to use: whereas in receptive vocabulary (as in listening or reading) he has to handle whatever language the speaker or writer uses.

2. What is vocabulary and what needs to be taught?

Vocabulary can be defined, roughly, as the words we teach in the foreign language. However, a new item of vocabulary may be more than a single word: for example, *pen-holder* and *merry-go-round,* which are made up of two or three words but express a single idea. There are also multi-word idioms such as *take the bull by the horns,* where the meaning of the phrase cannot be deduced from an analysis of the component words. A useful convention is to cover all such cases by talking about vocabulary "items" rather than "words". It is also called mental lexicon that is **"vocabulary in mind"[6].** It consists of the smallest independent meaningful units of speech. These units of speech are called words. The words have word forms and meanings assigned to them. Words in mental lexicon create lexical networks. Once activated a lexical item stimulates other associated lexical items and this causes activation of a bigger network. To access mental lexicon an idea has to be mapped onto meaning and form that are stored in our memory. Mental lexicon performs the **functions of word storage, retrieval, comprehension and use. Storage of words** in mental lexicon is the result of a person's **cognitive processes in real-world situations.** As a result of cognitive processes, the words make up the **situation sets** (associated with a particular situation, objects, phenomena or processes), **semantic sets** (associated with a concept) and **collocation sets** (associated with other words by habitual everyday use).

Language is created and developed by the society, people only because of requirements of communication constantly accompanied to the labour and the whole life of peoples and its satisfaction turned out to be necessary. That is why the language as means of communication was and always remains the constant participant of all sides of society and activity of collective. Vocabulary work is inseparably connected with all the other aspects of the language:

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[6] Ur P. A Course in Language Teaching. Practice and theory. -Cambridge: CUP, 2003. Pp. 82-90.

a) With pronunciation: lexical meaning are expressed with the help of phonic means of a language: -short and long vowels (fill-feel, knit-neat):

- open and close vowels (beg-bag)
- voiceless and voiced consonants (lad-let)

b) With morphology:
c) With syntax,
d) With spelling: fair tale – fare tail;
e) With stylistics: father, pa, daddy, pop, old man.

By vocabulary skills we mean the ability:

- To transfer of a word from distant memory to immediate memory; (**Retrieval of words from memory** is done through the **activation of mental lexicon.** Activation is caused by attempts to map an idea onto the words in memory. Sometimes meaning cannot be mapped onto the words and this causes the **"tip-of-the-tongue phenomenon"** when the meaning needs to be expressed but the form cannot be retrieved from memory).

- To check the correctness of selection of a particular word in the given situation; (Here we may see approximation of **word usage which** can be hampered by the absence of the necessary word in processing memory or in the mental storage. In this case language users resort to **lexical strategies** such as **circumlocution** (putting the idea in a different way), **word coinage** (creating a non-existent word) and **derivation** (forming a word from the one that is known to the language user). Another strategy is using **gestures and mimicry**).

- To evaluate combinability of the word chosen instantly with other vocabulary items; (**A** process of cognition produces **the meaning,** that a person is willing to communicate in the circumstances. It is necessary to consider the **"word pragmatics",** i.e. to see that a word does not elicit an unwanted reaction from other participants in the communication. Using a word means recognizing certain **grammar obligations.** Finally, the word is accessed in memory and is produced either in **graphical or oral form).**

- To choose the proper paradigmatic form of the word quickly suitable for a particular structure (The use of words in both speech production and comprehension is the result of **cognitive processes.** It starts with the **perception of the situation** that makes it necessary to look for a word in the "master-file" (the main storage of words)).

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).*

We may present verbs such as *want* and *enjoy* together with the verb form that follows them *(want+to do, enjoy+doing),* or adjectives or verbs together with their following prepositions *(wait for, listen to).* The collocations typical of particular items are another factor that makes a particular combination sound *"right"* or *"wrong"* in a given context. So this is another piece of information about a new item which it may be worth teaching. When introducing words like *decision* and *conclusion,* for example, we may note that you *take or make* the one, but usually *come* to the other; similarly, you *throw a ball but toss a coin*; you may talk about *someone being dead tired but it sounds odd to say * dead fatigued.* Another typical feature is **idiomatic word use or collocations. They** often serve as instruments of individual expressive power. Collocations are also often noted in dictionaries, either by providing the whole collocation under one of the head-words, or by a note in parenthesis. Teacher should appeal learners' attention to the differentiate features of idiomatic expressions with word combinations.

By methodological typology of the language material we mean distribution of lexical units into groups in accordance with the degree of their complexity for assimilation.

3. Different approaches to recognition of lexical (vocabulary) complexity

There are different approaches to recognition of lexical (vocabulary) complexity:

- taking into account qualitative characteristics of words, that is formal, functional and semantic peculiarities of a particular word and complexity of its assimilation under the condition of contact between two languages. When people are speaking or writing, their choice of words is influenced by the situation they are in. A variety of the language in a communicative situation is called a language **style.** It may be appropriate to use an **informal style** with close friends, a **neutral style** with business acquaintances and a **formal style** with an employer. Often in communication it is necessary to select specific vocabulary that helps convey the message in the best way. People switch the vocabulary they use when they talk to different specialists or non-specialists, to adults or children, to indifferent or sensitive people. The selection of vocabulary for the purpose of achieving the best communicative result is called **language register**[7]**.**

[7] **Milrud R.P. English Teaching Methodology. -M.: Drofa, 2007. -P.93-94.**

- taking into account quantitative characteristics of words (**metaphorical word usage and** word polysemy which is represented by homophones with a variety of assigned meanings) which imply wide use of words as well as their length which is measured in the number of letters or syllables.

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.

4. 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

The choice of a way of conveying the meaning of a word depends on the following factors:

1) whether the word belongs to the active (productive) (productive) or passive (receptive) "receptive" minimum vocabulary;

2) on the stage of learning: at the junior level – visual techniques, speech-patterns, translation; at the intermediate level – synonyms, antonyms, word-building analysis; at the senior level - context, definitions;

3) on the level of the language preparation of the class;

4) on the qualitative characteristics of a word.

How to work at a new word? - There are 2 ways: at an isolated word, in a context. How to work at an isolated word:

- when you deal with proper names, geographical names;
- sometimes you can give some words to develop the language guessing abilities (the first word is given in a context, the rest – in isolation: a runner – in a context; a jumper – will be easily guessed);
- when teaching the pupils to work with a dictionary.

Work at a new word in a context is more widely used: in a phrase, in a situation, in a story, in question-answer form, in a talk, in a story with elements of a talk. It leads to better assimilation of new words.

Stage II – drilling. Aim: to create/form the stereotypes of usage of a new word.

Stage III – situational (communicative practice). Aim – improvement of the vocabulary skills and developing of the pupils' skills of using the vocabulary independently.

There is another point which is called inferencing (or guessing) procedures. Many language teaching programmes aspire to teach only about 2000 words. Are the remaining words learnt from a dictionary? Almost certainly not. If the meanings have not been supplied by outside sources, as it were, then where have they been found? The answer is, of course, that we guess the meanings of the words by hearing them used in a certain situation or by reading them in a certain context and guessing their meaning from the context[8].

Now we shall look through all these stages in details. When we speak about the lexical meaning it should be apprehend as the material meaning of a word. This is a meaning which gives the concept of a word. By the lexical meaning the word expresses the basic properties of the thing the word denotes. The lexical meaning of a word falls into two: the denotational meaning and the connotational meaning. Denotational meaning makes communication possible because words denote things, concepts, they name them. Ex. the denotational meaning of the word «table» is a piece of furniture consisting of a flat top with four supports (called legs). The connotational meaning is a meaning which has a stylistic shade. It serves to express all sorts of emotions, expressiveness. Connotation may be shortly defined as emotional and evaluative component of the lexical meaning. For example, the notion of "white" can be expressed by different words: "bianco, white, weiB, blanc, safed" in Spanish, English, German, French and Persian. One can see

[8] **Lado R., Fries C. Lessons in Vocabulary. - Michigan: The University of Michigan Press, 1990.**

that the expressed notion is one and words are several. Every word can express several meanings if it is not a term, for instance: whitepaper, to whiten up, etc. Meaning is studied in linguistics and notion in psychology. Meaning of the word is linguistic term, it is given in dictionaries.

Four structural sides of the word-phonemes (in phonetics), structure (in lexicology) and grammar (in morphology) are studied in linguistics. Nowadays Indo-European languages consist of more than half million words. People can communicate in a language using 400-500 words. An educated person uses 3000-5000 words to express his ideas in writing and speaking. A person should know more than 3000-5000 words for reading and listening. Famous writers and poets use 20-25 thousand words in their works. Words are classified into groups according to some categories: lexico-grammatical (word combination), ways of word formation (simple, compound), groups of theme and terms and etc.

The world is formed as the symbols of things and so are words in our mind. The word remembers us the symbol of object and circumstance as the second signal system, for instance: when you hear or read the word "bread" you can easily imagine "food". The relationship between notions should be taken into consideration while teaching vocabulary. Firstly, in other words, there are narrow and wide spread notions, for example: woman, man – person; daughter, son-child. Secondly, coinciding- two notions are different in their meanings: to visit- to come; thirdly, partly coinciding-one notion can partly cover the another one: scientist-methodist, pedagogue-musician; fourthly, words which do not coincide with each other, for example: pen-twighlight, algorithm-holiday.

You can see the differences in the Table 9.

Table 9. Differences in the word notion

Relationships between notions	Uzbek	English	Spanish	Deutch	French	Russian
Fully the same	Suv	water	agua	wasser	eau	вода
Partly	qo'l	1.arm 2.hand	1.brazo 2.mano	1.arm 2.hand	1.bras 2.main	рука
Fully different	Shanbalik	Lunch	Siesta	Herr	Grand dejeneur	Субботник

While introducing new vocabulary fully same words are translated, partly same words are introduced with word compositions, different words

are given definitions. Words are very complicated with their meaning, material side (phoneme, morpheme, and grapheme) and expresses connection between objects and circumstance (its denotations). Pay attention to the following examples:

Uzbek	English	Spanish	Deutch	French	Russian
Bormoq kelmoq	Go come	Ir verir	Geher commen	Ailer venir	Идти

It can be clearly seen from the table that infinitive in Uzbek and other foreign languages have its significant but in Russian there is not significant of infinitive, it can be expressed in the context.

Associative communication is very important while remembering and using new words. There are five types of associative communication: 1. synonyms; 2. antonyms; 3. equally related: table-chair (furniture); 4. widening of the meaning: table-furniture, apple-fruit; 5. connection of notions: illness-death (reason-effect), soldier-army (part of entirety).

Methodic preparation of new vocabulary is done in two stages. First is a methodical process prepared by Methodist that the teacher should know. In this stage words are chosen, methodically arranged, and included in manuals. After static stage the next dynamic stage is done.

The term “choice” is widely spread in methodic. The phenomenon of making microsystem for learning of a pupil from language macrosystem according to certain scientific criteria is called a Methodical choice. A Methodist chooses lexicon using the following methodical terms: “resource of choice”, “criterion of choice” and “unit of choice”. “Resource of choice” means choosing lexical minimum from the language system. Linguistic minimum is usually chosen from the speech. Particularly active (productive) minimum is chosen from dialogues, fictions or from the daily speech models. Passive (receptive) minimum on the contrary, is chosen from the terms. Active (productive) vocabulary is used in oral speech, passive (receptive) is in written. Active (productive) minimum of foreign language in schools include approximately 1000-1200 words. Passive (receptive) vocabulary is chosen based at the active (productive) minimum.

Frequent, widespread and available words are chosen according to “choice criterion”.

Combinability, derivatibility, polysemy, stylistically neutral and usage in making sentences belong to the next criterion.

The process of vocabulary acquisition has certain “laws” of its own. The first **encounter with the word** is sometimes more important than its frequency in exercises. That is why it is essential to **“prime the word”,** i.e. to prepare the learners for the encounter with the new word through activation of prior knowledge and creating the necessity of using the word. Development of vocabulary in mind depends on the **complexity of the concepts** that are expressed with the help of words, because words with a concrete meaning are acquired easier and sooner than abstract ones. Learners

acquire **separate meanings of a word.** First they acquire one component of meaning and then another. Basic terms (e.g. potato) are learned before superordinate words (vegetables). The storage of words in memory depends on the **depth of meaning processing.** The deeper learners get the meaning of the words in examples and associations, the stronger memory traces will be. **Receptive skills** come before **productive skills** and the learners find it easier first to understand a word and then to use it. The knowledge of a **vocabulary item** comes before the knowledge of a **vocabulary collocation,** i.e. the learners first acquire words and then learn how to combine them in collocations. Words are best remembered in their **situational context** (combination with other words) yet situational context can limit the potential use of the words to particular situations only. In a **motivating activity** the word is remembered the best. Motivating activities are more important than continuous repetitions.

In conclusion we can say that there is **three-phase framework of teaching vocabulary.** They can be broken down into three phases such as pre-activity, while-activity and post-activity (Table 10).

Table 10. Phases and activities

Phase	**Activity**
Pre-activity	Exploring vocabulary forms (word derivation models) Exploring vocabulary meaning (synonyms, antonyms, polysemy). Exploring potential vocabulary use.
While-activity	Deriving words (e.g. creating the necessary form of the words) Using vocabulary (e.g. choose the right synonym) Communicating the message (e.g. describe the gadget using technical jargon)
Post-activity	Reflecting on task fulfillment Focusing on vocabulary use Integrating vocabulary with teaching communicative skills (reading, listening, writing and speaking)

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 9. TEACHING GRAMMAR IN FOREIGN LANGUAGE TEACHING METHODOLOGY

Lecture outline:

1. What is Grammar?
2. Methods of Teaching Grammar
3. Grammatical Minimums
4. Interference & Transition
5. Techniques to Teach Grammar

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.*

- *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

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

Grammar features

Interference: inter-language/inside language

Translation

Techniques to teach grammar:

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, while 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.

TESTING

- What is grammar role in teaching foreign language?
- What grammar minimums do you know?
- What methods of teaching grammar do you know?
- What grammar tasks and exercises are the most effective for teaching grammar?
- What is teaching grammar in context?

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.

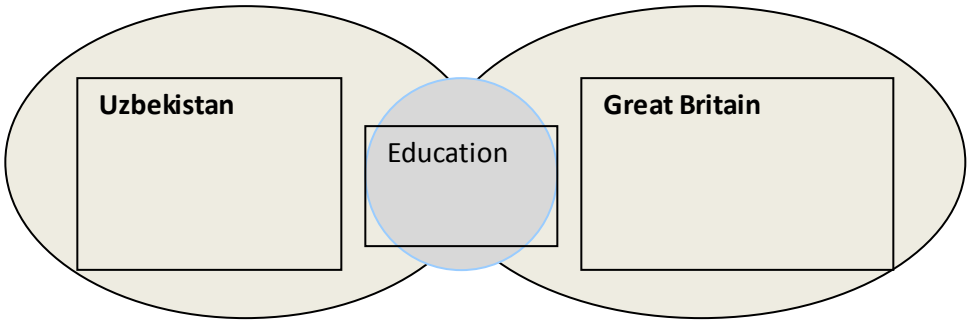
Isolation and exploration:

• 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

Venn Diagram



LECTURE 10. PRACTICE AND ASSESSMENT OF TEACHING GRAMMAR IN FLTM FOR ALL STAGES OF CONTINUOUS EDUCATION

Lecture outline:

2.1. Cognitive aspect of acquiring grammar
2.2. Selection of the grammar material
2.3. The ways of developing grammar skills
2.4. Principles of teaching grammar

Key words: *cognitive aspect,* the grammar side of the speech, *acquiring grammar acts, studying/learning ready material, mastering grammar generalizations, abstractions defining language situations, studying/learning ready material, mastering grammar generalizations, active grammar minimum.*

1. Cognitive aspect of acquiring grammar

There are a number of reasons why there occur different notions about "grammar" when one comes across this term. While it is perceived as a part of Linguistics in the course of mother tongue at the secondary school, in teaching/learning foreign language it is considered to be the grammar side of the speech. According to various scientific sources the word "grammar" could be limited in two notions: 1) the grammar side of the speech – the grammar cases found in speaking, listening, reading and writing the language (e.g., article; speech patterns; verb forms of the person) and 2) abstractions defining language situations (e.g., the first place of the subject in the sentence; the plural suffix of singular noun).

There are plenty of methodical literatures where one can see such terms as acquiring "grammar mechanisms", developing grammar skills and others. The term "mechanism" is used to describe the events in action. It is more decent to use in short "grammar mechanisms" (V.S.Setlin) than "using grammar elements in speech activity".

V.S.Setlin has divided the process of acquisition of the grammar mechanisms into three parts: 1) acquiring grammar acts; 2) studying/learning ready material; 3) mastering grammar generalizations.

Grammar acts have the leading position in the grammar mechanisms of speech. Acquiring grammar act is classified by the formation of automatized skills of speech grammar. Learning the ready material of grammar is defined by memorizing grammar forms. Memorizing and using definitions, rules and notions is called mastering generalization.

Studying ready material is learning units of the foreign language, mastering grammar acts, i.e. forming skills. Linking words and grammar morphemes are learned as a material whilst change of words, word combinations and word order are acquired as skill.

The notion of grammar material is not a form of grammar case. The term "form" is associated with the structure of a sentence or a word composition, the content parts of words, linking words and items forming a word. It is more logical to use the term "grammar form of word" than "form of grammar case".

Thus teaching foreign grammar is associated with acquiring of grammar mechanisms.

Active and passive grammar was the matter of discussion for a long period. I.V. Rakhmanov used the terms active and passive material in association with mastering the reproductive and receptive speech.

Active grammar means grammar cases used in reproductive (as well productive) speech. In some sources active grammar is called as "grammar of speaking".

The notion passive grammar, according to the methodical doctrine of L.V.Scherba consists of grammar cases and their abstracts used in perception (reading, listening). The term "passive" relates only to educational material, the essence of the pupils' activity in education to be always active was admitted in both Psychology and Didactics.

As it is known L.V.Scherba theoretically substantiated two kinds of speech activity. His theory added great contribution to the development of foreign language teaching methodology in our country and abroad. P.Hagboldt devoted a special part to the matter of passive (receptive) and active (reproductive) assimilation in his book (Language Learning. Chicago, 1935.). Passive grammar was named as "recognitional grammar" by Ch.Handschin *(Modern Language Teaching. New York, 1940)*, "visual grammar" by H.Dunkel *(Second language Learning. Boston, 1948)* and M.West *(How Much English Grammar? "English Language Teaching". vol. VII, Autumn, 1952, N1.)* called it as "grammar for recognition".

Many methodological research works reveal passive grammar with the term "grammar of reading". As passive grammar has wider meaning in modern methodology, it would be more appropriate to call it "grammar of reading and listening".

Micro-form, micro-meaning and micro-usage are recognized as the unit of grammar selection. The grammar cases for the oral speech of the pupil are selected from the live speech of foreign native speakers and speeches of fiction heroes in that language. The source of selection active grammar is spoken literary language. Passive grammar minimum is selected from written texts for written speech (reading) of pupils. There are elected grammar cases reflecting written way of speech.

2. 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 organization of preparing foreign grammar material requires serious approach, as the success of teaching is directly linked with the selection, distribution and methodical typology of the content. That's why the selection should be appropriate to the above criteria.

The next task of preparing language material is presentation of selected minimum. Distribution of grammar minimum requires functional (i.e., according to the task in speech) approach. Grammar is divided into no less than a sentence, communicative units. Speech pattern performs as a unit of distribution.

The speech pattern embodies in itself all sides of speech, i.e. vocabulary, grammar, pronunciation and graphic aspects, as speech pattern is considered to be the unit of mastering in distribution.

Reproductive way of learning the foreign language, especially based on speech patterns is bringing to expected results. The speech pattern was introduced into methodology in the 60s of the last century under another term. Then the notion "model" (modelling) was methodically researched. Up to now "the typo sentence" in the present educational programs is recognized as grammar unit.

Grammar was distributed in two ways i.e., with the help of rules and speech patterns. The third way "vocabulary approach" is appropriate when

the grammar case is presented isolated, i.e., if it is used in the only sentence, it needs to be learned without rule as a word (vocabulary). According to modern methodological requirements method of grammar distribution means "using primarily speech patterns, and if necessary grammar rules".

The process of distribution consists of three stages: defining general sequence, distribution among grades and distribution in school year. Each stage has its own methodical criteria.

General distribution is measured according to the criterion of importance of grammar cases. In distribution of present indefinite and present continuous tenses of foreign language, the first one is considered to be the most important for speech process. Usually the most important grammar cases are distributed in initial stage.

Besides importance distribution of grammar among grades takes into account the criterion of correlation of grammar with vocabulary. Vocabulary is primary which in its turn influences on the distribution of grammar units.

The third stage is a very complex process of distribution. Here are detected the cases of positive or negative transfer of language experience of pupil(s). This methodical measure is a major factor of preventing difficulties, i.e., the criterion directed to prevent expected grammar errors in speech acquisition. It is called preventing difficulties appearing in speech.

The first and second distribution is presented in syllabus. The third one is reflected in textbooks.

The result of analysis of translingual and intralingual comparison of selected language material creates the basis to the stage of typology of grammar.

As it was emphasized in typology of vocabulary material, the learned cases in grammar are also divided into kinds. The details of easy/difficult acquisition are looked thoroughly. Identification of difficulties and their typology give the opportunity to create the system of exercises, work out methodical ways of teaching these cases and assign the time of assimilating the material. Typology of grammar material can be associated with typology of difficulties in the process of assimilation.

It is known that identifying the difficulty is a multistage methodical organization: analyzing speech errors, comparing languages (foreign language, native language and second) contacted in pupils mind and contrasting both results. The acts of analyzing errors, comparing and contrasting are performed according to grammatical meaning, form and usage.

Grammar cases are taught for developing speech grammar skills. For developing skills in the content of habits grammar skills pass through three stages: 1. Presentation stage consists of introducing new grammar unit, by this token explaining it and performing initial grammar acts. 2. Doing grammar exercises. This stage is mostly performed in creating skills. 3. Using grammar cases in kinds of speech activities.

The first and second stages are directly organization of teaching grammar, the third stage relates both to grammar skills and speech habits.

Grammar cases presented in speech pattern are introduced orally to pupils in the lower and middle stages of education, and in written form in the middle and higher stages. Grammar case is presented in speech pattern, as a rule, speech pattern and a rule unitedly, or as a vocabulary unit. The list of speech patterns in foreign language formalized by linguists and methodologists as corresponding models are known in the science as two kinds of rules: rule – instruction and rule – generalization.

Rule – instruction is a mental activity aimed at using or reading and listening comprehension of grammar cases, in psycholinguistics that studies speech issues, this program is called algorithm. Introducing the rule is the advance guiding base directed to providing speech act. In other words, rule can be defined as a theoretical wing of speech practice.

Rule – generalization is simple theoretical information related to grammar material that was learned sparsely in the process of speech acquisition. The rule should be always short, accurately defined, aimed and directed to using or recognizing grammar case.

Rule and model are methodical notions with the same essence. Using model provides to capture letter images in person's mind. (Verbal) abstraction expressed by words occurs discursively. Speech patterns play the role of sample for composing sentences, where verbal discursive abstraction doesn't attend but there occurs analogy. Discursiveness must be limited as much as possible.

3. The ways of developing grammar skills

Presentation of grammar material happens inductively or deductively. Inductive presentation begins from example and transfers to abstraction; deductive one presents a rule (or a speech pattern) then practices examples. Rule – generalization appear when there are more than one example. Only one grammar case can be learned without rule on the level of vocabulary. Also in mostly used grammar cases one example is given lexically. Many factors should be taken into account in introducing new grammar case to pupils:

1. Factor of relation to the nature of grammar case. Similarity of the form, easiness of clear meaning requires using inductive method. 2. Factor of similarity and difference between native and foreign language cases. Similarity makes to use induction and difference makes to use deduction. 3. Factor of leaning to the experience gained from foreign language. 4. Factor of learning micro-units of new cases via different methods.

Using inductive and deductive method must be rational.

Organizational part of presentation stage involves three sequent methodical actions: presentation, control of perception and memorizing a new case as well as uttering to perform initial exercises.

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.

Development of speech skills of pupils is characterized by the process "stamping" of grammar cases. The stage of doing exercises consists of three parts: 1. learning to utter grammar cases imitatively, any grammar act is limited by leaning to its sample. Performing imitative exercise binds to the next part.

2. There start doing exercises by making changes in the content of imitatively learned case. The familiar material serves to thorough acquisition of the new grammar case.

3. The previously learned and today's grammar cases are used in oral and written form of expression. The speech orientation is common to the given time of doing exercises.

4. Principles of teaching grammar

Grammar language material is taught according to the definite methodical principles. Teaching foreign language grammar is conducted basing on the following principles.

I. Principle of developing grammar mechanisms. Teaching foreign language grammar is associated with developing grammar mechanisms. The grammar mechanism of the foreign language consists of three parts, as it was mentioned above skills, material and generalization.

Grammar skills have a special place among the automatized components of speech activity in acquisition of grammar mechanisms. Grammar skills are developed as reproductive and receptive skills of oral/written speech.

The acts of grammar skills are composed of generalizations appropriate to rules, i.e., they contain grammar abstractions.

Methods of developing grammar skill of foreign language is connected with peculiarities of speech activity and difficulties on interrelations of grammar structures of the native language, second language and foreign language are taken into consideration.

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. This is reflected in

selecting exercises and content of rules. To avoid negative influence that results in difficulties translating and untranslating exercises are done; d) overcoming the attendance of mother tongue in the speech process of foreign language is achieved by decreasing and avoiding to use thinking operations.

The second content of teaching grammar mechanisms of speech in foreign language involves linking words and inflexions. Its acquisition requires creating exact and steady images. It is achieved along with acquisition of skill acts and also by creating an opportunity to memorize the material.

The third content of acquiring grammar mechanisms of speech includes assimilation of generalizations on the base of materials and acts. Generalizations are learned inductively. Learning notions consists of two stages: a) pupils understand rules in the process of doing exercises; b) they discover grammar acts and materials of speech as generalizations.

II. 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.

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

IV. 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.

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

VI. 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).

VII. 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.

Besides the above mentioned general principles there are also private principles of teaching foreign grammar (worked out by V.S.Setlin).

The system of teaching foreign grammar (according to the doctrine of V.S.Setlin) consists of forming grammar skills, acquiring grammar material and learning generalization. In its turn it requires doing exercises aimed at forming skills and acquiring the material. In short exercises are means of overcoming difficulties in material, acts and generalizations. There are some samples of exercises aimed at teaching EL grammar:

1. To discover the studied grammar case in the perceived text.
2. To differ new grammar from other known cases.
3. Naming the heard/read grammar case.
4. To analyze the sentence grammatically.
5. To continue teacher’s story using relevant grammar case.

6. To use grammar case uttered by pupil (teacher) in sentence.
7. To systemize grammar material (e.g., making up sentences in present, past and future tenses).
8. To use freely grammar case in speech situation.
9. To describe the picture in the present (past, future) tense in foreign language.
10. To make up conversation using the proper grammar case.
11. To use didactic handouts for grammar exercises (individual approach).
12. To translate the sentence (paragraph) that contains difficult grammar case, etc.

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.

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

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.

LECTURE 11. THEORY OF TEACHING PRONUNCIATION IN FOREIGN LANGUAGE TEACHING METHODOLOGY

Lecture outline:

1. Aim of teaching pronunciation.
2. Difficulties in teaching pronunciation.
3. Methods for teaching pronunciation.
4. Exercises for teaching pronunciation.
5. Tongue twisters.

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

[Ə] [Ɵ] [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**
Teacher pronouns, Learner repeats	**(explanation of placing articulation organse, repeating)**
⬇	⬇
Similarity (similar with native language)	**Difficult sounds**
⬇	⬇
Listening repeating	**Listening Explanation Repeating**

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

[Ə] [Ɵ] [r] [h] [w]

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

LECTURE 12. PRACTICE AND ASSESSMENT OF TEACHING PRONUNCIATION IN FOREIGN LANGUAGE TEACHING METHODOLOGY

Lecture outline:

1. The essence of teaching pronunciation
2. Distribution and typology of pronunciation material
3. Ways and principles of forming and developing pronunciation skills

Key words: *pronunciation, approximation, phonetic side, phonetic material, phonemic role, approximation of the pronunciation, active and passive minima, pronunciation minimum, proportion of phonetic unit, speech communication, distribution of phonetic material, imitative method.*

1. The essence of teaching pronunciation

Pronunciation plays a special role in the content of language material, as it requires the awareness of pronouncing and linking sounds of a sentence as well as following intonation. Pronunciation consists of three parts as hearing (acoustic), uttering (motor) and meaning (semantic). They have their own peculiarity of action in every language. Acquiring phonetic side of the language, i.e. mastering pronunciation skill is one of the core conditions of speech communication. There appear a question - Is it possible to achieve perfect foreign pronunciation? Methodologists have the exact answer: pupils learn approximated foreign language (proper pronunciation could be achieved in mother tongue and second language). According to the idea of approximation, it is available to limit the volume of phonetic material and have the lower quality of some sounds than native speakers. But the definite foreign sound could be the reason of changing the meaning, i.e. it could play phonemic role, in this case it is recommended to achieve the highest approximation, e.g., it is important to seek high approximation in long – short vowel sounds in English, voiced and unvoiced consonants in the end of the word, otherwise the meaning will be lost.

Approximation of the pronunciation is firstly characterized by the condition of secondary education, i.e. the unnatural climate of teaching foreign language, so pronunciation is more complex than vocabulary and grammar.

The main requirement is acquiring relatively fluent foreign pronunciation. Firstly it provides comprehension of communicants, secondly it demands acquiring middle speed of speech skill (it is known the speed of the EL speech means to be average pronunciation 220-250 words in a minute. Keeping in mind that speech units exist only in sound images and that pronunciation is mixed with vocabulary and grammar skills, they are usually acquired integrally. Pronunciation skill is a unique language act that provides the expression of speech units through relevant sounds

The issue of when to start teaching pronunciation was the reason of various discussions. It is not logical to select definite grade or stage in methodology as acquiring pronunciation depends on speech skills and habits. The following order as a general law is recommended for all schools: almost all sounds are introduced in the initial stage of education; the middle stage continues teaching new sound combinations, stress and intonation; in the middle or higher stages all pronunciation cases are developed. Hearing during acquisition of language materials as vocabulary and grammar develops pronunciation skill.

2. Distribution and typology of pronunciation material

Minimum of the EL phonetic (pronunciation) is selected according to vocabulary and grammar minima. Language material is usually consists of active and passive minima. The notions of active and passive in phonetic (pronunciation) minimum are treated differently. Active and passive pronunciation minima are learned simultaneously. They are included in the complex language skills and appear in speaking and perception.

Active and passive minima are distinguished as follow: active minimum admits approximation, but it is not found in passive. Active minimum works in the range of limited phonetic material and in passive it is possible to meet variants of foreign language phonemes.

Pronunciation minimum is general for definite educational institution, for ex., for secondary schools in spite of the language experience of pupils. As the sounds, sound combinations, phonetic cases and intonation of the learned foreign language compile pronunciation minimum.

It is inevitable that all phonetic units of foreign language lexical-grammatical material occur in pronunciation minimum. But it is methodically known that pronunciation units that are easy to learn are not taught in separate exercises, because they are not included into the content of teaching pronunciation. Thus minimum doesn't consider language experience, and the content of teaching pronunciation compiles cases that require special time and power for definite difficulties in acquisition.

There is a classification that takes into account the difficulties of assimilation of all units in different norms that are included in the content of teaching pronunciation (CTP): difficult cases referring to articulation, opposition, position and acoustics.

Pronunciation minimum is selected according to the following criteria: (1) the proportion of phonetic unit to the need of speech communication; (2) appropriate style for selection; (3) normativity of pronunciation; (4) prevalence.

According to the first criterion there are selected phonemes and intonemas that differ meaning, as pronunciation minimum includes all phonemes (but not their variants).

Appropriate style for selection takes as a base full style of pronunciation, i.e., literary, academic style (conversation style is not

appropriate). Literary style could seem to be more artificial but it is more suitable to secondary education.

Criterion of pronunciation norm is close to style criterion, the task of which not to allow the inclusion of dialectal pronunciation into pronunciation minimum. It is recommended to learn phonetic sample, i.e. literary pronunciation.

Prevalence is also like criteria of style and norm. The most used phonetic units are selected and included into phonetic minimum.

On the base of these criteria pronunciation minimum is selected from the phonetic system of the learned foreign language. The most used phonetic units in speech are selected and included into minimum. In keeping the criteria the phonetic peculiarities of the EL are taken into consideration.

In distribution of vocabulary and grammar material the first issue was to divide into active and passive. Distribution of phonetic material in pronunciation is particular. The listened (passive) and uttered (active) pronunciation units are not acquired alternately but simultaneously, there occur inner speech in listening and outer (oral) speech in utterance.

Distribution of phonetic material occurs according to the following scientific-methodical criteria: 1) speech orientation; 2) distribution of difficulties. These criteria act variously in different textbooks. The common thing is that the received lexical-grammatical distribution predetermines pronunciation distribution.

Typology of pronunciation material. The most appropriate methodic way is that phonetic material is methodically typed for forming pronunciation skill.

There are two types in methods of teaching foreign language. The first leads to find reasonable methods of teaching pronunciation through dividing all units of phonetic minimum into easy/difficult.

According to the second type only difficult units of the content of teaching pronunciation (CPT) are divided into noted four (articulation, opposition, position and acoustics) groups.

From the content of typology we see that it covers sounds, sound units and phonetic cases. Typology of intonation is another kind.

Methodical typology of the definite language pronunciation units are considered in the stages of presentation, doing exercises and usage that are carried out for developing pronunciation skills.

3. Ways and principles of forming and developing pronunciation skills

The methodical term that expresses the least notion is “the unit of pronunciation”. It involves sound, sound combination, phonetic case and intonation. “Phonetic case” expresses the place of sound in the word/syllable (e.g., the sounded consonant in the end of the word), opposition of sounds (long-short vowel), etc. The term that expresses the widest notion is “phonetic system” which means phonetic systems of mother tongue, second and foreign languages.

Presentation of the pronunciation material occurs through the utterance of phonetic unit by the teacher and hearing of the pupils. It is very important to solve the problems of presenting a pronunciation unit alone, in a word or in a sentence objectively for development of pronunciation skills.

Presentation of the new sound requires imitative and analyzed kinds of work. In methodology they are called imitative and analyzed methods of teaching pronunciation.

Imitative method is natural and simple. But it is based on unconscious acquisition of the language and its pronunciation.

Imitation requires from the teacher accurate pronunciation and from the pupil sharp hearing ability.

Analyzed method, on the contrary, requires the work through consciousness, which results in the development logical thinking. Understanding, thinking out and uttering of pronunciation unit is fulfilled through analysis.

Imitative method can be used alone when the existing pronunciation skill has a positive influence, but the analyzed method is always accompanied by imitation.

Phonetic exercises support to form pronunciation skill of the EL. Exercise is a mental action directed to repetition, acquisition and development of ways of doing.

Mastering pronunciation in the process of teaching foreign language very much differs from learning lexical and grammar material, hence from learning native language pronunciation. Pronunciation is taught according to the following principles:

1. Using information of comparative analysis of phonetic systems of foreign language and language(s) the pupils speak. The steady pronunciation skill of the pupil who started to learn a foreign language often interferes in learning new phonetic units. Comparative analysis helps to define the difference and similarity between them.

2. Synchronous formation of speech action and hearing images of pronunciation in foreign language. During pronunciation skills of hearing and speech action compose inseparable unit. Oral utterance is controlled by hearing analyzer.

3. Using reasonable methods in teaching pronunciation. Phonetic units that require analyzed method is limited in amount, that's why it is usually recommended to use imitation.

4. Taking into consideration important pronunciation peculiarities of the learned foreign language. Only the teacher who is aware of language experience and phonetic norms of the foreign language in the development of pronunciation skills can receive the expected result.

5. Wide usage of educational technical means in teaching pronunciation. Acquisition of phonetic material is not restrained by teacher's pronunciation. Pupils hear a live speech of the teacher, his/her recorded speech and speeches of other persons (speakers).

6. Separate usage of ways of pronunciation material presentation. According to the difficulty of foreign language phonetic units in methodology they are usually presented in a sentence, in a word or separately. Pupil hear the sound in the sentence, in the word or separately, but in utterance they learn some of them separately, and others in the sentences.

Questions:

1. What can you say about the core of acquiring approximated pronunciation?
2. What are the main principles (criteria) of selecting phonetic/pronunciation minimum?
3. What elements does the content of teaching pronunciation include?
4. What backgrounds are put into the distribution and typology of phonetic material?
5. Describe the methods and ways of teaching pronunciation.
6. Name the principles of teaching pronunciation.
7. What do you think we should work on the pronunciation at lyceum and college?

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 .

Card 2

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

Rapid speeches.

She sells sea shells on the sea shore.

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:_____

LECTURE 13. THEORY OF TEACHING LISTENING IN FOREIGN LANGUAGE TEACHING METHODOLOGY

Lecture outline:

1. What is listening?
2. Stages in teaching listening
3. Teaching Listening Activities
4. Assessing Listening Proficiency
5. Resources for Teaching Listening

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

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 speaker's purpose	Have a specific purpose for listening and attempt to ascertain 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 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.

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

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 recognise.

LECTURE 14. PRACTICE OF TEACHING LISTENING IN FOREIGN LANGUAGE TEACHING METHODOLOGY

Lecture outline:

1. The difficulties of listening comprehension in the ELT
2. The cognitive mechanism of the listening comprehension

1. The difficulties of listening comprehension in the ELT

Key words: *listening comprehension, cognitive mechanism, language skills, "speech" means speaking, listening, reading and writing, listening has a "volitional component", processing sound, processing meaning, processing knowledge and context.*

The speakers, as usual, try to speak turn by turn and try to understand each other. As experience, the speaking is the lovely language skills among human body. We can get different kind of information by listening. Communication is the necessity of human. Sometimes we are not able to understand the meaning of the speech in a full form. The main reason of not understanding is not to consider enough to teaching listening comprehension.

Listening is a skill in a sense that it's a related but distinct process than hearing which involves merely perceiving sound in a passive way while listening occupies an active and immediate analysis of the streams of sounds. In common the word "speech" means speaking, listening, reading and writing. It would be better if we say "listening-speaking comprehension".

During the history of teaching foreign languages listening comprehension come to the methodology of foreign languages teaching in the 1960. Listening was the brunch of speaking. There were not special exercises for listening before. As we know it is difficult to understand listening than speaking. In this sphere we can compare two words, like "listening" – to understand the speech and "hearing" – one of the senses of human.

The man who is able to hearing tries to understand the information and by this way he will listen. When we say "Did you listen?" we try to analyze did he understand or not. In one word "listening comprehension" means to understand others opinion. "Listening" and "understanding" happens in one time. Just we can divide them in different sentences to express different meaning.

Listening, writing and reading will help you to get perfection. In getting information the main skill is listening. But among language skills the speaking and the listening are the part of oral speech. It is difficult to divide them when we use the term "Listening comprehension".

In native speech we understand meaning and the form of speech immediately, but in foreign language it is difficult to understand. We should know a lot of words and word combinations, communicative grammar and phoneme of the foreign language. In one word skills of listening comprehension can be developed by lexis, grammar and pronunciation. Lexis

will help you to understand the main idea of the audio text and grammar help you to understand the meaning of the text concretely.

If the speaker and listener speak with the same base it will be easy to understand.

One the brunch of language skills listening comprehension is the object and means of education.

Listening has a "volitional component". While listening; the desire to listen, as well as the capability to listen (comprehension) must be present with the listener for the successful recognition and analysis of the sound.

A listener as a processor of language has to go through three processes using three types of skills:

a. Processing sound/ Perception skills: As the complete perception doesn't emerge from only the source of sound, listeners segment the stream of sound and detect word boundaries, contracted forms, vocabulary, sentence and clause boundaries, stress on longer words and effect on the rest of the words, the significance of intonation and other language-related features, changes in pitch, tone and speed of delivery, word order pattern, grammatical word classes, key words, basic syntactic patterns, cohesive devices etc.

b. Processing meaning/ Analysis skills:

It's a very important stage in the sense, as researches show, that syntax is lost to memory within a very short time whereas meaning is retained for much longer. They say that, 'memory works with propositions, not with sentences'. While listening, listeners categorize the received speech into meaningful sections, identify redundant material, keep hold of chunks of the sentences, think ahead and use language data to anticipate what a speaker may be going to say, accumulate information in the memory by organizing them and avoid too much immediate detail.

c. Processing knowledge and context/ Synthesis skills:

Here, 'context' refers to physical setting, the number of listener and speakers, their roles and their relationship to each other while 'linguistic knowledge' refers to their knowledge of the target language brought to the listening experience. Every context has its individual frame of reference, social attitude and topics. So, members of a particular culture have particular rules of spoken behavior and particular topic which instigate particular understanding. Listening is thought as 'interplay' between language and brain which requires the "activation of contextual information and previous knowledge" where listeners guess, organize and confirm meaning from the context.

However, none of these micro-skills is either used or effective in isolation or is called listening. Successful listening refers to 'the integration of these component skills' and listening is nothing but the 'coordination of the component skills'.

It is very important to make and choose the text. It should be interesting and be adequate to learner’s age. If the learner is interested in the text, he/she will read it with pleasure. Activities in this stage would be

interesting and easy including face to face interaction, using visual and tangible topics, clear description of the listening procedure, minimum use of written language, and immediate and ongoing responses and etc. So that learners can easily keep pace with the text and activity.

Listening to short chunks, music image, personal stories, teacher-talk, small question- answer, and interview may be applied in this stage.

The main source of getting information by listening is teacher's speech, tape recorder, radio: Any way, recording must be of an English speaker. Copying recording two to three times is preferred in order to avoid rewind which may discrete attention of the listeners, films, filmstrip, TV program and many others.

One more important features of listened text is to clarify its' simplicities and difficulties. It is significant to know difficulties and their causes.

Every speech Perfecting has its own difficulty. There are a lot of difficulties in Listening.

It is main problem to know and discuss them in studying foreign language.

The problems of perception especially perception of speech was work out by psychologies perfectly of world.

1. There are some kinds of difficulties which belong to language. The meaning is different, but the form of sound is similar (homophone) or the listening and understanding of passive voice are very difficult.

You can think that the homophone and passive voice clear to you in text but there may be a little difficulty when you try to understand the meaning of audio text.

2. The difficulties which belong to meaning.

The taken information will be including what, where, with whom when and like that questions during understanding of pacts or to know contact between them.

Also there are some difficulties, which belong to general ideas.

3. The difficulties which belong to understanding of language skills.

It is enough of remember that the score of speech, intonation and the difficulty of mechanic written audio text.

All together the perception of audio text one time, to listen to unknown person the features of sound also may be prohibit to understanding it.

4. The difficulties which belong to the form of speech.

To answer in dialogue speech when we listen long and keep it in memory, they will make certain difficulties for pupils.

5. The difficulties which happen in linguistics.

They are linguistic lexis, grammar and phonetic. In lexical level there are pair concepts (for example the words which describe the sides of world) polis mantic, the meaning of word in permanent combinations. Auxiliary words and from Grammatik side the events which can't exist in mother language or phonetics side.

6. The destination of words in writing and intonation to be reason of depending text.

The structure of audio text (meaning – composition structure) is also a reason of it, because, it has close relation to the understanding the information. The factor which has great influence for comprehension the audio text is: logical suitable of statement and paragraph, the kind of easy and difficult contexts, participating of different words, and the similar condition of meaning – composition.

The aim of giving information about difficulties, of pupil's listening comprehension, is to settle it by easy way. Remedy of difficulties demands time, work and doing special exercise. To settle difficulties in time hastens education process, and products the most suitable methods of teaching.

2. The cognitive mechanism of the listening comprehension

Listening is one of the main skill and a part of knowledge. The process of getting knowledge has sensitive and logical sides. These qualities come together is listening. The mechanisms of listening are studied well in fundamental science.

Psychologists called the first mechanism understand speech. It means some sensible changes. A person doesn't know language cannot heat this language. (Famous psychologist academic Alexander Romanovich Luria came to this conclusion after many researches).

This mechanism is closely connected with the mechanism of listening memory, while understanding speech it helps to understand a part of speech automatically.

In comparison with process of speaking during the processes of automatic understanding speech active analysis work, (famous psychologist N.I. Jinkino proved this idea in his scientific works devoted to the study of the language).

The level of understanding is connected with repetition inside the speech listened, the person who listens repeats the text he/she listens inside. He/she repeats difficult or unknown parts of audio text, but he/she understands the text well the quantity of repeated text becomes less, it is recommended to teach listening and speaking together.

In listening there is a mechanism of comparison of the signals coming to the memory.

Comparison may be correct or incorrect depending on the person's previous experience.

Listener's experience is the trace left by listening and speaking in brains while comparison them listener becomes successful in recognizing them. It the trace left by listening is strong recognizing mechanism acts well, Information listened does not leave in brains in full and only the trace is left.

Next mechanism is called anticipation, which means admonishing (guessing?)

When mechanism works there is the possibility to guess the content of the audio text (through words and combinations).

One more mechanism is understanding audio text logically.

By forming these mechanisms, the listening/comprehensive skill of students is developed.

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?

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.

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.

LECTURE 15. ASSESSMENT of LISTENING SKILLS IN FOREIGN LANGUAGE TEACHING METHODOLOGY

Lecture outline:

1. Ways and stages of forming and developing listening skills
2. Characteristic features of teaching listening

1. Ways and stages of forming and developing listening skills

Key words: *stages of forming, interpreting speech, grammatical and lexical material, communicative skill, multiple perception, hearing the sounds, forming language skills, linguistic material for auding, the content of the material, listening and comprehension, conditions, multiple listening.*

Listening comprehension is formed and developed by doing the necessary tasks. During the activity, they are observed in their wholeness.

We know that for teaching listening given special time and it devoted to exercises. From the first lesson of FLT in schools paid attention LT till pupil graduating the school. Without general requirements of oral speech in educational program has the list of phrases which only devoted to LT. We must know that these phrases are for understanding the teacher's speech.

For teachers transpired that the grammatical and lexical material which assimilated by speaking and reading is also regarded to teaching listening. Teacher's speech is important for pupils listening. They should teach only in English.

Listening comprehension (LC) exercises are leading during the lesson. LC is differing from other types of language skills and studies as a aim and content of education. The aim of practical learning is to take information in English. Content of all oral speech and reading materials is assimilated by LC.

LC as a means of teaching is used as a way of introduction of the language material in oral form (in a talk, in speech patterns); a means of forming well-set acoustic images of language phenomena (words) together with their meanings, which is ensured by multiple perception of the same material by the ear; a means of acquiring pronunciation sub skills, because instruction only won't help pupils to pronounce a sound strange to their mother-tongue if they don't hear how it is pronounced by a teacher or by the speaker; and skills in a an effective means of developing habits foreign language; a means of mastering the (teaching) technique of reading aloud, as the mechanisms of reading aloud comprises also acoustic images.

LC as the means of teaching permits multiple listening of one and the same speech material; while LC as a language activity constitutes a skill of comprehending speech by ear at single (presented but once) perception (presentation).

Listening is an act of interpreting speech that one receives through ears. Hearing is an act of receiving the language through ears without

interpretation. In real life we can hear somebody speak but actually do not listen to what is being said. Listening is a communicative skill to get the meaning from what we hear. People listen in order to remember what they hear verbally or for the sake of meaning retention. They listen in order to evaluate critically what they hear or to give supportive empathy. They can derive aesthetic pleasure from what they hear or to produce a listener's feedback. They can fulfill the instructions in the heard text.

Listening to the spoken language involves hearing the sounds, recognizing words, understanding different accents, understanding intonation, coping with "noise" (external interference and indistinct pronunciation), recognizing sentences, predicting the meaning, understanding whole discourse.

There are different ways of teaching LC in practice. One of them is teaching at first language materials then language skills. In this method-first of all pupils' must study words and word phrases, sentences then pupils' attention paid to content of learned material. The result of these methods is inefficient because it take much time, that's why it's undesirable method.

In second way, which teacher's use LC going with forming language skills. By teaching speaking, reading and writing pupils' practice (or train) the LC. Herewith paid attention for teaching language materials. This method is useful for teachers. Pupils practice LC during writing, reading and speaking, with it they pay attention to teaching language materials. This method is more effective.

Person who is reading or writing his idea can understand used language material. According to available materials, learning by LS (Language Skills) listening, speaking, writing and reading, formation of the accurate dynamic stereotype. It's difficult to take good results if not used one of them. One of the main way of keep in mind (which taken information), teaching LS each other.

There are special texts for LC without speaking, reading and writing materials. With the listened text they can practice other 3 LS.

LC is a means of assessment of pupils' comprehension when they hear or read a text. Properly used oral language ensures pupils' progress in language learning and, consequently, arouses their interest in the subject.

Auding 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.

When auding the EL students should be very attentive and think hard. They should strain their memory and will power to keep the sequence of sounds they hear and to decode it. Not all the pupils can cope with the

difficulties entailed. The teacher should help them by making this work easier and more interesting. This is possible on condition that he will take into consideration the following three main factors which can ensure success in developing pupils' skills in auding:(1) linguistic material for auding; (2) the content of the material suggested for listening and comprehension; (3) conditions in which the material is presented.

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 auding 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. 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?

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 16. THEORY OF TEACHING SPEAKING IN FOREIGN LANGUAGE TEACHING METHODOLOGY

Lecture outline:

1. The content of teaching speaking.
2. Dialogue speech.
3. Monologues.
4. Exercises.
5. Method "Make up dialogues". "Man over boat".
6. The method of "Inside and outside circle".

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.*

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 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 support.

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

Dialogue speech

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

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

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

Dialogue speech characteristic 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.

Question: Think and tell whether or not a knock on the door, a look, a gesture considered a cue?

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.

In the methods of teaching foreign languages have developed two ways of learning dialogue speech - deductive and inductive. When **deductive method** is used it starts with a training dialogue model. The dialogue is heard as a whole, memorized, and then there is variation in its lexical content, working elements. Inductive method - suggests the way of mastering the elements of dialogue to self- management dialogue on the basis of the learning situation.

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.

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

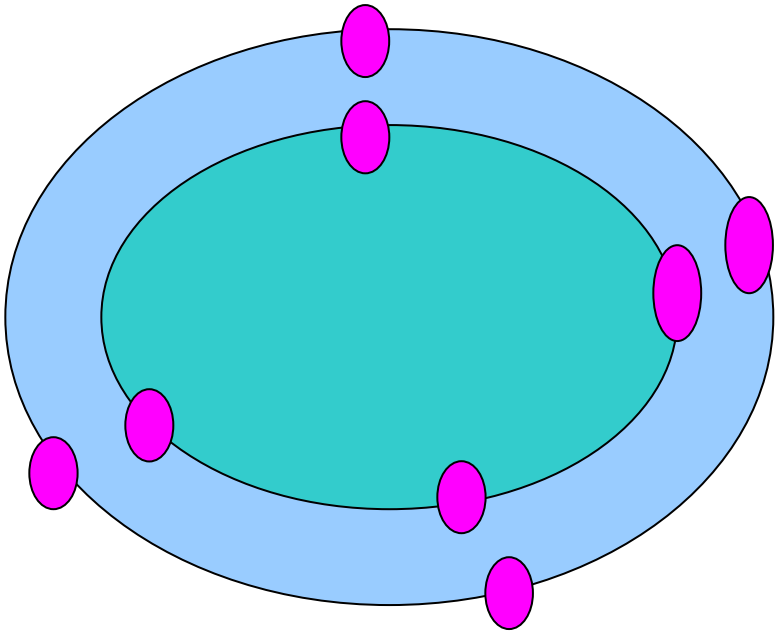
- A dialogue in pairs;
- Dramatization listens to or read text
- Preparation of situations or story;
- An expression of opinion.

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.

Questions for control

- 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?

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LECTURE 17. PRACTICE OF TEACHING SPEAKING IN FOREIGN LANGUAGE TEACHING METHODOLOGY

Lecture outline:

1. Speaking as a speech activity and a skill.
2. Approaches to learning and teaching speaking.
3. Teaching speaking within a communicative competence framework.

Key words: *speaking as a skill, speech activities, medium practical aim, means of communication, paradigmatic and syntagmatic relation, oral speech, spoken discourse, oral conversation, stimulus and their response.*

1. 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.

Teaching speaking in English is considered as a medium practical aim, i.e. at the beginning stage of the education pupils learn speaking and listening but reading and writing used as a means of teaching. At the higher level, when reading and writing becomes an aim, speaking turns into a means of teaching. Speaking has three functions: a means of communication, a means of teaching and practical aim of teaching.

Speaking in English is a three part of speech activity. First of all the learner has to be motivated. In this part the intention of speaking appears. In the expressing part of the idea speaker begins to analyzing process began to work. Speaker needs to stick in memory (associative relation) for performing this process. Paradigmatic and syntagmatic relation is also observed, in paradigmatic relation inner connections are compared basing on different features of the word. It can be seen in the words with the same pronunciation but different spelling (write-right, son-sun); close in meaning (little-small); opposite in meaning (come-leave, give-take). Syntagmatic realation plays important role in learning to speak here we can see the usage of words in different word-combinations.

Speaker chooses ready word or grammatical units from the memory. Usually materials of mother tongue are always ready in memory. However interference is observed (order of words in foreign language and mother tongue).

The third part of speaking is performing or express an idea, pronunciation, namely, it consists of usage of it in outer speech. Realization of all these three parts helps to make speaking process[9].

Speaking skill should be taught closely connected with other skills (writing, listening and reading).

We can express our opinion orally in two ways namely monologue and dialogue. Teaching monologue and dialogue is one of the main requirements of the curriculum. The teacher should know the main features of both forms. For instance the usage of complete clauses and structural forms are essential for monologue, but ready models or elliptical sentences are essential for dialogue.

For performing oral speech learners should gain some psycho physiological mechanisms. They are the mechanism of reproduction (some elements are used in a ready form some of them are reproduced in the process of speech, for instance, prepared phrases consist of 25 % in the English speech), the mechanism of choice (speaker should use different words and speech patterns during the speech and they can be found quickly or slowly in memory toward taking shape of associative relations), the mechanism of joining (in the process of joining the words and sentences, the speaker will form new combinations), the mechanism of arrangement (while feeling the language in comparison with the abstract model operations of text arrangements are made not remembering the theories of linguistics), the mechanism of feeling beforehand (in order to speak fluently, it is important to feel the speech in advance what the speaker intend to say and be ready to continue the sequences, the mechanism of feeling beforehand appears in two meanings: to use the language material and predict the maintenance), and the last one is discourse mechanism (this mechanism is based on logical thought, when pupil uses it, consciously he estimates the speech situation and understands the speech partners ideas and gets it nonverbal manner, response properly, he uses main point and situation of speaking knowledge).

According to ideas of some foreign language psychologists speaking is not either a communication process or utterance but it is a means of statement or expression of the idea[10]. There are certain genres of oral conversation. They are description (telling the details to an active listener), narration (telling the development of events), reasoning (telling one's train of thought to an active listener), identification (talking about one's likes and dislikes), language-in-action (people doing things and talking), comment (opinions and points of view), service encounters (buying and selling goods and services), debate and argument (seeking a solution and pursuing one's point), learning

[9] Jalalov J.J. Chet til o'qitish metodikasi. Foreign Language Teaching Methodology. -T.: O'qituvchi, 2012. –P. 235-238.

[10] И.А. Зимняя. Психологические аспекты обучения говорению на иностранном языке. – М.: Просвещение, 1978. – С. 58.

(use of language in learning) and decision making (people working towards a decision)[11]. The ability to perform these genres is a proof of the skill level.

2. Approaches to learning and teaching speaking

Speaking in the English language has been considered the most challenging of the four skills given the fact that it involves a complex process of constructing meaning. This process requires speakers to make decisions about why, how and when to communicate depending on the cultural and social context in which the speaking act occurs. Additionally, it involves a dynamic interrelation between speakers and hearers that results in their simultaneous interaction of producing and processing spoken discourse under time constraints. Given all these defining aspects of the complex and intricate nature of spoken discourse, increasing research conducted over the last few decades has recognized speaking as an interactive, social and contextualized communicative event.

Therefore, the key role of the speaking skill in developing learners' communicative competence has also become evident, since this skill requires learners to be in possession of knowledge about how to produce not only linguistically correct but also pragmatically appropriate utterances. Drawing on these considerations, this subtheme first outlines the advances that have been made in learning the skill of speaking over the last decades. It then considers how this knowledge becomes the basis for teaching speaking from a communicative perspective. Finally, it presents the importance of integrating this skill within a communicative competence framework so that learners can acquire their English language communicative competence through speaking[12].

Up to the end of the 1960s, the field of language learning was influenced by environmentalist ideas that paid attention to the learning process as being conditioned by the external environment rather than by human internal mental processes. Moreover, mastering a series of structures in a linear way was paramount. Within such an approach, the primacy of speaking was obvious since it was assumed that language was primarily an oral phenomenon. Thus, learning to speak a language, in a similar way to any other type of learning, followed a stimulus-response-reinforcement pattern which involved constant practice and the formation of good habits. In this pattern, speakers were first exposed to linguistic input as a type of external *stimulus* and their *response* consisted of imitating and repeating such input. If this was done correctly, they received a positive *reinforcement* by other language users within their same environment. The continuous practice of this speech-pattern until good habits were formed resulted in learning how to speak.

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[11] See: Milrud R.P. English Teaching Methodology. -M.: Drofa, 2007. –P. 111.

[12] Current trends in the development and teaching of the four language skills. Edited by Esther Uso.-Juan, Alicia Martı.nez-Flor. – Berlin, 2006. –P. 140.

Consequently, it was assumed that speaking a language involved just repeating, imitating and memorizing the input that speakers were exposed to. These assumptions deriving from the environmentalist view of learning to speak gave rise to the Audiolingual teaching approach. This instructional method emphasized the importance of starting with the teaching of oral skills, rather than the written ones, by applying the fixed order of listening-speaking-reading-writing for each structure. Thus, learners were engaged in a series of activities, such as exercises and substitution exercises, which focused on repeating grammatical structures and patterns through intense aural-oral practice.

However, rather than fostering spoken interaction, this type of oral activities was simply a way of teaching pronunciation skills and grammatical accuracy. Consequently, although it can be assumed that this approach to learning and teaching speaking stressed the development of oral skills, speaking was merely considered as an effective medium for providing language input and facilitating memorization rather than as a discourse skill in its own right. In fact, significant aspects, such as the role that internal mental processes play when learning to produce new and more complex grammatical structures, were neglected under this view. The task of paying attention to those processes was the focus of study in the following years.

Another approach is speaking within an innatist. By the late 1960s, the previous view of learning to speak as a mechanical process consisting in the oral repetition of grammatical structures was challenged by Chomsky's theory of language development[13]. His assumption that children are born with an innate potential for language acquisition was the basis for the innatist approach to language learning. Thus, as a result of this assumption and together with the discipline of psycholinguistics that aimed to test Chomsky's innatist theory, the mental and cognitive processes involved in generating language began to gain importance.

Within such an approach, it was claimed that regardless of the environment where speakers were to produce language, they had the internal faculty or competence in Chomsky's terms, to create and understand an infinite amount of discourse. This language ability was possibly due to the fact that speakers had internalized a system of rules which could be transformed into new structures by applying a series of cognitive strategies. Given this process, speakers' role changed from merely receiving input and repeating it, as was the view in the environmentalist approach, to actively thinking how to produce language. Consequently, it was assumed that speaking a language was a descontextualized process which just involved the mental transformation of such an internalized system of rules.

These innatist assumptions about learning to speak did not result in any specific teaching methodology. However, the emphasis on

[13] **Current trends in the development and teaching of the four language skills. Edited by Esther Uso.-Juan, Alicia Martı.nez-Flor. – Berlin, 2006. –P. 142.**

practicing exercises and repeating grammatical structures advocated by the audiolingual approach was replaced by "an interest in cognitive methods which would enable language learners to hypothesis about language structures and grammatical patterns"[14]. In this type of methods, learners took on a more important role in that they were provided with opportunities to use the language more creatively and innovatively after having been taught the necessary grammatical rules. Although this approach recognized the relevance of speakers' mental construction of the language system in order to be able to produce it, speaking was still considered to be an abstract process occurring in isolation. In fact, this innatist view of learning and teaching speaking did not take into account relevant aspects of language use in communication, such as the relationship between language and meaning (i.e., the functions of language) or the importance of the social context in which language is produced. The consideration of these aspects took place in subsequent years.

There is also another approach which is called interactionist. This approach is based on interactionist ideas that emphasized the role of the linguistic environment in interaction with the innate capacity for language development.

3. Teaching speaking within a communicative competence framework

Communicative approaches to English language teaching have undergone significant changes over the past two decades. A strong background influence is associated with the work developed by Hymes, who was the first to argue that Chomsky's distinction between competence and performance did not pay attention to aspects of language in use and related issues of appropriacy of an utterance to a particular situation. Thus, he proposed the term *communicative competence* to account for those rules of language use in social context as well as the norms of appropriacy[15].

Considering how a proper operationalization of this term into an instructional framework could contribute to make the process of English language teaching more effective, different models of communicative competence have been developed by specifying which components should integrate a communicative competence construct.

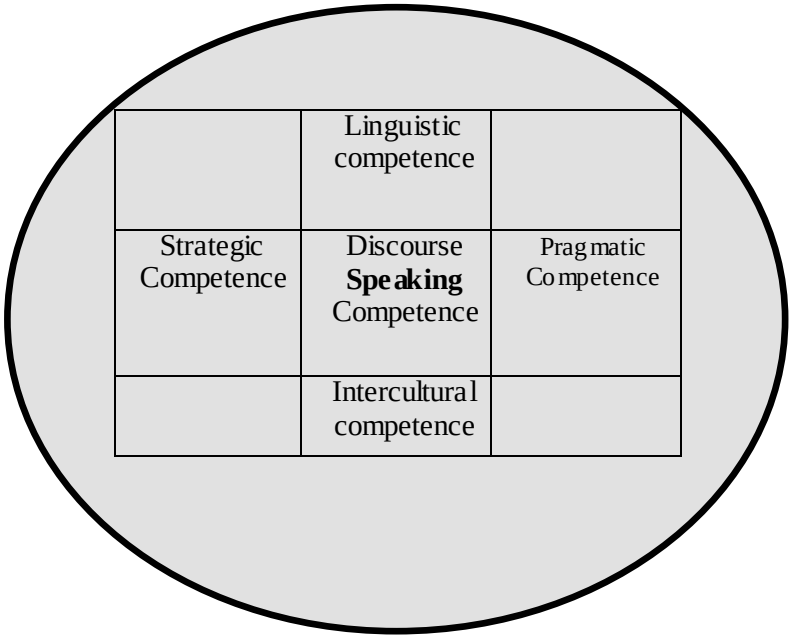
In such a construct, it can be assumed that the role of speaking is of paramount importance to facilitate the acquisition of communicative competence. Figure 1 shows the diagram representing this framework with speaking positioned at its core.

The proposed communicative competence framework has at its heart the speaking skill since it is the manifestation of producing spoken discourse and a way of manifesting the rest of the components. Discourse competence

[14] **See: Burns and Joyce, 1997. –P. 43.**

[15] **Current trends in the development and teaching of the four language skills. Edited by Esther Uso.-Juan, Alicia Martı.nez-Flor. – Berlin, 2006. –P. 140-145.**

involves speakers' ability to use a variety of discourse features to achieve a unified spoken text given a particular purpose and the situational context where it is produced. Such discourse features refer to knowledge of discourse markers (e.g., well, oh, I see, okay), the management of various conversational rules (e.g., turn-taking mechanisms, how to open and close a conversation), cohesion and coherence, as well as formal schemata (e.g., knowledge of how different discourse types, or genres, are organized).



Making effective use of all these features during the process of producing a cohesive and coherent spoken text at the discourse level requires a highly active role on the part of speakers. They have to be concerned with the form (i.e., how to produce linguistically correct utterances) and with the appropriacy (i.e., how to make pragmatically appropriate utterances given particular sociocultural norms). Additionally, they need to be strategically competent so that they can make adjustments during the ongoing process of speaking in cases where the intended purpose fails to be delivered properly[16]. Consequently, an activation of speakers' knowledge from the other components proposed in the framework displayed in Figure 1 (that is, linguistic, pragmatic, intercultural and strategic) is necessary to develop an overall communicative ability when producing a piece of spoken discourse. Each of these components is described in turn below.

Discourse analysis or competence produces distinction between **interactional and transactional function of the language.** The information-transferring function is called ***transactional*.** Transactional function of the

[16] See: Current trends in the development and teaching of the four language skills. Edited by Esther Uso.-Juan, Alicia Martı.nez-Flor. – Berlin, 2006. –P. 147-150. Celce-Murcia and Olshtain 2000.

language is ***message-oriented.*** The purpose is to get things done. Examples are science reports, news stories, eye witness accounts to the police, a talk between a patient and a doctor, etc. In all the cases it is necessary to extract the salient details, to sequence and to present them to the listener or to the audience. This function is performed for "bringing the message across" and for "getting things done".

Other types of conversation are different. People chat with each other for pleasure. They talk in order to feel comfortable and to be friendly with each other. This function of the language is called interactional. Interactional function of the language is ***listener-oriented.*** The purpose is to "oil the wheels of communication". Such speech consists of friendly dialogues[17].

Linguistic competence consists of those elements of the linguistic system, such as phonology, grammar and vocabulary that allow speakers to produce linguistically acceptable utterances. Regarding phonological aspects, speakers need to possess knowledge of suprasegmental, or prosodic, features of the language such as rhythm, stress and intonation.

Apart from being able to pronounce the words so that they can be understood, speakers' linguistic competence also entails knowledge of the grammatical system. Thus, speakers need to know aspects of morphology and syntax that will allow them to form questions produce basic utterances in the language and organize them in an acceptable word order. Similarly, speakers' ability to choose the most relevant vocabulary or lexicon for a given situation will also contribute to the elaboration of their spoken text.

The mastery of these three linguistic aspects (i.e., pronunciation, grammar and vocabulary) is, therefore, essential for the successful production of a piece of spoken discourse since it allows speakers to build grammatically well-formed utterances in an accurate and unhesitating way. However, it has been claimed that it is possible to communicate orally with very little linguistic knowledge if a good use of pragmatic and cultural factors is made. These factors refer to the next two components proposed in the framework, which are also interrelated to build discourse competence through speaking.

Pragmatic competence involves speakers' knowledge of the function or illocutionary force implied in the utterance they intend to produce as well as the contextual factors that affect the appropriacy of such an utterance. Thus, speakers need to master two types of pragmatic knowledge: one dealing with pragmalinguistics and the other focusing on sociopragmatic aspects. On the one hand, pragmalinguistics addresses those linguistic resources that speakers can make use of to convey a particular communicative act. In other words, depending on the meaning speakers want to express, they can choose a particular form from among the wide range of linguistic realizations they may have available. On the other hand, sociopragmatics deals with speakers' appropriate use of those linguistic forms according to the context where the particular utterance is produced, the specific roles the participants play within

[17] **Milrud R.P. English Teaching Methodology. -M.: Drofa, 2007. –P. 114.**

that contextual situation and the politeness variables of social distance, power and degree of imposition. These politeness factors and the way speakers may use them ***to save face*** play a paramount role in successful communication.

Intercultural competence refers to the knowledge of how to produce an appropriate spoken text within a particular sociocultural context. Thus, it involves knowledge of both cultural and non-verbal communication factors on the part of the speaker. Regarding the cultural factors, speakers need to be aware of the rules of behavior that exist in a particular community in order to avoid possible miscommunication. For instance, the length of pauses within a normal conversation may be very short in one culture, thus making the speakers quickly look for something to say, whereas in another culture pauses may be desired, and even considered polite, given the fact that they allow time for reflection and prevent speakers from overlapping with other participants in conversation. Knowledge of non-verbal means of communication (i.e., body language, facial expressions, eye contact, etc.) is also of paramount importance to communicate appropriately when producing a spoken text. Speakers need to pay careful attention to listeners' non-verbal movements, such as their body language or whether to maintain or avoid eye contact, in order to be able to repair their intervention if something goes wrong in the course of the exchange[18].

The last component included in the framework, which has been added to all the above-described competencies, refers to strategic competence. This competence implies speakers' knowledge of both learning and communication strategies. On the one hand, speakers need to possess learning strategies in order to successfully construct a given piece of spoken discourse.

As has been shown, a review of the changing patterns of how speaking has been viewed over the last decades has provided us with a better understanding of why this skill has progressively come to be learned and taught as a discourse skill in its own right. Once considered as the *result* of repeating and memorizing words in isolation or just combining a series of formal linguistic rules in the abstract, speaking is nowadays recognized as an interactive, social and contextualized *process* that serves a number of functions. Given this complex communicative process in which speakers need to take account of a variety of linguistic, contextual, cultural and interactional aspects among others, the task of teaching the spoken language has been perceived as a very difficult one.

Questions:

1. What is the psychological content of speaking?
2. How the proverb is "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?

[18] See: Current trends in the development and teaching of the four language skills. Edited by Esther Uso.-Juan, Alicia Martı.nez-Flor. – Berlin, 2006.

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

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.

LECTURE 18. ASSESSMENT OF SPEAKING SKILLS IN FOREIGN LANGUAGE TEACHING METHODOLOGY

Lecture outline:

1. Teaching dialogue and monologue.
2. Ways and stages of teaching speaking English.
3. Teaching dialogue and monologue

Key words: *teaching methods, communicative, informative, cybernetics, psychology, linguistics, paralinguistics, discussion-dialogue, deduction, induction, received, reproductive and constructive stages, inner lexical change, enrichment, transformation, finishing.*

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
Psychophysiologist	changeable	task	exact

To teach following types of dialogue are recommended at secondary schools:

1. Information – exchange dialogue
2. Plan – dialogue (outlined in order to work together)
3. Discussion – dialogue. To speak one's own ideas.

Every of them involves private language material and also it may belong to different stages of education.

In the information – exchange speech the interlocutors will exchange concrete information with each other. Its aim is to inform interlocutors mutually or unilaterally (one-sided) and it is used at initial stage of education because of being capable to utilize ordinary and less language materials. Whereas plan – dialogue is much more complicated in the form and deeper in the meaning. That's why the learner should know future simple tense, imperative sentences, how to refuse his/her

interlocutor's opinion and to know how to defend his/her ideas in plan – dialogue. It is suitable at the middle stage of education. While complementing discussion – dialogue it is demanded to know subordinate clauses which linked due to relation of cause and effect and to be able to use different means of modals. While using discussion – dialogue it is indispensable to know how to prove his/her opinion, how to persuade his/her interlocutor, to be critical and to find and prove faults. The attention of the speaker is given to the core of speech. Speech experiences become developed. Discussion – pair speech is used at higher levels (lyceum and colleges). Dialogue is taught in two ways: deductive (from general to private) and inductive (from private to general)[19].

In deduction entire sample of dialogue is considered as a main source. At first the sample is given to listening as a collection of dialogue identity then it is learned by heart afterwards there will be lexical changes, and it is worked on part to part and then it will be performed. According to opinion of the supporters of this trend this direction is accustomed to learn language naturally i.e." from the top to the low" (deductive). But in this direction learner cannot use language materials in his/her speech independently and he learns everything unconsciously and cannot have independent ideas.

In induction learners learn how to work independently with beginning of simple units. Here it is not forbidden to use mount – sample but it is not for learning by heart, it is just for imitating and working on speech activities language material is also learnt. Due to this resolve to learn identity of dialogue by heart, to utilize phrases together, to make grammatical and lexical changes in replicas are not forbidden.

Usually dialogue begins with phrases which tempt to speak, to ask and to inform. At the beginning stage it is better to use questions and urgings, in the middle and higher stages information is suitable. Speaking manners of the members may be controlled beforehand - programming (algorithmic) or without controlling may be performed as a free conversation (asking questions and answering). In situational dialogue attention is given to the theme, aim and roles. Theme is to choose a topic for dialogue, resolve of speaking is to determine right commitment and roles mean to find suitable interlocutors. All mentioned things are loaded for teachers. Every member of dialogue is considered as actors of roles. It means learner is an "actor" whereas teacher is a producer, a listener and a prompter in one time.

The dialogue which is used for developing and forming of speech practice is recommended to teach by special speech activities except prepared ones. To teach dialogue involves to learn pieces of

[19] Jalalov J.J. Chet til o'qitish metodikasi. Foreign Language Teaching Methodology. -T.: O'qituvchi, 2012. –P. 245-246.

practice: to know his/her own speech task, to make a plan for conversation, to make partly changes during conversation, to be initiator, to make a situation to his/her partner in order to perform his/her task, reaction to his/her partner according to speech situation and to attract his/her partner's attention to conversation. If these dialogue experiences are developed, learners can afford to exchange their ideas.

The widened form of dialogue is group speech (more than two learners). To speak in pairs or in groups in foreign language is organized by means of inclination or motivation. Such factors of motivation (inclination) includes demonstration, listened or read text, film transparency film or extract), slides and of course verbal speech situations. They are very important especially at the early stage of speaking.

There are received, reproductive and constructive stages of teaching dialogue. In first stage learner listens teacher's speech and comprehends it. In reproductive stage learner make his/her own phrase imitating given sample and learner may learn text by heart at home, and retell the text with some changes.

While expressing ideas it can be used both a separate word and even the whole text as a speech material. For example: What is your name? –The word "name" is the replica of the answer. Dialogue is considered situational whereas monologue is a speech based on an exact topic. That's why it monologue is somehow more complicated than dialogue.There are some stages of teaching monologues according to the theme:

1. Using the experience of language and personal life
2. Expressing ideas gradually
3. Make all the spoken information together
4. Showing one's own opinion

When the learner uses language experience he/she tries to utilize its most necessary linguistic and lexical sides. So, for showing what you think, principals of language and moving them into speech are also important. In the first stage, forming exercises are very helpful. In the next stage it is better to use developing exercises. And then some exercises are done by learners as: examples from real daily and family life and then let the pupils tell these examples in turn. Content of speech is more deeply expressed than using experience.

In the next step, all the information will be expressed in an integrated form. While speaking learners feel free and will be more independent. And they use the facts which they got from reading and listening. When they manage to get to the peak of speaking on the exact topic, they do some exercises like: using some facts corresponding to the topic, showing personal attitude towards some events. During this period they use widely some phrases and word combinations as: "to my mind", "it is clear that", "there is no doubt", "I believe that" etc.

With the help of the following stages we can show clearly how to teach monologues[20]:

1. With the help of teacher using speech examples
   Telling it with some changes
   a) inner lexical change
   b) enrichment
   c) transformation(changing the form)
   e) finishing(completing)
      Using it independently
2. Learners express their opinions according to the teachers' help
3. Learners show their speaking ability with the help of verbal and visual aids without teachers' help.

In the end, learners make a kind of connected text, and their opinions will be ready about this topic.

2. Ways and stages of teaching speaking English

Some aims, criteria, and principles are specific to particular disciplines, while others are more general. Scientists typically speak differently than literary critics, philosophers differently than sociologists. In some fields, presentations typically include visual presentations of data or other material, using PowerPoint, overheads, slides, or posters. In other disciplines, the unaccompanied spoken word is more customary. Language styles range from relatively unadorned scientific discourse to more poetic or expressive first-person speech. Genres vary as well. Discussions about a common research project within a scientific laboratory differ from discussions about the meaning of a poem or an oration. Arguments about politics take different shape than arguments about scientific experiments.

To teach field-specific elements of speaking, instructors should consider two questions: (1) what kinds or genres of speaking do learners in my field need to master? (2) What characterizes effective speech in each of these different genres?

While some criteria and genres are discipline-specific, there are also overarching principles of good speaking that are worth teaching learners. One very useful schema is audience, purpose, and occasion. Good speakers should always consider relevant traits of the audience they are addressing—e.g. their knowledge of the topic, level of understanding, interest, expectations, beliefs, and their perceptions of the speaker. Considering these traits will help a speaker to determine what sorts of background material they need to provide, how technical or complex they can be, what arguments are most likely to be persuasive, and how entertaining they need to be to keep the audience involved.

In addition, good speakers should be clear about their own purposes—is it to explain? To inform? To argue? To provoke? To move? to entertain? to

[20] **Г.В. Рогова. Методика обучения иностранному языку в средней школе. - М., 1991.**

display their abilities? To establish social connections? Often time's speakers have more than one purpose, but clarity about purpose generally determines what will be said.

Finally, good speakers should recognize the resources, constraints, and conventions tied up with the occasion of which they are a part—be it a poster session, a job interview, a polarized community meeting, or an academic debate. Occasions carry different senses of what is appropriate in terms of language, organization, subject matter, and style of delivery. Considering the occasion helps speakers determine how long to speak, what to focus on, whether to speak formally or informally, what visual aids are called for, and a host of other factors.

Formal speaking instruction extends back to classical antiquity, where it represented a central component of the well-rounded education that preceded the modern liberal arts curriculum. Speaking was considered an art mastered by learning its principles, studying models, and gaining experience through practice. This classic understanding is still a useful point of departure whether the goal is having learners speak to learn or learn to speak.

Learners are most likely to improve if opportunities to speak are accompanied by instruction in basic techniques and consideration of good (or bad) models. This is true whether the oral activity is formal (a podium speech or structured debate), semi-formal (a class or small group discussion), or informal (one-on-one student discussions interspersed through a lecture). Instructors are well-served not to just 'turn learners loose' with a speaking exercise but instead to detail the aims of the exercise, criteria distinguishing good and bad performances, and principles the learners might draw upon to guide their efforts.

While formal speaking instruction has a very long history, the importance of informal or low-stakes speaking activities has been more recently recognized. Such informal activities can have a benefit of their own as well as contributing to higher-stakes speaking assignments. In general, the ability to speak in formal settings is grounded in and builds on more informal speaking abilities, both in terms of material discussed and in confidence as a speaker. Learners come to class with a wide range of experiences in speaking. Some learners have been encouraged to express themselves and their opinions from an early age; others have had no such experience or may even have been actively discouraged from doing so. Some learners find it very anxiety-provoking to address the class as a whole, while others revel in it. In order to provide opportunities for all learners to develop their speaking skills, instructors can use informal or low-stakes speaking activities, especially early in a term, to provide experiences in dealing orally with course ideas and to raise learners' comfort level with speaking in class.

A useful informal technique is to have learners discuss a question or issue in pairs before opening the discussion to the class as a whole. This gives learners a non-threatening experience in discussing course ideas and guarantees that all learners have something to contribute to the ensuing

discussion. Such a strategy effectively restructures the social organization of the classroom, from an exclusive emphasis on learners speaking to the teacher or to the whole class, to learners communicating with learners.

In considering audience, purpose, and occasion, good speakers should also remember that speaking differs from writing. Unlike readers, listeners cannot go back and re-read what they missed, and they don't have the benefit of paragraphs and headings to help them follow the structure of an argument.

In comparison with readers, listeners generally can't process as complex language; have a harder time following highly nuanced arguments, and face stricter limits on how much information they can take in. This means that clarity, organization, and focus are especially important if speakers want their listeners to take in new information and follow their arguments. They generally need to use less complex language, more straightforward sentence structure, and clearly focus on a handful of well organized main ideas.

Speakers should build repetition into their speech with clear, orienting introductions (e.g. "I will report on…") and summaries of the main points. And they should help the audience follow along by using transitions, signposts or 'oral paragraph marks' (e.g. "First…Second…Third," "My next point is…"), and verbal underlining of key ideas (e.g. "The crucial finding was this:..."). All of these techniques help to ensure that a speech actually communicates ideas to an audience.

Questions:

1. What kind of genres of oral conversation do you know?
2. What approaches to learning and teaching speaking can you tell?
3. What consists of discourse competence?
4. What is the role of teaching dialogue and monologue in speaking?
5. What strategies of teaching speaking do know?

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 a 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)

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.

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.

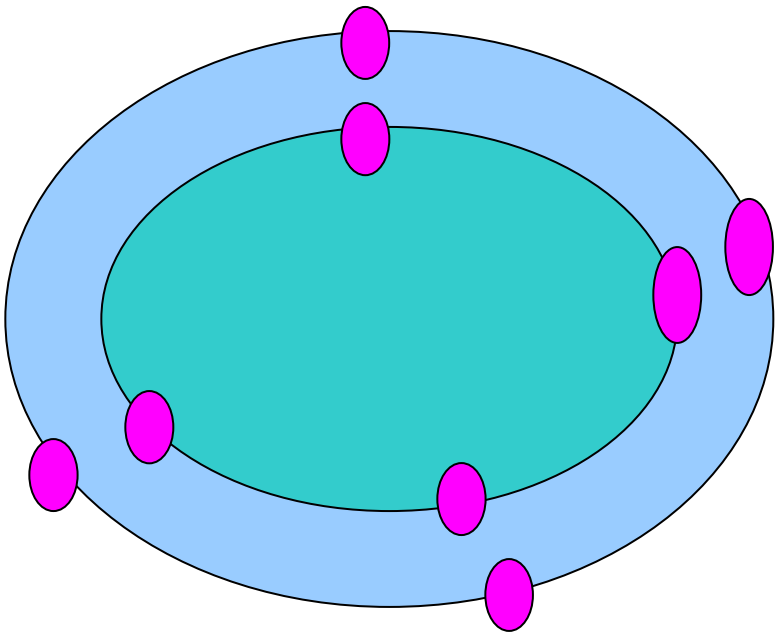
2 Stage.

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

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 19. THEORY OF TEACHING READING IN FOREIGN LANGUAGE TEACHING METHODOLOGY

Lecture outline:

1. Reading as a form of speech activity.
2. Requirement of the program.
3. Types of reading
4. Stages of the text
5. Methods of teaching reading (Tale card, "5 -W" - Method, The insert)

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*.

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.

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 expe – dition 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

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 test (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.

LECTURE 20. PRACTICE OF TEACHING READING IN FOREIGN LANGUAGE TEACHING METHODOLOGY

Lecture outline:

1. Reading as goal and means of ELT
2. Reading as a process
3. Reading as goal and means of ELT.

Key words: *linguistic competence, discourse competence, sociolinguistic competence, strategic competence, read extensively, integrate information, flexible reading style, skills interacting: perceptual processing, phonemic processing, recall, read for a purpose, reading serves a function.*

Traditionally, the purpose of learning to read in a language has been to have access to the literature written in that language. In language instruction, reading materials have traditionally been chosen from literary texts that represent "higher" forms of culture.

This approach assumes that students learn to read a language by studying its vocabulary, grammar, and sentence structure, not by actually reading it. In this approach, lower level learners read only sentences and paragraphs generated by textbook writers and instructors. The reading of authentic materials is limited to the works of great authors and reserved for upper level students who have developed the language skills needed to read them.

The communicative approach to language teaching has given instructors a different understanding of the role of reading in the language classroom and the types of texts that can be used in instruction. When the goal of instruction is communicative competence, everyday materials such as train schedules, newspaper articles, and travel and tourism Web sites become appropriate classroom materials, because reading them is one way communicative competence is developed. Instruction in reading and reading practice thus become essential parts of language teaching at every level.

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.

The purpose for reading also determines the appropriate approach to reading comprehension. A person who needs to know whether she can afford to eat at a particular restaurant needs to comprehend the pricing information provided on the menu, but does not need to recognize the name of every appetizer listed. A person reading poetry for enjoyment needs to recognize the words the poet uses and the ways they are put together, but does not need to identify main idea and supporting details. However, a person using a scientific article to support an opinion needs to know the vocabulary that is

used, understand the facts and cause-effect sequences that are presented, and recognize ideas that are presented as hypotheses and givens.

Reading research shows that good readers

6. Read extensively
7. Integrate information in the text with existing knowledge
8. Have a flexible reading style, depending on what they are reading
9. Are motivated
10. Rely on different skills interacting: perceptual processing, phonemic processing, recall
11. Read for a purpose; reading serves a function

2. Reading as a process

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)

The purpose(s) for reading and the type of text determine the specific knowledge, skills, and strategies that readers need to apply to achieve comprehension. Reading comprehension is thus much more than decoding. Reading comprehension results is when the reader knows which skills and strategies are appropriate for the type of text, and understands how to apply them to accomplish the reading purpose.

Teachers want to produce students who, even if they do not have complete control of the grammar or an extensive lexicon, can fend for themselves in communication situations. In the case of reading, this means producing students who can use reading strategies to maximize their comprehension of text, identify relevant and non-relevant information, and tolerate less than word-by-word comprehension.

To accomplish this goal, the teachers focus on the process of reading rather than on its product.

1. They develop students' awareness of the reading process and reading strategies by asking students to think and talk about how they read in their native language.
2. They allow students to practice the full repertoire of reading strategies by using authentic reading tasks. They encourage students to read to learn (and

have an authentic purpose for reading) by giving students some choice of reading material.

3. When working with reading tasks in class, they show students the strategies that will work best for the reading purpose and the type of text. They explain how and why students should use the strategies.

4. They have students practice reading strategies in class and ask them to practice outside of class in their reading assignments. They encourage students to be conscious of what they're doing while they complete reading assignments.

5. They encourage students to evaluate their comprehension and self-report their use of strategies. They build comprehension checks into in-class and out-of-class reading assignments, and periodically review how and when to use particular strategies.

6. They encourage the development of reading skills and the use of reading strategies by using the target language to convey instructions and course-related information in written form: office hours, homework assignments, test content.

7. They do not assume that students will transfer strategy use from one task to another. They explicitly mention how a particular strategy can be used in a different type of reading task or with another skill.

By raising students' awareness of reading as a skill that requires active engagement, and by explicitly teaching reading strategies, the teachers help their students develop both the ability and the confidence to handle communication situations they may encounter beyond the classroom. In this way they give their students the foundation for communicative competence in the ELge.

Instruction in reading strategies is not an add-on, but rather an integral part of the use of reading activities in the language classroom. Instructors can help their students become effective readers by teaching them how to use strategies before, during, and after reading.

Before reading: Plan for the reading task

1. Set a purpose or decide in advance what to read for
2. Decide if more linguistic or background knowledge is needed
3. Determine whether to enter the text from the top down (attend to the overall meaning) or from the bottom up (focus on the words and phrases)

During and after reading: Monitor comprehension

1. Verify predictions and check for inaccurate guesses.
2. Decide what is and is not important to understand.
3. Reread to check comprehension.
4. Ask for help.

After reading: Evaluate comprehension and strategy use

1.Evaluate comprehension in a particular task or area.

2. Evaluate overall progress in reading and in particular types of reading tasks.

3. Decide if the strategies used were appropriate for the purpose and for the task.

4. Modify strategies if necessary.

Questions:

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?

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 .

Методы обучения чтению

Tale card

Place of action	
Main heroes	
Problem	
Event 1	
Event 2	
Event 3	
Decision of the problem	
Theme of the tale	

LECTURE 21. ASSESSMENT OF READING SKILL IN FOREIGN LANGUAGE TEACHING METHODOLOGY

Lecture outline:

1. Selection of texts for reading
2. Stages and exercises for development of reading skills

Key words: *authentic materials, selecting texts, function of the language, reading purposes, variety of situations, types of input, previewing, predicting, vocabulary, and content, skimming and scanning, quick survey, get the main idea, identify text structure, confirm, question predictions, guessing from context, using prior knowledge, the ideas in the text, clues to the meanings, unknown words, paraphrasing.*

1. Selection of texts for reading

For students to develop communicative competence in reading, classroom and homework reading activities must resemble (or be) real-life reading tasks that involve meaningful communication. They must therefore be authentic in three ways.

1. The reading material must be authentic: It must be the kind of material that students will need and want to be able to read when traveling, studying abroad, or using the language in other contexts outside the classroom.

When selecting texts for student assignments, remember that the difficulty of a reading text is less a function of the language, and more a function of the conceptual difficulty and the task(s) that students are expected to complete. Simplifying a text by changing the language often removes natural redundancy and makes the organization somewhat difficult for students to predict. This actually makes a text more difficult to read than if the original were used.

Rather than simplifying a text by changing its language, make it more approachable by eliciting students' existing knowledge in pre-reading discussion, reviewing new vocabulary before reading, and asking students to perform tasks that are within their competence, such as skimming to get the main idea or scanning for specific information, before they begin intensive reading.

2. The reading purpose must be authentic: Students must be reading for reasons that make sense and have relevance to them. "Because the teacher assigned it" is not an authentic reason for reading a text.

To identify relevant reading purposes, ask students how they plan to use the language they are learning and what topics they are interested in reading and learning about. Give them opportunities to choose their reading assignments, and encourage them to use the library, the Internet, and foreign language newsstands and bookstores to find other things they would like to read.

3. The reading approach must be authentic: Students should read the text in a way that matches the reading purpose, the type of text, and the way people normally read. This means that reading aloud will take place only in situations where it would take place outside the classroom, such as reading for pleasure. The majority of students' reading should be done silently.

Students do not learn to read by reading aloud. A person who reads aloud and comprehends the meaning of the text is coordinating word recognition with comprehension and speaking and pronunciation ability in highly complex ways. Students whose language skills are limited are not able to process at this level, and end up having to drop one or more of the elements. Usually the dropped element is comprehension, and reading aloud becomes word calling: simply pronouncing a series of words without regard for the meaning they carry individually and together. Word calling is not productive for the student who is doing it, and it is boring for other students to listen to.

There are two ways to use reading aloud productively in the language classroom. Read aloud to your students as they follow along silently. You have the ability to use inflection and tone to help them hear what the text is saying. Following along as you read will help students move from word-by-word reading to reading in phrases and thought units, as they do in their first language.

Use the "read and look up" technique. With this technique, a student reads a phrase or sentence silently as many times as necessary, then looks up (away from the text) and tells you what the phrase or sentence says. This encourages students to read for ideas, rather than for word recognition.

2. 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.

D. 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.

When language learners use reading strategies, they find that they can control the reading experience, and they gain confidence in their ability to read the language.

Reading is an essential part of the EL instruction at every level because it supports learning in multiple ways.

1. Reading to learn the language: Reading material is language input. By giving students a variety of materials to read, instructors provide multiple opportunities for students to absorb vocabulary, grammar, sentence structure, and discourse structure as they occur in authentic contexts. Students thus gain a more complete picture of the ways in which the elements of the language work together to convey meaning.

2. Reading for content information: Students' purpose for reading in their native language is often to obtain information about a subject they are studying, and this purpose can be useful in the language learning classroom as well. Reading for content information in the language classroom gives students both authentic reading material and an authentic purpose for reading.

3. Reading for cultural knowledge and awareness: Reading everyday materials that are designed for native speakers can give students insight into the lifestyles and worldviews of the people whose language they are studying. When students have access to newspapers, magazines, and Web sites, they

are exposed to culture in all its variety, and monolithic cultural stereotypes begin to break down.

Students need to follow four basic steps when they learn reading:

1. Figure out the purpose for reading. Activate background knowledge of the topic in order to predict or anticipate content and identify appropriate reading strategies.
2. Attend to the parts of the text that are relevant to the identified purpose and ignore the rest. This selectivity enables students to focus on specific items in the input and reduces the amount of information they have to hold in short-term memory.
3. Select strategies that are appropriate to the reading task and use them flexibly and interactively. Students' comprehension improves and their confidence increases when they use top-down and bottom-up skills simultaneously to construct meaning.
4. Check comprehension while reading and when the reading task is completed. Monitoring comprehension helps students detect inconsistencies and comprehension failures, helping them learn to use alternate strategies.

Using reading activities involves more than identifying a text that is "at the right level," writing a set of comprehension questions for students to answer after reading, handing out the assignment and sending students away to do it. A fully-developed reading activity supports students as readers through pre-reading, while-reading, and post-reading activities.

As you design reading tasks, keep in mind that complete recall of all the information in a text is an unrealistic expectation even for native speakers. Reading activities that are meant to increase communicative competence should be success oriented and build up students' confidence in their reading ability.

Make sure students understand what the purpose for reading is: to get the main idea, obtain specific information, understand most or all of the message, enjoy a story, or decide whether or not to read more. Recognizing the purpose for reading will help students' select appropriate reading strategies.

In addition to the main purpose for reading, an activity can also have one or more instructional purposes, such as practicing or reviewing specific grammatical constructions, introducing new vocabulary, or familiarizing students with the typical structure of a certain type of text.

The factors listed below can help you judge the relative ease or difficulty of a reading text for a particular purpose and a particular group of students.

1. How is the information organized? Does the story line, narrative, or instruction conform to familiar expectations? Texts in which the events are presented in natural chronological order, which have an informative title, and which present the information following an obvious organization (main ideas first, details and examples second) are easier to follow.

2. How familiar are the students with the topic? Remember that misapplication of background knowledge due to cultural differences can create major comprehension difficulties.

3. Does the text contain redundancy? At the lower levels of proficiency, listeners may find short, simple messages easier to process, but students with higher proficiency benefit from the natural redundancy of authentic language.

4. Does the text offer visual support to aid in reading comprehension? Visual aids such as photographs, maps, and diagrams help students preview the content of the text, guess the meanings of unknown words, and check comprehension while reading.

He teacher should remember that the level of difficulty of a text is not the same as the level of difficulty of a reading task. Students who lack the vocabulary to identify all of the items on a menu can still determine whether the restaurant serves steak and whether they can afford to order one.

The activities the teacher should use during pre-reading may serve as preparation in several ways. During pre-reading the teacher may:

1. Assess students' background knowledge of the topic and linguistic content of the text.

2. Give students the background knowledge necessary for comprehension of the text, or activate the existing knowledge that the students possess.

3. Clarify any cultural information which may be necessary to comprehend the passage.

4. Make students aware of the type of text they will be reading and the purpose(s) for reading.

5. Provide opportunities for group or collaborative work and for class discussion activities.

It is necessary to present the sample pre-reading activities:

1. Using the title, subtitles, and divisions within the text to predict content and organization or sequence of information.

2. Looking at pictures, maps, diagrams, or graphs and their captions.

3. Talking about the author's background, writing style, and usual topics.

4. Skimming to find the theme or main idea and eliciting related prior knowledge.

5. Reviewing vocabulary or grammatical structures.

6. Reading over the comprehension questions to focus attention on finding that information while reading.

7. Constructing semantic webs (a graphic arrangement of concepts or words showing how they are related).

8. Doing guided practice with guessing meaning from context or checking comprehension while reading.

Pre-reading activities are most important at lower levels of language proficiency and at earlier stages of reading instruction. As students become more proficient at using reading strategies, you will be able to reduce the

amount of guided pre-reading and allow students to do these activities themselves.

In while-reading activities, students check their comprehension as they read. The purpose for reading determines the appropriate type and level of comprehension.

1. When reading for specific information, students need to ask themselves, have I obtained the information I was looking for?

2. When reading for pleasure, students need to ask themselves, Do I understand the story line/sequence of ideas well enough to enjoy reading this?

3. When reading for thorough understanding (intensive reading), students need to ask themselves, Do I understand each main idea and how the author supports it? Does what I'm reading agree with my predictions, and, if not, how does it differ?

To check comprehension in this situation, students may

1. Stop at the end of each section to review and check their predictions, restate the main idea and summarize the section

2. Use the comprehension questions as guides to the text, stopping to answer them as they read

Many language textbooks emphasize product (answers to comprehension questions) over process (using reading skills and strategies to understand the text), providing little or no contextual information about the reading selections or their authors, and few if any pre-reading activities. Newer textbooks may provide pre-reading activities and reading strategy guidance, but their one-size-fits-all approach may or may not be appropriate for your students.

The teacher can use the guidelines for developing reading activities given here as starting points for evaluating and adapting textbook reading activities. Use existing, or add your own, pre-reading activities and reading strategy practice as appropriate for your students. Don't make students do exercises simply because they are in the book; this destroys motivation.

Another problem with textbook reading selections is that they have been adapted to a predetermined reading level through adjustment of vocabulary, grammar, and sentence length. This makes them more immediately approachable, but it also means that they are less authentic and do not encourage students to apply the reading strategies they will need to use outside of class. When this is the case, use the textbook reading selection as a starting point to introduce a writer or topic, and then give students choices of more challenging authentic texts to read as a follow up.

Reading ability is very difficult to assess accurately. In the communicative competence model, a student's reading level is the level at which that student is able to use reading to accomplish communication goals. This means that assessment of reading ability needs to be correlated with purposes for reading.

A student's performance when reading aloud is not a reliable indicator of that student's reading ability. A student who is perfectly capable of

understanding a given text when reading it silently may stumble when asked to combine comprehension with word recognition and speaking ability in the way that reading aloud requires.

In addition, reading aloud is a task that students will rarely, if ever, need to do outside of the classroom. As a method of assessment, therefore, it is not authentic: It does not test a student's ability to use reading to accomplish a purpose or goal.

However, reading aloud can help a teacher assess whether a student is "seeing" word endings and other grammatical features when reading. To use reading aloud for this purpose, adopt the "read and look up" approach: Ask the student to read a sentence silently one or more times, until comfortable with the content, then look up and tell you what it says. This procedure allows the student to process the text, and lets you see the results of that processing and know what elements, if any, the student is missing.

Teachers often use comprehension questions to test whether students have understood what they have read. In order to test comprehension appropriately, these questions need to be coordinated with the purpose for reading. If the purpose is to find specific information, comprehension questions should focus on that information. If the purpose is to understand an opinion and the arguments that support it, comprehension questions should ask about those points.

In everyday reading situations, readers have a purpose for reading before they start. That is, they know what comprehension questions they are going to need to answer before they begin reading. To make reading assessment in the language classroom more like reading outside of the classroom, therefore, allow students to review the comprehension questions before they begin to read the test passage.

Finally, when the purpose for reading is enjoyment, comprehension questions are beside the point. As a more authentic form of assessment, have students talk or write about why they found the text enjoyable and interesting (or not).

In order to provide authentic assessment of students' reading proficiency, a post-listening activity must reflect the real-life uses to which students might put information they have gained through reading.

1. It must have a purpose other than assessment.
2. It must require students to demonstrate their level of reading comprehension by completing some task.

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?

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 и
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,

Who?	**What?**	**When?**	**Where?**	**Why?**
Professor Challenger, Professor Summerlee, Reporter Edward Malone, Hunter Lord John Roxton	During the expe – dition they encountered prehistoric animals	August 28 th	The Amazon Rainforest In South America	They invented Time Machine

LECTURE 22. THEORY OF TEACHING WRITING IN FOREIGN LANGUAGE TEACHING METHODOLOGY

Lecture outline:

1. Writing- productive type of speech activity.
2. The content of learning to write.
3. Exercises, Games. Continue the tale, Finish the Tale. Make up a dialogue.

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.*

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?

• What types of creative works are used for the development of coherent writing?

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.

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.

LECTURE 23. PRACTICE AND ASSESSMENT OF TEACHING WRITING IN FOREIGN LANGUAGE TEACHING METHODOLOGY

Lecture outline:

1. Writing is the goal and means of EL teaching and learning
2. Content of teaching writing in the EL at school, lyceum and college
3. Forming and developing writing competence at school, lyceum and college
4. Approaches to teaching writing in the EL

Key words: *communicative activity, tree-phase structure, inducement-motivation, analytical-syntactical, operation, a means (a support skill) and as an end (communicative skill), pattern power, meaning mastery, dictionary skills. text-based approach, writer-based, the genre approach.*

1. Writing is a goal and means of EL teaching and learning

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".[21] The product of this type of speech activity is a text for reading.

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.

In the second phase an utterance is formed and pronounced: the necessary words for producing the utterance are selected, within a set of sentences, subjective area of indicators is distributed, and the predicate or a key part of the idea organization between sentences is defined.

The third phase of writing is decoding of the idea/message with the help of graphical symbols.

In the ELT the writing is the goal and means of teaching and learning. 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).

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[21] **Milrud R.P. English Teaching Methodology. -M.: Drofa, 2007. -P.182.**

Writing refers to several sub-skills: putting words on paper, making sentences and linking them in paragraphs, developing essays and many others. So, writing is also a support skill.

At the elementary and intermediate levels it helps to think and to learn. Writing new words and structures help students remember new words; written practice helps students focus their attention on what they are learning. It is important for developing all skills. Writing serves as learning and controlling means.

It needs some forms of instruction and imposes an appropriate use of the language. That's why the operation and activities are divided into groups: 1) those designed to develop the writing skills and 2) which provided opportunity of practicing English. "A task which provides little or no practice for students to extend their knowledge of appropriate content or context or to raise their awareness about writing process is not really a writing task but general learning task using writing."[22]

To understand dual purpose of writing as a sub-skill and communicative skill in ELT we should examine the content of the Table 11 which summarizes the above- mentioned information.

Table 1.Writing as a means and purpose in ELT

Writing to learn	**Learning to write**
A means of engaging students with other language skills: 1) as a means of getting students to practice a particular language point; 2) as a method of testing it.	A purpose for forming/developing a writing skill. Practice written forms at the level of a word, sentence, structure and content organization.
Activities: note down new vocabulary, copy out grammar rules; write answers to reading and listening comprehension questions, to written tests.	Activities: writing a letter, report, narrative story, describing the picture, combining writing with other speech activities - writing a response to reading an article, writing an annotation to the text, etc.

2. Content of teaching to write in the EL at school, lyceum and college

At the beginning level (2-4 classes) we teach graphics in EL (handwriting), i.e. teaching to write letters (alphabet) which interrelates with teaching reading as graphic-phonemic correspondence. Pupils must acquire print hand letters. At the same time we form elementary writing skills for conducting communicative-cognitive objectives in the written form. On the material of sentences and not complicated texts pupils must write:

[22] **Balan R., Cehan A. & et.al. . In-service Distance Training Course for Teachers of English. - Romania: Polirom, 2003. - P. 185.**

a) holiday and birthday congratulations in cards;
b) personal data: name and surname, dates, address;
c) short messages and personal letters;
d) plan, questions to short texts;
e) Description of pictures.

The second stage (5-9 classes) at school must provide more intensive development of writing skills in different situations of communication. Topics and capacity of writing messages is broaden; the quality of produced text in the written form is improved. The content of writing teaching within this stage differs in its informativeness and is built on the authentic material. The samples of an epistolary type as letters, cards, articles from newspapers and magazines are used for developing teenagers' writing skills:

f) to give the information about him/herself, family, school, city/town, interests and hobby;
g) to write a short commentary/letter in newspaper or journal with the norms and conventions of native speakers;
h) to write personal data in questionnaire and registration document;
i) to do note-taking (plan, copy out the key words, speech patterns) to use it for production of the text.

At an academic lyceum and vocational college the level of the language proficiency in writing must provide more effective using it as a means of teaching, self-learning and academic study. It demands involving the variety of official and unofficial situations, complicity of the produced texts, and high degree of autonomous activity.

The lyceum and college students must obtain the following skills:

j) to describe events or facts;
k) to send and ask an information in the extended form;
l) to express an opinion, arguments;
m) to comment events and facts using argumentative statements and emotional-estimation means;
n) to write a plan and notes for an oral message;
o) to fix a factual information during reception of oral and printed text;
p) to write a summary, synopsis, annotation.
q) to write a composition and essay.

3. Forming/developing writing competence at school, lyceum and college

The success of writing as a communicative skill is a long-term process which is difficult and demands a lot of efforts from the teacher and students.

Sub-skills of EL teaching to write for the beginning stage: handwriting and spelling. There are difficulties related to: 1) inter-language interference: similar letters of the Uzbek/Russian/English languages so the native can get confused. E.g.: Тт-Tt; Pp -Rr: 2) intra-language interference: the letters which are similar in the EL are difficult. E.g.: b-d, p-q, t-f-l.

It is a very difficult process forming spelling skills in the EL. The process of forming writing sub-skills (handwriting and spelling) and skills (communicative) at the beginning stage includes a set of activities[23]:

- **Pattern power**: Write the spelling words in which [a] is spelled these ways

a_____; ey_____
ea _____ ay_____
ai_____ a-e_____

- **Meaning mastery:** Write the spelling of words that complete these sentences.
- **Dictionary skills:** 1) Write the given spelling of words in alphabetical order; b) In the dictionary entry parts of speech are shown by using the following abbreviation: n – noun; vb – verb; adj – adjective, adv – adverb. Classify the given words according to the parts of speech.
- **Word building**: A) If you change the underlined vowel in the word, you can make a new word: bl<u>e</u>nd +o = blond; B) The same sounds are often spelled in different ways. Write the spelling of words that rhymes with these words. See sample. Made – aid.
- **Handwriting activity**: Practice writing of the given spelling of words that have at least one-two consonant blend in the word. Write each word three times, making sure you join the letters correctly: draft, stuck, blend, cliff,…
- **Challenge words:** Write the correct challenge words to complete the micro-text.
- **Proofreading practice**: Find the words that John spelled incorrectly, and write the words correctly at the end of each sentence.

The girl had a dream about becoming a great athlete. _____

- **Writing activities**. A) Complete this sentence to surprise your readers by writing a short story with an unexpected ending; B) Brainstorming is a good way to get ideas for a short story. Choose a spelling word, and write what it makes you think of. Write as many ideas as you can. Remember to begin the sentence with a capital letter and end with a period.

Teaching writing proposes mastering the text format as a typical layout of the text as a congratulation and condolences, telegrams, notes, signs, labels, captions, notices, menus, advertisements, personal or business letters, invitations, application for a job. CV (Curriculum Vitae), references, recipes, diaries, log-books, dictation, note-taking, reproductions, abstracts, summaries, reviews, reports, précis, synopsis, case-studies, projects, essay, stories, poems.

The knowledge for forming and developing writing sub-skills are presented in the Table 12.

Table 2. Knowledge for forming sub-skills in teaching writing

[23] **The name of these activities were taken from the Coursebook: Cook G.E., Esposito M., Gabrielson T., Turner G.R. Spelling for Word Mastery. -Toronto, London, Sydney: Charles E. Merrill Publishing Co, 1984.**

Knowledge
Knowledge of the genre. Students should be able to recognize a genre, in which they are writing, grammatical and lexical choices they need to make in order to match the text to the writing purpose. This includes knowledge of: 1. *content:* the concepts involved in the subject area; 2. *context:* the context in which the text will be read, including reader's expectations.
Knowledge of the language system. Students need to have knowledge of those aspects of the EL system necessary for the completion of the task. They should also be able to organize texts appropriately.
Knowledge of the writing process. Students need to know how to prepare a writing task: how to plan, draft, review, edit, etc.

The process of teaching writing is organized according to a three-phase framework: pre-writing, while-writing and post-writing[24] (see Table 13).

Table 3. Phases and their content

Phases	Content
Pre-writing	Schemata activation, motivation for writing, preparation for the language, familiarization with the format of the target text.
While-writing	Thesis development, writing from notes, ending up with a given phrase, proceeding from a given beginning phrase, following a plan, following a format and register, solving-problem.
Post-writing	Reflection on the spelling and reasoning errors, sharing the writing with the classmates, redrafting, peer editing.

There are various tasks, techniques and activities for forming and developing writing as a communicative skill at the first and second stages of schools.

For organization of the work on writing an invitation we can use the letter-sample and instruction-rules[25]:

Look at this invitation.

14 Ten avenue Prairie View, Missouri 64193 March 8, 2014	Heading

[24]**See: Milrud R.P. English Teaching Methodology. -M.: Drofa, 2007. -P.2007.**

[25] **See activities in the book: Cook G.E., Esposito M., Gabrielson T., Turner G.R. Spelling for Word Mastery. -Toronto, London, Sydney: Charles E. Merrill Publishing Co, 1984.**

Dear Alex, We are having a pizza party on Sunday, March 2014, at 14 Ten Avenue from 3:30 –7.00 p.m. Please come and enjoy the pizza. Bring your discs if you like. Your friend, Mark.	Opening salutation Body Closing salutation Signature

This invitation has five parts: heading, opening salutation, body, closing salutation and signature. In letter writing, commas are important. Look at the commas in the heading, opening salutation, body and closing salutation of Marks' invitation.

An invitation may ask you to come to the party. Invitation tells the date, time, and place of the party. It may tell you what to wear, what to bring, what you might eat, or what you will do.

Write an invitation to ask a friend to come to a birthday party, a skating party, or a picnic. Follow the example above for your invitation. Remember to tell your friend the date, time, and place of the party.

For writing a friendly-letter you can use the following instruction-rules and tasks:

In a friendly letter, you tell about yourself and what you have been doing. You can also ask your friends about themselves and what they have been doing. A friendly letter is like a friendly conversation.

Write a friendly letter. Remember to write the heading, opening salutation, body, closing salutation, and signature, and to punctuate them correctly. Write an address on the envelope using the given below address as a sample.

24 Acorn Street Moor City, Iowa 50573 April 3, 2014 Ms. Marilyn Peterson R. G. Profit, Inc. 414 main Avenue Detroit, Michigan 48201

The next activity for writing is a description addresses to the 9-form students.

One day Bobur was sitting in the living room when he looked out of the window and saw his friend. He ran to the door to call him but he saw that he had mistaken a stranger for his friend.

Write a paragraph telling whom Bobir saw and describe the appearance of this boy. Proofread your paragraph for correct spelling, grammar and punctuation.

The communicative exercises can be divided into four groups[26], presented in the Table 14:

Table 4. Groups of exercises in teaching writing

Types of exercises	Activities
1. Reproductive using of formal supporters	- reproduction of printed or oral text on the basis of key words or speech patterns; - eliciting of text content in the written form on the basis of a plan or headline of the text; - scrambled sentences for writing a text in the logical sequence.
2. Reproduction of the content on the basis of the text	- questions to the text; - making a plan; - compression or extending of the text; - writing a headline to the text with arguments; - transformation of a dialogue into a monologue; - characteristics of heroes from the text.
3. Production on the basis of visual supports.	- describing the picture, photo; a fragment of a movie; - letter writing on the basis of a visual format-sample; - composition writing on the basis of the content of the text, the given pictures, questions or a scheme; - writing a review on the text, book, film on the basis of a format-sample.
4. Production on the basis of the language and life experience	- letter writing; - composition and essay writing; - announcement writing; - writing a review on the text, book, film.

As we see, this system of speech exercises for developing writing skills is built on the basis of two principles: 1) from reproduction to production of the texts; 2) from verbal and visual supports to production without supports.

4. Approaches to teach writing in the EL

There are three main approaches to teach writing in the EL: 1) Text-based approach; 2) Writer-based approach, 3) Genre approach; 4) Communicative approach.

1. Text-based approach/The product approach to teaching writing is oriented on the creation of a text as a product. The basis of this approach is explanation of the rules of using language units and features of

[26] See: Гальскова Н.Д., Гез Н.И. Теория обучения иностранным языкам. Лингводидактика и методика. -М.: Академия, 2007. - С.258-259.

discourse models. Technology of teaching is aimed at forming the language and rhetorical sub-skills. This approach stresses three features: grammar (rules for verbs, agreements, articles, pronouns, etc), syntax (sentence structure, sentence boundaries, stylistic choice, etc.), and mechanics (handwriting, spelling, punctuation, etc.). Besides, the teacher presents rhetorical models as types of a speech organization: (narration, explanation, reasoning, etc.) for the purpose of teaching formation/development of writing skills. Thus, teaching writing is built on the basis of samples of written texts and analysis of their structure and content, and then their formal reproduction follows.

The procedure of this approach may be presented as a schema: presentation of a text-sample for imitation or adaptation → writing variations of the first sentences, then paragraphs, then the whole text → checking the language correction in the text → correction of the text. The main criteria of evaluation are structural and language correction. So, this approach emphasizes accuracy rather than fluency or originality.

Writing techniques and activities can be characterized as controlled (for providing the content and form), guided (as free but a form is given) and free. (Controlled writing proposes using the following activities: coping, gap-filling, re-ordering words, substituting, correcting the facts and dictation, or dictocom (a combination of dictation and composition).

Guided/parallel writing is used when we teach paragraph writing and rhetorical models. Paragraph writing can be practiced when students mastered basic skills of sentence writing and sentence combining. That's why it is usually used at the pre-intermediate and intermediate levels.

Free writing is used at the intermediate and advanced levels. Activities: writing narrations based on picture/pictures, description of facts/events, etc., information, report, review, instruction.

2. Writer-based approach/Writing as Process/Process approach to teaching writing in the EL. The focus on the writer has led to the process approach which lays stress on the activities which move students from the generalization of ideas and collection of data to the production of texts (more publication). The process approach is the dynamic, creative, unpredictable and non-liner writing. It emphasizes the writing process over the product, which is recognized as recursive process (the stages are recursive or non-liner) that encourages student to explore topics through writing.

This approach is more beneficial for advanced students, because it belongs to the creative writing and demands complicated mental operations and activities as thinking, revising and editing.

The process of creation of a written product follows getting ideas, getting started, writing drafts and revising. That's why, during creation of the written product the following stages are organized: 1) prewriting; 2) composition/grafting; 3) revising; 4) editing. The activities for usage of these stages are given in the Table 15.

Table 5. Stages and activities in process writing

Prewriting	Composition/drafting	Revising	Editing	Publishing/ presentation
For generating, focusing and structuring: brainstorming, mind-map, speedwriting, answering questions.	Writing drafting: writing plan, writing the first draft.	Seeing the first draft and developing ideas, structure and language correctness in using forms.	Editing the language errors (spelling, punctuation, vocabulary, grammar) and checking relevance of information, the order in which this is presented, the layout.	Presentation the product to the audience (to the teacher, or to classmates).

In the process approach, students explore a topic given by a teacher through writing, showing the teacher and each other their drafts, and using what they write to read over, think about, and move them on to new ideas. According to A. Raimes, this approach gives "two crucial supports: time for the students to try out their ideas and feedback on the content of what they write in their drafts … writing process becomes a process of discovery …. new ideas and new language forms to express those ideas"[27].

L. Marshal and F. Rowland single out two phases in the process of writing: 1) creative or generative phase – thinking, reflecting and imagining and 2) critical or editing phase – analysis and editing simultaneously[28]. In this case the creative and critical writing is emphasized.

3. T**he genre approach is** more popular in teaching writing. D. Nunan explains different genres of writing as "typified by a particular structure and by grammatical forms that reflect the communicative purposes of the genre".[29] Writing is seen as an essentially social activity in which texts are written to do things.

Having exploring different genres students get acquisition of structure and form for production the different types of texts.

[27] **Rimes A. Techniques in Teaching Writing. -Oxford: OUP, 1983. -P.10-11.**

28Marshal L., Rowland F. Learning Independently. – Glasgow: Bell and Bain Ltd., 2003. – P.184.

[29] **Nunan D. Second Language Teaching and Learning. – Boston: Heinle and Heinle Publishers, 1999.**

The model of genre writing has a three-phase organization: 1) the target genre is modeled for students; 2) a text is jointly constructed by the teacher and students; 3) a text is independently constructed by each student. The main attention on the first stage focuses on the function of the text-genre, its structure and content. Within the second stage the following activities are used: research and analysis of the text, note-taking, discussion, role-play. In the third stage students construct their own text on the basis of experience acquired in the previous stages. The approach acknowledges that writing takes place in social situations and reflects a particular purpose, and that learning can happen consciously through imitation and analysis, which facilitates explicit instruction[30].

For writing a composition within the process approach the writer fulfills the role of 1) a creator whose cognitive process is focus on the structure and content; 2) an inter-actor, who dialogues with a reader, 3) a user of a text/literature. This approach can be used at academic lyceums and vocational colleges or at the advanced level of teaching EL.

4. Communicative approach stresses the purpose of a piece of writing and the audience for it. Under this approach students are encouraged to behave like writers in real life and to ask themselves the crucial questions about purpose and audience: What am I writing this for? Who will read it? Taking into consideration the audience (readers) of a piece of writing, the teacher provides students with a context in which to select appropriate content, language, and levels of formality.

This approach emphasizes task-based activities that involve the exchange of information, with the focus on fluency. This approach practices a good deal of modeling and controlled practice, and also pays great attention to motivation and self-expressing. The activities used under this approach: writing instructions, cards, letters, messages, articles, job applications, reports, advertisements, projects, etc.

Questions and tasks:

1. Try to explain why writing presupposes is a three-phase structure.
2. Why is it considered that writing is a means of the EL learning?
3. Think about content of teaching writing at school, lyceum and college. Can you add anything to the given information?
4. What techniques are used for forming writing sub-skills?
5. What speech exercises are used for forming/developing writing skills?
6. What approaches are there in teaching writing? Discuss their effectiveness for teaching writing.
7. What writing activities do you know? Briefly describe them.
8. Is it necessary to teach pupils handwriting?

[30] Badger R.G., White G. A process genre approach to language pedagogy. // J. ELT 54 (2), 2000 - P.163-160.

9. How much time do you usually spend on writing a presentation? Do we teach writing a presentation lyceum and college students?

10. What typical language errors are there in writing?

11. Decide what you would do *before, during and after* the writing stages. Think of the ways of the remedy of difficulties in writing.

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 24. THE FUNCTIONS, TYPES AND FORMS OF THE CONTROL OF KNOWLEDGE, SKILLS AND HABITS

Lecture outline:

1. Knowledge, skills and habits.
2. Types of control.
3. Control forms.
4. Objects of control.
5. Methods: Fortunately / unfortunately game.
6. Assessment as an integrative part of the teaching process
7. Types, forms and techniques of assessment in ELT.

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.*

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.

The assessment in the ELT process fulfills different functions and objectives, which are shown in Table 16.

Table 1. Functions and tasks of the control

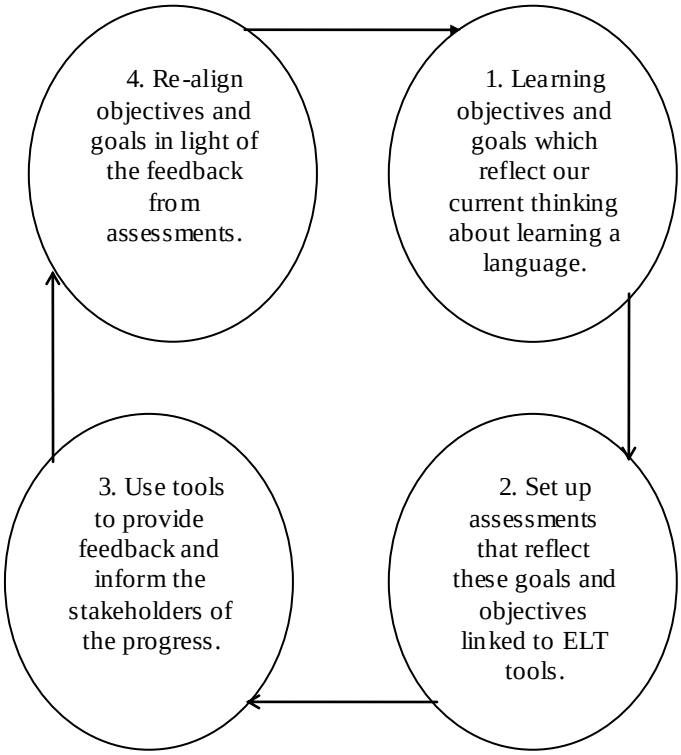
From the position of	**Functions**	**Objectives**
Learners	1) motivation and stimulation; 2) correction; 3) teaching;	1) stimulus and vehicle for gaining learning material; 2) raising creative activity of learners in promotion of self-study and self-correction; 3) opportunity to fixate self-achievement 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.

We should identify learning goals and objectives with students' achievements and assessment. We need to create tools of assessment that will help us evaluate and understand whether our learning outcomes have been achieved. But we also recognize that the assessment contributes to achieving some of our communicative goals. The tools of assessment we set up can be very different both in the skills they focus on, and also in the way they are executed. The assessments might be individual, pair, or group-based. The assessments evaluation and feedback are also very important.

The feedback could be provided by students, it could even be practiced by the students themselves and thus encourage their self-assessment. What is the outcome of this process? It is a picture of students' progress and a better

understanding of whether the content of the course achieves its goal. In light of what we learn about students' performance during the learning cycle (Figure), some changes may need to be incorporated to the content of the course.

Figure 1. The learning cycle



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; assay 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; - implicit control using different questions or plays; - self-control; - mutual control.	- 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 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.	- oral and written assignments for forming and developing all sub-skills and skills in the form of topics and situations of communication;
Intermediate control	- individual, frontal, pair, group forms; -self-control and mutual control.	- 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.	- tests; - oral or written tests and assignments; - creative assignments.
Final control	- individual	- to reveal the level of language proficiency in	- tests; -oral or written

		accordance with the syllabus requirements.	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 ?

In the methods of teaching foreign languages to the realization of the following concepts, such as knowledge, skills.

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.

Habit - an operation with the language material (phonetics. vocabulary, grammar) during receptive and productive speech activity driven to automatism

Control can be:

Current - oral and written

Intermediate - oral and written

Final

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.

Fortunately/Unfortunately game

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

LECTURE 25. TEST TYPES. IELTS, TOEFL

Lecture outline:

1. Test types
2. Qualities of tests
3. Testing techniques
4. IELTS, TOEFL tests

Key words: *proficiency tests, achievement tests, diagnostic tests and placement tests, reliability, validity, consistency and practicality, IELTS, TOEFL*

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; assay exams; oral interview - but also tests differing in form 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. If for example, dictation and cloze tests are considered as 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 performances.

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. (Jalolov J.J.)

Types of tests and testing

Let's consider **proficiency tests, achievement tests, diagnostic tests** and **placement tests**

Proficiency tests measure learners' language ability regardless of the training they may have had or the vocabulary and topics they may have studied. Proficiency tests are not based on the contents of a language course but rather on the general knowledge of the target language and culture. **Achievement tests** are directly related to the language courses taught to the examinees. The purpose of achievement tests is to judge upon the success of individual learners or groups in achieving the objectives of the language course. Achievement tests are always "course related" meaning course contents and objectives. **Diagnostic tests** identify students strengths and weaknesses. They provide the teachers with the information on what further teaching is necessary and what problems the students might have in coping

with the instruction demands. **Placement tests** provide information that helps to place the students at the most suitable stage of the teaching curriculum, bearing in mind their level of the language achieved so far. (Adapted from Hughes, A., 1996. Testing for Language Teachers. CUP. P. 9-21).

Test qualities include among others **reliability, validity, consistency and practicality. Reliability** is permanence of the measurement results produced by a test. Testing productive skills such as speaking and creative writing is less reliable than testing listening and reading. E.g. there is always more room for subjectivity in assessing an essay than a dictation. "Reliability" is the opposite to "randomness" in the marking given by the teachers or examiners. **Consistency** is agreement between parts of the test. All the tasks in a consistent test have the same level of difficulty for the learners. Some tests are more difficult to make consistent than others, e.g. a dictation will contain the words with a different level of difficulty for spelling. **Practicality** is the degree to which a test can be used as a convenient tool for measuring language performance. If a test needs much preparation time, or requires too long time in the lesson, it will be perceived as "impractical". **Validity** – the degree to which the test actually measures what it is intended to measure. A valid test of reading ability is one that actually measures a reading ability, and not, let's say, 20/20 vision, previous knowledge of a subject or some other variable of questionable relevance. Validity can be of 4 types: criterion, content, face, and construct.

Testing techniques

Multiple-choice tests have a "stem" (the basic and unaltered part of the sentence) and a number of "options", only one of which is correct. The other options are wrong in the particular context and are called "distracters". The **advantages of the multiple-choice** test are that they can produce a reliable and economical scoring. A test can include a fairly long list of items and increase the reliability of procedure, thus decreasing the randomness of the results. The **disadvantages of the multiple-choice** test are that it checks only recognition knowledge. Guessing can have an effect on the scores. The plausible (looking correct) distracters are not always available and this makes test writers include "fool-proof" distracters. The "correct answer" can in quite a few cases be questioned.

Gap filling refers to tasks where the test-takers are given separate sentences with some words or phrases deleted. The task is to restore the missing words. In these tests answer keys can sometimes have more than one answer for a space. Some missing words can have a structural value for the sentence (e.g. prepositions or conjunctions). Other words can have full lexical meaning. Sometime a list of the words can be given to the test-takers to be used in filling in the gaps. In such cases the number of words in the list is usual. Cloze procedure involves deleting a number of words in the whole text, requiring the test-takers to restore the original words. The procedure of

based on the assumption of gestalt psychology that human psyche tends to "complete the closures" in the elements of the surrounding world that is being perceived. This makes the cloze procedure authentic to cognitive processes. The first short passage of the text is usually left not mutilated. After this brief "lead-in" approximately every seventh word is deleted. Disadvantages of the test are that some words prove more difficult to restore than others. There could be more than one answer for any one gap. It is not always easy to say what language area (grammar, lexis, prepositions etc) or skills (receptive or productive) are actually measured by the cloze procedure.

Matching is a test format when students are given a list of items, which they have to match with the other list of words, phrases, sentences, paragraphs or visual images. The disadvantage of it is that once the test-takers have successfully made sufficient amount of matches, the remaining pairs can be guessed more easily and the last pair will be correct by default.

Information transfer means that the test-takers have to transfer material from the text on to a chart, table or map. Such like tasks are sometimes performed in real life settings (arranging information during a lecture or finding out the details of the train timetable) and therefore can be viewed as authentic.

Ordering tasks (sequencing) are typically used to test the ability of arranging a discourse (stretch of an oral or written utterance) in a logically organized chain. The students are presented with a mutilated text, in which the order of elements is jumbled. The task is to restore the logical sequence. The problem with "sequencing tasks" is that in some cases there can be more than one way of ordering the textual elements.

Editing tests consist of sentences or text passages, in which errors have been introduced. Test-takers are to identify the errors and to write out the missing or erroneous elements at the end of each line. The main difficulty with this type of test is to ensure that an element deemed as erroneous by test writers should indeed be erroneous with all exceptions excluded.

Remodeling tests mean that the learners have to rewrite original sentences starting with the given words or using a given word so that the meaning of the original sentence did not change.

Test analysis is necessary in order to process the results and to draw conclusion on the learners' performance. There are two chief methods of marking the test results. They are **the error-count method and the analytic method.** The **error-count method** involves counting up the number of errors and deducting this number from the maximum total scoring for the test. The **analytic method** of marking is useful because it informs the test-takers about their performance against certain criteria. (Milrood)

The International English Language Testing System, or IELTS /aɪ .ɛ lts/, is an international standardised test of English language proficiency for non-native English language speakers. It is jointly managed by the British Council, IDP: IELTS Australia and Cambridge English

Language Assessment, and was established in 1989. IELTS is one of the major English-language tests in the world, others being the TOEFL, TOEIC, PTE:A and OPI/OPIc.

IELTS is accepted by most Australian, British, Canadian and New Zealand academic institutions, by over 3,000 academic institutions in the United States, and by various professional organisations across the world.

IELTS is the only Secure English Language Test approved by UK Visas and Immigration (UKVI) for visa customers applying both outside and inside the UK. It is also a requirement for immigration to Australia and New Zealand. In Canada, IELTS, TEF, or CELPIP are accepted by the immigration authority.

No minimum score is required to pass the test. An IELTS result or Test Report Form is issued to all test takers with a score from "band 1" ("non-user") to "band 9" ("expert user") and each institution sets a different threshold. There is also a "band 0" score for those who did not attempt the test. Institutions are advised not to consider a report older than two years to be valid, unless the user proves that they have worked to maintain their level.

History

The English Language Testing Service (ELTS), as IELTS was then known, was launched in 1980 by Cambridge English Language Assessment (then known as UCLES) and the British Council. It had an innovative format, which reflected changes in language learning and teaching, including the growth in ‘communicative’ language learning and ‘English for specific purposes’. Test tasks were intended to reflect the use of language in the ‘real world’.

IELTS went live in 1989. Test takers took two non-specialised modules, Listening and Speaking, and two specialised modules, Reading and Writing. Test taker numbers rose by approximately 15% per year and by 1995 there were 43,000 test takers in 210 test centres around the world.

IELTS was revised again in 1995, with three main changes:

- There was ONE Academic Reading Module and ONE Academic Writing Module (previously there had been a choice of three field-specific Reading and Writing modules)
- The thematic link between the Reading and Writing tasks was removed to avoid confusing the assessment of reading and writing ability
- The General Training Reading and Writing modules were brought into line with the Academic Reading and Writing modules (same timing, length of responses, reporting of scores).

Further revisions went live in 2001 (revised Speaking Test) and 2005 (new assessment criteria for the Writing test).

IELTS Academic or IELTS General Training

There are two types of the IELTS test: IELTS Academic and IELTS General Training. **The IELTS Academic test** is for people applying for higher education or professional registration in an English speaking environment. It reflects some of the features of academic language and assesses whether you are ready to begin studying or training.

The IELTS General Training test is for those who are going to English speaking countries for secondary education, work experience or training programs. It is also a requirement for migration to Australia, Canada, New Zealand and the UK. Both versions provide a valid and accurate assessment of the four language skills: listening, reading, writing and speaking. The test focuses on basic survival skills in broad social and workplace contexts.

Fair to test takers. IELTS treats all test takers with the utmost fairness and respect by actively avoiding cultural bias, and accepting all standard varieties of native-speaker English, including North American, British, Australian and New Zealand English. The IELTS approach is recognised as being fair to all test takers, whatever their nationality, cultural background, gender or special needs. Test takers can feel confident that the IELTS test:

- provides a valid and accurate assessment of the four language skills: listening, reading, writing and speaking
- assesses language skills, not specialist knowledge; the topics covered are general enough for all test takers will be able to answer questions on them
- is focused on assessing practical communication ability
- serves both academic and non-academic purposes through a choice of two versions
- features a one-on-one, face-to-face speaking component
- recognises all standard varieties of native-speaker English, including North American and British
- ensures test questions are extensively trialled with people from different cultures to confirm they are appropriate and fair.

Ensuring reliability of results

The IELTS test is subject to the highest quality controls, security procedures and integrity management practices. These include:

- stringent procedures for checking and verifying test taker identity
- unique test versions - test takers will never sit the same test twice
- double marking
- printing Test Report Forms on security-enhanced paper
- an online Results Verification Service

Ensuring consistent assessment of Writing and Speaking tests

- Writing and Speaking tests are assessed by trained and certificated examiners
- Examiners are qualified English language specialists, with substantial relevant teaching experience, working to clearly defined criteria and subject to extensive quality control procedures
- Selected Speaking and Writing performances are second-marked by a team of IELTS principal examiners/assistant principal examiners who provide feedback to each examiner
- Where there is a significant difference between a test taker's Writing and/or Speaking score and their Reading and Listening scores, double-marking is carried out
- Routine analysis is conducted on each test version to ensure that the performances of test materials, test takers and examiners are in line with expected standards
- Test takers who feel that their scores do not reflect their performance may apply to have their tests re-marked by a senior examiner.

How IELTS is scored

IELTS results are reported on a 9-band scale. IELTS results are designed to be simple and easy to understand. Results are reported as band scores on a scale from 1 (the lowest) to 9 (the highest). The IELTS band scale has remained consistent and has acquired currency around the world over the past three decades.

The IELTS scale

Band score	Skill level	Description
9	Expert user	The test taker has fully operational command of the language. Their use of English is appropriate, accurate and fluent, and shows complete understanding.

Band score	Skill level	Description
8	Very good user	The test taker has fully operational command of the language with only occasional unsystematic inaccuracies and inappropriate usage. They may misunderstand some things in unfamiliar situations. They handle complex and detailed argumentation well.
7	Good user	The test taker has operational command of the language, though with occasional inaccuracies, inappropriate usage and misunderstandings in some situations. They generally handle complex language well and understand detailed reasoning.
6	Competent user	The test taker has an effective command of the language despite some inaccuracies, inappropriate usage and misunderstandings. They can use and understand fairly complex language, particularly in familiar situations.
5	Modest user	The test taker has a partial command of the language and copes with overall meaning in most situations, although they are likely to make many mistakes. They should be able to handle basic communication in their own field.
4	Limited user	The test taker's basic competence is limited to familiar situations. They frequently show problems in understanding and expression. They are not able to use complex language.
3	Extremely limited user	The test taker conveys and understands only general meaning in very familiar situations. There are frequent breakdowns in communication.
2	Intermittent user	The test taker has great difficulty understanding spoken and written English.
1	Non-user	The test taker has no ability to use the language except a few isolated words.

Band score	Skill level	Description
0	Did not attempt the test	The test taker did not answer the questions.

Calculating the overall band score

A score is given for each test component Listening, Reading, Writing and Speaking. These individual scores are then averaged and rounded to produce an overall band score.

The total test time is 2 hours and 45 minutes.

Test format – Listening, 30 minutes**.** You will listen to four recordings of native English speakers and then write your answers to a series of questions.

Recording 1 – a conversation between two people set in an everyday social context. Recording 2 - a monologue set in an everyday social context, e.g. a speech about local facilities. Recording 3 – a conversation between up to four people set in an educational or training context, e.g. a university tutor and a student discussing an assignment. Recording 4 - a monologue on an academic subject, e.g. a university lecture. Assessors will be looking for evidence of your ability to understand the main ideas and detailed factual information, the opinions and attitudes of speakers, the purpose of an utterance and evidence of your ability to follow the development of ideas.

Test format – Reading, 60 minutes**.** The Reading component consists of 40 questions, designed to test a wide range of reading skills. These include reading for gist, reading for main ideas, reading for detail, skimming, understanding logical argument and recognising writers' opinions, attitudes and purpose.

IELTS Academic test - this includes three long texts which range from the descriptive and factual to the discursive and analytical. These are taken from books, journals, magazines and newspapers. They have been selected for a non-specialist audience but are appropriate for people entering university courses or seeking professional registration.

IELTS General Training test - this includes extracts from books, magazines, newspapers, notices, advertisements, company handbooks and guidelines. These are materials you are likely to encounter on a daily basis in an English-speaking environment.

Test format – Academic Writing, 60 minutes**.** IELTS Academic test

Topics are of general interest to, and suitable for, test takers entering undergraduate and postgraduate studies or seeking professional registration. There are two tasks: **Task 1** - you will be presented with a graph, table, chart or diagram and asked to describe, summarise or explain the information in your own words. You may be asked to describe and explain data, describe the stages of a process, how something works or describe an object or event.

Task 2 - you will be asked to write an essay in response to a point of view, argument or problem. Responses to both tasks must be in a formal style.

IELTS General Training. Topics are of general interest. There are two tasks:

Task 1 - you will be presented with a situation and asked to write a letter requesting information, or explaining the situation. The letter may be personal, semi-formal or formal in style. **Task 2** - you will be asked to write an essay in response to a point of view, argument or problem. The essay can be fairly personal in style.

Test format – Speaking, 11–14 minutes**.** The speaking component assesses your use of spoken English. Every test is recorded. **Part 1** - the examiner will ask you general questions about yourself and a range of familiar topics, such as home, family, work, studies and interests. This part lasts between four and five minutes. **Part 2** - you will be given a card which asks you to talk about a particular topic. You will have one minute to prepare before speaking for up to two minutes. The examiner will then ask one or two questions on the same topic. **Part 3** - you will be asked further questions about the topic in Part 2. These will give you the opportunity to discuss more abstract ideas and issues. This part of the test lasts between four and five minutes.

TOEFL Test

In 1962, a national council made up of representatives of thirty government and private organizations was formed to address the problem of ensuring English language proficiency for non-native speakers wishing to study at U.S. universities. This council recommended the development and administration of the TOEFL exam for the 1963-1964 time frame. The test was originally developed at the Center for Applied Linguistics under the direction of Stanford University applied linguistics professor Dr. Charles A. Ferguson.

The TOEFL test was first administered in 1964 by the Modern Language Association financed by grants from the Ford Foundation and Danforth Foundation.

In 1965, The College Board and ETS jointly assumed responsibility for the continuation of the TOEFL testing program.

In 1973, a cooperative arrangement was made between ETS, The College Board, and the Graduate Record Examinations board of advisers to oversee and run the program. ETS was to administer the exam with the guidance of the TOEFL board.

To the present day, college admission criteria for international students who are nationals of some of the Commonwealth nations exempt them from taking the TOEFL exam. Nations which are part of the Anglosphere (from most Commonwealth realms to former British colonies e.g., Hong Kong SAR or former protectorates of the United States) where English is the de facto official language automatically grants a TOEFL exemption with some restrictions (e.g., residents of Quebec are required to take TOEFL while the rest of Canada is exempt - also inclusive of Commonwealth nations where English is not an official language e.g., Mozambique or Namibia (English is co-official but spoken by 3% of the population)). However, this does not apply to some Commonwealth nations outside the Anglosphere, such as India, Pakistan, Bangladesh etc, even though they may have English as the de facto official language.

Formats and content

Internet-based test. Since its introduction in late 2005, the TOEFL Internet-based Test (iBT) format has progressively replaced the computer-based tests (CBT) and paper-based tests (PBT), although paper-based testing is still used in select areas. The TOEFL iBT test has been introduced in phases, with the United States, Canada, France, Germany, and Italy in 2005 and the rest of the world in 2006, with test centers added regularly. The CBT was discontinued in September 2006 and these scores are no longer valid. Initially, the demand for test seats was higher than availability, and candidates had to wait for months. It is now possible to take the test within one to four weeks in most countries.The four-hour test consists of four sections, each measuring one of the basic language skills (while some tasks require integrating multiple skills), and all tasks focus on language used in an academic, higher-education environment. Note-taking is allowed during the TOEFL iBT test. The test cannot be taken more than once every 12 days.

1. **Reading.** The Reading section consists of questions on 3-5 passages, each approximately 700 words in length. The passages are on academic topics; they are the kind of material that might be found in an undergraduate university textbook. Passages require understanding of rhetorical functions such as cause-effect, compare-contrast and argumentation. Students answer questions about main ideas, details, inferences, essential information, sentence insertion, vocabulary, rhetorical purpose and overall ideas. New types of questions in the TOEFL iBT test require filling out tables or

completing summaries. Prior knowledge of the subject under discussion is not necessary to come to the correct answer.

2. **Listening**. The Listening section consists of questions on six passages, each 3–5 minutes in length. These passages include two student conversations and four academic lectures or discussions. The conversations involve a student and either a professor or a campus service provider. The lectures are a self-contained portion of an academic lecture, which may involve student participation and does not assume specialized background knowledge in the subject area. Each conversation and lecture passage is heard only once. Test-takers may take notes while they listen and they may refer to their notes when they answer the questions. Each conversation is associated with five questions and each lecture with six. The questions are meant to measure the ability to understand main ideas, important details, implications, relationships between ideas, organization of information, speaker purpose and speaker attitude.

3. **Speaking**. The Speaking section consists of six tasks: two independent and four integrated. In the two independent tasks, test-takers answer opinion questions on familiar topics. They are evaluated on their ability to speak spontaneously and convey their ideas clearly and coherently. In two of the integrated tasks, test-takers read a short passage, listen to an academic course lecture or a conversation about campus life and answer a question by combining appropriate information from the text and the talk. In the two remaining integrated tasks, test-takers listen to an academic course lecture or a conversation about campus life and then respond to a question about what they heard. In the integrated tasks, test-takers are evaluated on their ability to appropriately synthesize and effectively convey information from the reading and listening material. Test-takers may take notes as they read and listen and may use their notes to help prepare their responses. Test-takers are given a short preparation time before they have to begin speaking. The responses are digitally recorded, sent to ETS's Online Scoring Network (OSN), and evaluated by three to six raters.

4. **Writing**. The Writing section measures a test taker's ability to write in an academic setting and consists of two tasks: one integrated and one independent. In the integrated task, test-takers read a passage on an academic topic and then listen to a speaker discuss it. The test-taker then writes a summary about the important points in the listening passage and explains how these relate to the key points of the reading passage. In the independent task, the test-taker must write an essay that states their opinion or choice, and then explain it, rather than simply listing personal preferences or choices. Responses are sent to the ETS OSN and evaluated by at least 3 different raters

Task	Description	Approximate time
Reading	3-5 passages, each containing 12-14 questions	60-80 min
Listening	6-9 passages, each containing 5-6 questions	60-90 min
Break	Mandatory break	10 min
Speaking	6 tasks	20 min
Writing	2 tasks	50 min

One of the sections of the test will include extra, uncounted material. Educational Testing Service includes extra material to pilot test questions for future test forms. When test-takers are given a longer section, they should give equal effort to all of the questions because they do not know which question will count and which will be considered extra. For example, if there are four reading passages instead of three, then one of the passages will not be counted. Any of the four could be the uncounted one.

Paper-based Test

The TOEFL® paper-based Test (PBT) is available in limited areas. Scores are valid for two years after the test date, and test takers can have their scores sent to institutions or face time.

1. **Listening** (30 – 40 minutes) The Listening section consists of 3 parts. The first one contains 30 questions about short conversations. The second part has 8 questions about longer conversations. The last part asks 12 questions about lectures or talks.
2. **Structure and Written Expression** (25 minutes) The Structure and Written Expression section has 15 exercises of completing sentences correctly and 25 exercises of identifying errors.
3. **Reading Comprehension** (55 minutes) The Reading Comprehension sections has 50 questions about reading passages.
4. **Writing** (30 minutes) The TOEFL PBT administrations include a writing test called the Test of Written English (TWE). This is one essay question with 250–300 words in average

Test scores
TOEFL iBT Test

- The TOEFL iBT test is scored on a scale of 0 to 120 points.
- Each of the four sections (Reading, Listening, Speaking, and Writing) receives a scaled score from 0 to 30. The scaled scores from the four sections are added together to determine the total score.

- Each speaking question is initially given a score of 0 to 4, and each writing question is initially given a score of 0 to 5. These scores are converted to scaled scores of 0 to 30.

Paper-based Test

- The final PBT score ranges between 310 and 677 and is based on three subscores: Listening (31–68), Structure (31–68), and Reading (31–67). Unlike the CBT, the score of the Writing component (referred to as the Test of Written English, TWE) is not part of the final score; instead, it is reported separately on a scale of 0–6.
- The score test takers receive on the Listening, Structure and Reading parts of the TOEFL test is not the percentage of correct answers. The score is converted to take into account the fact that some tests are more difficult than others. The converted scores correct these differences. Therefore, the converted score is a more accurate reflection of the ability than the raw score is.

Accepted TOEFL Scores

Most colleges use TOEFL scores as only one factor in their admission process, with a college or program within a college often setting a minimum TOEFL score required. The minimum TOEFL iBT scores range from 61 (Bowling Green State University) to 110 (University of Oxford).

ETS has released tables to convert between iBT, CBT and PBT scores

Linking IELTS Scores to TOEFL iBT Score Ranges

IELTS score	**TOEFL score**	**IELTS Description**
9	118-120	Expert user
8,5	115-117	Very good user
8	110-114	
7,5	102-109	Good user
7	94-101	
6,5	79-93	Competent user
6	60-78	
5,5	42-59	Modest user
5	35-41	
4,5	32-34	Limited user
0-4	0-31	Extremely limited user/non-user

Obligatory training includes 3 stages:

The first phase of 5-6 class

The second phase of the 7-8-9 classes

The third stage of high schools and colleges

The first stage of training FL (grades 5-6) aimed at creating conditions for the early communicative and psychological adaptation to the new world language different from the world of native language and culture, and to overcome the psychological barrier in the future to use DICE as a means of communication in the modern world ; introduction of foreign songs , poetic and fantastic folklore, the world of games and entertainment ; acquisition by students of social experience by expanding the range of playable communicative roles in situations of family and school communication, communicating with friends and adults at DICE , the formation of ideas about the general features and characteristics of communication in native and foreign languages , the formation of elementary communicative skills in the 4 types of RD (speaking , reading , listening and writing) with the capacities and needs of the students , the formation of some universal linguistic concepts observed in native and foreign languages .

LECTURE 26. GIVING FEEDBACK AND ERROR TREATMENT

Lecture outline:

1. Feedback as a part of assessment.
2. Components and types of feedback.
3. Evaluation and Interference.
4. Affective and cognitive feedback.

Key words: *correction, organizing feedback, content feedback, evaluation, "false friends", interference, affective feedback, global and local errors*

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

Within 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.

Organizing feedback occurs when learners have already finished a task. The teacher gives feedback to let the learners know how well they have performed in the course of activity (during the activity the teacher has picked up some of the students' mistakes and has put them on the blackboard; now he is asking the students opinion about correctness).

Feedback is the information that is given to the learner about his or her performance of a learning task, usually with the objective of improving this performance. Some examples in language teaching, the words "Yes, right!" said to a learner who has answered correctly, a grade of 70% on an exam; a raised eyebrow in response to a mistake in grammar, comments written in the margin of an essay.

Feedback has two components: assessment and correction. It is possible to give assessment without correction (e.g., final exam grade). – when explanation of mistakes are not commented and paper is not returned.

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. (Jalolov, p. 220)

All learners make mistakes at various stages of their language learning. It is part of the natural process they are going through and occurs for a number of reasons. In the first place, the students' own language may get in the way. This is most obviously the case with **"false friends"** – those words which sound or look the same but mean something different such as "assistir" in Spanish which means "attend" in English and not "assist". False friends are more common where the learner's language shares a common heritage with English (i.e. Romance languages). Grammatical considerations matter too: Japanese students frequently have trouble with article usage, Germans have to get used to positioning the verb correctly, Arabic students have to deal with a completely different written system, etc.

Interference from the learners' own language is not the only reason for making mistakes. There is a category which a number of people call "developmental" errors. These are the result of conscious or subconscious processing which frequently overgeneralises a rule, as for example, when a learner, having learnt to say things like "I have to go", then starts saying "I must to go", not realizing that the use of "to" is not permitted with "must".

Some mistakes are deep-seated and need constant attention (-s in Present Simple). While these are examples of "errors", others seem to be more like "slips" made while students are simultaneously processing information and they are therefore easier to correct quickly.

Whatever the reason for "getting it wrong", it is vital for the teacher to realize that all students make mistakes as a natural and useful way of learning. By working out when and why things have gone wrong, they learn more about the language they are studying.

Correction helps students to clarify their understanding of the meaning and construction of language. It is vital part of the teacher's role, and something which the teacher is uniquely able to provide, but precisely because it involves pointing out people's mistakes, we have to be careful when correcting since, if we do it in an intensive way, we can upset our students and dent their confidence. What is appropriate for one student, may be quite wrong for another one.

In general, the teacher's job is to point out when something has gone wrong – and see if the student can correct herself or himself. Maybe what they said or wrote was just a slip and they are able to put it right straightaway.

Sometimes, however, students cannot put mistakes right on their own, so we have to help them. We can do this by asking if one of their colleagues can help out or by explaining the problem ourselves.

If we get other students in the class to help out, we have to make sure that the student who is being corrected is not going to be humiliated by this. Sometimes, students like that prefer gentle correction from the teacher. On

the other hand, in the right kind of atmosphere students enjoy helping each other – and being helped in return (J. Harmer).

When we talk about error correction, we usually speak about errors while speaking or writing a foreign language. The most difficult questions especially for beginner teacher is "When and how should I correct the speech errors of learners in my classroom?" One of the keys, but not the only key, to successful second language learning lies in the feedback that a learner receives from others.

Vigil and Oller (1976) described the model of how affective and cognitive feedback affects the message-sending process. When a learner says something, he meets the "affective feedback", which looks like a traffic light. The "green light" of the affective feedback mode allows the sender to continue attempting to get a message across; a "red light" causes the sender to abort the attempt. Both affective and cognitive feedback can take place simultaneously. The traffic signal of cognitive feedback is the point at which error correction enters. A green light here symbolizes noncorrective feedback that says "I understand your message". A red light symbolizes corrective feedback that causes the learner to make some kind of alteration in production. Note that fossilization may be the result of too many green lights when there should have been some yellow or red lights (B.Douglas, 2 edition, p 301).

A teacher should balance positive and negative cognitive feedback. The teacher should provide enough green lights to encourage communication, but not so many that crucial errors go unnoticed. And teacher should provide enough red lights to call attention to those crucial errors, but not so many that the learner is discouraged from attempting to speak at all.

Control questions:

1. What is feedback as a part of assessment?
2. What are the components and types of feedback?
3. What is evaluation and interference?

LECTURE 27. ORGANIZING SELF-STUDYING PROCESS

Lecture outline:

1. Motivation as a factor of successful learning
2. What motivates and demotivates learners?
3. Self-studying process as a result of motivation.

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

What is motivation?

Motivation is the thoughts and feelings which make us want to and continue to want to do something and which turn our wishes into action. Motivation influences:

- why people decide to do something
- how long they keep wanting to do it
- how they work to achieve it.

Motivation is very important in language learning. It is one of the key factors that

helps make language learning successful. It can be internal or external. Internal motivation is when you want yourself to do sth, external – is when some outer factors influence you in doing sth.

- Key concepts

Why were/are you motivated to learn English? List your reasons.

There are several different factors (things that influence) which can influence

motivation. They include:

- The usefulness to us of knowing the language well. Many people want to learn

a language because it can help them achieve practical things such as finding a

(better) job, getting onto a course of study, getting good marks from the teacher, or

booking hotel rooms.

- Our interest in the target language culture (the culture of the language we are

learning). We might want to get really good at Russian, for example, so that we can read books by famous Russian authors, or understand the world which produced their great artists and composers. This is learning a language because of interest in culture with a capital C, i.e. high culture. Many people are also interested in culture with a small c. They want to learn Japanese, for example, so they can understand Manga comics better, or learn English to read about their favourite celebrities. We may also be interested in the target culture because we actually want to become part of that culture, perhaps because we are moving to the country. In this case we might be interested in

aspects of the country's customs and lifestyle, and see the target language as a key to understanding and becoming part of that culture.

• Feeling good about learning the language. If we are successful at something, that success makes us want to continue doing it and achieve greater things. Managing to communicate in a foreign language can make us want to communicate more and better. Confidence (feeling that we can do things successfully), learner autonomy/independence (feeling responsible for and in control of our own learning) and a sense of achievement (being successful at something we have worked at) are all part of feeling good about learning a language. If we think we are good at something, we want to do it.

Encouragement and support from others. We may live in a country or family or go to a school where learning a foreign language is highly valued and much encouraged. This helps us to realise the importance of the foreign language and gives us emotional support as we learn. People who live in a country where people can't see the point of learning a foreign language may have little motivation to learn a foreign language.

• Wishing to communicate fully with people who matter to you. People may have

friends, boy or girlfriends, business partners, ete. who speak another language. They want to develop their relationship with them. This is a strong motivation to learn a language.

• Our interest in the learning process. Sometimes we want to learn a foreign language simply because we enjoy our language class; we like the teacher, how he/she teaches, the classroom activities, the coursebook or maybe the topics the class deals with. All these are factors related to learning itself, which come from the classroom. We can see that there are different kinds of motivation. Some come from inside the learner and some come from the learner's environment.

Learners may differ in their motivations; some may have strong motivation of one

kind but little of another, other learners' motivation may be a mixture of kinds. There are also learners, of course, who are unmotivated, i.e. who have no motivation or are demotivated, i.e. they have lost their motivation. And motivation can change, too. A learner may, for example, be quite uninterested in learning a particular language, then meet a teacher who helps them love learning the language. Motivation can change with age, too, with some factors becoming more or less important as learners get older.

Self studying is supported by learner autonomy (learner independence). We can achieve this by encouraging creative and imaginative ideas, encouraging questions and other contributions from students, sharing as much responsibility for organizing the learning process with your students as possible.

‘**Autonomy** is your capacity to take responsibility for, and control of, your own learning, whether in an institutionalized context, or completely independent of a teacher or institution.’ (Thornbury, 2006: 22)

In contrast to traditional ‘lockstep learning’, which has learners doing the same thing at the same time, in the same way, and all expected to achieve roughly the same results, autonomous learning starts from the premise that the individual has the potential to take responsibility for everything in their own life, including learning.

While in the past what the learners should do, and how they should do it was typically decided by an authority figure i.e. the teacher, the director of studies or the education department, the notion of autonomous learning has gained in popularity since the 1980s.

Why foster learner autonomy?

Anyone who has attempted to learn a new language knows that language learning takes a relatively long time, and a learner may not want to, or be able to enrol in a teaching program for such a long duration. Likewise, for institutions, it means learning can take place without having a teacher/tutor/facilitator physically present in all instances of learning.

The key benefit of learner autonomy is that autonomous learners ‘will take more responsibility for learning and are likely to be more effective than learners who are overly-reliant on the teacher.’ (Swift)

What do learners need to become autonomous?

The belief that they can learn independently of the teacher and the classroom setup. Some cultures have authoritarian learning systems that produce very dependant learners.

A willingness to undertake independent learning i.e. to take on the responsibility in terms of goal setting, time management, selecting materials and conducting self/peer assessment.

A realistic and positive attitude to language learning (sometimes this may be undermined by previous learning experiences, requiring coaching from the teacher).

Strategies – this is where the teacher becomes invaluable as a resource to the aspiring learners. There is a need for learner training, as autonomy does not happen overnight. Remember, autonomy does not equate with working in isolation. The teacher, the class and the school are still part of the learner’s environment.

Doesn’t fostering learner autonomy remove the teacher from the learning process? In a word, no. Many learners come to the language class from a background of authoritative teaching. Their previous learning experience may well have conditioned them to be heavily reliant on the teacher for approval, direction, instruction, organisation and learning strategies. We can’t simply expect these learners to be autonomous, and there is typically a real need to develop learner autonomy in the classroom. Eventually the learner is equipped to conduct his/her ongoing learning outside the classroom and even evaluate it. The learner should come to see the teacher in her role as a facilitator and resource rather than the ‘unquestionable authority’.

Furthermore, although a learner may develop skills of autonomous learning, this doesn't preclude them from participating in language classroom lessons.

Which skills does the teacher need to foster to develop learner autonomy?

This is largely dependent on how independent you expect your students to become. Initially teachers can develop skills that students need in order to find access and use resources; such as internet sites or online journals, supported by activities that are completed as homework tasks. Eventually this leads to students developing their own skills for setting objectives, planning their self-study, and even self-assessment.

It's important to acknowledge that autonomy is a matter of degree, not 'either/or'. Nunan points out that this is developed in stages, starting from fostering awareness of the learning goals and the content of the materials learners are using, and developing into a 'transcendence' as learners go beyond the classroom to make links between the content of the classroom learning and the world beyond. How deep the learner is able to develop this process depends on the teacher, the learner and the resources available.

How do we foster learner autonomy?

First of all, teachers can start to foster an awareness of the skills that are involved in learning, and demonstrate the learning strategies in use through the activities that they plan during the course. In this way teachers encourage learners to understand the rationale behind teaching methodology, such as learning through discovery.

Through texts, questionnaires, surveys and discussion, different learning strategies can be brought to the learners' attention so that they can evaluate them for personal effectiveness, or decide which ones to develop.

Gradually, teachers may transfer some of the decision making and choices to the learners in order to develop their awareness and confidence for making decisions. For example, through pyramid discussions learners can identify their preference for scheduling different skills work or different activity types.

With the wealth of resources available for self-study through multimedia and internet, language teaching is, now more than ever before, in a position to encourage learner autonomy – supported by learner training in the classroom. While classroom learning may result in extensive 'far reaching' learning in terms of the language input, autonomous learning may complement this by encouraging the learner to go 'deep' and exploit materials that assist with acquisition of language.

Examples of strategies to help develop learner autonomy (Swift)

Suggestions for developing learner autonomy:

There are many resources that teachers can draw from in order to encourage learner autonomy. Some, such as social networking sites, are often exploited by learners before teachers utilize them for teaching purposes.

- General and specialist dictionaries:

- Many have learner orientation tasks to teach learners strategies for using dictionaries as well as language references sections to aid learning.
- Journals and periodicals – especially for ESP or EAP students
- Keeping a reflective journal about the learning experience
- Television
- Documentaries
- News

- Radio Streaming

E.g. BBC radio 4 educational programs

- Internet

Language exchange with other language learners e.g. livemocha.com

Online PPT presentations e.g. authorstream.com or slideshare.com

ESL resources using graded or authentic material from the following websites:

http://www.pearsonlongman.com/index.html

http://www.bbcactiveenglish.com/

http://learnenglish.britishcouncil.org/en/

http://www.teachingenglish.org.uk/

- Course books routinely provide extended practice through multimedia
- Online discussion boards (from football to movies cooking and vehicle maintenance)
- Reviews available for books they've read or movies they've seen
- Exam preparation sites
- You Tube and other social networking media such as wikis and blogs

'If a teacher raises awareness that these resources can be accessed and utilized independently for further self-study, many students will do so. Learner training and demo-ing are crucial.' (Krzanowski, 2007)

'Learners [are] 'quick on the uptake' and embrace it easily. Teachers [are] not always keen. At times [they] are so deep in ritualistic behavior that they would not make an effort to accept and take on innovations in learning and teaching.' (Krzanowski, 2007).

LECTURE 28. PLANNING OF THE TEACHING PROCESS

Lecture outline:

1. Requirements for teaching process
2. Planning in education
3. Preparing teachers and students for the lesson
4. The organization of learning activities of students in the classroom
5. Modern technology in the classroom FL.

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.*

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 29. FOREIGN LANGUAGE LESSON PLANNING IN ALL STAGES OF CONTINUOUS EDUCATION

Lecture outline:

1. Lesson - the main form of academic work at the main language at school:
2. Lesson plan of the main language
3. Requirements for the lesson
4. Structural elements of the lesson
5. Types of basic language lessons
6. The method of "Detectives".
7. The features of the EL lesson
8. Types of lessons and forms of interaction in EL lesson
9. EL lesson planning
10. Structure of the EL lesson plan
11. Independent work and learning.

***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, complexness, 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 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.

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) complexness.

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

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.
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.
Pair work. Pair work provides opportunities for sustained interaction and has long 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.

In the domestic methodology the following types of the lesson are distinguished[31]:

[31] **Jalalov J.J. Chet til o'qitish metodikasi. Foreign Language Teaching Methodology. -T.: O'qituvchi, 2012. -P321-322.**

1) The lessons are directed to acquire a) language elements on lexical, phonetic and grammatical levels and language use as a result of this type of a lesson is obtaining the linguistic competence.
2) The lessons are directed to acquire communicative activity. The aim of this type of a lesson is forming or developing listening, reading, speaking and writing skills.
3) The lessons which combine previous types of lessons are directed to acquire knowledge, language sub-skills and communicative skills. In the practice of teaching the preference is given more to this type of a lesson.

Besides in methodology of FLT the different lesson organization approaches as teaching models are used: 1) Presentation -> Practice -> Production (PPP); 2) Engage -> Study -> Activate (ESA); Test -> Teach -> Test (TTT); 4) Task-based approach (TBA).

1. PPP works through the progression of three sequential stages. **Presentation stage** represents the introduction to a lesson, and necessarily requires the creation of a realistic (or realistic-feeling) "situation" requiring the target language to be learned that can be achieved through using pictures, dialogues, imagination or actual "classroom situations". The teacher checks to see that the students understand the nature of the situation and then he/she builds the "concept" underlying the language to be learned using small chunks of the language that the students already know. Having understood the concept, students are then given the language "model" and engage in choral drills to learn statement, answer and question forms for the target language. This is a very teacher-orientated stage where error correction is important.

It is necessary to take into consideration that at the presentation stage of the lesson *eliciting* is a useful way of involving the class by focusing students' attention and making them think; it establishes what students know and what they do not know; and it encourages students to make guesses and to work out rules for themselves. For example, eliciting can be organized on the basis of a picture, or a headline of the text as a pre-reading activity.

The second stage – Practice usually begins with what is termed "mechanical practice" - open and closed pair-work. Students gradually move into more "communicative practice" involving procedures like information gap activities, dialogue creation and controlled role-plays. Practice is seen as the frequency device to create familiarity and confidence with the new language, and a measuring stick for accuracy. Thus, learners have **practice** making sentences with new words and structures. The teacher still directs and corrects at this stage, but the classroom is beginning to become more learner-centered.

The third stage – Production is seen as the culmination of the language learning process, whereby the learners have started to become independent *users* of the language rather than *students* of the language. The teacher's role here is to somehow facilitate a realistic situation or activity where the students instinctively feel the need to actively apply the language they have

been practicing. The teacher does not correct or become involved unless students directly appeal to him/her to do so. At the stage of **production** learners talk more freely about the known and unknown information/situation This model is effective for teaching a simple language at low levels.

The PPP approach is relatively straight forward, and structured enough to be easily understood by both students and new or emerging teachers. It is a good place to start in terms of applying good communicative language teaching in the classroom. It has also been criticized considerably for the very characteristic that makes it the easiest method for 'beginner' teachers, that is, that it is far too teacher-orientated and over controlled.

2. A nice alternative to 'PPP' is Harmer's 'ESA' (Engage ->Study-> Activate) based on surveys which have shown that the conditions for successful LL are motivation, exposure to language and chances to use it.

In the **Engage** stage, a teacher motivate learners and arise their interest by involving their emotion through using games, music, discussions, stimulating pictures, dramatic stories, anecdotes, etc. Other ways of encouraging the learners are: asking them what they think about a topic (predicting, guessing) before reading the text. If learners are engaged they learn better.

In the **Study** stage a teacher focuses on vocabulary and constructions or information. Successful language teaching/learning depends on the degree of quality language acquisition (getting language knowledge or skills through listening and reading), for example, and study activities organized by a teacher.

Activate is the stage where learners use the language knowledge and skills in given situations. These three stages can be varied, they are not constant. Variation is even recommended for effective teaching/learning EL.

3. Model "Test -> Teach -> Test". TTT is a frequently used alternative to the PPP method, wherein the production phase is sequentially moved to the first part of the lesson. During the (first) **test phase** that corresponds to the production phase in the PPP approach, learners are more or less abruptly asked to communicatively produce a language concept based on their existing knowledge and without any prior guidance from the teacher. The teacher will then asses the students' level of competency in the particular language area, determine their needs, and proceed with the teach phase (which corresponds to the presentation phase in the PPP approach) based on an overall assessment. **The teach phase** allows to discuss problem areas and guide learners towards the correct use of the language concept.

The final stage of the TTT approach is the **second test** that aims to check how students have absorbed the new inputs from the teacher. The logic of this sequencing is for students to learn the new language concepts better by differentiating its invalid uses (most likely to be committed during the first test phase) from correct usage (likely to be accomplished after the teacher presented the language concept during the teach phase).

In general, the TTT approach is a good way for teachers to determine the specific needs of students in different language areas. With this knowledge, educators can optimize their teaching strategies to produce optimum learning outcomes. It is best used at intermediate and higher competency levels, as well as in classes where the students have mixed language proficiencies. However, one consistent criticism about the TTT approach is that it has an element of randomness since several unexpected learners' needs may arise that is beyond the scope of the intended lesson. Despite this disruptive possibility, the TTT approach is still being adopted by many educators because it is very "economical" and "focused" in the sense that valuable time need not be wasted on teaching language areas students are already proficient with.

4. Task-based model /approach. TBA is a good alternative to either the PPP approach or the TTT method. In TBA-structured classes, teachers do not pre-determine the language specifics to study but base their lesson strategies on how a central task is completed by the learners. Similar to the other two approaches, TBA follows a sequential progression: 1) a pre-task introduction to be conducted by the teacher; 2) the learners' completion of a central task involving a particular language aspect; 3) reporting, analysis and feedback to be performed by the teacher concerning how the learners accomplished the central task; and 4) practice sessions to hone learner proficiencies in the language area.

The task-based approach is advocated by many educators because of several clear advantages. For one thing, TBA allows learners to employ all their language resources towards the completion of a task and not just pre-selected language areas as in the case of PPP. In addition, TBA utilizes natural, real-life language contexts that are highly relevant to learners. Hence, language exploration and learning directly arises from students' actual needs and not as suggested in textbooks. TBA is also based on the premise that a holistic exposure to language – as opposed to incremental exposures common to PPP – is a better way of learning a new language.

A good EL lesson consists of much more than a series of activities and exercises that the teacher has strung together to occupy classroom time – and it involves much more than simply presenting the material in the current EL textbook. EL teaching is not only a field of practical activity but also a discipline that draws on a considerable body of knowledge and practice. Every lesson of a teacher should reflect a solid understanding of the nature of 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.

3. EL lesson planning

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[32].

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

[32] See: Balan R., Cehan A. & et.al. In-service Distance Training Course for Teachers of English. - Romania: Polirom, 2003. - P. 83-84.

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.

The most important for teachers is to define aims and objectives of a lesson. At the beginning of the lesson planning a teacher should answer the following questions: 1) What language and speech material will students learn within this lesson? 2) What do they know and are able or unable to do before the beginning of the lesson and what results they are able to achieve at the end of the lesson?

Answering the first question a teacher formulates the aim of the lesson, whereas the answer to the second question gives a teacher the objectives.

Then a teacher should answer the following questions[33]:

1. What kind of language-learning opportunities does the lesson provide?
2. How many opportunities are there for learners to practice meaningful use of the language?
3. Who has most of the opportunities for language use during the lesson – the teacher or the students?
4. Do all of the students participate in the lesson, or will some students have more opportunities for participation and practice than others?

The structure of a lesson is determined by how a teacher deals with three essential stages of a lesson: opening, sequencing, and closings[34].

1. Opening. This phase of the lesson serves primarily to focus the learners' attention on the aims of the lesson, to make links to previous learning, to arouse interest in the lesson, to activate background knowledge, or to preview language or strategies learners may need to understand in order to complete activities at the lesson.

2. Sequencing. A lesson is normally devoted to more than one type of activity, and teachers often have a "script" or preferred sequence that they follow when teaching a particular type of a lesson (speaking, listening, reading or writing lessons). A common lesson sequence found in many tradi-

[33] **Richards J.C., Bohlke D. Creative effective language Lessons. -CUP, 2011. // www.cambridge.org/oyjer_files5/**

[34] **See in detail: Balan R., Cehan A. & et.al. . In-service Distance Training Course for Teachers of English. -Romania: Polirom, 2003; Richards J.C., Bohlke D. Creative effective language Lessons. -CUP, 2011. // www.cambridge.org/oyjer_files5/**

tional language classes consists of a sequence of activities referred to as PPP and other approaches.

In communicative language teaching lessons often begin with *accuracy-based activities* and move toward *fluency-based activities*.

Reading lessons often follow a format consisting of *Pre-reading*, *While-reading*, and *Post-reading* activities.

Listening lessons follow a similar format.

Conversation lessons often begin with controlled practice activities, such as dialogue practice, and move toward open-ended activities, such as role plays. Lessons based on a task-based approach often follow a sequence consisting of *Pre-task activities*, a *task cycle*, the *language focus*, and a *Follow-up task*.

The lesson sequence depends on principles such as "easier before more difficult activities," "receptive before productive skills," or "accuracy activities before fluency activities." Planning a lesson a teacher should handle the transitions between the different sequences of the lesson.

3. Closing. The closing phase of a lesson is also an important part of a lesson sequence. Ideally, it should leave the students with a feeling that they have successfully achieved the goal they set for themselves or that had been established for the lesson, and that the lesson was worthwhile and meaningful. At the end of a lesson, it is usually valuable to summarize what the lesson has tried to achieve, to reinforce the points of the lesson, to suggest a follow-up work as appropriate, and to prepare students for what will follow. It is always important to praise the students for their effort and performance. During the closing stage, students may raise issues or problems that they would like to discuss or resolve; at this time, a teacher may also encourage them to ask him/her for suggestions concerning how they can improve.

Planning for transitions involves thinking about how the momentum of the lesson will be maintained during a transition – for example, while moving from a whole-class activity to a group-work activity; another issue that teachers need to consider is what students should do between transitions – for example, if some students complete an activity before the others.

Teachers generally enjoy their time in the classroom, and teaching from one perspective is a kind of performance. However, according to R. Senior[35] it is important to remember that "performing" is not the key goal of teaching. Facilitating students' performance is a more important goal. One way of increasing the amount of students' participation during a lesson is to vary the grouping arrangements that a teacher uses; in this way, the teacher does not always dominate the lesson. The use of pair work and group work is one method that has been shown to ensure that students participate actively at a lesson.

5. Independent work and learning

[35] **Senior R. The experience of language teaching. - New York: Cambridge University Press, 2006.**

Nowadays the role of an independent work (learning) at all stages of education is increasing. One of the organizational forms of teaching is independent work (self-study) run out of direct contact with a teacher (homework, laboratory work) or run under control of the teacher and run through teaching material and monitoring by the teacher (distance learning). Independent work is the important part in ELT, because 30 % of teaching and learning time is given to the independent work. The teacher must 1) understand the goal of independent work and the final result of ELT at a certain level; 2) know the procedure of independent work. Independent work can be conducted in the classroom and out-of-classroom in the written and oral form. Independent work can be organized as an individual work, or pair and group work.

It is known that independent work activates students' cognitive activity making learning process more successful and developing self-learning abilities of learners.

J. Rubin investigated what 'good language learners' did to facilitate their learning and identified some of their learning strategies, 'the techniques or devices which a learner may use to acquire knowledge'[36]. The teacher's job is not only to teach EL, but to teach learning, because students need training in learning strategies.

The aim of the teacher is 1) to select the content of ELT, 2) to provide rational organization of students' self-learning, 3) to develop students' self-learning strategies. Each student uses the source of information depending on his/her needs and capabilities, he/she works in own tempo to come to some result. That's why an independent work shapes flexible form of organization and contributes increasing responsibility of each student for the results of education.

Independent work correlates with learners' autonomy as ability to take charge of one's own learning. Autonomous learners understand the purpose and process of learning and are able to choose from available tools and resources to create a productive learning environment. We should promote learner autonomy for the purpose of transforming dependent and passive learners. For this aim teachers should encourage students to be more self-motivated and continue learning outside the classroom so they can be personally responsible for acquiring English. The teacher promotes autonomous behavior by suggesting curricular and extracurricular activities, focusing first on those that students are already engaged in. For example, the teacher may ask students to try such English activities as writing a letter to pen pals, reading newspapers, magazines; listening to the radio; watching movies, surfing the Internet; talking with foreigners, practicing conversation with friends, studying in groups, attendance of English clubs.

It is necessary for development students' independent learning:

- to become aware of the purpose of activity and all tasks;

[36] **Rubin J. What the "good language learner" can teach us.// TESOL Quarterly 9. -P. 43.**

- to know the procedure of tasks doing;
- to be able to use different aids for tasks doing;
- to be able to see the visual and verbal supporters in the material of the task to overcome the difficulties;
- to provide the appropriate conditions for task doing.

Teachers can train students to take charge of every stage of their independent learning, which includes:

- setting goals;
- identifying and developing strategies to achieve such goals;
- developing study plans;
- reflecting on learning (which includes identifying problem areas and the means of addressing these problems);
- identifying and selecting relevant resources and support;
- assessing one's own progress (which includes a certain criteria for evaluating performance and learning).

Independent work can be organized as individual work, in pair work, small group and with whole class. These organizational forms call upon to create and develop a set of organizational, information, cognitive and communicative skills which provide moving to language proficiency and learning strategies integratively.

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.

Preparing teachers and students for the lesson

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.

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.

LECTURE 30. THE ORGANIZATION OF COMPULSORY COURSES AND EXTRA-CURRICULAR ACTIVITIES

Lecture outline:

1. Learning a foreign language in the modernization of education
2. The structure and content of the required course the primary language.
3. Learning a foreign language in the modernization of education
4. Extracurricular Activities.

Key words: *The educational process, class work, extracurricular activities, Formation and development of creativity, increased public, mandatory, heterogeneity of knowledge, extra-curricular activities, forms of control, issues, learning objective, competences, language skills, language skills and knowledge, socio-cultural knowledge and skills, structure and content, compulsory course the primary language, obligatory training, phases, stages of high schools and colleges*

Modernization of education involves first update the structure, content and educational technology learning foreign languages.

Modern learning objective FL- forming foreign language communicative competence (ICC), including language, speech, social-cultural, educational and compensatory and cognitive competence. This integrative learning objective with a clear practical orientation. The focus is on the socio-cultural component of the ICC, on the inclusion of students in the dialogue of cultures. Schematically it looks like this:

Required minimum of basic education programs is presented in the form of a set of subject topics (teaching units) included in the compulsory basic education programs in the (state standards of general education). Sample programs for schools, high schools and colleges are based on the national standard of general education:

- Substantive content of the speech;
- Speaking skills;
- Language skills and knowledge (practical assimilation);
- Socio-cultural knowledge and skills
- Structure and content
- Compulsory course the primary language

Obligatory training includes 3 stages:

- The first phase of 5-6 class
- The second phase of the 7-8-9 classes

- The third stage of high schools and colleges

The first stage of training FL (grades 5-6) aimed at creating conditions for the early communicative and psychological adaptation to the new world language different from the world of native language and culture, and to overcome the psychological barrier in the future to use DICE as a means of communication in the modern world; introduction of foreign songs, poetic and fantastic folklore, the world of games and entertainment; acquisition by students of social experience by expanding the range of playable communicative roles in situations of family and school communication, communicating with friends and adults at DICE , the formation of ideas about the general features and characteristics of communication in native and foreign languages, the formation of elementary communicative skills in the 4 types of RD (speaking, reading, listening and writing) with the capacities and needs of the students, the formation of some universal linguistic concepts observed in native and foreign languages.

In the study of Linguistics at the second stage (grades 7-8-9), the focus is consistent and systematic development in students of all components of communicative competence in handling the various strategies of speaking, reading, listening and writing. Education Linguistics at this stage is to examine FL as a means of international communication through the formation and development of basic communicative skills in mainstream RD: speaking, listening, reading, writing, communication-verbal empathy in the foreign environment of the target language (in the framework of the topics studied and situations) of all components of the foreign language communicative competence, social and cultural development of the pupils in the context of European and world culture through cross-cultural material; aesthetic development of the pupils by reference to the cultural heritage of the target language; forming abilities to represent their native culture and country in a foreign language intercultural communication; familiarize students with the strategies available to them independent study of languages and cultures.

In the third phase (colleges and lyceums) teaching should contribute to the development of foreign language communicative competence, ensuring the use of FL in situations of formal and informal communication in the educational, social and domestic, cultural, administrative and professional spheres of communicative interaction. In this case, the focus remains the development of a culture of oral and written speech, the deepening of cultural studies and knowledge about the way of life styles in the language is spoken.

The objectives and content of foreign language teaching communication range of students, taking into account the profile of the lyceum or college and expanding through interdisciplinary connections FL to study other subjects.

Education Linguistics at the third stage focused on the development of communicative culture, and socio-cultural education of

students, allowing them to be equal partners in intercultural communication at DICE in the household, cultural, educational and professional sphere, the teaching of ethics discussion on communication DICE when discussing culture, way of life, organize and synthesize cultural studies , and other information of interest to students , familiarizing students with the technologies of self-control and self-assessment of language proficiency , the development of skills to represent their home country and culture, and way of life of people in the process of foreign language intercultural communication , the use of FL in a professionally oriented education .

In all three phases for studying the conditions should be created to encourage the study of a foreign language, taking into account the needs of both the students and the society at large.

The educational process consists of classroom instruction and a variety of activities outside the classroom, after school. Classroom and extra-curricular activities complement one another, and only in their interaction may exercise those tasks that are currently facing the school.

Class work, expanding and deepening the program material, develop independence, creativity student trains his mind awakens interest in the subject, forms of behavior and social skills useful activity.

Class work - the most massive form of extra-curricular activities at the main 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.

The main objectives of extracurricular activities on the host language:

• Formation and development of creativity in school children, meeting their individual needs, interests, aptitudes.

• Increased public - useful activity of schoolchildren.

At different stages of learning, these problems are solved in its own way, according to the age characteristics of the students. During the implementation of these tasks set internal unity and continuity in the conduct of all kinds of extracurricular activities. Class work at the main language should not be the sum of the disparate activities, and as an integrated system, an entity that is a unity naturally located and operating in the concatenation of parts.

The teacher should coordinate and guide the class work at the main language, select and recommend to the language and thematic material for lessons. Extra-curricular activities, as well as training, based primarily on the general didactic principles of learning. However, in addition to general didactic principles, class work at the main language has its specific principles.

Unlike classroom lessons, which are mandatory, class work is based on a voluntary basis, with an equal right to participate in it as achievers and underachieving students. Because of heterogeneity of knowledge of students attending extra-curricular activities, especially important to an individual approach to children: consideration of their interests and needs, the

support for their initiative and independence, stimulating curiosity, cognition, class work is also built on the principle of entertaining .

However, it should be remembered that the extra-curricular activities in any case should not become a means of fun and entertainment. Any material used for extra-curricular activities, even if it is served in an unexpected and unusual form, must be scientific data without oversimplifying or complications.

The content of extra-curricular activities of the school curriculum is determined by taking into account the primary language of linguistic interest and level of development of language skills of students. In determining the specific content of extra-curricular activities, the teacher must consider what students are interested in, what issues concern them in the first place.

With the help of questionnaires, individual and group interviews the researchers were able to identify a range of topics, which are more fully reflect the interests of students in the primary language:

• Interests, aimed at studying the linguistic phenomena (the desire for a deeper mastery of the basic grammar of the language, its vocabulary and style, the main questions of the origin of language, its place and role in the world today, neologisms and archaisms , the origin of certain words and expressions, etc. ;)

• The interests of a wide mastery of the Russian language (work in book circles of friends, lover's primary language, the involvement of different tours, public events, working in various clubs of interest, etc.).

The main types and forms of extracurricular activities on the primary language in school:

• Individual work with students (with variable or constant composition): preparing for the evening, holiday, morning, participate in tours, cultural campaign, advice for writing creative works, notes in the wall newspaper, in preparation rooms amateur, etc.

• Group lessons: preparing for the evening , a holiday - it's a variable composition, circle the main language, societies, clubs, working on a definite plan, a systematic, long time

• Public events that engage students in primary or secondary, or high school (competitions, contests, days and weeks of the primary language).

For mass gatherings are involved as members of several clubs, and students not covered by group work. All forms of extra-curricular activities are organically linked; complement one another, moving from one to the other. For example, group work involves organizing events in conjunction with individual lessons.

Elective classes in the primary 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. In elective engage students who have a particular interest and propensity to primary language.

The content of elective courses determined by the program, which includes the volume of theoretical knowledge and practical skills that students must master in optional classes.

The forms of extracurricular activities: lectures, seminars.

Forms of control (reporting): writing reports, essays, oral monologue prepared or unprepared speech of students. Forms of student assessment: Oral promotion, attraction to the assessment of participants' works elective, the mark of good work in school and in the classroom, mural printing, etc., at the end of Elective exhibit off.

Issues to be addressed in optional classes:

• General - personality development of students, meeting their cognitive interests, the development of skills of independent work of vocational guidance

• Private nature - improving and increasing knowledge, developing skills in their native language, broaden their horizons, etc.

Types of extracurricular activities:

• Introductory classes (at the beginning of the course, in the beginning of the partition)

• Orientation sessions: pre- training (in the study of partially - familiar material) without pretreatment (the study of quite unfamiliar material)

• Refresher training - generalizing (after meeting with the theme at the end of the section and the course as a whole)

• Verification activities at the end of topics and at the end of the section

In the first two sessions of instructional techniques are used such as lectures, discussions, on the third - the conversation, the performance of students with presentations and reports, performance of individual or group assignments in the form of a coherent story, with examples, a list of certain linguistic phenomena in a table - graphs, which are filled with students examples of text, etc.

The work of the teacher in the organization of extracurricular activities at the main language should be aimed at a clear definition of both content and form, and elective purposes that should certainly help to solve all the general and specific issues outlined above.

The educational value of electives on primary language is , above all, in the development of students' activity and skills of independent work , aided by techniques and exercises such as the selection of examples , questions and answers (oral and written) , making plans , talking points , lecture notes , editing, book reviews , annotations.

The method of "Six hats"

This game is played with 6 people, or 6 pairs, or 6 groups.

Select a certain topic for discussion.

Each participant is dealt one hat of a certain color. There are 6 of them:

Red Hat - Expressed emotion

Black hat - defined cons negative.

Yellow Hat - Determined positive features.

White hat - Expressed indifference.
Green Hat - Creativity, offers a variety of ideas.
Blue hat - Summative.

Ugly / beautiful picture

Pupils draw a picture at a time. This group work. One draws something ugly in this picture, the other draws something beautiful. And at the end of the students do a presentation, explain what they have done.

Questions for control

1. What is the difference between extra-curricular activities from class?
2. What are the specific principles, types and forms of extracurricular activities?
3. For what purpose are organized extracurricular activities at the main language?
4. What forms of work and forms of student assessment for elective classes do you know.
5. What is the main purpose of learning Linguistics at the present stage of development of society?
6. What competencies should have the students to participate in the dialogue of cultures?
7. On the basis of what made programs for schools, high schools and colleges and what is included in the content of the training?
8. On what the first stage of training?
9. What are the features of the second phase of training?
10. What the characteristics are of professionally - oriented education at the 3rd stage of compulsory course?

Types of extracurricular activities:

• Introductory classes (at the beginning of the course, in the beginning of the partition)

• Orientation sessions: pre- training (in the study of partially - familiar material) without pretreatment (the study of quite unfamiliar material)

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LECTURE 31. OBSERVATION CARD AND ACTION RESEARCH

Lecture outline:

1. What is action research?
2. What is CAR?
3. Steps of CAR.

Key words: *community of practice, action research, observation card*

Action research is either research initiated to solve an immediate problem or a reflective process of progressive problem solving led by individuals working with others in teams or as part of a "community of practice" to improve the way they address issues and solve problems. There are two types of action research: participatory and practical. Denscombe (2010, p. 6) writes that an action research strategy's purpose is to solve a particular problem and to produce guidelines for best practice.

Action research involves actively participating in a change situation, often via an existing organization, whilst simultaneously conducting research. Action research can also be undertaken by larger organizations or institutions, assisted or guided by professional researchers, with the aim of improving their strategies, practices and knowledge of the environments within which they practice. As designers and stakeholders, researchers work with others to propose a new course of action to help their community improve its work practices.

Kurt Lewin, then a professor at MIT, first coined the term "action research" in 1944. In his 1946 paper "Action Research and Minority Problems" he described action research as "a comparative research on the conditions and effects of various forms of social action and research leading to social action" that uses "a spiral of steps, each of which is composed of a circle of planning, action and fact-finding about the result of the action".

What is Classroom Action Research?

Classroom Action Research is a method of finding out what works best in your own classroom so that you can improve student learning. We know a great deal about good teaching in general (e.g. McKeachie, 1999; Chickering and Gamson, 1987; Weimer, 1996), but every teaching situation is unique in terms of content, level, student skills and learning styles, teacher skills and teaching styles, and many other factors. To maximize student learning, a teacher must find out what works best in a particular situation. There are many ways to improve knowledge about teaching. Many teachers practice personal reflection on teaching; that is, they look back at what has worked and has not worked in the classroom and think about how they can change their teaching strategies to enhance learning. (Hole and McEntee (1999) provide useful steps for enhancing such reflection. A few teachers (most notably Education professors) conduct formal empirical studies on teaching

and learning, adding to our knowledge base. CAR fits in the center of a continuum ranging from personal reflection at one end to formal educational research at the other. CAR is more systematic and data-based than personal reflection, but it is more informal and personal than formal educational research. In CAR, a teacher focuses attention on a problem or question about his or her own classroom. For example, does role-playing help students understand course concepts more completely than lecture methods? Which concepts are most confusing to students? Action research methods were proposed by Kurt Lewin in 1946, as a research technique in social psychology. More recently, Donald Schön (1983) described the reflective practitioner as one who thinks systematically about practice. Classroom Action Research is systematic, yet less formal, research conducted by practitioners to inform their action. The goal of CAR is to improve your own teaching in your own classroom (or your department or school). While there is no requirement that the CAR findings be generalized to other situations, as in traditional research, the results of classroom action research can add to the knowledge base. Classroom action research goes beyond personal reflection to use informal research practices such as a brief literature review, group comparisons, and data collection and analysis. Validity is achieved through the triangulation of data. The focus is on the practical significance of findings, rather than statistical or theoretical significance. Findings are usually disseminated through brief reports or presentations to local colleagues or administrators. Most teachers, from pre-school through university level, can be taught the methods of action research in a single course, a series of workshops, or through extensive mentoring (Mettetal, 2000). For more information on traditional educational research, see texts such as Educational Research (Gay and Airasian, 2000).

The boundaries between these categories are not distinct. Some CAR projects may become comprehensive enough to be considered traditional research, with generalizable findings. Other CAR projects may be so informal that they are closer to personal reflection.

Why do Classroom Action Research?

First and foremost, classroom action research is a very effective way of improving your teaching. Assessing student understanding at mid-term helps you plan the most effective strategies for the rest of the semester. Comparing the student learning outcomes of different teaching strategies helps you discover which teaching techniques work best in a particular situation. Because you are researching the impact of your own teaching, you automatically take into account your own teaching strengths and weaknesses, the typical skill level of your students, etc. Your findings have immediate practical significance in terms of teaching decisions. Second, CAR provides a means of documenting your teaching effectiveness. The brief reports and presentations resulting from CAR can be included in teaching portfolios, tenure dossiers, and other reports at the teacher or school level. This information can also help meet the increasing requirements of the assessment

movement that we document student learning. Third, CAR can provide a renewed sense of excitement about teaching. After many years, teaching can become routine and even boring. Learning CAR methodology provides a new challenge, and the results of CAR projects often prompt teachers to change their current strategies. CAR projects done as teams have the added benefit of increasing peer discussion of teaching issues.

How do you conduct Classroom Action Research?

Classroom action research follows the same steps as the general scientific model, although in a more informal manner. CAR methods also recognize that the researcher is, first and foremost, the classroom teacher and that the research cannot be allowed to take precedence over student learning. The CAR process can be conceptualized as a seven-step process. (For more detailed information about conducting CAR research, see authors such as Bell, 1993; Sagor, 2000; and Hubbard and Power, 1993) Step one: Identify a question or problem. This question should be something related to student learning in your classroom. For example, would a different type of assignment enhance student understanding? Would a strict attendance policy result in better test scores? Would more time spent in cooperative learning groups help students understand concepts at a higher level? The general model might be "what is the effect of X on student learning?"

Since the goal of CAR is to inform decision-making, the question or problem should look at something under teacher control, such as teaching strategies, student assignments, and classroom activities. The problem should also be an area in which you are willing to change. There is no point in conducting a CAR project if you have no intention of acting on your findings. Larger institutional questions might be tackled, if the institution is committed to change. Finally, the question or problem should be feasible in terms of time, effort and resources. In general, thismeans to think small--to look at one aspect of teaching in a single course. Angelo and Cross (1993) suggest that you NOT start with your "problem class" but rather start with a class that is progressing fairly well. As you become more comfortable with CAR methods, you may attempt more complicated projects.

Step two: Review Literature You need to gather two types of information, background literature and data. The literature review may be much less extensive than traditional research, and the use of secondary sources is sufficient. Sources such as Cross and Steadman (1996) or Woolfolk (2000) will often provide background information on learning, motivation, and classroom management topics. Another source is the Educational Resources Information Center (ERIC) database, which contains references to a huge number of published and unpublished manuscripts. You can search the ERIC database at http://ericir.syr.edu/ Your campus' teaching and learning center should also have many useful resources.

Step three: Plan a research strategy

The research design of a CAR study may take many forms, ranging from a pretest-posttest design to a comparison of similar classes to a

descriptive case study of a single class or student. Both quantitative and qualitative methods are appropriate. The tightly controlled experimental designs of traditional research are rarely possible in a natural classroom setting, so CAR relies on the triangulation of data to provide validity.

To triangulate, collect at least three types of data (such as student test scores, teacher evaluations, and observations of student behavior). If all data point to the same conclusions, you have some assurance of validity.

Step four: Gather data CAR tends to rely heavily on existing data such as test scores, teacher evaluations, and final course grades. You might also want to collect other data. See Angelo and Cross (1993) for a wonderful array of classroom assessment techniques. (Be sure to check with your Institutional Review Board for policies regarding the use of human subjects. Most CAR with adult students will be exempt from review as long as you do not identify individual students.)

Step five: Make sense of the data Analyze your data, looking for findings with practical significance. Simple statistical analyses of quantitative data, such as simple t-tests and correlations, are usually sufficient. Tables or graphs are often very helpful. Qualitative data can be analyzed for recurring themes, citing supporting evidence. Practical significance, rather than statistical significance, is the goal.

Step six: Take action Use your findings to make decisions about your teaching strategies. Sometimes you will find that one strategy is clearly more effective, leading to an obvious choice. Other times, strategies may prove to be equally effective. In that situation, you may choose the strategy that you prefer or the one that your students prefer.

Step seven: Share your findings

You can share your findings with peers in many ways. You may submit your report to some journals. These articles will typically be from 4 to 8 pages--shorter than the typical traditional research report. Most CAR reports are appropriate for submission to the ERIC database (instructions for submission can be found on the ERIC website at:http://ericfac.piccard.csc.com/submitting). You might also share your work at conferences such as the International Conference for Teacher-Researchers (http://www.educ.ubc.ca/ictr2001/) or at regional conferences for your discipline. Most disciplines sponsor a journal on teaching, although CAR may be too informal to meet publication requirements.

Judging the quality of CAR projects

Although CAR projects are not as comprehensive as traditional educational research, their quality can still be assessed using the guidelines of Glassick, et al (1997) in Scholarship Assessed.

Conclusion

Classroom Action Research fits comfortably under the umbrella of Scholarship of Teaching and Learning. Along with traditional educational research and course portfolios, CAR is a way of systematically examining teaching to gain new insights. One can certainly be an excellent teacher

without engaging in CAR (or other types of SoTL), but participation in some version of SoTL enhances one's knowledge of the profession of teaching. CAR is very attractive to faculty at all types of institutions. Those at primarily research institutions may welcome the opportunity to look at teaching with the same scholarly eye that they use for disciplinary research. Those at primarily teaching institutions (including vocational tech and community colleges) usually lack support for disciplinary research. They may find that their institutions provide a rich source of CAR data and that administrators appreciate these research endeavors.

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.

The method " 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.

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 " .

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.

LECTURE 32. MATERIALS DESIGN.

Lecture outline:

1. Language programs, syllabus
2. Teaching Materials as part of language program
3. Materials design in CLT and Task-based approach

Key words: syllabus, language programs, materials design

Whichever varieties of English language teaching we are engaged in, teachers of English are members of an established worldwide profession. Wherever we work, we share many assumptions about what we do; we prepare and use teaching materials and classroom methods and techniques based on similar, or at least comparable, principles. Yet, despite this commonality, it is not unusual for teachers to report a sense of isolation from colleagues in other countries, and even in different areas of their own country. Another attitude that is sometimes expressed is that the teaching situation in our country, or school, is unique, with its own special problems and difficulties. There is some justification for these feelings, of course: many teachers work in geographical isolation, and may not have access to channels of professional communication (journals, conferences, in-service training courses); different countries have widely differing educational systems and philosophies, resulting in teachers being subject to different expectations and pressures.

There is, then, a whole spectrum of possibilities for defining the goals of language teaching, for a country, an age group, a whole school, a class or an individual; and whether for general educational purposes, business, scientific development, cultural appreciation or many other reasons.

We can now assume that the goals of an English language programme have been set out and that the contextual factors affecting its implementation have been established and understood. The next step in the task of planning is to select a type of syllabus relevant to the learners for whom it is intended, appropriate to the situation and which fulfils the aims as closely as possible.

The '**syllabus**' can be seen for our purposes as the overall organizing principle for what is to be taught and learned. In other words, it is a general statement as to the pedagogical arrangement of learning content. Richards and Rodgers (2001) have proposed a useful framework for the comparison of language teaching methods that illustrates the place of the syllabus in programme planning. Their model has three distinct levels, which they term approach, design and procedure, and is intended to show the relationship between the theory and practice of language teaching as an 'interdependent system'. Briefly, 'approach' is the most general level, and refers to the views and beliefs – or theories – of language and language learning on which planning is based. The most obvious example here is a view of language described as a set of grammatical structures. The next level, 'design', is

where the principles of the first level are converted into the more practical aspects of syllabuses and instructional materials. It is here that decisions are taken about the arrangement of content to be taught and learnt, the choice of topics, language items to be included in the programme and so on. Finally, 'procedure' refers to techniques and the management of the classroom itself. The English language teaching profession nowadays has available a range of different types of syllabus from which a choice will be made for a specific situation. So however diverse our teaching contexts, our courses will be based on one, or a combination of, these principles of organization. Although syllabuses typically are written and published documents, their circulation is often restricted to the particular situation for which they have been drawn up. Therefore, one of the simplest ways of surveying the types of syllabus available is to examine the contents pages of published English language teaching textbooks, because they reveal the underlying principles and assumptions on which the writers have based their material. At one and the same time, they tell us something both about the approach and the design adopted, thus bringing together principle and practice in a directly observable way. Let us try to identify the key principles of syllabus organization by examining the types of contents page most often found in the materials we use.

The first of these obviously is organized according to a list of grammatical structures and is one that will readily be recognized by most English language teachers. The second is based on the communicative and interpersonal uses to which language is put and, in contrast to the formal structural system of the first type, highlights what people do through language. It is normally referred to as a 'functional' syllabus. This design principle is often found together with the other list of items in the same box: they are technically called 'notions', a term used to describe the rather general and abstract categories a language is able to express, such as concepts of time and place. For convenience – and in line with common practice – they will be placed together here, and the syllabus as a whole designated 'functional-notional'.

The third sample presents a set of everyday situations or 'settings'. The fourth focuses on language skills, and is concerned with what learners do as speakers, listeners, readers, writers. The fifth uses topics or themes as its starting point. The sixth invokes the concept of task. We can now identify six broad types of syllabus:

1. grammatical or structural
2. functional-notional
3. situational
4. skills-based
5. topic-based
6. task-based

It is, of course, unusual to find just one of these as the only organizing principle, in isolation from others, and before leaving this discussion of syllabus types, two final explanatory points must briefly be made.

First, most syllabuses are based on a combination of two or more of the types we have illustrated. Some, like this one, for example, may have a 'primary' and a 'secondary' organizing principle:

Simple past; irregular verbs
The passive
(1) Formation of adverbs
Type 3 conditionals
Gerunds and infinitives
Location
(2) Duration
Ability
Making suggestions
Asking for directions
Giving advice
Introducing yourself
Making notes from a talk
Reading for information
Using a dictionary
Writing an exam answer
Language focus: question forms
Vocabulary: meeting people
Skills: speaking, reading, listening
Task preparation: listen to people meeting
Task: interviews
Task: follow-up
(3) At the bank: question forms
At a garage: imperatives
At a hotel: present perfect

Indeed, many situational and topic-based syllabuses are part of a broader pattern of this kind, where a grammatical point to be taught is linked to an interesting theme or practised in a 'real-world' setting rather than learnt mechanically and outside any context. Other syllabuses are multilayered, using several different principles (ideally) interwoven in a systematic way:

Talking about holidays
Requesting information
Question forms
At the travel agent
Listening and role play
Intonation practice

This deliberately is a somewhat extreme example, but it does show how topics, functions, structures, skills, situations (and pronunciation practice) can be brought together.

The second point to bear in mind here is the need to distinguish between the syllabus itself and what we might call a 'syllabus inventory'. The inventory is simply a list of the contents to be covered in the language programme, whether that is a list of functional or grammatical items, or of skills, or of topics and situations. The 'syllabus' is the way in which that content is organized and broken down into a set of teachable and learnable units.

What kinds of paradigm shift took place in the 1970s? What are the general principles of Communicative Language Teaching (CLT)? Before exploring the implications of CLT for materials and methods, it is worth reiterating the point that CLT is an 'approach' in the sense that it represents 'a diverse set of principles that reflect a communicative view of language and language learning and that can be used to support a wide variety of classroom procedures' (Richards and Rodgers, 2001: 172). This means that how exactly these principles are realized as materials, methods and classroom procedures depends on how the fundamental tenets are interpreted and applied. We need to be aware that CLT as an approach has evolved over the years. For example, Richards and Rodgers (2001) identify three stages in its development.

It is vital, however, to revisit the fundamental tenets of communicative approaches because they constitute the foundations of post-communicative approaches and materials. We would now like to explore what we think are the most significant factors within the broad concept of the 'communicative approach' as the background to the main discussion of this chapter. As a whole, CLT shifted the goal of language teaching from mastering linguistic properties (e.g. pronunciation, vocabulary, grammar) to that of acquiring communicative competence. There are some variations regarding what exactly constitutes communicative competence depending on views of the nature of the language system and its functions (Hymes, 1972; Halliday, 1975; Wilkins, 1976) and emphasis on different theoretical insights (Canale and Swain, 1980). LarsenFreeman and Anderson (2011: 115) provide a concise description of communicative competence: 'In short, being able to communicate required more than linguistic competence . . . – knowing when and how to say what to whom. The shift in focus towards the "real-world" use of language required considering the dimensions of context, topic, and roles of the people involved. In methodology and materials such a new paradigm led to revisiting our view of language and how it is used, how a language may be learned and how it can be taught'.

We shall restrict ourselves here to trying to show those implications that have most helped to form the kinds of teaching materials we work with and our attitudes to managing our classrooms.

Materials developers in the 1970s and 1980s faced a dilemma. On the one hand, if they followed a traditional grammar syllabus, how should functions be incorporated? The same sentence could have various functions, depending on how it is used. On the other hand, if the main spine of the

syllabus is based on communicative functions, each function would involve different grammatical expressions. The complex relationships between grammar and communicative functions may be too overwhelming for beginners or learners with low proficiency. We will revisit this issue when we look at some current coursebooks. Meanwhile, the contribution of CLT deserves our acknowledgement in setting communication as the goal of language education and in identifying the roles of functions as well as linguistic structures.

The task-based approach. Approaches to task-based learning (TBL) can be seen as a significant further evolution of CLT, both in terms of views of language in use and the development of classroom methodology. Although teachers have been operating with the notion for some time, it is only in recent years that frameworks have become more explicit and formalized. J. Willis (1996: 23) offers a simple definition: 'tasks are always activities where the target language is used by the learner for a communicative purpose . . . in order to achieve an outcome' (italics added). In other words, TBL is goal-oriented, leading to a 'solution' or a 'product'. Nunan (1989, cited in Nunan, 1999: 25) makes a further distinction between 'real-world' and 'pedagogical' tasks, the latter defined as 'a piece of classroom work that involves learners in comprehending, manipulating, producing, or interacting in the target language while their attention is focused on mobilizing their grammatical knowledge in order to express meaning, and in which the intention is to convey meaning rather than manipulate form'. Despite this emphasis on communication and interaction, it is important to note that the TBL approach is concerned with accuracy as well as fluency. It achieves this most obviously through the TBL framework, which has three key phases:

1. the pre-task phase, which includes work on introducing the topic, finding relevant language and so on
2. the task cycle itself
3. language focus.

Let us look at why we need to evaluate materials in the first place. For the term evaluation, we take Tomlinson's (2003c) definition: 'Materials evaluation is a procedure that involves measuring the value (or potential value) of a set of learning materials'. It is probably reasonable to assume that there are very few teachers who do not use published course materials at some stage in their teaching career. Many of us find that it is something that we do very regularly in our professional lives. We may wish at this stage to make a distinction between teaching situations where 'open-market' materials are chosen on the one hand, and where a Ministry of Education (or some similar body) produces materials that are subsequently passed on to the teacher for classroom use on the other.

No textbook or set of materials is likely to be perfect, and there does not seem as yet an agreed set of criteria or procedures for evaluation (see critical reviews of the evaluation literature in Tomlinson, 2012a; Mukundan

and Ahour, 2010). This is inevitable 'as the needs, objectives, backgrounds and preferred styles of the participants differ from context to context' (Tomlinson, 2003c: 15). We nonetheless need some model for hard-pressed teachers or course planners that will be brief, practical to use and yet comprehensive in its coverage of criteria, given that everyone in the field will need to evaluate materials at some time or other.

Let us see the types of claim that can be made for materials in the introduction. The following example is part of the introduction taken from a recent EFL series. We have italicized certain terms and key concepts that we feel need further investigation:

• Tasks and activities are designed to have a real communicative purpose

rather than simply being an excuse to practise specific features.

• We have placed a special emphasis on representing an accurate multicultural view of English as it is spoken today. Many courses still represent the English-speaking world as being largely UK- and US-based. Considering the fact that there are now more non-native English speakers than native, we have also included a variety of accents from a wide range of countries and cultures.

• Throughout the Student's Book, learner autonomy is promoted via clear cross-referencing to features in the Workbook and elsewhere. Here students can find all the help and extra practice they need. We can deduce from this that the claims made for the materials by the author/publisher can be quite strong and will need critical evaluation in order to see if they can be justified. From the 'blurb' and the introduction we can normally expect comments on some/all of the following:

• The intended audience. We need to ascertain who the materials are targeted at, be it teenagers aged 13 and upwards or adults, for example. The topics that will motivate one audience will probably not be suitable for another.

• The proficiency level. Most materials claim to aim at a particular level, such as false beginner or lower intermediate. This will obviously require investigation as it could vary widely depending on the educational context.

• The context in which the materials are to be used. We need to establish whether the materials are for teaching general learners or perhaps for teaching English for Specific Purposes (ESP). If the latter, what degree of specialist subject knowledge is assumed in the materials?

• How the language has been presented and organized into teachable units/ lessons. The materials will contain a number of units/lessons, and their Design of Materials and Methods respective lengths need to be borne in mind when deciding how and if they will fit into a given educational programme. Some materials will provide guidelines here such as 'contains 15 units, providing material for 90–120 hours of teaching'. In other words, the author expects that between 6 and 8 hours will be required to cover the material.

• The author's views on language and methodology and the relationship between the language, the learning process and the learner. In many cases the date of publication of the materials will be of importance here. For materials written over the last 20 years or so designed to fit into a multi-component syllabus or corpus-based lexical syllabus, we might expect the author to make claims about including quite a large amount of learner involvement in the learning process. This will require investigation. For example, the materials may claim to help the learner in an understanding of what is involved in language learning and contain various activities and tasks to develop this.

SEMINAR PLAN 1

Theme: **Theoretical backgrounds of teaching foreign language methodology and its connection with other sciences**

Faculty: 1,2,3- English Faculty
Groups:
Date:
Time: 80 min

Aims:

Practical aim: to introduce students theoretical backgrounds of teaching foreign language methodology and its connection with other sciences and Developing System of Teaching/Learning FL in the Republic of Uzbekistan in the Frame of Modernization of Education.

Educational aim: to widen students' outlook on the importance of FLT in Uzbekistan, the content of Presidential decrees and standards

Educative aim: to expose participants to professional behavior, social skills and and attitude to foreign culture.

Equipment: handouts, standard, presidential decrees.

Lesson Outline

I. Beginning stage (1-2 min)

- Greeting
- Introducing aims and tasks

II. Warm up. (5 min)

Snow ball method

Procedure: (5 min) Distribute one piece of A4 paper to each participant. Ask them to write on it

(1) their name

(2) underneath the name one adjective which characterises them best.

If possible, the adjective should start with the first letter of the name.

E.g. Nodira – nice

III. Main part

1. **Theory**

Task. The teacher should divide the students into four groups and discuss the following questions.

2. What do you think why Methodology started its development in the end of 19th century?
3. Howdoyouthink? Whichsciencesmaymethodologycontactwith?

4. What kind of methods of investigation do you know?
5. What is MODERN LANGUAGE POLICY in the Republic of Uzbekistan?
6. What is PRESIDENTIAL DECREE №1875 about?
7. What is PRESIDENTIAL DECREE №1971 about?
8. What is Common European Framework of Reference: Teaching, Learning, Assessment?

2. Practical

- Discuss practical implementation of presidential decrees and ask the students to give real life examples of what's happening in the English Teaching world in Uzbekistan.
- Analyse the content and requirements of the State Educational Standard of ELT[19] in the term of knowledge, skills and teaching material. Summarize and find out the progress in the results of education at schools, academic lyceums and colleges.

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 presidential decrees -50 %

Answering the questions-30 %

Active participation in discussions-20 %

VI. Hometask

Aims, content, principles, methods of teaching foreign language methodology

6. Aims of teaching.
7. Content of teaching.
8. Principles of teaching.
9. Teaching methods.
10. Method"Air balloon"

VII. Ending

The lesson is over. I think next time you will be ready for these 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 2

Theme: Aims, content, principles, methods of teaching foreign language methodology

Faculty: 1,2,3- English Faculty
Groups:
Date:
Time: 80 min

Aims:

Practical aim: to introduce students types of aims, get them think of possible practical, educative , educational aims of certain lessons.

Educational aim: Sociolinguistic competence due to profession managing lesson video from classroom language websites in teachers around the world.

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

Equipment: handouts, Presidential decrees and standards.

Lesson Outline

1. Beginning stage (1-2 min)
-Greeting
-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

1. What is teaching aim according to you?
2. How many teaching aims do you know? What are they?
3. What is content of teaching?
4. What are the requirements to the selecting content of teaching?
5. What methodical principles do you know?
6. What teaching methods in methodology do you know?

Practical aim

2. Practical part

1. How do you explain the term “goal of teaching and learning?”
2. What are the main goals of teaching English?
3. How can the practical goal of teaching English be carried out during the lesson?

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 aims, teaching content, teaching principles, teaching methods-50 %

Answering the questions-30 %

Active participation in discussions-20 %

VI. Hometask

The system of exercises and equipment’s in foreign languages teaching methodology.

Galskova, Gez, Shatilov, Buhbinder’s system of exercises.

VII. Ending

That’s all for today. I think you will be ready for given questions.

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

SEMINAR PLAN 3

Theme: **The system of exercises in methods of teaching basic language and modern technology. Equipments**

Faculty: 1,2,3- English Faculty
Groups:
Date:
Time: 80 min

Aims:

Practical aim: to introduce students System of exercises,Teaching means,Method «How, get them think of possible examples for each type of exercises

Educational aim: Sociolinguistic competence due to profession managing lesson video from classroom language websites in teachers around the world.

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

Equipment: handouts, Presidential decrees and standards.

Lesson Outline

I. Beginning stage (1-2 min)

-Greeting
-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 exercises may be used for teaching English?
2. What is special in classification of exercises suggested by S.F. Shatilov?
3. What is special in classification of exercises suggested N.D. Gez?
4. What is the difference between technical/non technical means?
5. How many technical/non technical means may be used on one lesson?

2. Practical part

1. Give your explanation of the term «inter-language».
2. What can you say about «bottom-up» data-driven processing and «top-down» conceptually-driven processing? Is it necessary for a future teacher to know about these types of processing?
3. What proficiency levels in FLT can you name?
4. What is the role of these principles in the FLT process?

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 System of exercises, teaching means, get them think of possible examples for each type of exercises -50

Answering the questions-30

Active participation in discussions-20

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

VII. Ending

That was all for today, next seminar we will discuss the given questions.

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
11. Ahmedova L. Normuratova V. Teaching English Practicum. Printed in UWED. Tashkent 2011

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SEMINAR PLAN 4

Theme: **Methods of foreign language teaching methodology**
Faculty: 1,2,3- English Faculty
Groups:
Date:
Time: 80 min
Aims:

Practical aim: to introduce students methods, approaches, principles, technologies and types of them.

Educational aim: Sociolinguistic competence due to profession managing lesson video from classroom language websites in teachers around the world.

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

Equipment: handouts,tape recording, pictures, cards.

Lesson Outline

I. Beginning stage (1-2 min)

-Greeting
-Introducing aims and tasks

II. Warm up. (5 min)

Method "Three truths, one lie"
Trainees receive the task to write 4 offers.
From them three offers of the truth and one lie. All offers will become engrossed in reading aloud, and the class guesses offers where the truth, and where lie.
For example,
1. I have a big family. (true)
2. I love mathematics. (true)
3. Today we go to the cinema. (true)
4. Tomorrow we have a holiday. (false)

III. Main part

1.Theory

1. What differences can be pointed out between approach and method?
2. Can we say that technology is the same as method or not?
3. What principles of FLT do you know?
4. Why is CLT a dominant and effective approach in FLT? How is language viewed?
5. What criteria are used for distinguishing methods?
6. What kind of methods is used for organization of new material?

7. Can we use the same methods in all stages of education?

IV. Feedback

What information have you got from the seminar?

Method – How (7 min).

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

V. Assessment

Learner's knowledge on technology, methods, types of methods, technologies and e.t.c. possible examples for each type -50

Answering the questions-30

Active participation in discussions-20

VI. Home task

Modern educational technologies and teaching methods of foreign language teaching methodology.

VII. Ending

That was all for today, next seminar we will discuss the given questions.

VIII. Reference

12. Jalolov J., Makhamova G., Ashurov Sh. English language teaching methodology. "Fan vatexnologiya" 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 5

Theme: **Modern pedagogical technologies and teaching methods of foreign language teaching methodology**

Faculty: 1,2,3- English Faculty
Groups:
Date:
Time: 80 min

Aims:

Practical aim: to introduce students methods, approaches, principles, technologies and types of them.

Educational aim: Sociolinguistic competence due to profession managing lesson video from classroom language websites in teachers around the world.

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

Equipment: handouts, tape recording, pictures, cards.

Lesson Outline

I. Beginning stage (1-2 min)

-Greeting
-Introducing aims and tasks

II. Warm up. (10 min)

Method "know/want to know/ have learnt "

This strategy may be applied for reading or listening to the lecture. 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.

III. Main part

1.Theory

- Which modern technologies do you know?
- Howmanymethods may be used on the lesson and which?
- What are the modern methods of teaching mean?

- What is the pedagogical technology mean?
- Name the classification of methods of teaching.
- Whatis the differencebetweeninteractiveandactivemethods?

2. Practical

Method -Aquarium

- ***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.

Method - 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.

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 modern pedagogical technologies -50

Answering the questions-30

Active participation in discussions-20

VI. Hometask

Interactive teaching methods in teaching foreign language methodology

VII. Ending

The lesson is over. You are free. I think next time you will be ready for these questions.

VIII. Reference

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

SEMINAR PLAN 6

Theme: **Interactive teaching methods in teaching foreign language methodology**

Faculty: 1,2,3- English Faculty
Groups:
Date:
Time: 80 min

Aims:

Practical aim: to introduce students methods, approaches, technologies and types of them.

Educational aim: Sociolinguistic competence due to profession managing lesson video from classroom language websites in teachers around the world.

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

Equipment: handouts, tape recording, pictures, cards.

Lesson Outline

I. Beginning stage (1-2 min)

-Greeting
-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. How do you understand the term "interactive methods"? are they being used now? And why?
2. What method classification do you know?
3. What is the difference between Jigsaw and Jigsaw 2?
4. Describe INSERT method.
5. What differences are between the innovation the pedagogical technology and the methods?

2. Practical

1. How do you understand the term "the innovation pedagogical technology"? why are these term and innovation pedagogical technology appeared? Prove the reasons.

2. What are the innovation pedagogical technologies used in teaching English at schools, lyseums and colleges now? Count them.

IV. Feedback

What information have you got from the seminar?

Method – Brainstorming (7 min).

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

V. Assessment

Learner's knowledge on interactive methods -50

Answering the questions-30

Active participation in discussions-20

VI. Home task

Teaching vocabulary in FLTM for primary and secondary schools.

VII. Ending

The lesson is over. You are free. I think next time you will be ready for these questions.

VIII. Reference

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

SEMINAR PLAN 7

Theme: Teaching vocabulary in foreign language teaching methodology for primary and secondary school

Faculty: 1,2,3- English Faculty
Groups:
Date:
Time: 80 min

Aims:

Practical aim: to introduce students the aims of teaching lexics, the content of teaching lexics and stages and ways of teaching vocabulary in primary and secondary education

Educational aim: to widen students' outlook on the importance of FLT in Uzbekistan, the content of Presidential decrees and standards

Educative aim: to expose participants to professional behavior, social skills and and attitude to foreign culture.

Equipment: handouts, PPP.

Lesson Outline

I. Beginning stage (1-2 min)

- Greeting
- 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?

Retrievalbymeaning	Retrievalby form	Give a word!
A. Handtoolforstriking	***…m…er***	
B. Fornourishment	***…oo…***	
C. Intheentranceway	***…or***	
D. Inferiorincome	***…oo…***	
E. Liquidfood	***…ou…***	
F. Toeaton	***…bl…***	
G. Expensivewithwheels	***…ar…***	

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

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.

Activity 2 Answering the following questions:

1. What are the basic principles and criteria for selection the active vocabulary minimum?
2. What does the methodological preparation of new vocabulary?
3. Describe the three-phase framework of teaching vocabulary.

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

24. Jalolov J., Makhamova G., Ashurov Sh. English language teaching methodology. "Fan vatexnologiya" nashriyoti, Tashkent 2015
25. Yoqubov I. Comparative Methods of teaching English at schools, lyceums and colleges. "Bayoz" nashriyoti, Tashkent 2014
26. Ahmedova L. Normuratova V. Teaching English Practicum. Printed in UWED. Tashkent 2011
27. Professional Development for Uzbekistan English Teachers Training Toolkit Module 1, 2. Тошкент – 2009
28. Millrood, R., Teaching vocabulary. Modular course in ELT methodology. 2001.

SEMINAR PLAN 8

Theme: Teaching vocabulary in foreign language teaching methodology for vocational college and academic lyceums

Faculty: 1,2,3- English Faculties
Groups:
Date:
Time: 80 min

Aims:

Practical aim:to introduce students the aims of teaching lexics, the content of teaching lexics and stages and ways of teaching vocabulary in vocational colleges and academic lyceums

Educational aim: to widen students' outlook on the importance of FLT in Uzbekistan, the content of Presidential decrees and standards

Educative aim: to expose participants to professional behavior, social skills and and attitude to foreign culture.

Equipment: handouts, PPP.

Lesson Outline

I. Beginning stage (1-2 min)

- Greeting
- Introducing aims and tasks

II. Warm up. (5 min)

Exploratory task

Combine the words in the left column with the words in the right column

Handsome, pretty, charming, lovely	Woman, man, child, dog, bird, flower, weather, bed, picture, dress, present, voice, landscape, view, house, furniture

(After Jordan, R. 1997.English for Academic Purposes.CUP. P. 156)

Adjectival compounds (collocations) abound in English and have become a feature of written and otherwise formal English. They have entered dictionaries and have become widespread (Ross, N. 1997. Double-barrelled adjectives.Modern English Teacher.Vol. 6.No. 3. P. 11-18).

III. Main part

1.Theory

- Why do we enrich vocabulary?

- How do you explain the term «mental lexicon»?
- Can you explain the term «curriculum»?
- What is the role of learning lexics in colleges and lyceums?
- What kind of methods of teaching lexics do you know?
- What is the Active and Passive lexical minimum?

2.Practical part

Activity 1.

Procedure:

- Write the word '**grumble**' on the board. Then give an example in English to show what it means.

  Say: Some people grumble about everything. For example, they grumble about the weather all the time. If it's sunny, they say, 'Oh dear, it's too hot today'; if it's cold, they say, 'Oh, it's too cold' – they are never happy.
- Ask participants to ask and answer the following questions in pairs:
  - Do you grumble?
  - Do you know any person who grumbles a lot?
  - What does he/she grumble about?
  - What do you do when someone starts grumbling?
- Elicit random responses from pairs. Ask them to say about their partner not about yourself.
- Tell participants that now they will look at the activities from the teacher's perspective. Ask participants the following questions:
  - What new word did you learn?
  - How was the word presented?
  - Did you manage to understand the word without translation? How did you feel when you guessed the meaning?
  - Is it effective techniques? Why? Why not?
- Elicit answers in plenary.
- Establish that this technique is called guessing from context.
- Say that they will explore some more techniques and analyse them to see whether they are effective or not.

Activity 2

Exploratory task

Combine the goods and the activities with them to cook food. The beginning has been done for you

Goods	Activitieswiththegoods
1. Pea	Shellthepeas
2. Potatoes	
3. Lettuce	

4. Carrot	
5. Eggs	
6. Cream	
7. Salad	
8. Lemon	
9. Pasta	
10. Cheese	
11. Onions	
12. Stew	
13. Flour	
14. Dough	

Metaphorical word use is a typical feature of the language. **Metaphors** are figures of speech, in which the words that ordinarily designate an object, process or quality are used to designate dissimilar ideas suggesting comparison or analogy. Many comparisons in the language are based on the metaphorical meaning transfer. E.g. "As blind as a bat"."As strong as an ox"."As quiet as a mouse"."As hard as iron". "As deaf as a post". "As quick as a flash"."As sick as a dog". In some cases a change of words can cause a shift in meaning. E.g. "As white as snow" has a meaning of "being beautiful" (compare "Snow White and Seven Dwarfs") while "As white as a sheet" implies "fearing something". (McCarthy, M. and F.Dell. 1994. English Vocabulary in Use. CUP. P. 152).

Another typical feature is **idiomatic word use. Idioms** often serve as instruments of individual expressive power. E.g. Little brothers are often brats but mine is a real McCoy. He is getting on my nerves. Every moment I am under the weather he makes his special duty to get my goat. When I want to stay to myself, he tags along. He is a bit of a sweet tooth and is always chewing the cud. When something is against him, he throws a tantrum. I can certainly tattle on him and catch him red-handed at the buffet lifting the candies. But I am not as mean as that. We go shares instead.

Feedback

What information have you learnt from the seminar?

Method – Brainstorming (7 min).

Name one word, which is connected with the theme which you have learnt during this and previous lessons.

Assessment

Learner's knowledge on teaching vocabulary for vocational college and academic lyceums-50 %

Answering the questions-30 %

Active participation in discussions-20 %

Hometask

Conducting vocabulary lessons

Students' micro-teaching on vocabulary.

Lesson plan for teaching vocabulary

Self Study

Ending

Today, We have revised our knowledge on the role of vocabulary in FLT, its aims what the vocabulary is and what should be taught.

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
5. Millrood, R., Teaching vocabulary. Modular course in ELT methodology. 2001.

SEMINAR PLAN 9

Theme: Conducting teaching vocabulary

Faculty: 1,2,3- English Faculty
Groups:
Date:
Time: 80 min
Aims:

Practical aim: 1. Checking:
knowledge of assessment criteria for vocabulary skills
peculiarities of creating lesson plan
Practical: Skills in teaching vocabulary at different stages of education
Training skills in creating fragment of the lesson for teaching vocabulary
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

I.Beginning stage (1-2 min)
- Greeting
- Aims and tasks of the seminar

II. Warm up. (5 min)
- Tell participants that there are different ways of teaching vocabulary.
However, some practices can be more effective than others if they follow certain
principles.
-Ask them to draw some principles of successful vocabulary teaching from
the session. Write these principles on the board. Give your own example if necessary

(*e.g. vocabulary should be taught in context)*

-Distribute handout Say that these principles will be worked upon in the second session on Teaching Vocabulary. Say that these principles are guidelines to be tried and either accepted or rejected, not prescriptions to be followed blindly. Encourage participants to experiment with these principles before they decide which ones they can accept and which not.

III. Main part

I.Theory

1.Task. The teacher should divided into four groups and discuss the following questions.

1. What is lexical minimum?
2. What types of LM exist?
3. What are the principles of creating LM?
4. What are the requirement of NS to lexical competence at A1, A2, B1 levels?
5. What is the difference between "word" and vocabulary "terms"?
6. What aspects of the language are connected with the vocabulary?
7. 1.Skills creating different types of exercises A1, A2, B1

II. Training in creating lesson plan for teaching vocabulary and detailed

Aims: Presenting vocabulary

Skills in using vocabulary in reading, writing

	A1	A2	B1
Aim	Presenting topic	Checking knowledge	Training topic vocabulary in collocatins
Aids	Pictures and objects	Test	Cards: picture, words
Outline			
Pre	Songs	Game, rhyme	Game
While	Picture	Dictation test	Reading how to collocate words
Post	Speaking Monolog- describe Dialog- asking	Results	matching

IV. Feedback

What information have you got for the seminar?

In addition speak about one thing the last is the winners

V.Assessment

Knowing of theory.

Answering for the questions.

1) 6-100%
2) 5-80%

3) 4-75%
4) 3-60%
5) 2-40%

VI. Hometask

1. Preparing for testing.

2. Lesson Plan

VII. 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 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 10

Theme: Teaching grammar in foreign language teaching methodology for primary and secondary school

Faculty: 1,2,3- English Faculty
Groups:
Date:
Time: 80 min

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 them 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

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

SEMINAR PLAN 11

Theme: Teaching grammar in foreign language teaching methodology for vocational college and academic lyceums

Faculty: 1,2,3- English Faculty
Groups:
Date:
Time: 80 min

Aims:

Practical aim: to explain the methods of teaching English grammar and working on grammars at lyceums and colleges

Educational aim: Sociolinguistic competence due to profession managing lesson video from classroom language websites in teachers around the world.

Educative aim: to expose participants to professional behavior, social skills and and attitude to foreign culture.

Equipment: handouts, standart , presidential decrees.

Lesson Outline

I.Beginning stage (1-2 min)

-Greeting!

-Aims and tasks of the seminar

II. Warm up. (5 min)

-Tell students that this time they are going to create stories in pairs. Tell

them that one person in each pair should continue the story by giving a sentence in the past. The second person in each pair adds another sentence to the story and so on.

-Begin the story by giving the first sentence.

e.g. T: Once I went for a holiday to the sea…
Student A: …and when I was walking along the coast I saw a strange bottle in the sand.
SB: …so, I picked up the bottle and saw that it had something inside…
SA: …

-Stop the activity after about 3 min. Ask some students to say what their stories were about.

III. Main part

1.Theory

Micro teaching.

Analyze the ways of presentation of the active and passive grammar in the EL coursebooks of school, lyceum and college.

Work out the grammar exercises related to one theme.

B) Practical

Inductive method

When I was a little girl I had a different life. I used to live in Samarkand with my big family: my mum, dad, , 2 brothers and 2 sisters. Our grandparents alsp lived with us.

Do you think I still live in Samarkand? (No you live in Tashkent)

Are you all from Tashkent?(Find a student who is not from Tashkent)

Did any of you live somewhere else in your childhood? Nargiza? Did you live in Fergana? (Yes)

Do you now live in Tashkent? (Yes)

Write on the board Nargiza used to live in Fergana and now she lives in Tashkent.

(Elicit at least one more example and write it on the board as well)

In Samarkand our family used to have an 8-roomed house big enough for so many people.

Do you think my parents still have the same big house? (No)

Ok, my parents still live in Samarkand but in a different, much smaller place because most of their children moved to other places. I married and moved to Tashkent , for example.

My childhood was a wonderful time. My father used to take my brother and me to the children's park which was just 5 minutes walk from where we live. Do you think we still go to the park with my dad? (No) Did you like to go to the children's parks with your parents? (Find a student who did) Ulugbek? What park did you go to? Did you go there often?

Write on the board Ulugbek used to go to the park at least once a week in his childhood.

(Elicit at least one more example and write it on the board as well). The park we went to was full of carousels and other attraction. My favorite one was a big dipper. My brother and I used to ride it 3 times in a row and were never scared

Do you think I can do it now? (No) Did any of you have a favorite carousel that you could ride many times when you were a child? Aziza? A swing? And you were not afraid? (If you don't know the word in English, just use it in Russian or Uzbek?

Refer students to the sentences on the board. Underline **used to+ verb** and ask the following questions (allow guesses, do not demand right answers at this stage):

-*What time do you think this construction shows?* (Answer: past)

-How do you think it is different from Simple past? Answer: Repeated actions and actions finished in the past)

Tell participants that they are no longer learners but again teachers. Elicit the stages of the lesson they experienced and put them in chronological order on the flipchart/board.

Establish that it is an example of an example of an inductive grammar lessons where

1. Students first notice a new grammar construction.
2. Then students make a sense of what they have noticed (understands meaning)
3. Students try to build or form the structure
4. Students use the structure

Now It's your turn to demonstrate how to teach grammar at college or lyceums in inductive way.

Feedback

What information have you got for the seminar?

Well in today's seminar we have learned Approaches to learning and teaching speaking and analyze speaking activities in Fly High books.

Assessment

Learner's knowledge on grammar, types of grammar, students' exercises on grammar -50%

Answering the questions-30%

Active participation in discussions-20%

Home task

Teaching English grammar at 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 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: Conducting Grammar lessons

Faculty: 1,2,3- English Faculty
Groups:
Date:
Time: 80 min
Aims:

Practical aim: To check students knowledge on types of grammar, ways and approaches of teaching grammar. To get students to teach grammar using procedural method, inductive approach for college and lyceum students (B1).

Educative aim*: to widen students' outlook on the importance of teaching grammar skills in context , the content of Presidential decrees and standards requirements for B1 level college and lyceum students.*

Upbringing aim: to expose participants to professional behavior, social skills and classroom managements.

Equipment: handouts, standard , presidential decrees, teachers' photos from childhood.

Lesson Outline

Beginning stage (1-2 min)
Greetings!
Aims and tasks.

II. Warm up. (5 min)
Communicative game

The class is divided into groups of three or four. The object of the game is for each group to decide which implement (a tool or utensil) would be most useful in each situation. Grammar subject: Comparisons: The … would be better/stronger … etc. The … is not as … as … The … is not … enough to … Run the game and reflect on the procedure

Implements	Situations
• Pincers	• You have a bottle of wine but no cork-screw
• Stone	• The cupboard door keeps swinging open
• Twig	• The sink is blocked
• Knife	• The neighbor's dog keeps squeezing though the whole in the fence
• Fork	• Your ring has dropped into a

• Hammer • Clew (ball of strings) • Coat-hanger • Chewing-gum • Sheet of paper	saucepan of boiling water • You have dropped some money through a crack in the floorboards • You have accidentally just thrown an important letter onto the fire • You can't get the lid off the jam pot • Your house is locked and you can't get in • A water pipe is leaking and water is dripping onto the floor

III. Main part

1.Theory

1.What is grammar?

2.What do we mean by the active and passive grammar? types of grammar, ways and approaches of teaching grammar?

3.Describe the essence of methodological preparation of grammar and its stages.

4.Think over the grammar item, criteria and source of selection.

B) Practical

Show a photo of yourself as a child to the students and ask them the following question:

Looking at the picture what can you say about me when I was at that age?

(You were shorter. Your hair was darker, longer, shorter, etc. You looked very funny.)

Instructions

When I was a little girl I had a different life. I used to live in Samarkand with my big family: my mum, dad, 2 brothers and 2 sisters. Our grandparents also lived with us.

Do you think I still live in Samarkand? *(No, you live in Tashkent)*

Are you all from Tashkent? *(Find a student who is not from Tashkent)*

Did any of you live somewhere else in your childhood? Nargiza? Did you live in Fergana? *(Yes)*

Do you now live in Tashkent? *(Yes)*

Write on the board Nargiza used to live in Fergana and now she lives in Tashkent.

(Elicit at least one more example and write it on the board as well.)

In Samarkand our family used to have an 8-roomed house big enough for so many people.

Do you think my parents still have the same big house? *(No)*

OK, my parents still live in Samarkand but in a different, much smaller place because most of their children moved to other places. I married and moved to Tashkent, for example.

My childhood was a wonderful time. My father used to take my brother and me to the children's park which was just 5 minutes walk from where we lived. Do you think we still go to the park with my dad? (No) Did you like to go to the children's parks with your parents? *(Find a*

student who did) Ulugbek? What park did you go to?

Did you go there often?

Write on the board Ulugbek used to go to the park at least once a week in his

childhood.

(Elicit at least one more example and write it on the board as well.) The park we went to was full of carousels and other attractions. My favourite one was a big dipper. My brother and I used to ride it 3 times in a row and were never scared.

Do you think I can do it now? (*No*) Did any of you have a favourite carousel that you could ride many times when you were a child? Aziza? A swing? And you were not

afraid? (If you don't know the word in English, just use it in Russian or Uzbek)

Refer students to the sentences on the board. Underline **used to + verb**

and ask the following questions (allow guesses, do not demand right answers at this

stage) :

~ *What time do you think this construction shows?* (Answer: past)

~ How do you think it is different from Simple past? (Answer: Repeated actions and

actions finished in the past)

Tell participants that they are no longer learners but again teachers. Elicit

the stages of the lesson they experienced and put them in chronological order on the flipchart/board.

Establish that it is an example of an inductive grammar lesson where

1. Students first notice a new grammar construction.

2. Then students make sense of what they have noticed (understand meaning).

3. Students try to build or form the structure.

4. Students use the structure.

Now It's your turn to demonstrate how to teach grammar at college or lyceum in inductive way.

Feedback

What information have you got for the seminar?

Well in today's seminar we have experienced content of teaching grammar in the EL at school, lyceum and forming/developing grammar competence at school, lyceum and college.

Assessment

Learner's knowledge on all theory of teaching grammar, students' micro-teaching on grammar -86-100%.

Learner's knowledge on half of the theory of teaching grammar, students' micro-teaching on grammar -71-85%

Either speaking the theory of teaching grammar, or students' micro-teaching on grammar- 56-70%

Hometask

Study the matters about technology of teaching grammar described in the book «Foreign language teaching methodology» (2012, Pp. 180-186) by J.J.Jalolov.

Ending

In today's seminar we have revised our knowledge on types of grammar, ways and approaches of teaching grammar. Also practiced teaching grammar using procedural method, inductive approach for college and lyceum students (B1).

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 pronunciation in foreign language teaching methodology for primary and secondary school

Faculty: 1,2,3- English Faculty
Groups:
Date:
Time: 80 min

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
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.*** (Author unknown)	**Accomodation, visitting, recomend, seperate, pronounciation, begining, recieve, beleive, disapointed, grammer, reciept, desparate, accross, apparant, exagerate, 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
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SEMINAR PLAN 14

Theme: Teaching pronunciation in foreign language teaching methodology for vocational college and academic lyceums

Faculty: 1,2,3- English Faculty
Groups:
Date:
Time: 80 min

Aims:

Practical aim: to discuss the essence of teaching pronunciation and distribution typology of pronunciation material, working on the English pronunciation at lyceums and colleges.

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

II. Warm up. (5 min)
1.Theory
1. What is the role of phonetics in teaching pronunciation?
2. What are the tasks of teaching pronunciation at school?
3. What does content of teaching pronunciation include?
4. What types of exercises are differentiated for teaching pronunciation?
5. What difficulties occur in teaching pronunciation?
6. What visual aids are used for teaching pronunciation?

B) Practical
1. Analyze the presentation of phonetic drills in the English language course books at school
2. Analyze the terms concerning the matters of developing pronunciation skills.

Feedback
Well in today's seminar we have learned Approaches to learning and teaching speaking and analyze speaking activities in Fly High books.

Assessment

Learner's knowledge on speaking, types of speaking, students' exercises on speaking -50%

Answering the questions-30%

Active participation in discussions-20%

Hometask

Teaching speaking within a communicative competence framework

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 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
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SEMINAR PLAN 15

Theme: Conducting pronunciation lessons

Faculty: 1,2,3- English Faculty
Groups:
Date:
Time: 80 min
Aims:
Practical aim: 1. Checking:
1) knowledge of distribution and typology of pronunciation material and ways and principles of developing pronunciation sub skills
2) Training skills in creating fragment of the lesson for teaching pronunciation
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)
Objective: to explore the nature of errors/ mistakes and ways of dealing with them
Procedure:
- Explain to participants the topic of the session and ask them to come up with
their associations with mistakes. Ask the following question and invite several responses
from the group:
~ What is a mistake like? (*e.g. a disease, a defect in construction, an occasional but natural thing*)
Give your own example if necessary.
- Give brief comments on participants' associations, where appropriate,
suggesting that there are different types of mistakes caused by different factors that
should be treated differently. Make two important distinctions:
Mistakes are caused by the lack of passive knowledge of certain vocabulary or

grammar items (e.g. *when students cannot recognise and understand a certain word*

or a grammar structure) and the lack of a certain productive skill (e.g. *when students*

know words or structures but cannot use them correctly in speaking or writing.)

Explain the term 'productive skill' if necessary.

Mistakes in form, (e.g. *when students use an appropriate word or grammar structure*

but mispronounce / misspell a word or make mistakes in the structure: *treveling

instead of travelling*;* *I am agree *instead of* I agree.) and mistakes in meaning (e.g.

when students use a word or phrase the form of which is correct but which is used in

a wrong context which causes distortion of meaning: *I am interesting in films *instead*

of I am interested in films*;* *She is always very accurately dressed *instead of* She is

always very neatly dressed)

-Emphasise that to work on mistakes it is important to know their cause. Tell

participants that now they are going to explore their perceptions of mistakes.

III. Main part

1.Theory

1. What backgrounds are put into the distribution and typology of phonetic material?

2. Describe the methods and ways of teaching pronunciation.

3. Name the principles of teaching pronunciation.

4. What do you think, should we work on the pronunciation at lyceums and colleges?

PRACTICAL

II. Training skills in creating fragment of the lesson for teaching pronunciation

Aims: Presenting pronunciation

Skills in using vocabulary in reading, writing

	A1	A2	B1
Aim	Presenting	Checking	Training topic

	topic	knowledge	vocabulary in collocatins
Aids	Pictures and objects	Test	Cards: picture, words
Outline			
Pre	Songs	Game, rhyme	Game
While	Picture	Dictation test	Reading how to collocate words
Post	Speaking Monolog- describe Dialog- asking	Results	matching

IV. Feedback

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

I. Assessment – 5 min

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 grammar 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 16

Theme: Teaching listening in foreign language teaching methodology for primary school

Faculty: 1,2,3- English Faculty
Groups:
Date:
Time: 80 min

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 onceeach 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
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SEMINAR PLAN 17

Theme:Practice of teaching listening in FLTM for all stages of education

Faculty: 1,2,3- English Faculty
Groups:
Date:
Time: 80 min

Aims:

Practical aim: to raise participants' awareness of difference between hearing and listening, types of listening, typical characteristics of authentic listening texts , The difficulties of listening comprehension in the ELT, The cognitive mechanism of the listening comprehension

Educational aim: to allow participants to explore the advantages of and possible problems in using authentic listening texts in classrooms. Define content of work on listening and its learning system in school; types of listening exercises.

Educative aim: to expose participants to professional behavior, social skills and and attitude to foreign culture.

Equipment: handouts, tape recording, pictures, cards.

Lesson Outline

1. Beginning stage (1-2 min)

- Greeting
- Introducing aims and tasks

II. Warm up. (5 min)

Game "Chinese Whispers".

Divide participants in 2 groups and ask them to stand in two lines.

Ask participants 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 onceeach 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

9. **Theory**

Task. The teacher should divide the students into four groups and discuss the following questions:

- How many components are there in the content of teaching the auding?
- What is the listening?
- What are the perception the text and its comprehension?
- Why auding is closely linked with the all speech activities?
- What difficulties does the auding have in teaching?

2. Practice

- retell about the exercises on teaching auding in the English language and their types;
- count the difficulties of the consolidation ways the auding by the pupils;
- make classification and exercises selection;
- provingthe selection of methods and ways of teaching the auding;
- make a presentation of part listening teaching lesson.

IV. Feedback

Ask participants to brainstorm real-life situations where people listen to other people in their native language.

Collect ideas on the board.

Distribute handout 1 and ask participants to look at the pictures in the handout. Ask the following questions:

~ What kind of listening situations are presented in the pictures? (Who are the

speakers? Where are they?)

~ What are they talking about?

Picture 1: two men talking in a café in Uzbekistan, probably they are friends, one might

be a foreigner**,** another is a local young man, they might be talking about the weather, their

jobs, films, books, etc.

Picture 2: receptionist and guest in a hotel, the guest wants to check in. Tell participants that they are going to listen to two different listening situations and be ready to answer the questions. Allow 30 seconds for participants to look at the questions.

Collect the answers.

Possible answers:

1. Listening text 2 - Picture 1; Listening text 1 -Picture 2;2. Listening text 1 - conversation in a hotel between a receptionist and a guest; listening text 2 -conversation between two men about favorite books in a café;

3. Listening text 1 is specifically designed for classroom purposes because the speakers are using complete sentences, repeating slowly, etc.

Listening text 2 is an authentic text because there is a background noise, there are fillers, hesitations (erm, eh, etc.) or incomplete sentences.

4. Remind participants about the session on Authenticity and say that real life listening material which is not specifically designed for use in the classroom can be called *authentic* listening material.

Put participants in pairs and distribute handout 2 (the tape scripts). Ask them to highlight clues that helped them to decide which of the texts is authentic and which is not.

Summarize typical features of authentic texts on the board.

Possible answers: incomplete sentencesFillers (*I mean, well, err*, etc.)Overlap of speakers

Background noise, etc.

Activity 2 Using authentic and non-authentic listening texts

Ask participants the following question:

~ Do you usually use authentic listening texts in your classrooms? Why/Whynot?

Put participants in groups of 4 and ask them to write possible advantages and disadvantages (or difficulties that their students might encounter) in using authentic and non-authentic listening materials in their classrooms. (4 min) Draw a chart on the board (see below for layout) and collect the answers.

Possible answers:Authenticmaterials

Advantages Problems

exposure to authenticconversation ,informal spoken language, exposure to different accents

usually longbackground noise might interfereunknown vocabularyfast speech

Non-authentic materials

language is clearlanguage structures arerepeated (e.g. can)vocabulary can be takenfrom the textbookgood for revising vocabularyand grammar suitable foreven elementary students

usually boringstudents might be deceived aboutthe nature of the real life listening

students who are always exposedto non-authentic listening textsmight find it difficult

Put participants into 4 groups and distribute handout 4 cut into strips.

Ask participants to reflect on this session and their own learning and teaching experience and decide what a teacher should do or not do to develop students' listening skills. Ask the first two groups to sort out the statements which they would recommend a teacher should do (*do*s**)** and the other groups to sort out the statements which they would not recommend to a teacher *(don'ts)*. Ask them to be ready to justify their choices. Ask groups to add at least 2 more tips (dos or don'ts).Ask groups to mingle and have a look at other groups' work. Discuss the

statements in the whole group if necessary.

Possible answers:

Dos and don’ts of developing listening skills

Dos Don’ts

Encourage students to listen to authentictexts (radio, TV, etc.) more often.Play the tape without assigning tasks.Use visual aids to support listeningcomprehension.Tell your students they have tounderstand every word they hear. Set clear objectives for listening. Distribute the tape script beforelistening.As a general principle, try to play the recording once for overall comprehension. Then play the recordingagain for students to listen for specificdetails. Use pre-listening tasks to preparestudents for listening, to introduce newvocabulary etc. Set difficult tasks if the listening text isdifficult.

Encourage your students to listen todifferent accents of English.Play recordings which are more than10 min in length.Prepare simple tasks if the listening text isdifficult.Play the recording without preteachingthe essential vocabulary.Make sure that students know why they’relistening.Use authentic listening texts only withadvanced students.Maximize the use of material that isrelevant to students' real life.Vary the materials in terms of speakers'gender, age, dialect, accent, topic, speed.

V. Assessment

Learner’s knowledge on exercises on teaching auding -50 %

Answering the questions-30 %

Active participation in discussions-20 %

VI. Home task

Teaching listening in foreign language teaching methodology for vocational college and academic lyceums

1. The content of teaching listening comprehension
2. The requirements
3. The mechanisms of listening comprehension
4. Specific features, difficulties of listening comprehension
5. Working on the listening comprehension at lyceums and colleges

VII. Ending

The lesson is over. I think next time you will be ready for these 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
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SEMINAR PLAN 18

Theme: **Assessment in teaching listening in FLTM for all stages of continuous education**

Faculty: 1,2,3- English Faculty
Groups:
Date:
Time: 80 min

Aims:

Practical aim: to raise participants' difficulties of listening comprehension in the ELT typical characteristics of authentic listening texts, the cognitive mechanism of the listening comprehension.

Educational aim: to allow participants to explore the advantages of and possible problems in using authentic listening texts in classrooms. Define content of work on listening and its learning system in school; types of listening exercises.

Educative aim: to expose participants to professional behavior, social skills and and attitude to foreign culture.

Equipment: Textbooks for secondary schools,handouts, standard, recordings .

Lesson Outline

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

II. Warm up. (5 min)

Tell the kind of words you know that they have the same pronunciation.

Possible answers.

There	they	lamb	lamp
Cap	cup	bat	bad
Hour	our	rise	raise e.t.c.

III. Main part

10. **Theory**

Task. The teacher should divide the students into four groups and discuss the following questions.

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. Do watching movies or using videos help to develop listening comprehension? Prove your statements.
6. How does interactions with students and teacher help you to improve listening skills?

11.Practical

Organize the work in the given sequence.

- Find ten interesting short jokes, stories, advertisements or poems (not more than a minute long) and record yourself reading them, each into a different cassette.
- Borrow two or three extra tape recorders and place them at different locations around the room
- Put two or three of your cassettes next to each machine. Show learners how to 'play' and 'rewind' the tapes and how to keep the volume level down. Then invite them to wander freely around the different places, changing tape or location at will, with the aim of choosing their favorite recording - or, possibly, filling in a worksheet you provide

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 methods of teaching listening -50 %

Answering the questions-30 %

Active participation in discussions-20 %

VI. Home task

1. Ways and techniques of conducting listening lessons
2. Exercises used in listening lessons

VII. Ending

The lesson is over. I think next time you will be ready for these 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
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SEMINAR PLAN 19

Theme: **Conducting listening lessons**

Faculty: 1,2,3- English Faculty
Groups:
Date:
Time: 80 min
Aims:

Practical aim: 1. Checking: 1) Knowledge of principles how to create listening lesson content
2) Skills of creating listening exercises for different stages education
2. Training skills in creating fragment of the lesson for teaching listening

Educational aim: to teach students how to conduct listening classes, create lessons materials and use them throughout the lessons

Educative aim: to expose participants to professional behavior, social skills and attitude to foreign culture.

Equipment: handouts, standards, presentations, recordings

Lesson Outline

1. Beginning stage (1-2 min)

- Aims and tasks

II. Warm up. (5 min)

Evaluation of listening activities: Objective: to give participants an opportunity to evaluate listening activities

Time: 20 min

Materials: handouts 1 and 2

Procedure:

(6 min) Put participants in groups of 4 and distribute handout 1and 2. Ask groups to compare two sets of listening activities based on the recordings from the previous session (Teaching listening) in handout 1 and complete the table in handout 2.

(6 min) Ask groups to share the differences they can see between the first and the second set of listening tasks.

(2 min) Collect the answers and establish that tasks in Set 1 seem to focus more on vocabulary and grammar while Set 2 tasks focus on developing listening skills.

(2 min) Ask groups to arrange the tasks in set 2 in the order they would use them when teaching their students.

(2 min) Ask groups to share their answers and ask the following question:

~ Why would you teach the tasks in this order?

Suggested answer: 1. Pre-listening – 2 2. While- listening – 1, 4 3. Post-listening – 3

(2 min) Establish that pre-listening tasks help students to predict the content of the recording and thus make it easier to understand it. While-listening activities should focus on listening for the main idea/gist and listening for specific details. At this stage students should be asked to do such non-verbal tasks as multiple-choice exercises, matching, or ticking options as they require less time and no actual writing. Post-listening activities can be used to consolidate the material, to develop other skills such as speaking or writing.

III. Main part

1. Theory

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

1. What is the difference between listening and hearing?
2. Why is it important to develop *listening strategies*? (**to memorize the lecture content for successful passing tests and exams**)
3. What kind of exercises you know for listening?
4. Skills creating different types of exercises A1, A2, B1

2 Training in creating lesson plan for teaching listening

Aims: Presenting listening

Using listening skills in speaking

	A1	A2	B1
	Presenting topic	Checking knowledge	Training listening skills and comprehension skills
	Simple dialogues	Conversations	Lecture recordings
	Outline		
	Songs	Game, rhyme	Game
	Common conversations	Song lyrics	Reading how to collocate words
	Speaking Monolog-describe Dialogue-asking	Results	matching

IV. Feedback

1. Listen to the dialogue which is recorded by non-native speakers. Do you understand their speech? Analyze differences in voice, intonation and think about specificity of the lingua franca.
2. Think about special ways or remedy exercises for teaching listening comprehension to young learners.

V. Assessment

Knowing of theory.

Answering for the questions.

1. 6-100%

2. 5-80%
3. 4-75%
4. 3-60%
5. 2-40%

VI. Home task

Teaching speaking in foreign language teaching methodology for primary school

1. Teaching speaking within a communicative competence framework.
2. Ways and stages of teaching speaking for primary school pupils.
3. Teaching dialogue and monologue

VII. 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 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 20

Theme: **Theory of teaching speaking in FLTM for all stages of education**

Faculty: 1,2,3- English Faculty
Groups:
Date:
Time: 80 min

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 toper form the following functions

Oral functions	Language samples
Providing information • Confirmation • Denial • Promise • Rhetorical question • Description • Narration • Reasoning	
Ritualizing • Greeting • Farewell • Congratulation • Invitation • Condolence	
Controlling other people's behavior • Approval • Disapproval • Blaming • Apology • Warming • 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. Hometask

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	
• Serviceencounters	
• Debateandargument	
• 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 21

Theme: **Teaching speaking in foreign language teaching methodology for secondary school**

Faculty: 1,2,3- English Faculty
Groups:
Date:
Time: 80 min

Aims:

Practical aim: to define contents of work on teaching oral speech and system of teaching in secondary 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, speaking cards, standards.

Lesson Outline

I. Beginning stage (1-2 min)

-Greeting
-Introduce aims and tasks

II. Warm up. (5 min)

- to have discussion on "Getting information on Internet and Library". Students should give opinions on them.

To check home task

Students should make up their own exercises, activities for teaching speaking

III. Main part

1. Theory

1. What kind of genres of oral conversation do you know?
2. What approaches to learning and teaching speaking can you tell?
3. What consists of discourse competence?
4. What is the role of teaching dialogue and monologue in speaking?
5. What strategies of teaching speaking do know?

2. Practice

Method "Make up dialogues".

1. Make a 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)

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. Home task

1. Study the scale of oral testing criteria. Try to work out analog criteria for interview testing.

2. Look through these sites for further information. Write down your own notes on the topic.

onestopenglish.com>skills/speaking/teaching-ideas/

Accuracy	*Fluency*	
Little or no language	Little or no	1
Poor vocabulary, mistakes in basic grammar, may have	Very hesitant and brief utterances, sometimes	2
Adequate but not rich vocabulary, makes obvious	Gets ideas across, but hesitantly and briefly	3
Good range of vocabulary, occasional grammar slips,	Effective communication in short	4
Wide vocabulary appropriately used, virtually	Easy and effective communication, uses	5
TOTAL SCORE OUT OF 10		

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
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SEMINAR PLAN 22

Theme: **Assessment in teaching speaking in foreign language teaching methodology in all stages of education**

Faculty: 1,2,3- English Faculty
Groups:
Date:
Time: 80 min

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)

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.

III. Main part

1.Theory

6. What consists of discourse competence?
7. What is the role of teaching dialogue and monologue in speaking?
8. What strategies of teaching speaking do you know?

2. Practical part

task 1

Choose the subject of your own presentation and give examples of how you are going to keep the audience interested **Techniques**	**Examples**

• **Ruin expectations of the audience** • **use examples** • **Show illustrations** • **Ask the audience for feed-back** • **Encourage the audience to think** • **Contrast views** • **Modulate your voice** • **Highlight the message** • **Close down effectively**	

It is often useful to give the learners the **cues,** from which they can speak. Types of cues in a variety of speaking tasks include **cards, notes, table of data and graphs, mind-maps, plans.**

task 2

Speak from the following cues and say which cue you liked most of all and why.

Cue 1

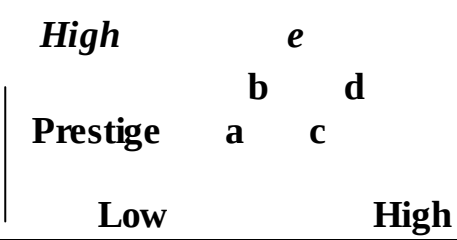
You want to sell the old computer that is actually in good condition. Sound enthusiastic. Describe what successes you have achieved working with this PC. Describe how nice this small screen is. The keyboard thought old is very soft. The computer memory is limited but it is much bigger than human memory. The machine is slow but you have time to stop and think instead etc

Cue 2

You want to speak about gender differences. Here are your notes: women live longer, more often unemployed, less often become prisoners, marry younger, less likely to die of heart attacks, smoke a lot, more men in politics, pilots, miners, soldiers, priests (now changing), less men beauticians and nurses

Cue 3

You want to speak about pay-and-prestige of different professions. Use the graph (you can question the graph if necessary)**:**

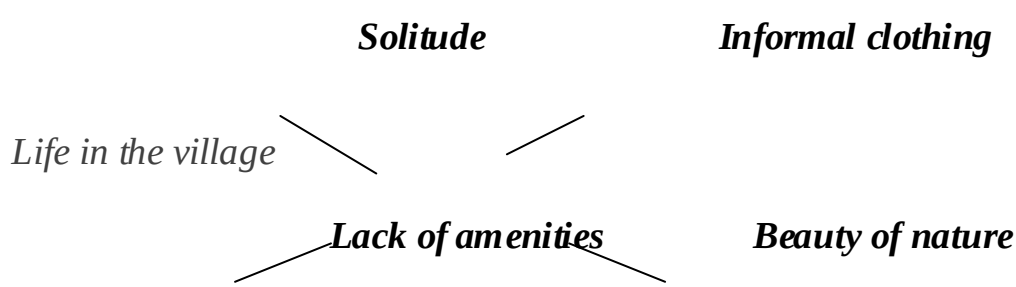


Pay

a teachers, b doctors, c officers, d – lowers, e – bankers

Cue 4

You will speak about life in the village using the mind map:



Cue 5

You will speak about advertisements on TV according to the plan:

- ***Give an introductory phrase***
- ***Describe an ad that you like***
- ***Describe an ad that you dislike***
- ***What do you find irritating about the ads on TV?***
- ***Make suggestions***

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. Home task

What do you think ...

1. The language classroom should have plenty of meaningful interactive activities.
2. A teacher's feedback to the student should be given frequently or infrequently, so students will develop independence.
3. A communicative class should give special attention to accuracy or fluency.

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 23

Theme: **Conducting speaking lessons.**

Faculty: 1,2,3- English Faculty
Groups:
Date:
Time: 80 min
Aims:

Practical aim: to define contents of work on teaching oral speech and system of teaching in secondary 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, speaking cards, standards.

Lesson Outline

I. Beginning stage (1-2 min)

-Greeting
-Introduce aims and tasks

II. Warm up. (5 min)

- to have discussion on "Getting information on Internet and Library". Students should give opinions on them.

To check home task

Students should make up their own exercises, activities for teaching speaking

III. Main part

1. Theory

9. What kind of genres of oral conversation do you know?
10. What approaches to learning and teaching speaking can you tell?
11. What consists of discourse competence?
12. What is the role of teaching dialogue and monologue in speaking?
13. What strategies of teaching speaking do know?

2. Practical part

Method "Make up dialogues".

1. Make a 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)

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. Home task

3. Study the scale of oral testing criteria. Try to work out analog criteria for interview testing.

Accuracy		*Fluency*	
Little or no language	1	Little or no	1
Poor vocabulary, mistakes in basic grammar, may	2	Very hesitant and brief utterances,	2
Adequate but not rich vocabulary, makes	3	Gets ideas across, but hesitantly and	3
Good range of vocabulary, occasional grammar slips,	4	Effective communication in	4
Wide vocabulary appropriately used,	5	Easy and effective communication,	5
TOTAL SCORE OUT OF 10:			

4. Look through these sites for further information. Write down your own notes on the topic.

onestopenglish.com>skills/speaking/teaching-ideas/

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

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

Seminar plan 24

Theme: Theory of teaching reading in FLTM for all stages of continuous education

Faculty: 1,2,3 English

Groups:

Time: 80 min

Aids:

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 2. Learnerscomplete a paragraph 3. Learnerscomplete a questionnaire 4. Learnerssolve a mystery 5. Learnersrole-play a plot 6. Learnerswrite a summary 7. Backgroundinformationisprovided 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 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. Learnersmatchheadlineswithparagraphs 15. Learners match text with pictures or diagrams. 16. Learnersorderjumbledparagraphs 17. Learnerscontrastthetwotexts 18. Learnerstakenotes 19. Learnersexpresstheirviews 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)	***A/ Pre-reading*** **B/ While-reading** **C/ Post-reading**

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.

a) Students read individual short subject-related texts and amplify them into a joint summary
b) Students read jumbled instructions and put the instructions in the correct order
c) Students read recipes and match them with pictures of food
d) Students read an extract from a play and act it out
e) Students match topic sentences with the paragraphs they come from
f) Students read a number of texts and match the texts with the authors who might have written them
g) Students read information and convert it into bar graphs or pie charts

(Adapted from Harmer. J., 1998. How to Teach English. Longman)

Micro-teaching

Design an activity for teaching to read in the three-phase framework and run it with your pupils or peers. Reflectontheactivityusingthegivenformat.

Pointsofanalysis	**Assessment**				
	1	**2**	**3**	**4**	**5**
• **Clear goal**					
• **Laconic explanation**					
• **Helpful pre-reading**					
• **Involved reading**					
• **Insightful post-reading**					
• **Adequate language level**					
• **Adequate task level**					

Integratedtask

- 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.

Interactivereading	**Features**
1. Textualformandcontent	a) researchdata
2. skimmingandscanning	b) privateletter
3. top-down and bottom-up	c) prosefiction
4. anticipationandconfirmation	d) preaching
5. schemataandinformation	e) fable

6. textandreality	f) philosophicalessay
7. textualandreader'sreality	g) sciencearticle
8. propositionsandcriticalthinking	h) politicalnews
9. messageandresponse	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

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Lesson plan 25

Theme: Practice of Teaching reading in foreign language teaching methodology for all stages of continuous education

Faculty: 1, 2, 3 English
Groups:
Time: 80 min

Aims:

Practical aim: to introduce students the aims of teaching reading, the content of teaching reading and stages and ways of teaching reading in for secondary school

Educational aim: to widen students' outlook on the importance of FLT in Uzbekistan, the content of Presidential decrees and standards

Educative aim: to expose participants to professional behavior, social skills and attitude to foreign culture.

Equipment: handouts, PPP**.**

Lesson outline

I. Beginning stage (5 min)

Greeting, checking attendance.

II. Warm-up activity (5-10 min)

In the process of reading reader's schemata and information from the text provide for interaction of the "new" and "old", for "deceived expectancy" and for changing the view-points. The "new" and "old" interact in the process of reading and as a result of this interaction the expectations that a reader builds about the text can be ruined or re-confirmed. If the expectations are ruined, we speak of the "deceived expectancy". A common case is when a text simply adds new knowledge to what is already know to the reader about the subject. Interaction of the reader's schemata and information from the text can carry on as "adding", "correcting", "refuting", "critical thinking" and "re-confirming".

Exploratory task

Mark the following phrases about life in the UK as "true" T or "false" F. Say what information had been familiar and new to you.

	Rules to be British True/False
1.	In Britain you buy milk in the dairy shops
2.	You do not have to wear seatbelts in the back of the car
3.	Men have to do military service
4.	Children have to stay at school up until 18
5.	Medical care is free
6.	Pubs work overnight
7.	You pay for bus on exiting
8.	You should cross the road at traffic lights
9.	A driving licence is used as a passport or ID
10.	You have to be 18 to get married

III Main Part

1. **Theory**

Questions for discussion

- Reading as a goal and means of ELT
- Reading as a process
- Selection of text for reading

- Stages and exercises for development of reading skills

2. Practice

SAQ

Match the types of interactive reading with the texts, in which these types of interaction are highly expected.

Interactive reading	Features
10. Textual form and content	j) Research data
11. Skimming and scanning	k) private letter
12. top-down and bottom-up	l) prosefiction
13. anticipation and confirmation	m) preaching
14. schemata and information	n) fable
15. text and reality	o) philosophical essay
16. textual and reader's reality	p) science article
17. propositions and critical thinking	q) political news
18. message and response	r) limericks

SAQ

Possible matches are 1i 2a 3h 4b 5g 6c 7f 8d 9e

IV Feedback (5 min)

- 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

V Assessment (5 min)

Learner's knowledge on teaching vocabulary for secondary school -50 %

Answering the questions-30 %

Active participation in discussions-20 %

VI Hometask

Teaching reading in foreign language teaching methodology for vocational college and academic lyceums

Students' micro-teaching on teaching reading.

Lesson plan for teaching reading

Self Study

VII 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

5. Millrood, R., Teaching vocabulary. Modular course in ELT methodology. 2001.

SEMINAR PLAN 26

Theme: Assessment in teaching reading in foreign language teaching methodology for all stages of continuous education

Faculty: 1, 2, 3- English Faculty
Groups:
Date:
Time: 80 min
Aims:
Practical aim: to introduce students Reading as a goal and means of ELT and the aims of teaching reading, the content of teaching reading and stages and ways of teaching reading for

Educational aim: to widen students' outlook on the importance of teaching communicative skills, the content of Presidential decrees and standards

Educative aim: to expose participants to professional behavior, social skills and and attitude to foreign culture.

Equipment: handouts, standart , presidential decrees.

Lesson Outline

1. Beginning stage (1-2 min)

- Greeting

II. Warm up. (5 min)

- Write the word '**grumble**' on the board. Then give an example in English to show what it means.

Say: Some people grumble about everything. For example, they grumble about the weather all the time. If it's sunny, they say, 'Oh dear, it's too hot today'; if it's cold, they say, 'Oh, it's too cold' – they are never happy.

- Ask participants to ask and answer the following questions in pairs:
  - Do you grumble?
  - Do you know any person who grumbles a lot?
  - What does he/she grumble about?
  - What do you do when someone starts grumbling?
- Elicit random responses from pairs. Ask them to say about their partner not about yourself.
- Tell participants that now they will look at the activities from the teacher's perspective. Ask participants the following questions:
  - What new word did you learn?
  - How was the word presented?
  - Did you manage to understand the word without translation? How did you feel when you guessed the meaning?
  - Is it effective techniques? Why? Why not?

- Elicit answers in plenary.
- Establish that this technique is called guessing from context.
- Say that they will explore some more techniques and analyse them to see whether they are effective or not.

III. Main part

1.Theory

Questions for discussion

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?

2. Practice

Draw your 'students' attention to the questions on the board/flipchart and

invite responses from volunteers. If necessary, be the first to answer the first question.

~ Have your parents ever told you a lie? If they have, what was it?

~ How did you feel when you found out you had been deceived?

(4 min) Tell 'students' that they are going to read the story "The Prince and the

Magician". Ask them to predict what kind of story it is. Invite random answers. Then read

the first sentence in the text and ask the question:

~ What three things didn't the prince believe in?

Invite several random responses.

(6 min) Ask 'students' to look at the words on the board and tell them they are from

the story.

domain authentic reproachfully bear (v)

pensively beckon shudder

Ask 'students' to copy the words and underline those which they don't know. 'Students' work individually and then compare their notes with their partner's and teach each other, i.e. explain those words which they know. Tell them not to worry if there are words which none of the partners knows as they will become clear in the context.

While-reading (25 min)

(5 min) Give out handout

1 with the text from 'The Magus' by John Fowles. Ask 'students' to read the story quickly and see how accurate their predictions were. (10 min) Make groups of four and ask 'students' to read the story again and answer the questions on handout

2. Then ‘students’ read the statements about the characters in the story and decide whether they agree or disagree with them. Walk around and listen in. After they have finished, ask each group to share their most interesting ideas with the rest. (3 min) Discuss with the whole class what the words on the board/flipchart mean in the context of the story. Ask your ‘students’ which was more effective and easier for them: understanding the words in the context or dealing with them before they read the story. If necessary, explain the meaning of those words which nobody understood.

NB
domain – an area of land owned and controlled by one person;
authentic – Here: real;
reproachfully – done in a way which shows your disapproval;
bear – to bravely deal with an unpleasant situation;
pensively – thoughtfully;
beckon – to make a signal to someone with your hand or arm, to show that you want them to come towards you;
shudder – to shake for a short time

(7 min) Ask ‘students’ to think (individually!) of an open-ended question. Explain to them that this should be a question the answer to which does not appear ‘on the surface’ of the story. If necessary, give your own example, e.g. ‘Did the prince forgive his father?’ Give them some time. In groups they ask and answer their questions. Ask them to choose the most interesting question and let the whole group hear it. Invite ‘students’ to answer it. If time permits repeat the same with each group. Accept all the responses, as there is probably no right or wrong answer.

Post-reading (5 min)

Ask ‘students’ to think of a time when they (or somebody they know well) were

deceived. Ask them to make notes. The following questions can help them:

What was the situation?
Who were the people involved?
What thoughts and feelings were you/another person experiencing?

IV Feedback

domain – an area of land owned and controlled by one person;
authentic – Here: real;
reproachfully – done in a way which shows your disapproval;
bear – to bravely deal with an unpleasant situation;
pensively – thoughtfully;
beckon – to make a signal to someone with your hand or arm, to show that you want them to come towards you;
shudder – to shake for a short time

V Assessment

Learner's knowledge on reading, types of reading, students' exercises on reading -50

Answering the questions-30

Active participation in discussions-20

VI Hometask

Conducting lesson on teaching reading

Self study

Lesson plan for teaching reading

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 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

TEACHING READING Activity 1, Handout 1, The story

THE PRINCE AND THE MAGICIAN

Once upon a time there was a young prince, who believed in all things but three. He did not believe in princesses, he did not believe in islands, he did not believe in God. His father, the king, told him such things did not exist. As there were no princesses or islands in his father's domains, and no sign of God, the young prince believed his father.

5 But then, one day, the prince ran away from his palace. He came to the next land. There, to his astonishment, from every coast he saw islands, and on these islands strange and troubling creatures whom he dared not name, As he was searching for a boat, a man in full evening dress approached him along the shore.

"Are those real islands?" asked the young prince. 10 "Of course they are real islands," said the man in evening dress.

"And those strange and troubling creatures?" "They are all genuine and authentic princesses." "Then God also must exist!" cried the prince. "I am God", replied the man in full evening dress, with a bow.

15 The young prince returned home as quickly as he could. "So you are back", said his father, the king. "I have seen islands, I have seen

princesses, I have seen God," said the prince reproachfully. The king was unmoved. "Neither real islands, nor real princesses, nor a real God, exist."

20 "I saw them!" "Tell me how God was dressed." "God was in full evening dress". "Were the sleeves of his coat rolled back?" The prince remembered that they had been. The king smiled.

25 "That is the uniform of a magician. You have been deceived." At this, the prince returned to the next land, and went to the same shore, where once again he came upon the man in full evening dress. "My father, the king, has told me who you are," said the young prince indignantly. "You deceived me last time, but not again. Now I know that those are not real islands and real princesses, because you are a magician."

30 The old man on the shore smiled. "It is you who are deceived, my boy. In your father's kingdom there are many islands and many princesses. But you are under your father's spell, so you cannot see them." The prince returned pensively home. When he saw his father, he looked him in the eyes.

35 "Father, is it true that you are not a real king, but only a magician?" The king smiled and rolled back his sleeves. "Yes, my son, I am only a magician." "Then the man on the shore was God."

"The man on the shore was another magician." 40 "I must know the real truth, the truth beyond magic."

"There is no truth beyond magic," said the king. The prince was full of sadness. He said, "I will kill myself." The king by magic caused death to appear. Death stood in the door and beckoned to the prince. The prince shuddered. He remembered the beautiful but unreal islands and unreal but beautiful

45 princesses. "Very well," he said. "I can bear it." "You see, my son," said the king, "you too now begin to be a magician."

JOHN FOWLES "The Magus"

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DUET Session 10

TEACHING READING Activity 1, Handout 2, Questions and statements for discussion

Answer the questions

1. Why didn't the prince believe in three things?
2. Why did the prince believe his father when he said that the man he had met was not God?
3. What did the prince learn about his father?

Agree or disagree

1. The prince is a timid person who has no will power.
2. The prince's father is a selfish and authoritarian man who doesn't really love his son.
3. The magician is a cruel man who does not show any consideration for other people's feelings.

4.

TEACHING READING Activity 1, Handout 2, Questions and statements for discussion

Answer the questions

1. Why didn't the prince believe in three things?
2. Why did the prince believe his father when he said that the man he had met was not God?
3. What did the prince learn about his father?

Agree or disagree

1. The prince is a timid person who has no will power.
2. The prince's father is a selfish and authoritarian man who doesn't really love his son.

The magician is a cruel man who does not show any consideration for other people's feelings.

SEMINAR PLAN 27

Theme: Conducting reading lessons

Faculty: 1,2,3- English Faculty
Groups:
Date:
Time: 80 min

Aims:

Practical aim:to give participants an opportunity to experience a reading lesson as learners, to raise awareness of the different stages of a reading lesson, their objectives and

interaction patterns, to help participants explore the features of a good reading lesson

Educative aim: to allow participants to explore the advantages of and possible problems in using authentic reading texts in classrooms.

definecontentofworkonreadingand its learning system in school; typesofreadingexercises.

Upbringing aim: to expose participants to different types of reading activities

to help participants explore important tips for developing reading skills

Equipment:handouts,tape texts, pictures, cards.

Lesson Outline

1. Beginning stage (1-2 min)

- Good morning, dear students!

- Thank you, sit down. Are you ready for the seminar? Have you got everything you need Ok. Let's begin it. Let me check the attendance.

Well, by the end of the seminar you will have experienced a reading lesson as learners and analysed it as teachers they have also explored the characteristics of a good reading lesson.

II. Warm up. (5 min)

Ask participants what work they and their students usually do with reading texts.

Possible answers:

• read aloud and translate the text
• answer comprehension questions
• do vocabulary work
• retell the text

Tell participants that now they are a group of intermediate learners who are going tohave a reading lesson.

III. Main part

A)Theory

QUESTIONS:

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.

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.

B) Practice

Draw your ‘students’ attention to the questions on the board/flipchart and

invite responses from volunteers. If necessary, be the first to answer the first question.

~ Have your parents ever told you a lie? If they have, what was it?

~ How did you feel when you found out you had been deceived?

 ☺ (4 min) Tell ‘students’ that they are going to read the story “The Prince and the Magician”. Ask them to predict what kind of story it is. Invite random answers. Then read

the first sentence in the text and ask the question:

~ What three things didn’t the prince believe in? Invite several random responses.

 ☺ (6 min) Ask ‘students’ to look at the words on the board and tell them they are from the story.

domain authentic reproachfully bear (v)

pensively beckon shudder

Ask ‘students’ to copy the words and underline those which they don’t know. ‘Students’ work individually and then compare their notes with their partner’s and teach each other, i.e. explain those words which they know. Tell them not to worry if there are words which

none of the partners knows as they will become clear in the context.

While-reading (25 min)

 ☺(5 min) Give out handout 1 with the text from 'The Magus' by John Fowles. Ask

'students' to read the story quickly and see how accurate their predictions were.

 ☺☺☺ (10 min) Make groups of four and ask 'students' to read the story again and answer the questions on handout 2. Then 'students' read the statements about the characters in the story and decide whether they agree or disagree with them. Walk around and listen in. After they have finished, ask each group to share their most interesting ideas with the rest.

 (3 min) Discuss with the whole class what the words on the board/flipchart mean in the context of the story. Ask your 'students' which was more effective and easier for them: understanding the words in the context or dealing with them before they read the story. If necessary, explain the meaning of those words which nobody understood.

NB

domain– an area of land owned and controlled by one person;

authentic– Here: real;

reproachfully– done in a way which shows your disapproval;

bear – to bravely deal with an unpleasant situation;

pensively– thoughtfully;

beckon – to make a signal to someone with your hand or arm,

to show that you want them to come towards you;

shudder– to shake for a short time

Ask 'students' to think (individually!) of an open-ended question. Explain to them that this should be a question the answer to which does not appear 'on the surface' of the story. If necessary, give your own example, e.g. 'Did the prince forgive his father?'

Give them some time. In groups they ask and answer their questions. Ask them to

choose the most interesting question and let the whole group hear it. Invite 'students' to answer it. If time permits repeat the same with each group. Accept all the responses, as there is probably no right or wrong answer.

Post-reading (5 min)

Ask 'students' to think of a time when they (or somebody they know well) were

deceived. Ask them to make notes. The following questions can help them:

What was the situation? Who were the people involved?

What thoughts and feelings were you/another person experiencing?

Tell your 'students' that their homework is to write a story (300-400 words) using the notes they made in class.

IV. Feedback

A GOOD READING LESSON

~ has Pre-, While- and Post- stages
~ has an interesting topic/content
~ starts from background knowledge/experience
~ has first reading for gist and then for detailed information
~ deals with vocabulary in context
~ involves other skills

V. Assessment

Learner's progress through exact criteria
Teacher's methods effective or not

VI. Hometask

1. • What is Skimming reading, Scanning reading, Reading for details?

• What are the advantages of using these methods in the teaching of reading in English ?

To make up lesson plan, exercises, activities on teaching reading.

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 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 28

Theme : The theory of teaching writing and FLTM for all stages of continues education.

Faculty: 1,2,3- English Faculty
Groups:
Date:
Time: 80 min
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 2. T b m o l 3. A k s c r 4. T b m o l 5. A k s c r	The Poem After killing a snake my brother cried and ran. The waves broke then and mountains frowned over long shadows 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 29

Teaching writing in foreign language teaching methodology for vocational college and academic lyceums

Faculty: 1,2,3- English Faculty
Groups:
Date:
Time: 80 min

Aims:

Practical aims: to explain requirements on teaching writing in English at lyceum's and colleges programs

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

- Greetings!
- Aims and tasks of the seminar

II.Warm up

Writing a cinquain "Poetic Portrait".

Aims: Now you will learn an activity, which you can use to ice break during the first lesson to meet new learners in your teaching practice in future.

Procedure: Teacher writes a model for the poem on the board and then reads the example:

Model. Cinquain: a five-line poem	Example
Title: Use the person's name. Line 1: Give two adjectives describing the person. Line 2: Begin with an –ing verb that tells what the person does. Line 3: Begin with an –ing verb that tells what the person does. Line 4: Begin with an –ing verb that tells what the person does. Line 5: Use another word or name for the person.	Mrs. Mason Nervous but enthusiastic Trying to remember 150 new names and faces Shuffling from room to room Hoping we will enjoy this semester A new teacher to Mt. View.

Learners finish it on their own. They should create a poem about any person in the class. 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.

I.Main part

1. Theory

Teacher asks the following questions:

- Knowledge of forming subskills in teaching writing.
- Groups of exercises in teaching writing.
- Approaches to teaching writing in EL.
- Criteria of the National Standards for the level A1-A2 for teaching writing

1. Practical

Students present their mini-teaching activities for Level A1-A2 from Fly High.

III. Feedback

What information have you got from the seminar?

IV.Assessment

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

	Knowledge	Skill
86-100	Definitions of writing. 10 Samples of writing tasks (communicative) and exercises (graphic, calligraphy, orthography). National standards descriptors and content.	Handouts, visual aids, Internet, Power Point
71-85	7 samples	
55-70	3 samples	

V.Home task

To find extra information about the next lecture Teaching Writing

To study the course book by Jalolov J.J. "English Language Teaching Methodology" pp 205-207

To read descriptors to the content of teaching writing from National standards

To prepare a lesson plan from Fly High according to National standards

VI.Ending

"Thank you for the lesson! See you next time!"

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 30

Theme: Conducting writing lessons

Faculty: 1,2,3- English Faculty
Groups:
Date:
Time: 80 min
Aims:

Practical aim: to practice lesson planning for teaching writing for all stages of education

Educational aim: to widen learners' outlook and background, to teach students to love teaching by showing your own attitudes for students and teaching

Educative aim: to draw students' attention to teacher's fashion and hairdressing, speech and behavior by showing your own example

Equipment: handouts, standart , presidential decrees.

Lesson Outline:

I.Beginning

Aims of the seminar

II.Warm up

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
6. A k s c r 7. T b m o l 8. A k s c r 9. T b m o l 10. A k s c r	The Poem After killing a snake my brother cried and ran. The waves broke then and mountains frowned over long shadows 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

1.Theoretical

Teacher asks the following questions:

1.What is the structure of the writing lesson?

2.National standards for teaching writing for all stages of education.

I.Practical

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

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

VI.Assessment

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.	

VII.Home task

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

"Thank you for the lesson! See you next time!"

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

Seminar plan 31

Theme: The functions of the control of knowledge and its requirements

- Faculty: 1 English Faculty
- Groups:
- Date:
- Time: 80 min
- 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

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, 3nd 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 comprehencion 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%

Hometask

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
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SEMINAR PLAN 32

Theme: The system of tests and its types. IELTS, TOEFL

Faculty: 1,2,3- English Faculty
Groups:
Date:
Time: 80 min

Aims:

Practical aim: to check student's knowledge about information about forms of control and tests, to practice types of tests

Educational aim: To widen students outlook on the importance of teaching forms of tests, the content of Presidential decrees and standarts.

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

Equipment: handouts, standart , presidential decrees.

Lesson Outline

I. Beginning stage (1-2 min)
- Aims and tasks of the seminar

II. Warm up. (10 min)

Tell students that this time they are going to create stories in pairs. Tell them that one person in each pair should continue the story by giving a sentence in the past. The second person in each pair adds another sentence to the story and so on.

Begin the story by giving the first sentence.

e.g. T: Once I went for a holiday to the sea…
Student A: …and when I was walking along the coast I saw a strange bottle in the sand.
SB: …so, I picked up the bottle and saw that it had something inside…
SA: …

 ☺ (2 min) Stop the activity after about 3 min. Ask some students to say what their stories were about.

III. Main part

1.Theory.

Be divided into four groups and discuss the following questions.
What is the proficiency test? Give description.
What is the diagnostic test? Give description.
What is the placement test? Give description.
What is an achievement test? Give description.
What is an aptitude test? Give description.

2. Practical part.

Now I want to know how you understand the theme I will divide you four groups and you should make a test.

Feedback

2) What information have you got from today's seminar?
2. Chain game

Assessment

The dog and the meat- 20%

Answer for the question -40%

Making a test -40%

Hometask

1. You will pass on line examenglish test and next lesson you will bring the results.

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 33

Theme: Giving feedback and error correction

Faculty: 1,2,3- English Faculty
Groups:
Date:
Time: 80 min
Aims:

Practical aim: to teach students the structure of feedback, to explore the nature of errors/ mistakes and ways of dealing with them.

Educational aim: To widen students outlook on the importance of giving correct feedback and error correcting taking into consideration learner's perceptions.

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

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)

Explain to participants the topic of the session and ask them to come up with their associations with mistakes. Ask the following question and invite several responses from the group:

~ What is a mistake like? (*e.g. a disease, a defect in construction, an occasional but natural thing*)

Give your own example if necessary

III. Main part

Theory.

Participants watch a clip of an ELT specialist talking about different types of errors and different approaches to error correction. Ask participants to take notes of the talk using a special form and answer some questions.

1. What two types of error have been mentioned in the talk?
2. What is interlanguage?
3. Fill in the two missing words on a diagram drawn by the presenter:

Interlanguage

I----------I

_____ ? _____ ?

4. What traditional attitudes to error correction have been mentioned by the presenter?
5. What approaches to error correction have been suggested by the presenter?
6. Which new terms did you hear? Which ones would you like to

discuss?

7.Should we simply mark or provide feedback on your students' writing?

8. How often do you give positive (e.g. That's an excellent idea!) and constructive (That's a good argument but it needs a better support here. Why don't you build on it?) comments?

Practice

Now I want to know how you understand the theme .I'll put participants in pairs. Tell participants that they will have more practice in giving feedback. Give handout 1 to each pair. Tell participants to give feedback making sure their feedback is positive and constructive.

Handout 1

Task

Present a written argument or a case to an educated reader with no specialist knowledge

of the following topic:

Some people believe that computers are more a hindrance than a help in today's

world. Others feel that they are such indispensable tools that they would not be able

to live or work without them.

• In what ways are computers a hindrance?

• What is your opinion?

Use your own ideas, knowledge and experience and support your arguments with

examples and with relevant evidence.

You should write at least 250 words.

Nowadays computer technology is developing very fastly. The demand for

computers is growing day by day. Computers have advantage and disadvantage for

people. Advantages of computers, we can see in many spheres of life.

Firstly, with the computer programs many complex problems can be solved very easiely. (For example, calculating). It helps people to accomplish their duties faster.

Secondly, in many manifactures and plants the product or commodity is produced by robots which are ruled by computers.

Thirdly, people without any difficulties can exchange their informations with the help

of computer, I mean by Internet. It means globalisation. Computers become part of human life.

However, it has bad side also. Firstly, as I said above many factories and companies are using robots to produce goods. The workplace begin to decreas. Consequently, the unemployment emerges. For example, in many

developing countries unemployment starts to increase, because many companies are using robots.

Secondly, people addict to computers. They limited from society. They do not pay attention what happening around them.

Thirdly, computers make people very lazy. If the developing of computer

(programms) continues like that many works will be ruled or accomplished by computer programs. That makes people very lazy and they will not even try to learn anything.

Fourthly, computers are harmful for human health. For example, it is harmful to eyes. If a person addict to computer, he will pay attention to sport activities very little.

In conclusion part, I advise countries must produce limits for using from computers. It means people must use computers normally, not always. Computers must accomplish one part of duties not the whole.

(268 words)

Feedback

What information have you got from today's seminar? Check gained knowledge by chain game.

Assessment

Knowledge on theory- 0.25

Error correcting and feedback giving skills -0.25

Hometask

Learn the topic " Organizing self-studying process" source : Materials and methods in ELT by Jo McDonough , pp 245-268.

Ending

Conclude by saying that irrespective of the approach or error correction techniques, mistakes should not be regarded as punishable sins, and that they are a natural part of the language learning process. Discuss the negative impact of fear of making a mistake. Establish that error correction should really serve only one purpose: to facilitate students' learning.

Literature:

1. S.McCarter & J. Ash (2003) IELTS Testbuilder, Macmillan
2. Alex Ulko (2006)DUET module 1

SEMINAR PLAN 34

Theme: Organizing self-studying process

Faculty: 1,2,3- English Faculty
Groups:
Date:
Time: 80 min

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)

Show the picture of the taxi . Ask participants the questions below. Take answers to each question one at a time and comment and expand as necessary:

~ What are the roles of the passenger and the driver in the picture? Which of the roles is active/passive?

~ In a typical classroom situation in your institution, what role does a student have, passive or active?

~ How would you characterise such students?

Summarise the discussion by saying that the given metaphor shows a typical situation in universities. Point out that students are usually very dependent on their teacher and hardly ever make their own decisions about learning. They are often passengers rather than drivers. Tell participants that in this session they will discuss how to make students less dependent on their teachers and become more independent and responsible for their own learning.

III. Main part

Theory.

Ask participants the following question:

Why is it important to develop autonomy in learners?

Why individualize the classroom?

How do you cater for individual learner needs in your classroom in the future?

What life skills do learners acquire while learning FL?

What is the teacher's role in developing learner autonomy?

Practice

Read the case study and answer the questions below:

~ How does the student feel about his experience as a learner in the language

classroom?

~ What strategies/activities did the teacher use to help his students develop autonomy?

~ What other activities can help develop autonomy in learners?

So, after the conversation in the staff room I began to question my teaching and think how I could help my learners. Indeed, we can't expect them to be autonomous/independent learners if we don't help them to develop these qualities at university. I talked to other colleagues about this problem, read some articles and even interviewed some students! And then I remembered myself as a learner at university and one of my favourite teachers. I must say that I am very grateful to my university teacher because he taught me how to become a good learner.

It all started when our teacher gave us a test which helped me to define my preferred learning style. That was the first time when I began to think about my learning and to pay attention to how I learn things better. Later our teacher shared a syllabus with us and asked us to choose the areas that we would most like to work on. Thus, I defined my own learning goals and objectives. From time to time our teacher asked us to revise our objectives and think about the ways of achieving them. I felt very proud of myself when I was able to put a tick against a goal in my learning plan.

I think the turning point in my attitude towards my own learning, however, was when our teacher asked us to evaluate our own work. After we completed one of the tasks our teacher asked us to put marks for our work and to justify it. At first I was very generous to myself and put a good mark realising however, that it wasn't a very careful assessment of my work. The next stage of the activity was to share our self-evaluations with our partners. It was only then that I realised that I had to look at my work in the light of certain criteria. Later, I used this technique every time I completed a task. I then realised that I could check my own progress even without waiting for a teacher to do it for me!

I think this helped me in other subjects as well. Generally, that's how I later was able to learn Spanish and German and become an English teacher!

Task 2

Read the case study and answer the questions below:

~ What is the problem that both teachers discuss?

~ Do you find this situation familiar? Explain.

~ What advice would you give to the teacher in the case study?

Once I heard a conversation in the staff room between two of my colleagues who were complaining about their students being absolutely unable to make their own decisions about their learning.

One of the teachers complained that whenever he would ask his students to work in groups they wouldn't know what to do. He explained that it often happened that one group would find their way to complete the task very quickly but another one wouldn't be able to even to start without the teacher.

The other teacher agreed that she had a very similar situation and found out that her students didn't have any of the skills they need to work on their own. She said that when in class her students would ask many questions about the task and as soon as they left the classroom they seemed to forget everything! And according to the syllabus a certain number of hours was allocated for self-study!

They both complained in the end that our schools don't help students to become autonomous learners i.e. schools don't teach students how to take responsibility for their own learning both in and outside the classroom.

This conversation made me think about my own students and question myself what I as a teacher can do to help my students to become more autonomous, more independent. Is it possible at all to develop autonomy? If so, how?

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 35

Theme: Planning of the teaching process: Types of lessons, motivation, classroom management, discipline problems, teacher`s role

Faculty: 1,2,3- English Faculty
Groups:
Date:
Time: 80 min

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:

Features of the lesson	*Input opportunities*	*Practice opportunities*	*Receptivity opportunities*
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

Activities	*Results of Learning*		
	Knowledge	*Skills*	*Emotions*
1. Teacher's explanation			
2. Chorus drill after the teacher			
3. Opening the brackets in the grammar exercise			
4. Acting out real world situations			

5. Reciting a poem by heart			
6. Retelling the text			
7. Doing a multiple-choice test			
8. Problem solving activity			
9. Guessing game activity			

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

Lesson components	*On-line changes and reasons*
1. Syllabus	
2. Method (principles of teaching)	
3. Approach (theoretical basis)	
4. Atmosphere	
5. Input	

6. Practice opportunities	
7. Learner receptivity	
8. Techniques	
9. Materials	

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.

References and further reading

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 36

Theme: Foreign language lesson planning in all stages of continuous education

Faculty: 1,2,3- English Faculty
Groups:
Date:
Time: 80 min
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

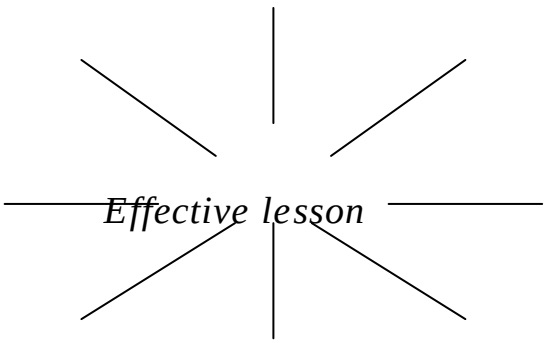
1. **Beginning stage (5 min)**

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).

Teaching ways	*M, E or ME*
A. Memorizing words	
B. Teaching to read through "phonics" (letter-sound relation)	
C. Find synonyms in the text	
D. Answer questions on the text	
E. Drilling grammar structures	
F. Communicative games	
G. Role-plays	
H. Group discussions	
I. Writing essays	
J. Problem solving	

(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**				
Teaching pronunciation					
Explanation of grammar					
Grammar drill					
Vocabulary build-up					
Developing speaking skills					
Developing listening skills					
Developing reading skills					
Developing writing skills					
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
	• 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.

Exploratory task 1.2

In the space provided describe how you understand the following lesson criteria

Lesson criteria	Comment
1. Organized lesson	
2. Goal-oriented process	
3. Learning opportunities	
4. Creating knowledge	
5. Creating experience	
6. Creating skills	
7. Learner interaction	

Input reading

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)**

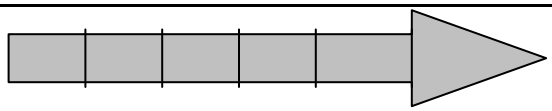
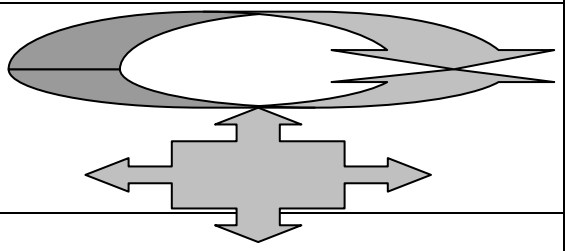
Exploratory task 1.3

In the space provided give the "pros" and "cons" of every lesson planning type

Lesson planning type	Pros	Cons
1. Logical line		

2. Topic umbrella		
3. Jungle path		
4. Rag-bag		

One of the major challenges that a teacher can face in preparing a lesson is designing the sequence of activities. **One of the most frequent models to sequence the activities in the lesson is the** stepping way. **It is a lesson with consisting of several logically organized activities as "steps towards a goal". Another model is the** convergent way **with a variety of different activities (e.g. developing grammar and vocabulary) all converging towards achieving a lesson objective. The third possible model is the** divergent way**, in which many objectives are pursued during one lesson.**

Stepping way	
Convergent way	
Divergent way	

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 8 9
b) Freeze frame **(stop playing the tape)**	
c) Role-play	

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
5. Woods, D. 1996. Teacher Cognition in Language Teaching. CUP
6. Woodward, T. 1995. Ways of Training. Longman
7. Wright, T. 1987 The Role of Teachers and Learners. OUP

SEMINAR PLAN 37

Theme: Organizing of compulsory courses and extra-curricular activities at all stages of continuous education

Faculty: 1,2,3- English Faculty
Groups:
Date:
Time: 80 min

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

3. What is the extracurricular work?
4. What is the role of extracurricular work in ELT?
5. How does extracurricular work stimulate students` desire to learn English?
6. Give the examples of interrelations of the extracurricular and EL class work.
7. How many groups of extracurricular activities are subdivided?
8. What did you learn from this seminar?

PRACTICE TASKS:

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 38

Theme: Observation card and action research

Faculty: 1,2,3- English Faculty
Groups:
Date:
Time: 80 min
Aims:

Practical aim: to help participants explore the nature of observation in teaching , to help participants explore the benefits of observation process and action research.

Educational aim: To widen students outlook on the importance of observation card, the content of Presidential decrees and standards.

Educative aim: The etiquette and culture of observing the lessons

Equipment: handouts, standard, presidential decrees.

Equipments: handouts, standart , presidential decrees**.**

Lesson Outline

I.Beginning stage (1-2 min)

- Greeting and checking attendance
- Introducing aims and tasks of the seminar

II. Warm up. (10 min)

Show a picture of a hairdresser and an apprentice who is observing her attentively and ask participants:

~ Why do you think the apprentice is observing the hairdresser?

Accept the answers and ask the whole group more questions (not necessarily all of them):

~ How did you learn to iron shirts/sew?

~ How did you learn to fix a broken chair?

~ How did you learn to cook/bake?

~ How did you learn to change a light-bulb?

Establish that observation has its place and role in many spheres of human life. It can serve many different purposes. Refer to participants' personal examples and say that when observation takes place, the one who observes is getting information for further consideration/usage. Emphasise the fact that observation, apart from many other purposes, is a tool for learning and development as was seen from the examples.

III. Main part

Theory.

~ 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

~ 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?

Assessment

Learner's knowledge about lesson observation and action research-0.25

Active participation in discussions -0.25

Hometask

Theme:Materials design. Evaluating course books. Source: Jo Mcdonough- Materials and methods in ELT. Pp1-3.

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 39

Theme: Material design: evaluating course books

Faculty: 1,2,3- English Faculty
Groups:
Date:
Time: 80 min
Aims:

Practical aim: Class work, Extracurricular Activities.

Educational aim: To widen students outlook on the importance of teaching forms of tests, the content of Presidential decrees and standarts.

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

Equipment: handouts, standart , presidential decrees.

Lesson Outline

I. Beginning stage (1-2 min)

- Aims and tasks of the seminar

II. Warm up. (10 min)

Ask participants what work they and their students usually do with reading texts.

Possible answers:

• read aloud and translate the text
• answer comprehension questions
• do vocabulary work
• retell the text

Tell students that now they are a group of intermediate learners who are going to
have a reading lesson.

III. Main part

Theory.

• What is the difference between extra-curricular activities from class ?
• What are the specific principles , types and forms of extracurricular activities .
• For what purpose are organized extracurricular activities at the main language ?
• What forms of work and forms of student assessment for elective classes ?

Practical part.

The method of «Six hats"

This game is played with 6 people, or 6 pairs, or 6 groups.

Select a certain topic for discussion.
Each participant is dealt one hat of a certain color. There are 6 of them:

Red Hat - Expressed emotion
Black hat - defined cons negative.
Yellow Hat - Determined positive features.
White hat - Expressed indifference.
Green Hat - Creativity, offers a variety of ideas.
Blue hat - Summative.

Feedback

Well in today's seminar we have content of teaching to write in the EL at school, lyceum and forming/developing writing competence at school, lyceum and college

Assessment

Answering the questions-50%
Active participation in discussions-20%
To make lesson plan-30 %

Hometask

To prepare modern ways of FL teaching writing (games, activities)

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

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

SEMINAR PLAN 40

Theme: Materials design: teacher-made and learner-made materials

Faculty: 1,2,3- English Faculty
Groups:
Date:
Time: 80 min
Aims:

Practical aim: to help participants develop criteria for evaluating materials , to give participants an opportunity to apply their own criteria in designing materials

Educational aim: To widen students outlook on the importance of materials design, the content of Presidential decrees and standards.

Educative aim: The etiquette and culture of designing materials

Equipment: handouts, coursebooks, standard, presidential decrees.

Equipments: handouts, standart , presidential decrees**.**

Lesson Outline

I.Beginning stage (1-2 min)

- Greeting and checking attendance
- Introducing aims and tasks of the seminar

II. Warm up. (10 min)

Ask participants the following questions and elicit answers after each question:

1. What materials do you use to teach your students?
2. Do you have to use certain course books in your institution? What are they?
3. Who chooses the books you use in your teaching?

Possible answers: 1. Books, magazines, newspapers, songs, etc. 2. Some teachers have to use certain textbooks (e.g. course books by Arakin or Bonk), while others do not stick to a certain textbook and are free to choose any material they like. 3. Teachers themselves, students, head of the chair, dean, vice-rector.

III. Main part

Theory.

~ What problems do you usually have with your course book?

~ What can you do if an exercise / a text / an activity is not what you want for your students?

How can you adapt a text if you feel that it is too long, boring, and difficult? E.g. this text from Arakin. (show the text on page 71 from the course book for the third- year students by Arakin.)

-What can you do if your textbook does not have enough practical grammar/ vocabulary exercises, pictures, cultural information, listening material or questions to discuss? ~ Where can you find additional materials?

Practice

Ask participants to work in the same groups as in Activity 1. Distribute one strip (A, B, or C) from handout 1 per group and at least one copy of 3 other course books. h Ask groups to evaluate the course books and select a course book for the specific group described in the handout. Ask them to be ready to justify their choice.

Handout 1, Profiles of students

A. You teach a group of first year students in the English Philology Faculty at the Uzbek State World Languages University in Tashkent. The subject you teach is Practice of Oral and Written Speech. The class lasts 4 hours once a week (100 hours per academic year). You should have a progress test (oraliq nazorat) each month. You prefer to discuss one topic a week. You want your students to have integrated skills classes but with greater focus on reading.

B. You teach a group of first year students of the Faculty of Economics at The National University of Uzbekistan. You have classes once a week for 2 hours – with 80 total contact hours over the year. You want to focus on a grammar point each lesson and to base your syllabus on a course book. Your students want to develop their grammar and vocabulary and their listening and reading skills. They are interested in reading extracts from English literature. You have done a survey and found out that most of your students are visual learners.

C. You have been selected as a tutor to a group of students who are preparing to take part in an English language competition. The tasks in the competition will consist of a grammar and vocabulary test, reading a text aloud and answering questions, writing argumentative and descriptive essays. They are mainly third-year students. They will have classes with you 4 times (8 hours) a week over 2½ months.

D. You are teaching at a private language school in the evenings. Most of your learners are adults who come to the class after their work. Most of them want to go abroad. They need to know how to survive there. They want to develop their speaking and writing skills in order to be able to communicate freely in a foreign country. In your group there are people of different learning styles. They do not like long instructions as they do not like reading very much.

Feedback

~ Which of these problems can a teacher solve by adapting and/or supplementing course book materials?

Write the answers the groups give next to the problem on the flipchart. See the example below. ~ Exercises are too short (not enough items for practice) – supplement (e.g. resort to Murphy)

~ Grammar and vocabulary is not contextualised – supplement (extra texts) or adapt by providing mini-contexts

~ Deductive, 'top-down' approach to grammar rules – supplement (present grammar in context) ~ Text is too long/too boring/too difficult/out of date/culturally inappropriate – adapt by easifying ~ Text is not authentic – supplement with extra material from newspapers etc

~ Not enough communicative activities – supplement (use resource books)

~ No visual material – supplement (bring in pictures, draw on the board, act out etc)

~ No listening material – supplement with appropriate listening material, if given listening material is difficult, adapt it appropriately

~ No progress checks – develop progress checks on the material taught

~ No pre-, while- and post- tasks for reading – supplement and/or adapt

~ Not enough opportunities for a variety of interaction – adapt (do traditional exercises in non-traditional ways, e.g. in groups or pairs)

Assessment

Learner's knowledge on material design -0.25

Active participation in tasks -0.25

Hometask

Theme:Materials design. Using ICT in materials design. Source: Jo Mcdonough- Materials and methods in ELT. Pp1-3.

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

SEMINAR PLAN 41

Theme: Materials design: Using ICT in materials design

Faculty: 1,2,3- English Faculty
Groups:
Date:
Time: 80 min

Aims:

Practical aim: to help participants develop criteria for evaluating materials , to give participants an opportunity to apply their own criteria in designing materials

Educational aim: To widen students outlook on the importance of using ICT in materials design, the content of Presidential decrees and standards.

Educative aim: The etiquette and culture of designing materials via ICT

Equipment: handouts, coursebooks, standard, presidential decrees.

Lesson Outline

I.Beginning stage (1-2 min)

- Greeting and checking attendance
- Introducing aims and tasks of the seminar

II. Warm up. (10 min)

Ask participants the following questions and elicit answers after each question:

1. What materials do you use to teach your students?
2. Do you have to use certain course books in your institution? What are they?
3. Who chooses the books you use in your teaching?

Possible answers: 1. Books, magazines, newspapers, songs, etc. 2. Some teachers have to use certain textbooks (e.g. course books by Arakin or Bonk), while others do not stick to a certain textbook and are free to choose any material they like. 3. Teachers themselves, students, head of the chair, dean, vice-rector.

III. Main part

Theory.

1. Is there an explicit statement of the goals of the language programme on which you work? If so, what are its primary aims? 2 If there is not such a statement, try to draft one that represents your own understanding of the goals.

2.How can you adapt a text if you feel that it is too long, boring, and difficult? E.g. this text from Arakin. (show the text on page 71 from the course book for the third- year students by Arakin.)

3.Try to decide what you think might be the most important factors to do with the learners and the setting for the situations you have chosen. For example, you may think that learners' proficiency levels, or attitudes to English, are significant, and that class size and resources are the key elements affecting the teaching situation.

4. Consider the kind of syllabus that might be selected as the most appropriate in each case, bearing in mind the stated learning purpose. It does not matter if you are not personally familiar with these kinds of teaching context. They are quite representative, and the task here is to practise applying and integrating some of the principles that we have been discussing in this chapter.

5.What can you do if your textbook does not have enough practical grammar/ vocabulary exercises, pictures, cultural information, listening material or questions to discuss? ~ Where can you find additional materials?

Practice

Divide participants into groups of 4. Distribute the text from the course book by Arakin, ('The Apple Tree' by J. Galsworthy, page 251, course book 3 by Arakin) or ask them to choose any text from the course book they use to teach their students.

Ask groups to adapt the text and prepare a photocopiable version of their work to present it to the whole group.

Distribute handouts to the 4 groups and tell them that they can use one of the strategies presented on the handouts.

Handout

TO SIR, WITH LOVE

by E. R. Braithwaite

Chapter 8 (Extract) Read the 4 parts of the text and complete the tasks.

Part 1 Each Friday morning the whole school spent the pre-recess period in writing their Weekly Review. This was one of the old Man's pet schemes: and one about which he would brook no interference. Each child would review the events of his school week in his own words, in his own way; he was free to comment, to criticize, to agree or disagree, with any person, subject or method, as long as it was in some way associated with the school. No one and nothing was sacred, from the Headmaster down, and the child, moreover, was safe from any form of reprisal. "Look at it this way," Mr. Florian said. "It is of advantage to both pupils and teacher. If a child wants to write about something which matters to him, he will take some pains to set it down as carefully and with as much detail as possible; that must in some way improve his written English in terms of spelling, construction and style. Week by week we are able, through his review, to follow and observe his progress

in such things. As for the teachers, we soon get a pretty good idea what the children think of us and whether or not we are getting close to them… You will discover that these children are reasonable fair, even when they comment on us. If we are careless about our clothing, manners or person they will soon notice it, and it would be pointless to be angry with them for pointing such things out. Finally, from the reviews, the sensible teacher will observe the trend of individual and collective interests and plan his work accordingly." On the first Friday of my association with the class I was anxious to discover what sort of figure I cut in front of them, and what kind of comment they would make about me.

Answer the following question and do the tasks: ~ What do you think students wrote about this teacher? ~ Find any disadvantages in the scheme from a student's perspective. ~ Find any disadvantage from a teacher's perspective.

Part 2 I read through some of the reviews at lunch-time, and must admit to a mixture of relief and disappointment at discovering that, apart from mentioning that they had a new "blackie" teacher, very little attention was given to me… It occurred to me that they probably imagined I would be as transient as my many predecessors, and therefore saw no point in wasting either time or effort in writing about me. But if I had made so little impression on them, it must be my own fault, I decided. It was up to me to find some way to get through to them.

~ What do you think the teacher will do next?

Feedback

~ Which of these problems can a teacher solve by adapting and/or supplementing course book materials?

Write the answers the groups give next to the problem on the flipchart. See the example below. ~ Exercises are too short (not enough items for practice) – supplement (e.g. resort to Murphy)

~ Grammar and vocabulary is not contextualised – supplement (extra texts) or adapt by providing mini-contexts

~ Deductive, 'top-down' approach to grammar rules – supplement (present grammar in context) ~ Text is too long/too boring/too difficult/out of date/culturally inappropriate – adapt by easifying ~ Text is not authentic – supplement with extra material from newspapers etc

~ Not enough communicative activities – supplement (use resource books)

~ No visual material – supplement (bring in pictures, draw on the board, act out etc)

~ No listening material – supplement with appropriate listening material, if given listening material is difficult, adapt it appropriately

~ No progress checks – develop progress checks on the material taught

~ No pre-, while- and post- tasks for reading – supplement and/or adapt

~ Not enough opportunities for a variety of interaction – adapt (do traditional exercises in non-traditional ways, e.g. in groups or pairs)

Assessment

Learner's knowledge on material design -0.25

Active participation in tasks -0.25

Hometask

Theme: Professional competences of foreign language teachers. Source: Jo Mcdonough- Materials and methods in ELT. Pp12-20.

Ending

That was all for today, next seminar we will discuss the given questions.

Used literature: Jo Mcdonough- Materials and methods in ELT.

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
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SEMINAR PLAN 42

Theme: Professional competences of foreign language teachers

Faculty: 1,2,3- English Faculty
Groups:
Date:
Time: 80 min
Aims:

Practical aim: to help participants articulate professional development activities that teachers can be involved in, to encourage participants to plan their future developmental activities.

Educational aim: To widen students outlook on the importance of learner's professional development.

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)

~ Is taking part in a conference a professional development (PD) activity?

~ Is reading a methodology book a PD activity?

~ Is talking to a colleague a PD activity?

~ Why do you think we use the term "continuous professional development"?

Establish that professional development of teachers should always be continuous because teachers, like other professionals, cannot really afford to stand still. Remind participants about the notions of 'horizontal and vertical development' from the session on facilitation. Say that teachers have to develop because there are external demands from society that should be considered by teachers when setting goals, planning the curriculum and delivering it. For example, teachers nowadays cannot ignore such a huge source of information as the Internet. Teachers need to know how to use it for teaching and learning because there are so many websites that teachers can consult for ideas, articles, lesson plans and other materials. There are many other examples. Elicit one or two from participants.

III. Main part

Theory.

Ask participants to consider the following four views on whether the teachers of English should develop their command of English. Put participants into groups of four or five. Distribute handout 1 to each

participant

SHOULD TEACHERS IMPROVE THEIR ENGLISH? Which of the following four statements do you find easiest to agree with? Why? What is your view on this? Discuss it with your colleagues.

In order to teach English properly, the teacher must have a perfect command of the language, like that of a native speaker. That means not only knowing grammar rules and vocabulary but also being able to use words, phrases and structures in different contexts of modern English. Teachers should therefore always work hard on improving their language. h The first thing teachers should know is grammar rules and vocabulary within the limits of their curriculum. If they can teach it properly to their students, it doesn't matter what level of English teachers have. Teachers should know how to teach their subject and should therefore focus only on this. h Teachers' command of English is not as important as their ability to guide their students. Knowledge of methodology is crucial, while knowing different subtleties of modern English use is optional. Teachers should know basic English but must concentrate first of all on how to make their students learn it. h Whatever level of English teachers have, they have to live with it. Of course, it would be nice if teachers had better command of English, but it is unrealistic to expect them to do any extra work in order to achieve it. Teachers should be thanked for doing their job and not forced to develop their language skills.

Practice

Tell participants to form a pair or a group with someone they work with at the same university. Say that you want them to think about their CPD activities for the next academic year. Ask pairs or groups to list possible things they can do together during the next year.

Invite participants to share their ideas with the whole group. Say that the trainers on the programme would be very interested in participating in and contributing to any activities that they have planned, so participants should keep the training team informed through the Professional Development Centre.

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

Be prepared for " Review" .

Ending

Teachers learn from many different things on their own – from working experience, from seminars and conferences, from the feedback they get from colleagues, from students and many more. However, any teachers' community will be more effective and successful if teachers are not afraid of sharing their best practices as well as their pitfalls with colleagues.

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
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SEMINAR PLAN 43

Theme: Review

Faculty: 1,2,3- English Faculty
Groups:
Date:
Time: 80 min
Aims:

Practical aim: to revise all the topics that have been learned, to help participants articulate professional development activities that teachers can be involved in, to encourage participants to plan their future developmental activities.

Educational aim: To widen students outlook on the importance of learner's professional development.

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

Dear participant,

We would like to know how far the The methodology of teaching foreign language subject met your expectations, and how useful you found it.

Your name (Optional) ……

City…….. Institution ……

1. How do you feel by the end of the two weeks? Tick 5 as many boxes as you like. Interested Worried Confused Excited Bored Comfortable Relaxed Other, please specify _____

2. Which session(s) did you find most useful for your teaching context? Please specify.

_____
_____
_____

3. Which session(s) did you find least useful for your teaching context? Please specify.

_____
_____
_____

4. How helpful did you find the team of trainers? Please comment.

_____

_____
_____

5. Did you feel comfortable working with other participants over the week? Please comment.

_____
_____
_____

6. What do you think about the handouts? All handouts were clear for me. I found some handouts difficult to understand. Please specify which

_____
_____

All handouts were difficult to understand. Please comment

7. How useful did you find the articles provided by the trainers? Please comment.

_____
_____
_____

8. How useful did you find programme audio and video materials? Please comment.

_____
_____
_____

9. Name three ideas/activities that you will share with your colleagues or use in your classroom upon your return to your institution.

_____
_____
_____
_____

_____ Are there any other topics that you would like the programme to focus on?

_____
_____
_____
_____

10. To what extent did the programme meet your expectations?

Fully Partially Not at all

Comments_____
_____
_____
_____

11. How would you rate the programme organisation in terms of…?

Excellent Good Poor Comment Timing (start and finish time, breaks)

_____
_____ Resources (books, articles, internet)
_____
_____ Organisational issues

(accommodation, travel, etc) _____
_____

Social programme

_____
_____
____

12. Would you recommend this programme to your colleague? Why/Why not?

_____
_____
_____

13. Any other suggestions for improvement?

_____
_____
_____

Thank you for your cooperation! ☺

Ending

Teachers learn from many different things on their own – from working experience, from seminars and conferences, from the feedback they get from colleagues, from students and many more. However, any teachers' community will be more effective and successful if teachers are not afraid of sharing their best practices as well as their pitfalls with colleagues.

Reference

1. Jalolov J., Makhamova G., Ashurov Sh. English language teaching methodology. "Fan vatexnologiya" nashriyoti, Tashkent 2015
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4. Professional Development for Uzbekistan English Teachers Training Toolkit Module 1, 2. Тошкент – 2009

ЎЗБЕКИСТОН РЕСПУБЛИКАСИ ОЛИЙ ВА ЎРТА МАХСУС ТАЪЛИМ ВАЗИРЛИГИ

Ўзбекистон Давлат Жаҳон Тиллари Университети

Замонавий Педагогик Технологиялар Методикаси

Чет тил ўқитиш методикаси фани бўйича 5111400 – Хорижий тил ва адабиёти (роман-герман филологияси) - бакалавр йўналиши талабаларига мустақил ишларни ташкил қилиш бўйича методик кўрсатмалар

Тошкент - 2016

Чет тил ўқитиш методикаси фанидан бакалавр талабаларига мустақил ишларни ташкил қилиш бўйича методик кўрсатмалар 5111400 – йўналишидаги 3 курс талабаларига мўлжалланган. Ушбу кўрсатмалар талабаларнинг мустақил ишларини услубий жиҳатдан тўғри ташкил этишга қаратилган. Мазкур кўрсатмалар ЎзДЖТУнинг Илмий кенгаши _____ сонли баённомаси асосида тасдиқланган.

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КИРИШ
УМУМИЙ ҚОИДАЛАР

Ҳозирги пайтда мустақил ишлаш услуби таълим тарбия жараёнида муҳим ўрин тутади. Методикадан мустақил ишларни ташкил қилиш бўлажак ўқитувчиларни касбга тайёрлашда катта аҳамиятга эга.

Ўзбекистон Республикаси Вазирлар Маҳкамасини 2005 йил 21 феврал таълим стандартларини тасдиқлаш тўғрисидаги 34 сон талаба мустақил ишларини ташкил этиш қарорига мувофиқ кадрлар тайёрлаш сифатини назорат қилишда талабаларнинг мустақил ишларини ташкил этиш, назорат қилиш ва баҳолаш тартибини белгилайди.

Талабанинг мустақил иши ўқув режасида тиллар ўқитиш методикасини ўзлаштириш учун белгиланган ўқув ишларини ажралмас қисми бўлиб, у услубий ахборот ресурслари жиҳатдан таъминланади ҳамда рейтинг тизими асосида назорат қилинади.

Мустақил ишлашни талабаларда шакиллантириш, ўқитувчидан ҳам ушбу малакаларни талаб этади. Шу сабабдан чет тили ўқитиш методикасидан мустақил ишларни ташкил қилиш, университет ва институтларда кенг йўлга қўйилса, мақсадга мувофиқ бўлар эди. Ўқув дастури ва илмий ишларда бундай ишларнинг зарурлиги қайд қилинган бўлиши керак.

Талаба мустақил ишининг мақсадлари.

Талаба мустақил ишининг асосий **мақсади** – ўқитувчининг раҳбарлиги ва назорати остида талабада тиллар ўқитиш методикаси бўйича, мустақил равишда билим, малака ва кўникмалар шакллантириш ва мустаҳкамлаш ҳамда мустақил фикрлашга, бир қарорга келишга, методик вазифаларни ҳал қилишга ўргатишдир.

Талаба мустақил ишининг **вазифалари.**

► тиллар ўқитиш методикасидан бир нечта мавзуларни мустақил равишда ўзлаштириш кўникмаларини ривожлантириш;

► методик адабиётлардан, маърузалардан ҳамда интернет тармоқларидан керакли маълумотларни топишда қуллай усуллар ва воситаларини аниқлаш;

► интернет ва кафедрадаги маърузалардан самарали фойдаланишни ўрганиш;

► интернет тармоғидан чет тиллар ўқитиш методикаси бўйича янги педагогик технологиялар, интерактив метод ҳамда коммуникатив методлар бўйича тилларни ўқитишдаги янги усуллар, шаклларни излаш;

► дарсни мавзу, мақсад, вазифаларини танлай, белгилай олиш;

► дарс босқичларини, уларда қилинадиган ишларни аниқлай олиш;

► ўргатиладиган тил материалларини (фонетика, лексика, грамматика) миқдорини аниқлай олиш, уларни ўргатиш, семантизация қилиш метод, усулларини, машқларини танлай олишга, ўргатишни ташкил қилиш;

► ўргатиладиган нутқ материалларини, нутқ фаолияти турларининг структураларини (тинглаш, гапириш, ўқиш, ёзув бўйича) ўқитиш методикасини ишлаб чиқиш;

► тақвим-мавзуий ва кундалик дарс режасини тузиш;

► техник воситалар қўллашни ташкил қилиш ва амалда ишлатиш;

► турли ўқув воситаларини тайёрлаш;

Талаба мустақил ишининг ташкилий шакллари.

Тиллар ўқитиш методикаси бўйича мустақил ишлар икки гуруҳга бўлинади:

1. Ўқитувчи раҳбарлиги остида бажариладиган ишлар.
2. Талабаларнинги қизиқишлари бўйича ўзлари учун қилинадиган ишлар.

Биринчиси дарс жараёнида ва дарсдан ташқари вақтда олиб борилади. Дарс жараёнида қилинадиган мустақил ишларга қуйидагиларни киритиш мумкин:

♦ дарс фрагментларини талабалар олдида назорат остида ўтказиш;

♦ дарсликлардаги машқларни нутқ фаолияти турлари бўйича таҳлил қилиш ва уларни амалда презентация қилиб кўрсатиш;

♦ ёзилган рефератларни амалий дарслар охирида муҳокама қилиш ва бошқалар.

Иккинчиси талабаларнинг қизиқишлари бўйича қилиниши мумкин бўлган ишлар:

♦ ўрта мактаб шароитида ўргатилиши керак бўлган мавзулар бўйича матнлар тузиш;

♦ кўргазмали қуроллар тайёрлаш;

♦ интернет тармоқларидан чет тилларни ўргатишнинг янги шаклларини топиш;

♦ грамматик, лексик ва орфографик машқларини тузиш;

♦ синфлар бўйича билим, малака ва кўникмаларни текшириш учун тестлар тузиш;

Тиллар ўқитиш методикаси кафедраси дастурида 38 соат мустақил иш мавзуларига ажратилган. Мазмуни ва ҳажми ҳақида маъруза ва семинар дарсларида ўқитувчи ахборот беради.

Тиллар ўқитиш методикаси бўйича нашр этилган дарсликларда, маърузаларда ва семинар дафтарларида мустақил иш бўйича ахборот берилган. Уларнинг ташкилий шакллари, тест ва топшириқлар вариантлари, ишлаб чиқилган ва факультет услубий кенгашида тасдиқланган.

Тиллар ўқитиш методикасидан мустақил ишларни бажариш бўйича талабаларга методик қўлланмалар рўйхат берилади ва маърузаларда тавсиялар берилади.

Талабаларнинг мустақил ишлари қуйидагилардан иборатдир:

- мустақил ишлар илгаридан қатьий режалаштиришдан;
- мустақил ишларни ташкил қилиш босқичлардан;

- мустақил ишни бошқариш усулларидан;
- мустақил ишни текшириш, назорат қилишдан.

Чет тили методикасидан бўлган мустақил ишлар тизимини 2 типга бўлиш мумкин.

I тип. Мустақил ишларни ўтказиш, бажариш, ўрни, жойи бўйича ташкил этиш.

Бу типдаги мустақил ишлар қуйидаги турларда бўлади:

1. Талабаларнинг маъруза, семинар ва амалий машғулотлар жараёнида қилинадиган мустақил ишлари.
2. Лабораторияларда бажариладиган мустақил ишлар.
3. Амалиёт даврида университет, институт, лицей, коллежларда ва мактабларда бажариладиган мустақил ишлар.
4. Амалиёт даврида уйда қилинадиган мустақил ишлар.

II тип. Мустақил ишларни мазмуни бўйича.

Бу типдаги мустақил ишлар қуйидаги турларда бўлади.

1. Ўз-ўзини текшириш саволларига жавоб бериш бўйича ишлар.
2. Дарс фрагментларини мустақил тайёрлашдаги ишлар.
3. Методик вазифаларни мустақил ечиш бўйича ишлар.
4. Семинар, доклад учун адабиётлардан фойдаланиб конспект қилиш, докладларга тайёрлашдаги мустақил ишлар.
5. Доклад, курс иши, малакавий ишлар ёзиш давридаги мустақил ишлар.

Юқорида кўрсатилган методикадан мустақил ишларни ўқитувчи раҳбарлигида ҳамда мустақил ёзма, оғзаки ташкил қилиниши, ўтказили мумкин.

Талаба, уйда ўз-ўзини текшириш учун берилган топшириқларни бажариш мустақилликка ўргатади. Бу ишни талаба ўқитувчининг ёрдамисиз бажаради. Бу унга бу ерда маърузада кўрсатилган адабиётлар таянч ролини ўйнайди. С. Ф. Шатилов, Г. В. Рогованинг методика бўйича қўлланмаларида ўз-ўзини текшириш саволлари берилган. Улар методиканинг назарий асосларидан, тил материалларини, нутқ фаолиятининг турларини ўргатиш, педагогик жараённи ташкил қилиш бўйича келтирилган.

Қўлланмаларда бундай вазифалар бўлмаган тақдирда уларни маърузачининг ўзи тузиши мақсадга мувофиқдир. Топшириқлар мумкин қадар муаммоли бўлса талабаларни фикрлашга, ўйлашга, мустақилликка ун-дайди. Талаба уйда семинарлар саволлари учун берилган адабиётларни мустақил конспект қилиши, саволларга жавоб топиши керак.

Конспект қилиш асосан берилган мавзу бўйича материалларни, маълумотни адабиётдан топа билиш, ўқиб мазмунини тушуниш, қийин жойларни таҳлил қилиш, қайтадан ўқиш, сўнг эса жавоб бераётганда керакли жойлардан фойдаланиш учун тезис шаклида қисқа эсда қолганини ёзишдир.

Талаба уйда чет тили дарси фрагментлари, тил материалини, нутқ фаолияти турларини ўргатиш, машқ бажариш, воситаларни тайёрлаш каби мустақил ишларни бажариб, уларни аудиторияда амалда қўллаб кўрсатиши керак.
Талаба методик вазифаларни ўзи мустақил ечади, жавобини ўқитувчига кўрсатиши ёки университет аудиториясида ўқитувчи раҳбарлигида бажаради.
Талаба доклад, малакавий иш, диплом иши учун материаллар йиғиши, конспект тузиши мумкин. Уларга тайёрланиш, ёзиш ўқитувчи раҳбарлигида амалга оширилади. Ўқитувчи мустақил ишни бажаришда йўл-йўриқлар кўрсатади раҳбарлик қилади.
Талаба институт лабораториясида ўқитувчи раҳбарлигида ёки ўқитувчи раҳбарлигисиз, ўз-ўзини текшириш саволларини, маърузаларнинг методик вазифа-топшириқларини, дарс фрагментларини тузиш, фонограммаларни мустақил тинглаши, ўз-ўзини текшириш саволларига жавоб бериши, методик топшириқларни мустақил ечиши, жавобини ёзиши керак.
Талаба кузатган дарс фрагментлари асосида ўзи мустақил фрагментларни тузиши, ўзининг дарс фрагментини тузиши ва унинг камчиликларини мустақил аниқлаши керак.
Талаба маъруза, семинар, амалий машғулотларга тайёрланиш жараёнида қисман ўқитувчининг ёрдамида, мустақил ишларни бажаради. Талабалар маърузачининг саволларига жавоб бериши, хулоса чиқариши, семинарда, амалиётда дарсларнинг мавзусини, мақсад, вазифаларини белгилай олиши, ўргатиш, метод, йўл, усулларини аниқлай олиши, уларни мустақил амалга ошириши ва дарс фрагаентларини ишлаб чиқишлари керак. Дарс фрагментларини амалда, мустақил ишлаб чиқиши керак. Талаба 4-курс амалиёти даврида уйда, мактабда, синфда мустақил ишлар бажаради, мустақил тақвим мавзуи бир соатлик дарс режасини тузиши, техник воситаларни, фонограммани, синфдан, мактабдан ташқари ишлар ўтказишни тайёрлаши керак.
Талаба мактабда, синфда дарс бериш, таҳлил қилиш, консультация ўтказиш, тарбиявий ишлар, суҳбатлар ташкил қилиш каби мустақил ишларни бажариши керак.

Талаба мустақил ишининг ахборот таъминоти.

► Тиллар ўқитиш методикаси бўйича мустақил ишлар кафедра ўқитувчилари томонидан тузилади ва кафедрада тасдиқланган бўлиши керак.

► Тиллар ўқитиш методикаси кафедраси бўйича мустақил ишларни бажариш учун ахборот манбаалари, дарсликлар, ўқув ва методик қўлланмалар, маълумотлар тўплами тайёрланган ва талабалар таъминланган бўлиши керак.

► Кафедра мудири, доцентлари ва катта ўқитувчилари томонидан мустақил ишларни бажариш воситалари белгиланган бўлиши керак.

► Кафедра мудири, факультет декани, университет раҳбариятига (ўқув бўлимига) мунтазам равишда интернет тармоғидан талабалар самарали фойдаланишлари тўғрисида ахборот бериб туришлари керак.

Талаба мустақил ишини назорат қилиш ва баҳолаш қуйидагиларга боғлиқ:

● тиллар ўқитиш методикаси кафедраси ишчи дастурида талабалар учун шахсий иш режаларидаги соатларга;

● семинар-практикум юзасидан мустақил ишлар мавзулари ва уларни бажариш шаклларига;

● талабаларнинг битирув ишлари ва магистрлик диссертациялари соатларига;

● мустақил ишларни бажаришга ўргатиш ва назорат қилиш учун кафедра ўқитувчиларини методик ёрдам ва консультацияларига.

Талаба мустақил ишини назорат қилиш ва баҳолаш қуйидагиларни талаб этади:

▼ мустақил ишлар бевосита ўқитувчи раҳбарлигида олиб борилиши керак;

▼ талабаларнинг мустақил ишлари ишчи дастурда қайд этилиши, рейтинг баллари аниқланган ва белгиланган бўлиши керак;

▼ тиллар ўқитиш методикасидан мустақил ишларнинг ҳар-бирига баллар ажратилган, кафедра йиғилишида тасдиқланган, ҳамда мустақил ишларни бажариш талабаларга олдиндан маърузаларда айтиб ўтилган бўлиши керак;

▼ тиллар ўқитиш методикаси кафедраси бўйича қилинаётган ишлар натижалари талабалар гуруҳларида, кафедра йиғилишида мунтазам равишда муҳокама қилиб борилиши керак;

▼ тиллар ўқитиш методикаси кафедраси бўйича тайёрланган талабаларнинг мустақил ишлари, рефератлари, методик ишланмалари ўқитувчиларга топширилиши ва кафедрада сақланиши керак;

▼ мустақил ишлар мавзулари келажакда ишлатилиши учун талабаларнинг ўзларида қолдирилиши керак.

Назорат қилиш мезонлари.

Тиллар ўқитиш методикасидан мустақил ишларга 10 та мавзу ажратилган. Шулардан 4 таси реферат шаклида ва 6 таси қилиб ўрганиш шаклида. Адабиётлар маърузачилар томонидан берилади.

Мустақил ишларни бажариш ва конспект қилиш шаклидаги ишлар учун 3 соатдан, 24 соат ажратилади. Рефератларга эса 7 соатдан ажратилади (14б), жами 38 балл. Ҳар бир мустақил ишга 1 баллдан назорат балли берилади. Тиллар ўқитиш методикасидан маъруза ва семинар машғулотлари (20+20) 4 ой давом этади. Шу 4 ойдан биринчиси мавзуларни ёздириш, адабиётларни бериш, қўшимча адабиётларни танлаш, уларни топиш ва кўз югуртириб ўқиб чиқишга мулжалланади, яъни ўқитувчи томонидан назорат қилишни мумкин эмас.

Иккинчи ойидан бошлаб назорат бошланади. Рефератлар учун 2 баллдан, агарда талаба ёзган ва тайёрлаган ишларини кўрсата олса конспектлар учун 1 баллдан баҳоланади.
Учинчи ойда ҳам худди шундай ишлар ва баллар қўйилиб борилади, ва талаба ўз ишларини қўлёзма шаклида кўрсатиши керак.
Тўртинчи ойда талаба ишларини топширса ва ўқитувчи томонидан ижобий баҳо олса конспектлар учун 1 балл, рефератлар учун 3 баллгача мазмунига қараб бахоланади.
Рефератлар кафедрада 6 ой сақланади, конспектлар эса талабаларнинг ўзларига қайтариб берилиши керак. Рефератларнинг бир нусхаси талабаларда қолиши мумкин.

Мустақил ишларни бажариш ва назорат қилиш

№	Ишсҳи ўқув дастурининг мустақил таълимга оид бўлим ва мавзулари	Мустақил таълимга оид топшириқ ва тавсиялар	Бажарилиш муддати	Хажми (соатда)	Балл
1.	Тил ўқ..зам.тех. наз.асос. Чет т.ўқ.зам. тех. яқ. фан. б-н алоқ. Чет т.ўқ.зам. тех. мақ.маз. Чет т.ўқ.там. мет.вос.ўқ.мет.тўплам – мултимедия тўплами.	Конспектни кўрсатиш, маъруза қилиш	Сентябр	10	1
2.	Янги педтехнологиялар, Технология турлари, методлар бўйисҳа методик адабиётлар ва интернетдан фойдаланиб материаллар йиғиш	Конспектни кўрсатиш, маъруза қилиш	Октябр	10	1
3.	Шахсни фаоллаштириш. Лойиҳалаштириш методи.Кластер методи. Инсерт стратегияси.	Тақдимот қилиш	Ноябр	10	1
4.	Роли ўйинлар, Билишни хохлайман методи, Давра суҳбати, Ақлий ҳужум методи.	Тақдимот қилиш	Декабр	10	1
5.	Ишбоп ўйин методи, Муаммоли вазият методи, Баҳс-мунозараметоди.	Тақдимот қилиш	Январ	10	1
6.	Darslik asosida talaffuzni, leksikani, grammatikani o’rgatishga қаратилган машқларни амалда ишлаб сҳиқиш, қўллашни ёзиб кўрсатиш.	Тақдимот қилиш	Феврал	10	1
7.	Дарслик асосида тинглаб тушунишни, гапиришни, ўқишни, ёзувни ўргатишга қаратилган машқларни амалда қўллашни ишлаб сҳиқиш, ёзиб кўрсатиш	Тақдимот қилиш	Март	12	1
8.	Дарсликлардаги (1-9 синфлар) маълум мавзуга тест топшириқларини тузиш, ёзиб кўрсатиш	Тақдимот қилиш	Апрел	12	1
9.	5-9 синф дарсликларидан фойдаланиб мавзуий-тақвим режа тузиш, ёзиб кўрсатиш	Тақдимот қилиш	Май	10	1
10.	Маълум бир мавзуга бир соатлик дарс режасини тузиш, конспектини ёзиш	Тақдимот қилиш	Июн	12	1
	Жами			106	10

МАЪРУЗА УСТИДА МУСТАҚИЛ ИШЛАШ

Талабанинг мустақил иши асосан тинглаган маърузаси устида ишлашдан бошланади. У 3 босқични ўз ичига олади:

1. Маъруза тинглаш ва уни конспект қилиш.
2. Кейинчалик маърузани қайта кўриб чиқиш ва таҳлил қилиш.
3. Навбатдаги маърузага тайёрланиш.

Талаба маъруза тинглаганда ўйлаб, ундаги фикрларни, тезис шаклида ёзиб олиши лозим. Маърузада талабалар бутун диққатини уни ёзишга қаратмай, унинг иштирокчиси, баҳсда қатнашувчиси бўлиши ҳам зарур, маърузанинг бундай бўлиши маърузачига боғлиқдир.

Талаба маърузани кейин қайтадан кўриб чиқиб таҳлил қилиши, ёзиб ололмаган жойлар бўлса, тўлдириши, ёзилган фикр, тезисларни таҳлил қилиб, идрок қилиши, унга мустақил фикр билдириши, шу мавзуни дарсликдан ёки қўлланмадан кўриб, танишиб, билимини кенгайтириши, навбатдаги маърузага тайёрланиши лозим.

Навбатдаги маърузага тайёрланиш эса олдинги маърузани кўриб чиқиш, кейинги маърузанинг мавзусини билиш у билан дарслик ёки қўлланма орқали танишишдир. Ҳозирги пайтда маъруза муаммоли бўлиши талаб қилинади. Бу эса талабалардан мустақилликни тақозо қилади.

ТАЛАБАЛАРНИНГ СЕМИНАРЛАРГА ТАЙЁРЛАНИШДАГИ МУСТАҚИЛ ИШИ

Бу иш кўпинча университетда, институтда, уйда ўқитувчи иштирокисиз ўтади. Бу эса талабадан кўп ишни талаб қилади. У семинарнинг назарий саволларига жавоб бериши, конспект учун керакли адабиётларни топиши, конспект қилиши, мустақил фикрлаш ва амалий қисмини дарсликлар бўйича тайёрлаши зарур. Бундай ишни ижобий ҳал қилишда дарслик, қўлланма-ларнинг мавжудлиги, она тилида бўлишлиги, ёрдамчи қўлланма воситаларни ишлаб чиқилганлиги муҳим ўрин тутади.

Бу ерда асосий иш адабиётларни конспект қилиш, конспект қилишга ўрганишдир. Бу эса мустақил иш малака, кўникмаларини талаб қилади. Конспект қилиш, китобдан ўқилган, таҳлил қилинган мавзуни, материални, маълумотни эсда қолганини, кераклисини қисқартириб ёзишдир. Бунинг учун матнни ўрганиш керак. Бундай ишга талабаларни ўқитувчилар ўргатиши керак. Конспект қилиш бу:

- материални кўз югуртириб ўқиб чиқиб танишиш;
- мавзуни, материални ўқиш, таҳлил қилиш, тушуниш;
- эсда қолган керакли жойини қисқа ёзишни талаб қилади.

Талаба мустақил конспект қилиши орқали режа-конспект, тезислар, аннотациялар, тақризлар ёзишга, рефератлар, докладлар, малакавий ишлар тайёрлашга ўрганади.

Ҳозирги пайтда малакавий иш ёзиб, ҳимоя қилиш кенг йўлга қўйиляпти. Бу эса конспект қилиш малакасини ўргатишни тақозо қилади. **Талаба семинар машғулотнинг амалий қисмига тайёрланаётганда:**

♦ дарсликдаги аниқ дарс мавзусининг, вазифасини аниқлаши;

♦ аниқ дарс учун жиҳозларни танлай билиши, мустақил тайёрлай олиши;

♦ дарсликдаги аниқ янги лексик, грамматик, фонетик материалларни ўргатиш, киритиш, метод, усулларни танлай билиши, уларни амалда қўллай олиши;

♦ нутқ фаолияти турлари устида ишлаши, дарс фрагментларини ишлаб чиқиши каби мустақил ишлаб чиқиш

THE MINISTRY OF HIGHER AND SECONDARY SPECIAL EDUCATION OF THE REPUBLIC OF UZBEKISTAN

THE UZBEK STATE WORLD LANGUAGES UNIVERSITY

MODERN PEDAGOGICAL TECHNOLOGIES DEPARTMENT

Methodical guidelines
for writing and defense of the Course Paper

Tashkent-2016

This methodical guidance was developed on the basis of the “Decree about Education”, “National Program of Personnel Training” and the laws and decrees of the Ministry of higher and secondary special education of the Republic of Uzbekistan and it prescribes the procedures for writing and defending course papers on special subjects.

Foreign language teaching methodology – Tashkent: UzSWLU 17 p.

Authors:

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Methodical guidelines is approved at the session of the Coordinating Council on teaching-methodical unions work of Higher and Secondary Special Education, the report number № 1 on August, _27 ___2016.

The curriculum is recommended by the Scientific Council of Uzbek state world languages university, the report № 1 on August, _27 ___2016.

In the teaching-methodical complex the educational technology is presented on the discipline "Methods of teaching basic language and modern technology."

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INTRODUCTION

The Course Paper is an individual work that is to be drawn up and submitted in writing and in which the student carries out a practical study based on the acquired knowledge, skills and abilities. The student demonstrates his/her skills of applying the acquired theoretical knowledge in formulating and finding solutions to practical problems, justifying the actuality of these problems, coming to analytical conclusion and putting forward suggestions for practical action.

The Course Paper is the basis work, which will assist in students' further writing scientific articles and diploma paper.

The main aim of the Course Paper is improving students' scientific problem solving skills on chosen theme. Thus, preparation and defense of the Course Paper is regarded as the main process of students' scientific-theoretical activity.

The objectives of the Course Paper are the following:

- To widen student's theoretical knowledge and skills in Teaching Foreign Languages Methodology;
- To develop student's experience in applying academic knowledge and implementing it in practice;
- To teach students to solve professional problems;
- To raise student's awareness on classifying theoretical books and analytical materials related to practical activities;
- To teach students how to use supplementary and practical materials for scientific purposes.

PREPARATION: Choosing the topic

Students choose the Course Paper theme from the list of the given themes which have been approved by the academic staff of the Modern Pedagogical Technologies Department.

Requirements for the structure of the Course Paper:

- It must be an independent research on a particular actual issue.
- It must be accurate and organized in logical sequence. The research results, conclusion and author suggestions must be presented in a clear way.
- The scientific methodological statement must be correctly presented (justify the topicality of the research, set aims, define the object and the subject of the work, show the tasks correctly, emphasize the methods of the research, formulate the conclusion);
- It must have a clearly compiled a list of literature and used sources.

The Course Paper has the following structure:

- Cover page;
- Contents (plan);
- Introduction (scientific methodological statement);
- Two chapters;
- Conclusion;
- Bibliography;
- Appendix.

Recommended volume of the Course Paper in is 30-40 pages.

The recommended structure for the Course Paper is the following (% from the total amount of the pages):

- introduction 5 – 7 % (3 pages)
- body 80 – 85 % (30 pages)
- conclusions 5 – 8 % (2 pages)

Text formatting:

The Paper should be accurate and neatly organized. It must have appropriate graphic layout and formatting and must comply with the following requirements:

- use A4 standard paper sheets;
- justify the text on both sides leaving the following margins: 3sm on the left, 1,5 sm on the right, 2 sm at the top and the bottom;
- in the body of the text use size 14 letters, for chapter headings – size 16, for subchapter headings – size 14;
- use *Times New Roman* font;
- use spacing 1.5 between the lines;
- indent the first line of the paragraph (1.25cm);
- graphs, tables and pictures – black and white, without color fill.

The reference is inserted in parentheses and indicates only the author's surname, the publication year of the issue and the page or pages which have been used. Numeration of the pages starts with the title page. However, do not show the page number on the title and contents page. Show page numbers in Arabic figures in the middle of the page.

Requirements for the content of the Course Paper

The cover page is the first page and contains the name of the Ministry, the name of the university, the theme of the Course Paper, the student's full name, group number, faculty and the scientific advisor's full name, his/her scientific degree and the academic position, signatures, place and time when the research has been performed.

The Contents page indicates all parts of the Course Paper – introduction, chapters, subchapters, conclusions, bibliography and appendix. The wording of the chapters and subchapters in the contents page and in the text must be identical.

The introduction is the general scientific methodological statement of 3-5 pages revealing the problem being researched and must contain the following structural elements:

- Description of the problem,
- Justification of the actuality of the research,
- The main aim of the Course Paper,
- Objectives which are linked to the main aim of the Course Paper,

- The object and the subject of the scientific research,
- Choice of the research methods in accordance with the objectives of the Course Paper.

The main task of the Body part of the Course Paper is to provide a theoretical and practical justification of the problem in a systematized way and it consists of 80-85% of the whole work. The Body part is divided into 2 Chapters.

The first chapter is the theoretical part including comparison of different theories and factual material on the basis of which the research has been done. During the theoretical analysis the student cannot use only ideas and opinions expressed by other authors – the author's own evaluation and conclusions must be included. In the theoretical part of the research the literature and information sources play a very important role.

The second chapter is the most essential and it is considered as the practical part where the student gives the practical evaluation of the solution to the problem. It is developed based on the information, already described in the theoretical part.

It is necessary to include two paragraph summaries at the end of the each chapter which formulate the main ideas of the chapter.

Conclusion part consists of 3 pages and it should be directly linked with the aims and the objectives of the Course Paper. It must reflect the actuality of the research and its practical significance while demonstrating the author's contribution to the research of a particular problem.

Bibliographic list includes references to all books, articles, texts and other sources which have been used in the course paper and they must be organized according to the given order (Appendix # 3).

Requirements for submitting the course paper

The submission deadline of the course paper is appointed by the stuff of Modern Pedagogical Department and approved by the Dean Office. The Course Paper must be submitted on time, complying with the deadline appointed in the individual deadline schedule. After the deadline it will not be accepted.

The text must be written in the scientific language, correctly and neatly, while observing the following:

- language should be precise, clear, logical and specific;
- a new idea must be written in a new paragraph;
- a new chapter must be written on a new page following the logical sequence of chapters;
- the number (in Roman figures) and the name of each chapter must be indicated;
- the number (in Arabic letters) of the subchapters must be indicated

According to the scientific style of the Course Paper it is not advisable to use the pronoun "I". Furthermore, it is even more inappropriate to substitute "I"

by "we", which can create an impression that the author does not want to hold responsibility for his/her own words. Instead, the student may use the terms "the researcher, the author". It is recommended to use 3rd person singular, to use passive voice.

The usage of the scientific resources

For effective completing of the Course Paper one of the most important requirement is to study deeply the existed literature on the chosen topic. The student must stud carefully the scientific journals, official sources, scientific books, articles, dissertations, conference manuals related to his/her topic. Student during investigation process should focus mostly on topic related chapters, paragraphs of the scientific sources. Besides that, it is recommended to conduct independent social research as observations and survey (questionnaire).

The Course Paper should be bounded before the defense day. It must be submitted to the Modern Pedagogical Technologies Department together with the CD (electronic version of the Course Paper).

Responsibilities of the scientific advisor

The Course Paper must be thoroughly checked by the scientific advisor before signing according to the structure and the content criteria presented above. The quality of the Course Paper is under the responsibility of the experienced scientific advisor and the student himself/herself. One scientific advisor can work with 25 students.

The advisor's responsibilities include:

- providing consultations on identifying the research direction and theme, in cooperation with the student, drawing up the deadline schedule,
- providing consultations on how to formulate the scientific methodological statement (actuality, aim and objectives);
- planning the initial and the final plan of the course paper according to the given requirements;
- providing consultations on the choice of the appropriate literature and research methods;
- reviewing separate parts of the Course Paper indicating the necessary changes and improvements;
- informing the Head of the Department if the student does not comply with the deadlines of the submission schedule;
- checking compliance of the bibliographic references with the requirements;
- evaluating the cooperation with the author of the Course Paper taking into account such criteria as attitude, contribution and punctuality;
- participating (mandatory) in student's defense seminar.
- The advisor has the right:
- not to accept the Paper if it does not comply with the methodological guidelines and the advisor's recommendations.

Requirements for defense of the Course Paper

During the defense of the Course Paper two appointed teachers will observe the process. Within 5-10 minutes the student will speak about the scientific methodological statement of the research; explains the structure of the course paper and gives brief characteristics of the chapters. Most of the time must be devoted to the conclusions and recommendations with special emphasis on concrete suggestions put forward by the student. The oral presentation is supported and enhanced by a visual presentation (pictures, tables, posters, realia, and whiteboard). The Power Point Presentation is preferable but not obligatory.

After the report student has to answer to reviewer's questions and reply to his/her comments. This is followed by questions from the members of the Committee and other persons present. The author must give brief, precise and comprehensive answers to all questions. The answers can affect the evaluation mark of the course paper to a great extent. The mark of the Course Paper is based on the student's participation in the defense and his/her supervisor's mark.

Appendix №1

THE MINISTRY OF HIGHER AND SECONDARY SPECIAL EDUCATION OF THE REPUBLIC OF UZBEKISTAN

THE UZBEK STATE WORLD LANGUAGES UNIVERSITY

MODERN PEDAGOGICAL TECHNOLOGIES DEPARTMENT

"FOREIGN LANGUAGE TEACHING METHODOLOGY"

THE COURSE PAPER

Theme: **Interactive methods of teaching listening is lyceums and colleges**

Done by: F.Saidov, group №323, 1-faculty

Scientific advisor: Azimova N.Sh.

Tashkent–2016

Appendix №2

“A P P R O V E D”
The Head of the “Modern Pedagogical Technologies” Department

_____

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“_____”_____2016

Assignments on writing the course paper from “Foreign Language Teaching Methodology” Department

Assignment

Student:_____
The faculty and group number:_____

The scientific advisor:_____

The date of the given assignment:_____

Theme:_____
_____

Basic information about the theme:_____

_____

Recommended literature:
_____
_____
_____

The structure of the course paper (Introduction, chapter, subchapters, conclusion, bibliography):
_____
_____

Additional tasks:
_____
_____

The Course Paper parts' submission schedule

Weeks / Parts										0	1	2	3	4	5		
Plan of the Course Paper																	
Introduction																	
The Body (Chapter 1)																	
The Body (Chapter 2)																	
Conclusion																	
Bibliography																	
Appendix																	
Whole Paper submission																	
Supervisor's final review																	
Defense																	
Final Course Paper submission to the Modern Pedagogical Technologies Department (with the CD)																	

Scientific advisor:

_____

(signature)

Appendix №3

The sequence of used literature and other recourses:

- The laws of the Republic of Uzbekistan;
- The orders and decrees of the President of the Republic of Uzbekistan;
- The orders and decrees of the Ministry of the Republic of Uzbekistan;
- The books of the First President of the Republic of Uzbekistan;
- Scientific books, course books, monographs, thesises (in alphabetical order);
- Scientific articles in magazines and newspapers;
- Dissertations related to the field and chosen topic.

THEMES

FOR THE 3th COURSE GRADUATION PAPERS

RESEARCHED BY THE TEACHING STAFF OF THE MODERN PEDAGOGICAL TECHNOLOGIES DEPARTMENT

2016-2017 academic year

1. Language Skills Assessment of the Primary School Learners
2. Language Skills Assessment of the Secondary School Learners
3. Language Skills Assessment of the Academic lyceum Learners
4. Language Skills Assessment of the Vocational College Learners
5. Developing Vocabulary Skills of the Primary School Learners
6. Developing Vocabulary Skills of the Secondary School Learners
7. Developing Vocabulary Skills of the Academic lyceum Learners
8. Developing Vocabulary Skills of the Vocational College Learners
9. Developing Grammar Skills of the Primary School Learners
10. Developing Grammar Skills of the Secondary School Learners
11. Developing Grammar Skills of the Academic lyceum Learners
12. Developing Grammar Skills of the Vocational College Learners
13. Developing Speaking Skills of the Primary School Learners
14. Developing Speaking Skills of the Secondary School Learners
15. Developing Speaking Skills of the Academic lyceum Learners
16. Developing Speaking Skills of the Vocational College Learners
17. Developing Pronunciation Skills of the Primary School Learners
18. Developing Pronunciation Skills of the Secondary School Learners
19. Developing Pronunciation Skills of the Vocational College Learners
20. Developing Pronunciation Skills of the Academic lyceum Learners
21. Modern Requirements to the English Textbooks (Primary School)
22. Modern Requirements to the English Textbooks (Secondary School)
23. Modern Requirements to the English Textbooks (Academic lyceum)
24. Modern Requirements to the English Textbooks (Vocational College)
25. Developing Lexical Competence in the System of Primary School Education
26. Developing Lexical Competence in the System of Secondary School Education
27. Developing Lexical Competence in the System of Academic lyceum Education
28. Developing Lexical Competence in the System of Vocational College Education
29. Developing Lexical Competence in the System of Continuous Education
30. Developing Grammar Competence in the System of Continuous Education
31. Developing Grammar Competence in the System of Primary School Education
32. Developing Grammar Competence in the System of Secondary School Education

33. Developing Grammar Competence in the System of Academic lyceum Education
34. Developing Grammar Competence in the System of Vocational College Education
35. Developing Phonological Competence in the System of Secondary School Education
36. Developing Phonological Competence in the System of Academic lyceum Education
37. Developing Phonological Competence in the System of Vocational College Education
38. Developing Phonological Competence in the System of Primary School Education
39. Developing Phonological Competence in the System of Continuous Education
40. Developing Socio-cultural Competence in the System of Primary School Education
41. Developing Socio-cultural Competence in the System of Continuous Education
42. Developing Socio-cultural Competence in the System of Secondary School Education
43. Developing Socio-cultural Competence in the System of Academic lyceum Education
44. Developing Socio-cultural Competence in the System of Vocational College Education
45. Developing Linguistic Competence in the System of Primary School Education
46. Developing Linguistic Competence in the System of Secondary School Education
47. Developing Linguistic Competence in the System of Academic lyceum Education
48. Developing Linguistic Competence in the System of Vocational College Education
49. Developing Linguistic Competence in the System of Continuous Education
50. Developing Sociolinguistic Competence in the System of Continuous Education
51. Developing Strategic Competence in the System of Continuous Education
52. Developing Sociolinguistic Competence in the System of Primary School Education
53. Developing Strategic Competence in the System of Primary School Education
54. Developing Sociolinguistic Competence in the System of Secondary School Education
55. Developing Strategic Competence in the System of Secondary School Education
56.

57. Developing Strategic Competence in the System of Vocational College Education
58. Developing Sociolinguistic Competence in the System of Vocational College Education
59. Developing Strategic Competence in the System of Academic lyceum Education
60. Developing Sociolinguistic Competence in the System of Academic lyceum Education
61. Modern Technologies Of Teaching Speaking At The Primary Schools
62. Modern Technologies Of Teaching Speaking At The Secondary Schools
63. Modern Technologies Of Teaching Speaking At The Vocational Colleges
64. Modern Technologies Of Teaching Speaking At The Academic lyceums
65. Using modern technologies In Teaching English
66. Formation Of Grammar Competence Of Pupils (9 Th Grade)
67. Formation Of Grammar Competence Of Pupils (Primary School)
68. Formation Of Grammar Competence Of Pupils (Secondary School)
69. Formation Of Grammar Competence Of Pupils (Vocational College)
70. Formation Of Grammar Competence Of Pupils (Academic lyceum)
71. Technologies In Teaching Writing
72. Technologies In Teaching listening
73. Technologies In Teaching reading
74. Technologies In Teaching speaking
75. Modern Ways Of Error Treatment
76. Some important problems in teaching pronunciation
77. Some important problems in teaching grammar
78. Some important problems in teaching listening
79. Some important problems in teaching vocabulary
80. Some important problems in teaching writing
81. Some important problems in teaching speaking
82. Some important problems in teaching reading
83. Some important problems in teaching English
84. The system of exercises in teaching English language
85. The system of exercises in teaching grammar
86. The system of exercises in teaching vocabulary
87. The system of exercises in teaching reading
88. The system of exercises in teaching speaking
89. Modern pedagogical technologies and methods in teaching reading
90. Modern pedagogical technologies and methods in teaching listening
91. Modern pedagogical technologies and methods in teaching writing
92. Modern pedagogical technologies and methods in teaching speaking
93. Modern pedagogical technologies and methods in teaching vocabulary
94. Modern pedagogical technologies and methods in teaching grammar
95. Interactive methods of teaching writing at 7^{th} form
96. Interactive methods of teaching writing at 9^{th} form
97. Interactive methods of teaching writing at the Academic lyceums

98. Interactive methods of teaching writing at the Vocational Colleges
99. Methods of teaching grammar through games at 6th form
100. Methods of teaching grammar through games at 7th form
101. Methods of teaching grammar through games at 9th form
102. Methods of teaching grammar through games at the Academic lyceums
103. Methods of teaching grammar through games at the Vocational Colleges
104. Methods of teaching grammar through games at the Primary School
105. Methods of teaching grammar through games at the Secondary School
106. Methods of teaching vocabulary through games at the Secondary School
107. Methods of teaching vocabulary through games at the Primary School
108. Methods of teaching vocabulary through games at 6th form
109. Methods of teaching vocabulary through games at 9th form
110. Methods of teaching vocabulary through games at the Academic lyceums
111. Methods of teaching vocabulary through games at the Vocational Colleges
112. Methods of teaching vocabulary through games at the Primary School
113. Methods of teaching vocabulary through games at the Secondary School
114. Methods of teaching listening through games at the Secondary School
115. Methods of teaching listening through games at the Primary School
116. Methods of teaching listening through games at 9th form
117. Methods of teaching listening through games at 6th form
118. Methods of teaching listening through games at the Vocational Colleges
119. Methods of teaching listening through games at the Academic lyceums
120. Methods of teaching writing through games at the Academic lyceums
121. Methods of teaching writing through games at the Vocational Colleges
122. Methods of teaching writing through games at 9th form
123. Methods of teaching writing through games at the Secondary School
124. Developing critical thinking skills in English language classroom
125. Teaching English grammar by “Lexes way” at the primary schools.
126. Teaching English grammar by “Lexes way” at the secondary schools.
127. Teaching English grammar by “Lexes way” at the Academic lyceums
128. Teaching English grammar by “Lexes way” at the Vocational Colleges
129. Using “Oral introductory course” in teaching English at the first classes of school
130. Using “Oral introductory course” in teaching English at the Secondary school
131. Using “Oral introductory course” in teaching English at the Academic lyceums
132. Using “Oral introductory course” in teaching English at the Vocational Colleges
133. Using “Oral previous principle” in teaching English in 2,3,4 classes at school.
134. Using “Oral previous principle” in teaching English in Secondary school classes
135. Teaching English pronunciation at the Primary schools
136. Teaching English pronunciation at the Secondary schools

137. Teaching English pronunciation at the Academic lyceums
138. Teaching English pronunciation at the Vocational Colleges
139. Organization and conducting the modern English lesson at the Academic lyceums.
140. Organization and conducting the modern. English lesson at the Vocational Colleges
141. Organization and conducting the modern. English lesson at the Primary schools
142. Organization and conducting the modern. English lesson at the Secondary schools.
143. Teaching English lexics, in the first courses of Academic lyceums. Exercises.
144. Teaching English lexics, in the first courses of Vocational Colleges. Exercises.
145. Teaching vocabulary of "The country study" at School
146. Teaching vocabulary of "The country study" Vocational Colleges.
147. Teaching vocabulary of "The country study" Academic lyceums.
148. Using technologies in teaching the English dialogic speech at the Academic lyceums.
149. Using technologies in teaching the English dialogic speech at the Vocational Colleges.
150. Using technologies in teaching the English dialogic speech at the Secondary schools.
151. Using technologies in teaching the English dialogic speech at the Primary schools
152. Using technologies in teaching the English monological speech at Secondary schools. Exercises.
153. Using technologies in teaching the English monological speech at Vocational Colleges. Exercises.
154. Using technologies in teaching the English monological speech at academic lyceums. Exercises.
155. Using polylogues in teaching English at Vocational Colleges. Exercises.
156. Using polylogues in teaching English at academic lyceums. Exercises.
157. Gender features in teaching and study process
158. Developing critical thinking skills in English language classroom
159. The specific methodological approach to teaching reading in English classes (Secondary school)
160. The specific methodological approach to teaching reading in English classes (Vocational Colleges)
161. The specific methodological approach to teaching reading in English classes (Academic lyceums)
162. The specific methodological approach to teaching listening in English classes (Secondary school)
163. The specific methodological approach to teaching listening in English classes (Vocational Colleges)

164. The specific methodological approach to teaching listening in English classes (Academic lyceums)
165. The specific methodological approach to teaching vocabulary in English classes (Secondary school)
166. The specific methodological approach to teaching vocabulary in English classes (Vocational Colleges)
167. The specific methodological approach to teaching vocabulary in English classes (Academic lyceums)
168. The specific methodological approach to teaching grammar in English classes (Secondary school)
169. The specific methodological approach to teaching grammar in English classes (Vocational Colleges)
170. The specific methodological approach to teaching grammar in English classes (Academic lyceums)
171. Teaching grammar skills through modern and innovative pedagogical technologies
172. Teaching vocabulary skills through modern and innovative pedagogical technologies
173. Teaching listening skills through modern and innovative pedagogical technologies
174. Teaching writing skills through modern and innovative pedagogical technologies
175. Teaching vocabulary skills through modern and innovative pedagogical technologies
176. Teaching English with interactive methods by computer technology
177. Teaching reading skills through modern and innovative pedagogical technologies
178. Teaching grammar skills through modern and innovative pedagogical technologies
179. Teaching vocabulary skills through modern and innovative pedagogical technologies
180. Teaching speaking skills through modern and innovative pedagogical technologies
181. Teaching English with interactive methods at academic lyceums
182. Teaching English with interactive methods at Vocational Colleges
183. Teaching English with interactive methods at Secondary schools
184. Teaching English with interactive methods at schools
185. Methods of teaching medical terms at vocational colleges
186. The effectiveness of teaching vocabulary through short stories
187. The role and the importance of computer technologies in language teaching.
188. Developing Grammar Skills of the Secondary School Learners.
189. Developing Grammar Skills of the Vocational College Learners.
190. Developing Grammar Skills of the Academic lyceum Learners.
191. Developing Pronunciation Skills of the Primary School Learners.

192. Developing Pronunciation Skills of the Academic lyceum Learners
193. Developing Pronunciation Skills of the Secondary school Learners.
194. Developing Pronunciation Skills of the Vocational College Learners.
195. Teaching English to primary school learners through games.
196. Teaching English vocabulary through the total physical response method (grade 6)
197. Teaching English with interactive methods by computer technologies.
198. The specific methodological approach to teaching reading in English classes.
199. The specific methodological approach to teaching speaking in English classes.
200. The specific methodological approach to teaching writing in English classes.
201. The importance of role-play in teaching English
202. Teaching English pronunciation in the primary schools.
203. Teaching English pronunciation in the secondary schools.
204. Working on the newspaper articles with the pupils of forms 8-9 at the secondary schools
205. Working on the newspaper articles with the Vocational College Learners
206. Working on the newspaper articles with the Academic lyceum Learners
207.
208. Teaching English vocabulary through the total physical response method (grade 3).
209. Teaching English vocabulary through the total physical response method (grade 5).
210. Teaching English vocabulary through the total physical response method (grade 8).
211. Teaching English vocabulary through the total physical response method (grade 9).
212. Using visual aids to build language awareness in EFL classes
213. Developing lexical skills of the young learners
214. Creative writing through suggestopedia
215. Methods of teaching English with computer technologies
216. The Effectiveness of using communicative method in improving the creative thinking of students in academic lyceums
217. The Effectiveness of using communicative method in improving the creative thinking of students in Vocational Colleges
218. Teaching English vocabulary at school
219. Teaching English with interactive methods at Academic Lyceums
220. Teaching English with interactive methods at Vocational Colleges
221. Interactive methods of teaching English at school
222. Interactive methods of teaching English at Vocational Colleges
223. Interactive methods in teaching grammar at academic lyceums
224. Interactive methods in teaching grammar at Vocational Colleges
225. Interactive methods in teaching grammar at school
226. Modern technologies in teaching grammar
227. Modern technologies in teaching listening

228. Modern technologies in teaching writing
229. Modern technologies in teaching reading
230. Effective strategies for developing academic speaking
231. Interactive methods in teaching vocabulary at Vocational Colleges
232. Interactive methods in teaching vocabulary at academic lyceums
233. Interactive methods in teaching vocabulary at Secondary schools
234. Interactive methods of teaching English at Academic Lyceums
235. Interactive methods in teaching vocabulary at primary schools
236. Teaching English to primary school learners through games
237. Computer technologies in Teaching Grammar
238. Types of assessment in teaching English
239. Methods of teaching grammatical material at school
240. Methods of teaching reading at 7th form
241. Methods of teaching reading at 9th form
242. Methods of teaching grammatical material at Vocational Colleges
243. Grammar games – motivation in teaching English.
244. Teaching English lexis in the secondary courses of the academic lyceums
245. Difficulties in teaching reading
246. Developing integrated skills of the primary school learners
247. Using Internet technologies for developing writing skills of student's of academic lyceums
248. Using Internet technologies for developing writing skills of student's of Vocational Colleges
249. Socio-cultural problems of developing speaking skills of pupils of 7-8 grades
250. Socio-cultural problems of developing speaking skills of pupils of 9 grades
251. Socio-cultural problems of developing speaking skills of Vocational College Learners.
252. Socio-cultural problems of developing speaking skills of Academic lyceum Learners
253. Difficulties in teaching writing
254. Difficulties in teaching vocabulary
255. Difficulties in teaching grammar
256. Methods of teaching grammatical material at Academic lyceums
257. Methods of teaching grammatical material at Vocational Colleges

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%).

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.

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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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***.

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ЎЗБЕКИСТОН РЕСПУБЛИКАСИ
ОЛИЙ ВА ЎРТА МАХСУС ТАЪЛИМ ВАЗИРЛИГИ

Рўйхатга олинди:

№БА-5111-303

2014 йил "13" июнь

Олий ва ўрта махсус таълим вазирлигининг 2014 йил "13" июндаги "230" – сонли буйруғи билан тасдикланган

ЧЕТ ТИЛ ЎҚИТИШ МЕТОДИКАСИ

ФАНИНИНГ

ЎҚУВ ДАСТУРИ

Билим соҳаси: 100000 – Гуманитар соҳа

Таълим соҳаси: 110000 – Педагогика

Таълим йўналиши: 5111400 – Хорижий тил ва адабиёти (роман-герман филологияси)

ТОШКЕНТ – 2014

Ўзбекистон Республикаси Олий ва ўрта махсус таълим вазирлигининг 201__ йил “____” _____даги “____”-сонли буйруғининг ____-иловаси билан фан дастури рўйхати тасдиқланган.

Фан дастури Олий ва ўрта махсус, касб-ҳунар таълими йўналишлари бўйича Ўқув-услубий бирлашмалар фаолиятини Мувофиқлаштирувчи Кенгашининг 201__ йил “___” _____даги ___ - сонли баённомаси билан маъқулланган.

Фаннинг дастури Ўзбекистон давлат жаҳон тиллари университетида ишлаб чиқилди.

Тузувчилар:

Ахмедова Л.Т	ЎзДЖТУ “Замонавий педагогик технологиялар” кафедраси профессори, пед.ф.д.;
Нормуратова В.И.	ЎзДЖТУ “Замонавий педагогик технологиялар” кафедраси мудири, доценти, пед.ф.н.

Тақризчилар:

Икромхонова Ф.	Тошкент тўқимачилик ва енгил саноат институти чет тиллар кафедраси мудири, доценти, пед.ф.н.
Караева К.Н.	ЎзДЖТУ “Замонавий педагогик технологиялар” кафедраси доценти, пед.ф.н.

Фан дастури Ўзбекистон давлат жаҳон тиллари университети Кенгашида кўриб чиқилган ва тавсия қилинган (201_ йил “__” _____ даги ___ - сонли баённома).

КИРИШ

“Чет тил ўқитиш методикаси” фани умумкасбий фан ҳисобланади. Фан чет тил ўқитиш методикаси усуллари ва замонавий таълим технологияларини ўргатишни назарда тутади. Мазкур фан доирасида ўзлаштирилган билимлар талабаларнинг келгусидаги касбий фаолиятларига асос бўлади, уларни таълим муассасалари (умумий ўрта таълим мактаб, академик лицей ва касб-ҳунар коллежлари)да ўқитувчилик фаолияти билан шуғулланишларига замин яратади.

Фаннинг мақсад ва вазифалари

Фаннинг мақсади – бакалавр даражасидаги талабаларнинг касбий компетенциясини шакллантириш.

Фаннинг вазифаси – чет тил ўқитиш методикаси назарий ва амалий масалалари бўйича билим бериш ва уларни умумий ўрта таълим мактаблари, касб-ҳунар коллежлари, академик лицей ўқувчиларига зарур касбий қобилият, кўникма ва малакалари ҳамда шахсий фазилатларини ҳосил қилишдан иборат.

Фан бўйича талабаларнинг билим, кўникма ва малакаларига қўйиладиган талаблар

“Чет тил ўқитиш методикаси” фанини ўзлаштириш жараёнида бакалавр**:**

- асосий методик тушунча ва қонуниятларни ҳамда уларни ўқув-тарбиявий жараёнда қўлланиш хусусиятларини;
- чет тил ўқитиш методикаси борасидаги замонавий миллий ҳамда хорижий йўналишларни;
- ўқув жараёнида замонавий таълим технологияларини қўллаш имкониятларини;
- чет тил бўйича яратилган ўқув-услубий мажмуаларнинг (ЎУМ) асосий талабларини;
- турли ўқув муассасаларида чет тил таълими турли босқичларида кетма-кетлик ва узвийлик жараёнининг ўзига хослигини;
- таълим вазиятини услубий, лингвистик, психологик ва педагогик омиллар нуқтаи назаридан таҳлил қилишни;
- таълим босқичидан келиб чиққан ҳолда ўқув материали, ёндашув, технология, методи, усуллари, ўқитиш воситалари ҳамда иш турларини танлаш ва ташкил этишни;
- ўқувчилар нутқидаги хатоларни қайд этиш, таснифлаш ва тўғрлашни;
- қиёсий таҳлил ўтказиш орқали нутқ ва тил материални ўзлаштиришнинг мураккаблик даражасини аниқлашни;
- ўқувчилар билим, кўникма ҳамда малакасини назорат қилишни;
- ўқувчилар шахсий-психологик ўзига хослигини ҳамда уларнинг чет тилни билиш даражаларини таҳлил қилиш ва баҳолашни;
- ўқув жараёнини ахборот технологиялари воситасида ташкил этишни;
- муайян методик муаммо нуқтаи назаридан педагогик жараённи кузатишни ва тадқиқот натижаларини ёзма равишда маъруза, курс иши ва битирув малакавий иш шаклида баён қила олишни;
- фанга оид ўқув материали, дарсликлар, ўқув қўлланмаларини танлаш ва улардан самарали фойдаланиш малака ва кўникмаларига эга бўлишини;
- ўқув жараёни самарадорлигини янада ошириш мақсадида ўз касбий маҳоратини мунтазам равишда такомилаштиришни эгаллаши керак.

Фаннинг ўқув режадаги бошқа фанлар билан ўзаро боғлиқлиги

ва услубий жиҳатдан узвийлиги

Чет тил ўқитиш методикаси фани бошқа фанлар - чет тил амалий курси, лингвистика, педагогика, психология, АКТ фанлари билан ўзаро боғлиқ бўлиб уларнинг тамойил, ёндашув, технология, метод ва усулларидан фойдаланади.

Фанлараро алоқа чет тил ўқитиш методикаси фанини ривожлантиради, бойитади, кенгайтиради. Фан *чет тил амалий курси* билан ҳам узвий алоқада бўлиб, тил материали ва нутқ фаолияти турлари бўйича керакли маълумотлардан фойдаланади. *Психология* фанидан тил ўрганувчиларнинг ёш хусусиятлари, психологик механизмлари, хотира, диққат, тафаккур, тасаввур, идрок ва бошқа психологик жараёнларга таъллуқли маълумотларга асосланади. *Педагогика* фанининг таълим-тарбия тамойиллари, замонавий таълим технологиялар ва *дидактиканинг* метод, усулларидан кенг фойдаланади.

Фанни ўқитишда замонавий педагогик ва ахборот коммуникацион технологиялар

Талабаларнинг чет тил ўқитиш методикаси фанини ўзлаштиришлари учун ўқитишнинг замонавий методларидан фойдаланиш, информацион ва педагогик технологияларни татбиқ этиш муҳим аҳамиятга эгадир. Фанни ўзлаштиришда дарслик, ўқув ва услубий қўлланмалар, маъруза матнлари, таълим технологиялар мажмуаси, электрон материаллар, виртуал стендлардан фойдаланилади. Маъруза, семинар ва амалий дарсларда педагогик ва ахборот коммуникацион технологиялардан фойдаланилади.

Бўлажак чет тил ўқитувчисининг касбий салоҳиятини шакллантириш мақсадида таълим жараёнида қуйидаги *ёндашувлар*: коммуникатив-фаолиятли, интегратив, шахсга йўналтирилган, компетенциявий; ва *технологиялар*: модулли, муаммолли, лойиҳалаш, кейс-стади, танқидий фикрлашни ривожлантириш ва бошқалардан фойдаланилади.

АСОСИЙ ҚИСМ

Чет тилни ўқитиш методикаси фан сифатида

Чет тилни ўқитиш назариясининг умумий муаммолари. Ўзбекистон Республикасида таълим соҳасини модернизациялаш доирасида чет тилларни ўрганиш тизимини такомиллаштириш (ПҚ №1875 ва ПҚ №1971, ВМҚ № 124). Чет тил таълим предмети сифатида. Чет тил ўқитиш методикаси фан сифатида. Чет тилни ўқитиш методикасининг турлари. Чет тил ўқитиш методикасининг бошқа фанлар билан алоқаси. Ўқитиш ва ўрганиш усуллари. Таълим йўллари. Тадқиқот методлари.

Чет тил ўқитишнинг мақсад, тамойиллар ва мазмуни

Чет тил ўқитишнинг мақсадлари. Амалий мақсад. Тарбиявий мақсад. Таълимий ва ривожлантирувчи максад. Чет тил ўқитишнинг тамойиллари.

Лингвистик, дидактик, психологик ва методик тамойилар. Чет тил ўқитишнинг мазмуни таркибий қисмлари. Коммуникатив компетенцияси. Нутқ мавзулари. Нутқ малакалари. Тил материали. Тил минимуми.

Чет тил ўқитишнинг ёндашув ва методлари

Ёндашув тушунчаси. Метод тушунчаси. Чет тил таълимининг анъанавий ва замонавий ёндашувлари ва методлари. Чет тил ўқитишнинг коммуникатив-фаолиятли, шахсга-йўналтирилган, интегратив ва компетентлик ёндашувлари. Метод турлари. Анаънавий, коммуникатив, интенсив ва аралаш методлари.

Чет тил ўқитишнинг технологиялари

Технология, педагогик технология ва таълим технология тушунчалари. Чет тил ўқитишнинг муаммоли, лойиҳалаш, танқидий фикрлашни ривожлантириш, ҳамкорлик, модул, АКТ технологиялари.

Интерфаол методлари

Интерфаол методи тушунчаси. Интерфаол методи усуллари. Ақлий хужум. Кластер. Синквейн. Венн диаграммаси ва бошқалар.

Чет тил ўқитиш воситалари ва машқлар тизими

Таълим воситалари таснифи. Ўқитиш воситалари. Асосий ва ёрдамчи воситалар. Чет тил бўйича янги ЎУМ умумтаълим муассасаларида чет тил таълими сифатини оширишнинг жоиз самарали йўлларидан бири сифатида. Чет тил замонавий дарслигининг асосий таснифлари. Чет тил бўйича замонавий дарслик тузишнинг асосий қоидалари. Турли коммуникатив кўникма ва малакаларни шакллантириш учун дарслик ва ўқув материалларини танлаш бўйича тавсиялар. Технологик хариталар. Машқ - чет тил ўқитишнинг ягона бирлиги сифатида. Кўникма ва малакаларнинг шаклланишида машқларнинг роли. Машқлар таснифи. Машқлар тури. Машқлар тизими.

Оғзаки ва ёзма нутқни ўргатиш

Тинглаб тушунишни ўргатиш

Тинглаб тушуниш нутқ фаолияти тури ва малака сифатида. Тинглаб тушуниш – таълимнинг мақсади ва воситаси сифатида. Тинглаб тушунишнинг психофизиологик механизмлари ва уларни шакллантириш ҳамда ривожлантириш усуллари. Тинглаб тушунишни ўргатиш қийинчиликлари. Тинглаб тушунишнинг турли усулларини шакллантириш учун машқлар тизими. Аудио-матнлар билан ишлаш босқичлари. Мавжуд нутқий малака шаклланишининг назорат усуллари. Халқаро имтиҳонлар тизимида тинглаб тушуниш бўйича тест вазифаларининг мазмуни ва тузулиши. Таълимнинг турли босқичларида тинглаб тушунишга қўйилган ягона ДТС талаблари.

Гапиришни ўргатиш

Гапириш нутқ фаолияти тури ва малака сифатида. Гапиришнинг психофизиологик механизмлари. Монолог, диалог ва полилог, уларнинг турли кўриниш ва таснифлари. Гапиришга ўргатишнинг “юқоридан пастга” (матнлар асосида) ва “пастдан юқорига” (матнга суянмаган ҳолда) усуллари. Гапиришни ўргатиш машқлари. Чет тил ўргатишнинг маҳаллий ва хорижий амалиётида оғзаки нутқ мулоқоти малакаси шаклланиши назорати. Таълимнинг турли босқичларида гапиришга қўйилган ягона ДТС талаблари.

Ўқишни ўргатиш

Ўқиш чет тил ўрганишнинг нутқ фаолиятининг тури ва малака сифатида. Ўқишнинг психофизиологик механизмлари. Ўқишни нутқ фаолияти тури сифатида ўргатиш. Ўқишни ўргатиш тамойилари. Ўқиш материали. Ўқишга ўргатиш босқичлари. Ўқиш турлари ва уларни шакллантириш юзасидан машқлар тизими. Чет тил ўргатишнинг маҳаллий ва хорижий амалиётида ўқишнинг малакаси шаклланиши назорати. Таълимнинг турли босқичларида ўқиш малакасига қўйилган ягона ДТС талаблари.

Ёзувни ўргатиш

Ёзув нутқ фаолиятининг тури ва малака сифатида. Ёзув психофизиологик механизмлари. Ёзув техникаси ва ёзма нутқни ўргатиш. Ёзувни ўргатиш машқлари. Чет тил ўргатишнинг маҳаллий ва хорижий амалиётида ёзувнинг малакаси шаклланиши назорати. Таълимнинг турли босқичларида ёзув кўникмаларига ва ёзма нутқ малакасига эга бўлишга қўйилган ягона ДТС талаблари.

Нутқий мулоқотни амалга ошириш воситалари

Чет тил талаффузига ўргатиш

Чет тил талаффузини ўргатишнинг моҳияти. Талаффуз материалини методик тайёрлаш. Талаффуз минимумини танлаш. Талаффуз материалининг тақдимоти ва таснифи. Талаффуз кўникмаларини шакллантириш. Талаффуз материалининг тақдимоти. Фонетик машқлар. Талаффузни ўргатиш тамойиллари. Таълимнинг турли босқичларида талаффуз компетенциясига қўйилган ягона ДТС талаблари.

Чет тил лексикасига ўргатиш

“Лексика” ва унга алоқадор тушунчалар хақида. Лексикани методик тайерлаш. Лексикани танлаш. Лексиканинг тақсимоти ва таснифи. Лексик кўникмаларни шакллантириш. Лексиканинг тақдимоти. Лексика машқлари. Лексиканинг қўлланилиши. Лексикани ўргатиш тамойиллари. Лексик кўникмалар шаклланганлик даражаси назорати. Таълимнинг турли босқичларида лексик компетенцияга қўйилган ягона ДТС талаблари.

Чет тил грамматикасига ўргатиш

“Грамматика” тушунчасига доир. Грамматикани методик тайерлаш. Грамматикани танлаш. Грамматиканинг тақсимоти ва таснифи. Грамматик кўникмаларни шакллантириш. Грамматикани тақдимоти. Грамматика машқлари. Грамматиканинг қўлланилиши. Грамматикани ўргатиш тамойиллари. Таълимнинг турли босқичларида грамматик компетенцияга қўйилган ягона ДТС талаблари.

Нутқ қўникма ва малакаларни назорат қилиш

Назоратнинг моҳияти. Назоратнинг объекти. Назорат қилиш методикаси. Назорат усуллари, турлари, шакллари. Тест ўтказиш. Кўникма ва малакаларни баҳолаш.

Чет тил ўқитиш жараенини ташқил қилиш

Чет тил дарси ва уни режалаштириш. Чет тил дарси ва дарснинг мақсади. Муаллимнинг дарсга тайергарлиги. Дарс турлари ва босқичлари. Дарснинг бошланиши, асосий қисми, якуний босқичи. Режалаштириш. Мавзуий режа. Дарс режаси.

Чет тил ўқитиш босқичлари

Ўқитиш жараенини босқичларга ажратиш. Бошланғич, ўрта, юқори босқичлар ягона ДТС асосида.

Чет тил бўйича дарсдан ташқари ишлар

Дарсдан ташқари ишлар мақсади ва ташкилий мезонлари. Дарсдан ташқари ишларни ташкил қилиш. Оммавий, гуруҳий ва яккама-якка ишлар.

Турли ўқув юртларида чет тил ўқитиш

Турли ўқув юртларида чет тил ўқитиш масаланинг методологик тартибда қўйилиши. “Қиёсий методика” тушунчасига доир. Турли ўқув юртларида чет тил таълими таснифи. Таълим муассалари. Чет тил ўқитиш мақсадлари, мазмуни ва методлари таснифи. Тиллар таълимшунослиги. Она тилини ўқитиш. Иккинчи тилни ўқитиш. Чет тилни ўқитиш. Тил таълими жамлама таснифи.

Амалий машғулотларининг тахминий рўйхати

1. Чет тилни ўқитиш методикаси фан сифатида.
2. Чет тил ўқитишнинг мақсад, тамойиллар ва мазмуни.
3. Чет тил ўқитишнинг ёндашув ва методлари.
4. Чет тил ўқитишнинг технологиялари.
5. Интерфаол методлари.
6. Чет тил ўқитиш воситалари ва машқлар тизими.

7. Тинглаб тушунишни ўргатиш.
8. Гапиришни ўргатиш.
9. Ўқишни ўргатиш.
10. Ёзувни ўргатиш.
11. Чет тил талаффузига ўргатиш.
12. Чет тил лексикасига ўргатиш.
13. Чет тил грамматикасига ўргатиш.
14. Нутқ кўникма ва малакаларини назорат қилиш.
15. Чет тил ўқитиш жараенини ташқил қилиш.
16. Бошланғич мактабда чет тил ўқитиш жараёнини ташкил этиш технологиялари.
17. Ўрта мактабда чет тил ўқитиш жараёнини ташкил этиш технологиялари.
18. Академик лицейларда чет тил ўқитиш жараёнини ташкил этиш технологиялари.
19. Чет тил бўйича дарсдан ташқари ишлар.
20. Турли ўқув юртларида чет тил ўқитиш.

Курс ишини ташкил этиш бўйича услубий кўрсатмалар

Курс лойиҳасининг мақсади - талабани чет тил ўқитувчиси касбий фаолиятига назарий ҳамда амалий жиҳатдан тайёрлаш, замонавий методиканинг асосий муаммолари билан таништириш, талабаларнинг олган назарий билимларини қўллашда амалий кўникмалар ҳосил қилиш, улардан ўз фаолиятида унумли фойдаланиш, курс лойиҳаларини инглиз тилида ёзиш кўникмасини шакллантиришдан иборатдир.

Курс иши мавзулари фан талабидан келиб чиқиб тузилади ва ҳар йили янгиланиб ва тўлдириб борилади. Илмий раҳбар ҳар бир талабага шахсий топшириқ беради, курс ишининг режаси тузилади ва тегишли адабиётлар тавсия қилинади ва доимий равишда назорат қилиб боради. Талабаларнинг ахборот ресурс марказларидан, Интернет сайтларидан керакли адабиётларни излаб топиши, керакли мавзуларни ўрганиши ва бу ҳақда амалий машғулотлар пайтида ахборот беришига эътибор қаратилади.

Мустақил таълимнининг шакли ва мазмуни

Талаба мустақил ишининг асосий мақсади – ўқитувчиниг 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 (Нилюфар 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 қўникма ва малакаларини назорат қилиш.
16. Масофавий таълим орқали тинглаб тушунишни ўргатиш.
17. Масофавий таълим орқали гапиришни ўргатиш.
18. Масофавий таълим орқали ўқишни ўргатиш.
19. Масофавий таълим орқали ёзувни ўргатиш.
20. Масофавий таълим орқали чет тил талаффузига ўргатиш.
21. Масофавий таълим орқали чет тил лексикасига ўргатиш.
22. Масофавий таълим орқали чет тил грамматикасига ўргатиш.
23. Масофавий таълим орқали нутқ қўникма 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).

Фойдаланиладиган адабиётлар рўйхати

Асосий адабиётлар

1. Akhmedova L.T., Normuratova V.I. Teaching English Practicum. - T., 2011.
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3. Jalolov J.J. va boshqalar. English Language Teaching Methodology. – T., 2015.

Қўшимча адабиётлар

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Интернет сайтлари

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2. http://www.connect.uz
3. http://www.uzsci.net
4. http://www.edu.uz
5. http://www.uzedu.uz
6. http://www.britishcouncil.uz
7. http://www.britishcouncil.org/english
8. http://www.pedagog.uz

“Tasdiqlayman”

O’quv ishlari bo’yicha prorektor

_____

2016 yil “____” _____

Chet til o’qitish metodikasi fani bo’yicha

Bilim sohasi: 100000 – Gumanitar soha
Ta’lim soxasi: 110000 – Pedagogika
Ta’lim yo’nalishi: 5111400 – Xorijiy til va adabiyoti (roman-german filologiyasi)

ISHCHI O’QUV DASTURI

Umumiy o’quv soati - 258

Shu jumladan:
Ma’ruza - 66
Seminar mashg’ulotlari - 86
Mustaqil ta’lim soati - 106

Toshkent - 2016

Fanning ishchi o’quv dasturi O’zbekiston davlat jahon tillari universiteti “Tarjima nazariyasi va amaliyoti” fakulteti Ilmiy kengashining 2016 yil “__” _____-son majlisida muhokama etildi va ma’qullandi.

Xorijiy til va adabiyoti (roman-german filologiyasi) metodikasi o’quv dasturi va o’quv rejasiga muvofiq ishlab chiqildi.

Tuzuvchilar:

V.I. Normuratova – O’zDJTU, zamonaviy pedagogic texnologiyalar kafedrasi p.f.n., dotsenti

R.V. Timanova – O’zDJTU, zamonaviy pedagogic texnologiyalar kafedrasi katta o’qituvchi

Taqrizchilar: K.N. Karayeva – O’zDJTU, zamonaviy pedagogic texnologiyalar kafedrasi p.f.n., dotsenti

Fanning ishchi o’quv dasturi O’zDJTU “Zamonaviy pedagogic texnologiyalar” kafedrasida 2016 yil “___” _____ dagi “____”- son majlisida muhokama etilgan va tarjima nazariyasi va amaliyoti fakulteti Ilmiy kengashida muhokama qilish uchun tavsiya etilgan.

Kafedra mudiri:
20__ yil “___” _____ Normuratova V.I.
Ilmiy kengash raisi:
20__ yil “___” _____ Ziyaeva S.

Kelishildi:
O’quv-uslubiy birlashma boshlig’i Yoriev O’.E.

KIRISH

Taqdim etilayotgan “Chet til o’qitish metodikasi” fanining ilmiy-nazariy va amaliy masalalari, tillar o’qitishning zamonaviy texnologiyalari metodlari ularni qo’llab chet tili o’qitishni tashkil qilish bilan bog’liq muammolar xaqida ma’lumot beradi.

Fanning maqsad va vazifalari

Fanning maqsadi - bakalavr darajasidagi talabalarga chet til o’qitish metodikasi ilmiy-nazariy masalalari, metodlari va ularni qo’llash, o’qitishni tashkil qilish bo’yicha atroflicha bilim berish, shu bilan ularning birga kelajakdagi ish faoliyatlarida amaliy axamiyat kasb etuvchi metodik bilim, ko’nikma va malakalarni shakllantirish va rivojlantirishdan iborat.

Fanning vazifasi chet tili o’qitish metodikasining nazariy va amaliy masalalari, metodlari bo’yicha bilimlarini o’rgatishdan iborat. Ushbu fan talabalarni nazariy amaliy jihatdan yetuk mutaxassis bo’lishlariga xizmat qiladi.

Fan bo`yicha talabalarning bilim, ko`nikma va malakalariga qo`yiladigan talablar

Chet til o’qitish metodikasi o’quv fanini o’zlashtirish jarayonida amalga oshiriladigan masalalar doirasida talaba:

- chet tili o’qitish metodikasi va pedtexnologiyaning tarkibiy qismlarini, nazariy masalalarini, metodlarini, ularni amalda qo’llashni bilishi kerak.
- muayyan nazariy va amaliy masalalarga oid fikrlarni bayon etishi, ayni fikrlarga nisbatan tanqidiy munosabatda bo’lish ko’nikmalariga ega bo’lish kerak.
- qo’llagan metodlarini ilmiy asoslab berish va ularni amalda qo’llay bilish malakalariga ega bo’lish kerak.

Fanning o`quv rejadagi boshqa fanlar bilan o`zaro bog`liqligi va uslubiy jihatdan uzviyligi

Chet til o’qitish metodikasi fanini o’qitishda talabalarning o’zbek, rus tili, falsafa, mantiq, psixologiya, pedagogik maxorat bo’yicha fanlaridan egallagan bilimlariga asoslanadi. Til o’qitishning zamonaviy texnologiyalari fani bo’lajak o’qituvchiga metodika sohasida bo’yicha bilimlarni berishga mo’ljallangan uning negizida lingvistika, psixologiya, didaktika fanlari yotadi. Ular doimo o’zaro aloqada bo’ladilar. Bu aloqa uni rivojlantiradi, boyitadi, kengaytiradi. Ushbu fan bakalavriyatning 3 kursida «Pedagogika» va «Psixologiya» fanlar bilan parallel ravishda o’qitiladi.

Fanning ishlab chiqarishdagi o`rni

Chet tili bo'yicha pedtexnologiyalar fani bo'lajak chet tili o'qituvchilarini tayyorlashning ajralmas qismidir. Pedtexnologiyalar fani kasbiy fan hisoblanadi. Bakalavriat talabalarini o'rta-umumta'lim maktab, akademik litsey, kasb-hunar kollejlarida pedtexnologiyalar bo'yicha chet tili o'qituvchisi bo'lib ishlashni ko'zda tutadi. Pedtexnolgiyalar fani chet tili o'qituvchisini tayyorlashda asosiy zamonaviy bo'g'in hisoblanadi.

Fanni o`qitishda zamonaviy axborot va pedagogik texnologiyalar

Talabalarning chet til o'qitish metodikasi fanini o'zlashtirishlari uchun o'qitishning zamonaviy usullaridan foydalanish, yangi informatsion va pedagogik texnologiyalarni tatbiq etish muhim ahamiyatga egadir. Fanni o'zlashtirishda darslik, o'quv va uslubiy qo'llanmalar, ma'ruza matnlari, texnologiyalar majmuasi, elektron materiallar, virtual stendlardan foydalaniladi. Ma'ruza va amaliy darslarda mos ravishdagi pedagogik va axborot texnologiyalaridan foydalaniladi.

Chet tili o'qituvchisining professional salohiyatini shakllantirish uchun ta'lim jarayonini individuallashtirish va o'zaro farqlashga, tafakkur faoliyatini jadallashtirishga hamda ijodkorlik qobiliyatini rivojlantirishga, o'quvchilarning professional reflektsiyasiga yo'naltirilgan quyidagi zamonaviy ta'lim metodlaridan foydalaniladi:

- ijodiy topshiriqlarni yechish texnologiyalari;
- mukammal salohiyatli yondashuv;
- integrativ yondashuv;
- shaxsiy yo'naltirilgan yondashuv;
- kommunikativ-faoliyatli yondashuv;
- interaktiv yondashuv;
- muammoli ta'lim;
- modulli ta'lim;
- o'yinlar texnologiyasi.

Fanning hajmi va mazmuni
Fanning hajmi

	Mashg'ulot turi	Ajratilgan soat	Semestr
	Ma'ruza	66	6-7
	Amaliy seminar mashg'ulotlari	86	6-7
	Mustaqil ta'lim	106	6-7
	Kurs ishi	-	-
	Laboratoriya mashg'uloti	-	-
	Jami	258	

Nazariy mashg'ulotlar mazmuni va ularga ajratilgan soatlar

T/r	Fanning bo'limi va mavzusi, ma'ruza mazmuni	Mashg'ulotlar maqsadi	Ajratilgan soatlar
I.	**Chet til o'qitish metodikasi fanining nazariy asoslari:** **Chet tilni o'qitish metodikasi fan sifatida** **Chet til o'qitishning maqsad, tamoyillar va mazmuni** **Chet til o'qitishning yondashuv va metodlari** **Chet til o'qitishning texnologiyalari** **Interfaol metodlari** **Chet til o'qitish vositalari va mashqlar tizimi**	Chet tilni o'qitish metodikasi fan sifatida, maqsad, tamoyillar va mazmuni, yondashuv va metodlari, texnologiyalari, interfaol metodlari, vositalari va mashqlar tizimi bilan tanishtirish	**12**
	1-ma'ruza. Chet tilni o'qitish metodikasi fan sifatida Chet tilni o'qitish nazariyasining umumiy muammolari. O'zbekiston Respublikasida ta'lim sohasini modernizatsiyalash doirasida chet tillarni o'rganish tizimini takomillashtirish (PQ №1875 va PQ №1971, VMQ № 124). Chet til ta'lim predmeti sifatida. Chet til o'qitish metodikasi fan sifatida. Chet tilni o'qitish metodikasining turlari. Chet til o'qitish metodikasining boshqa fanlar bilan aloqasi. O'qitish va o'rganish usullari. Ta'lim yo'llari. Tadqiqot metodlari.	Fanning predmeti, ilmiy tadqiqot metodlari, Chet tilni o'qitish metodikasining turlari, boshqa fanlar bilan aloqasi. O'qitish va o'rganish usullari bilan tanishtirish.	2
	2-ma'ruza. **Chet til o'qitishning maqsad, tamoyillar va mazmuni** Chet til o'qitishning maqsadlari. Amaliy maqsad. Tarbiyaviy maqsad. Ta'limiy va rivojlantiruvchi maksad. Chet til o'qitishning tamoyillari. Lingvistik, didaktik, psixologik va metodik tamoyilar. Chet til o'qitishning	Chet til o'qitishning maqsadlari, tamoyillari, mazmuni tarkibiy qismlari tushuncha berish	2

	mazmuni tarkibiy qismlari. Nutq mavzulari. Nutq malakalari. Til materiali. Til minimumi.		
	3-ma’ruza. **CHet til o’qitishning yondashuv va metodlari** Yondashuv tushunchasi. Metod tushunchasi. CHet til ta’limining an’anaviy va zamonaviy yondashuvlari va metodlari. Chet til o’qitishning kommunikativ-faoliyatli, shaxsga-yo’naltirilgan, integrativ va kompetentlik yondashuvlari. Metod turlari. Ana’naviy, kommunikativ, intensiv va aralash metodlari.	An’anaviy va zamonaviy yondashuvlari va metodlari, haqida tushuncha berish	2
	4-ma’ruza. **CHet til o’qitishning texnologiyalari** Texnologiya, pedagogik texnologiya va ta’lim texnologiya tushunchalari. Chet til o’qitishning muammoli, loyihalash, tanqidiy fikrlashni rivojlantirish, hamkorlik, modul, AKT texnologiyalari.	Texnologiya, pedagogik texnologiya va ta’lim texnologiya tushunchalari va turlari haqida tushuncha berish	2
	5-ma’ruza. **Interfaol metodlari** Interfaol metodi tushunchasi. Interfaol metodi usullari. Aqliy xujum. Klaster. Sinkveyn. Venn diagrammasi va boshqalar.	Interfaol metodlari Interfaol metodi tushunchasi va haqida tushuncha berish	2
	6-ma’ruza. **CHet til o’qitish vositalari va mashqlar tizimi** Ta’lim vositalari tasnifi. O’qitish vositalari. Asosiy va yordamchi vositalar. Chet til bo’yicha yangi O’UM umumta’lim muassasalarida chet til ta’limi sifatini oshirishning joiz samarali yo’llaridan biri sifatida. Chet til zamonaviy darsligining asosiy tasniflari. Chet til bo’yicha zamonaviy darslik tuzishning asosiy qoidalari. Turli kommunikativ ko’nikma va malakalarni shakllantirish uchun darslik va o’quv materiallarini tanlash bo’yicha tavsiyalar. Texnologik xaritalar. Mashq - chet til	Ta’lim vositalari va mashq tizimi haqida tushuncha berish	2

	o’qitishning yagona birligi sifatida. Ko’nikma va malakalarning shakllanishida mashqlarning roli. Mashqlar tasnifi. Mashqlar turi. Mashqlar tizimi.		
II.	**Og’zaki va yozma nutqni o’rgatish** **Tinglab tushunishni o’rgatish nazariyasi, amaliyoti va nazorati** **Gapirishni o’rgatish nazariyasi, amaliyoti va nazorati** **O’qishni o’rgatish nazariyasi, amaliyoti va nazorati** **Yozuvni o’rgatish nazariyasi, amaliyoti va nazorati**	Chet tili nutq faoliyati turlarini gapirish, tinglab tushunish, o’qish va yozuvni o’rgatish nazariyasi, amaliyti va nazorati xaqida mahlumot berish	**22**
	7-ma’ruza. **Tinglab tushunishni o’rgatish nazariyasi** Tinglab tushunish nutq faoliyati turi va malaka sifatida. Tinglab tushunish – ta’limning maqsadi va vositasi sifatida. Tinglab tushunishning psixofiziologik mexanizmlari va ularni shakllantirish hamda rivojlantirish usullari. Tinglab tushunishni o’rgatish qiyinchiliklari.	Tinglab tushunish nutq faoliyati turi va malaka sifatida,. psixofiziologik mexanizmlari va ularni shakllantirish hamda rivojlantirish usullari, o’rgatish qiyinchiliklari xaqida mahlumot berish.	2
	8-ma’ruza. **Tinglab tushunishni o’rgatish amaliyoti** Tinglab tushunishning turli usullarini shakllantirish uchun mashqlar tizimi. Audio-matnlar bilan ishlash bosqichlari.	Tinglab tushunishning mashqlar tizimi va audio-matnlar bilan ishlash bosqichlari xaqida mahlumot berish.	2
	9-ma’ruza. Tinglab tushunishni nazorati Mavjud nutqiy malaka shakllanishining nazorat usullari. Xalqaro imtihonlar tizimida tinglab tushunish bo’yicha test vazifalarining mazmuni va tuzulishi. Ta’limning turli bosqichlarida tinglab tushunishga qo’yilgan yagona DTS talablari.	Mavjud nutqiy malaka shakllanishining nazorat usullari xaqida mahlumot berish.	2
	10-ma’ruza. **Gapirishni o’rgatish nazariyasi** Gapirish nutq faoliyati turi va malaka sifatida. Gapirishning psixofiziologik	Gapirish nutq faoliyati turi va malaka sifatida. Gapirishning	

	mexanizmlari. Monolog, dialog va polilog, ularning turli ko'rinish va tasniflari. Gapirishga o'rgatishning "yuqoridan pastga" (matnlar asosida) va "pastdan yuqoriga" (matnga suyanmagan holda) usullari.	psixofiziologik mexanizmlari, turlari, "yuqoridan pastga" (matnlar asosida) va "pastdan yuqoriga" (matnga suyanmagan holda) usullari xaqida mahlumot berish.	2
	11-ma'ruza. **Gapirishni o'rgatish amaliyoti** Gapirishni o'rgatish mashqlari (turli xil dialog va monolog uchun) va metodlari. Roli o'yin metodi, bahs-munozara metodi- biror mavzu bo'yicha ta'lim oluvchilar bilan o'zaro bahs tarzida o'tkaziladigan o'qitish metodidir.	Gapirishni o'rgatish mashqlari va metodlari xaqida mahlumot berish.	2
	12-ma'ruza. **Gapirishni o'rgatish nazorati** Chet til o'rgatishning mahalliy va xorijiy amaliyotida og'zaki nutq muloqoti malakasi shakllanishi nazorati. Ta'limning turli bosqichlarida gapirishga qo'yilgan yagona DTS talablari. Bilishni xohlayman, Insert strategiyasi.	Chet til o'rgatishning og'zaki nutq muloqoti nazorati. Ta'limning turli bosqichlarida gapirishga qo'yilgan yagona DTS talablari xaqida mahlumot berish.	2
	13-ma'ruza. **O'qishni o'rgatish nazariyasi** O'qish chet til o'rganishning nutq faoliyatining turi va malaka sifatida. O'qishning psixofiziologik mexanizmlari. O'qishni nutq faoliyati turi sifatida o'rgatish. O'qishni o'rgatish tamoyilari. O'qish materiali. O'qishga o'rgatish bosqichlari. Aqliy xujum metodi.	O'qish o'rganishning nutq faoliyatining turi va malaka sifatida. O'qishning psixofiziologik mexanizmlari, tamoyilari, o'qish materiali va o'rgatish bosqichlari xaqida mahlumot berish.	2
	14-ma'ruza. **O'qishni o'rgatish amalieti** O'qish turlari va ularni shakllantirish yuzasidan mashqlar tizimi. Muammoli vaziyat metodi.	O'qish texnikasi va mashqlar tizimi xaqida mahlumot berish.	2
	15-ma'ruza. **O'qishni o'rgatish nazorati**	Chet til o'rgatishning	

	Chet til o’rgatishning mahalliy va xorijiy amaliyotida o’qishning malakasi shakllanishi nazorati. Ta’limning turli bosqichlarida o’qish malakasiga qo’yilgan yagona DTS talablari. Intsident metodi. Dumaloq stol.	o’qishning malakasi shakllanishi nazorati. Ta’limning turli bosqichlarida o’qish malakasiga qo’yilgan yagona DTS talablari xaqida mahlumot berish.	2
	16-ma’ruza. **Yozuvni o’rgatish nazariyasi va amaliyoti** Yozuv nutq faoliyatining turi va malaka sifatida. Yozuv psixofiziologik mexanizmlari. Yozuv texnikasi va yozma nutqn o’rgatish. Yozuvni o’rgatish mashqlari. Loyiha metodi. Asalari ini metodi.	Yozuv nutq faoliyatining turi va malaka sifatida, psixofiziologik mexanizmlari, texnikasi va yozuvni o’rgatish mashqlari xaqida mahlumot berish.	2
	17-ma’ruza. **Yozuvni o’rgatish nazorati** Chet til o’rgatishning mahalliy va xorijiy amaliyotida yozuvning malakasi shakllanishi nazorati. Ta’limning turli bosqichlarida yozuv ko’nikmalariga va yozma nutq malakasiga ega bo’lishga qo’yilgan yagona DTS talablari. Ishbop o’yin metodi.	Chet til o’rgatishning yozuvning malakasi shakllanishi nazorati. Ta’limning turli bosqichlarida yozuv ko’nikmalariga va yozma nutq malakasiga ega bo’lishga qo’yilgan yagona DTS talablari xaqida mahlumot berish.	2
III.	**Nutqiy muloqotni amalga oshirish vositalari** **Chet til talaffuziga o’rgatish nazariyasi, amaliyoti va nazorati** **Chet til leksikasiga o’rgatish nazariyasi, amaliyoti va nazorati** **Chet til grammatikasiga o’rgatish nazariyasi, amaliyoti va nazorati**	Chet tili **nutqiy muloqotni nazariyasi, amaliyoti va nazorati** xaqida ma’lumotlar berish.	**12**
	18-ma’ruza. **Chet til talaffuziga o’rgatish nazariyasi va amaliyoti** Chet til talaffuzini o’rgatishning mohiyati. Talaffuz materialini metodik	Chet til talaffuzini o’rgatishning mohiyati, materialini metodik tayyorlash, minimumini tanlash,	2

	tayyorlash. Talaffuz minimumini tanlash. Talaffuz materialining taqdimoti va tasnifi. Talaffuz ko'nikmalarini shakllantirish. Talaffuz materialining taqdimoti. Fonetik mashqlar. Talaffuzni o'rgatish tamoyillari. Shaxsni faollashtirish.	materialining taqdimoti va tasnifi, ko'nikmalari, taqdimoti. Fonetik mashqlar va tamoyillari xaqida ma'lumotlar berish.	
	19-ma'ruza. **Chet til talaffuziga o'rgatish nazorati** Talaffuz ko'nikmalar shakllanganlik darajasi nazorati. Ta'limning turli bosqichlarida talaffuz kompetentsiyasiga qo'yilgan yagona DTS talablari. Roli o'yin metodi. Galereya metodi.	Turli bosqichlarida talaffuz kompetentsiyasiga qo'yilgan yagona DTS talablari xaqida ma'lumotlar berish.	2
	20-ma'ruza. **Chet til leksikasiga o'rgatish nazariyasi va amaliyoti** "Leksika" va unga aloqador tushunchalar xaqida. Leksikani metodik tayerlash. Leksikani tanlash. Leksikaning taqsimoti va tasnifi. Leksik ko'nikmalarni shakllantirish. Leksikaning taqdimoti. Leksika mashqlari. Leksikaning qo'llanilishi. Leksikani o'rgatish tamoyillari.	"Leksika" va unga aloqador tushunchalar xaqida. Leksikani metodik tayerlash va tanlash. Leksikaning taqsimoti, taqdimoti va tasnifi. Leksika mashqlari, qo'llanilishi va tamoyillari xaqida ma'lumotlar berish.	2
	21-ma'ruza. **Chet til leksikasiga o'rgatish nazorati** Leksik ko'nikmalar shakllanganlik darajasi nazorati. Ta'limning turli bosqichlarida leksik kompetentsiyaga qo'yilgan yagona DTS talablari. Qor koptokchalari metodi.	Leksik darajasi nazorati, ta'limning turli bosqichlarida leksik kompetentsiyaga qo'yilgan yagona DTS talablari xaqida ma'lumotlar berish	2
	22-ma'ruza. **Chet til grammatikasiga o'rgatish nazariyasi va amaliyoti** "Grammatika" tushunchasiga doir. Grammatikani metodik tayerlash. Grammatikani tanlash. Grammatikaning taqsimoti va tasnifi. Grammatik ko'nikmalarni shakllantirish. Grammatikani taqdimoti. Grammatika mashqlari. Grammatikaning	"Grammatika" tushunchasiga doir. Grammatikaning taqsimoti va tasnifi, taqdimoti, mashqlari. va tamoyillari xaqida ma'lumotlar berish	2

	qo’llanilishi. Grammatikani o’rgatish tamoyillari. SHaxsni faollashtirish. Klaster metodi		
	23-ma’ruza. **Chet til grammatikasiga o’rgatish nazorati** Grammatika ko’nikmalar shakllanganlik darajasi nazorati. Ta’limning turli bosqichlarida grammatik kompetentsiyaga qo’yilgan yagona DTS talablari.	Grammatika ko’nikmalar shakllanganlik darajasi nazorati xaqida ma’lumotlar berish	2
IV.	**Nazoratning mohiyati. Nazoratning ob’ekti. Nazorat qilish metodikasi. Nazorat usullari, turlari, shakllari. Test o’tkazish. Ko’nikma va malakalarni baholash.**	**Chet tilida bilim, malaka va ko’nikmalarni tekshirish haqida ma’lumot berish**	**6**
	24-ma’ruza. **Nazoratning mohiyati.** Nazoratning ob’ekti. Nazorat qilish metodikasi.	Nazoratning mohiyati, ob’ekti va metodikasi xaqida ma’lumotlar berish	2
	25-ma’ruza. **Ta’limning turli bosqichlarida nazorat usullari, turlari, shakllari.**	Ta’limning turli bosqichlarida nazorat usullari, turlari, shakllari xaqida ma’lumotlar berish	2
	26-ma’ruza. **Test o’tkazish. Ko’nikma va malakalarni baholash.**	Test turlari xaqida ma’lumotlar berish	2
V.	**Chet til o’qitish jaraenini tashqil qilish** **Chet til darsi va uni rejalashtirish. Chet til darsi va darsning maqsadi. Muallimning darsga tayergarligi. Dars turlari va bosqichlari. Darsning boshlanishi, asosiy qismi, yakuniy bosqichi. Rejalashtirish. Mavzuiy reja. Dars rejasi.**	Chet til darsi va uni rejalashtirish. Chet til darsi va darsning maqsadi xaqida ma’lumotlar berish	**14**
	27-ma’ruza. **Chet til darsi va uni rejalashtirish.** CHet til darsi va darsning maqsadi. Muallimning darsga tayergarligi.	Chet til darsi va uni rejalashtirish xaqida ma’lumotlar berish	2

	28-ma’ruza. **Dars turlari va bosqichlari.** Darsning boshlanishi, asosiy qismi, yakuniy bosqichi. Rejalashtirish. Mavzuiy reja.	Dars turlari va bosqichlari xaqida ma’lumotlar berish	2
	29-ma’ruza. **Ta’limning turli bosqichlarida dars rejasi**.	Ta’limning turli bosqichlarida dars rejasi xaqida ma’lumotlar berish	2
	30-ma’ruza. **Chet til o’qitish bosqichlari** O’qitish jaraenini bosqichlarga ajratish. Boshlang’ich, o’rta, yuqori bosqichlar yagona DTS asosida.	Boshlang’ich, o’rta, yuqori bosqichlar yagona DTS asosida xaqida ma’lumotlar berish	2
	31-ma’ruza. **Chet til bo’yicha darsdan tashqari ishlar** Darsdan tashqari ishlar maqsadi va tashkiliy mezonlari. Darsdan tashqari ishlarni tashkil qilish. Ommaviy, guruhiy va yakkama-yakka ishlar.	Darsdan tashqari ishlar maqsadi va tashkiliy mezonlari xaqida ma’lumotlar berish	2
	32-ma’ruza. **Turli o’quv yurtlarida chet til o’qitish** Turli o’quv yurtlarida chet til o’qitish masalaning metodologik tartibda qo’yilishi. “Qiyosiy metodika” tushunchasiga doir. Turli o’quv yurtlarida chet til ta’limi tasnifi. Ta’lim muassalari. Chet til o’qitish maqsadlari, mazmuni va metodlari tasnifi. Tillar ta’limshunosligi. Ona tilini o’qitish. Ikkinchi tilni o’qitish. Chet tilni o’qitish. Til ta’limi jamlama tasnifi.	Turli o’quv yurtlarida chet til ta’limi tasnifi. Ta’lim muassalari. Chet til o’qitish maqsadlari, mazmuni va metodlari tasnifi xaqida ma’lumotlar berish	2
	33-ma’ruza. **Yakunlovchi ma’ruza**		2
Jami			**66**

Seminar mashg’ulotlari mazmuni va ajratilgan soatlar

T/r	Fanning bo’limi va mavzusi, ma’ruza mazmuni	Mashg’ulotlar maqsadi	Ajratilgan soatlar
1	*Chet til o’qitish metodikasi fanining nazariy asoslari va yaqin fanlar bilan*	Chet til o’qitish	2

	aloqasi va ularga bog'liqligi	metodikasining nazariy asoslari bilan tanishtirish.	
2	*Chet til o'qitish metodikasi fanining maqsadlari, mazmuni, tamoyil va metodlari*	Chet tili o'qitish maqsadlari, mazmuni, tamoyillari haqida tushuncha berish berish	2
3	Che*t til o'qitishning yondashuv va metodlari*	Chet til o'qitish metodikasi mashqlar tizimi, ingliz tili o'qitish vositalari haqida tushuncha berish	2
4	Che*t til o'qitishning texnologiyalari*	Chet tili o'qitish metodikasining tarixiy metodlari haqida tushuncha berish	2
5	*Interfaol metodlari*	Zamonaviy metodlar, yangi pedagogik texnologiyalar, interaktiv metodlar, yangi zamonaviy metodlar, texnologiyalar haqida tushuncha berish	2
6	Che*t til o'qitish vositalari va mashqlar tizimi*	Zamonaviy metodlar, yangi pedagogik texnologiyalar, interaktiv metodlar, yangi zamonaviy metodlar, texnologiyalar haqida tushuncha berish	2
7	*Tinglab tushunishni o'rgatish*	Chet tilida tinglab tushunishni	8

		o’rgatish metodlari va ularni amalda qo’llashni o’rgatish	
8	*Gapirishni o’rgatish*	Chet tilida gapirishni o’rgatish metodlari va ularni amalda qo’llashni o’rgatish	8
9	*O’qishni o’rgatishda innovasiyon ta’limni qo’llash.*	Chet tilida o’qishni o’rgatish metodlari va ularni amalda qo’llashni o’rgatish	8
10	*Yozuvni o’rgatish*	Chet tilida yozuvni o’rgatish metodlari va ularni amalda qo’llashni o’rgatish	6
11	*Talaffuzni o’rgatish*	Chet tili talaffuzini o’rgatish metodlari va ularni amalda qo’llashni o’rgatish	6
12	*Grammatikani o’rgatish*	Chet tili grammatikasini o’rgatish metodlari va ularni amalda qo’llashni o’rgatish	6
13	*Leksikani o’rgatish*	Chet tili leksikasini o’rgatish metodlari va ularni amalda qo’llashni o’rgatish	6
14	*Nazoratning mohiyati. Nazoratning ob’ekti. Nazorat qilish metodikasi.*	Bilim malaka ko’nikmalarni tekshirishning ahamiyati.	2
15	*Ta’limning turli bosqichlarida nazorat usullari, turlari, shakllari.*	Bilim malaka ko’nikmalarni tekshirishning ahamiyati.	2
16	*Tekshirishning reyting tizimi*	Bilim malaka ko’nikmalarni tekshirishning ahamiyati.	2
17	*Test o’tkazish. Ko’nikma va malakalarni baholash.*	Bilim malaka ko’nikmalarni	2

		tekshirishning ahamiyati.	
18	Chet *til darsi va uni rejalashtirish.*	Chet tili o'qitish jarayonini tashkil qilish, chet tili darsi, uni rejalashtirish va amalda qo'llash	2
19	*Dars turlari va bosqichlari. Darsning boshlanishi, asosiy qismi, yakuniy bosqichi.*	Chet tili o'qitish jarayonini tashkil qilish, chet tili darsi, uni rejalashtirish va amalda qo'llash	8
20	*Ta'limning turli bosqichlarida dars rejasi.*	O'rta umumta'lim maktablarda chet tili o'qitish jarayonini yangi pedagogik texnologiyalar asosida tashkil qilishni amalda ko'rsatish	2
21	Chet *til o'qitish bosqichlari*	Boshlang'ich, o'rta, yuqori bosqichlar yagona DTS asosida xaqida ma'lumotlar berish	2
22	Chet *til bo'yicha darsdan tashqari ishlar*	Majburiy kurs xaqida ma'lumot berish	2
23	*Turli o'quv yurtlarida chet til o'qitish*	Majburiy bo'lmagan kurs xaqida ma'lumot berish	2
24	*O'quv meteriallarni yaratish*	Ўқув метериалларни яратиш малакалари ривожлантириш	4
25	Yakunlovchi seminar	2015-2016 семинар мавзулар кайта такрорлаш	2
Jami			**86**

Mustaqil ta`limni tashkil etishning shakli va mazmuni

Talaba mustaqil ishining asosiy maqsadi – o'qituvchinig rahbarligi va nazoratida muayyan o'quv ishlarini mustaqil ravishda bajarish uchun bilim va ko'nikmalarni shakllantirish va rivojlantirishdir. Tillar o`qitish metodikasi va ta`lim texnologiyalari fanidan mustaqil ishlarni tashkil etishdaquyidagi shakllardan foydalaniladi:

- ayrim nazariy mavzularni o'quv adabiyotlari yordamida mustaqil o'zlashtirish;
- berilgan mavzular bo'yicha axborot (referat) tayyorlash;
- nazariy bilimlarni amaliyotda qo'llash;
- ilmiy maqola, anjumanga ma'ruza tayyorlash;
- zamonaviy ta'lim texnologiyalarini qo'llagan holda dars ishlanmasi tayyorlash va o'tkazish.

Mustaqil ta'limni tashkil etish bo'yicha kafedra professor-o'qituvchilari tomonidan ko'rsatma va tavsiyalar ishlab chiqiladi. Ularda mustaqil ishlarning qay tartibda bajarilishi batafsil aks ettiriladi va talabalar ixtiyoriga yetkaziladi.

Mustaqil ishlar mavzulari, mazmuni va ularga ajratilgan soatlar

	Ishchi o'quv dasturining mustaqil ta'limga oid bo'lim va mavzulari	**Mustaqil ta'limga oid topshiriq va tavsiyalar**	**Bajarilish muddati**	**Xajmi (soatda)**	**al**
.	PQ 1875 " Chet tillari o'rganishni yanada takomillashtirish chora tadbirlari" (10.12.2015) PQ 1971 " O'zDJTU" faoliyatini takomillashtirish" (23.05.2013)	Konspektni tayorlash va 10 test tuzish, yoki taqdimot kilish.	Sentyabr	6	
.	Chet tillari bo'yicha Davlat Ta'lim Standarti (8.05.2013)	Konspektni tayorlash va 5 test tuzish, yoki taqdimot kilish.	Oktyabr	6	
.	Mashq tizimi xususiyatlarini o'rganish Ta'limning turli bosqichlarida tinglab tushunishni o'rgatish bo'yicha portfolio uchun materiallarni tashkillashtirish. (shahsiy ishi)	Taqdimot qilish 1. DTSning A1/A2/B1 talablari tanlash *(ma'ruzada)* 2.On-line tehnologiya asosida	Noyabr	12	

		A1/A2/B1 dars rejasini tuzish *(seminarda)*			
.	Ta’limning turli bosqichlarida gapirishni o’rgatish bo’yicha portfolio uchun materiallarni tashkillashtirish. (shahsiy ishi) Chet tili o’qitish zamonaviy metodlari bo’yicha loyihalarda qatnashish “ Beginning English Teacher 2016 part-1” “ Master class on Modern Teaching methods” (guruhiy ishi)	1. DTSning A1/A2/B1 talablari tanlash *(ma’ruzada)* 2.On-line tehnologiya asosida A1/A2/B1 dars rejasini tuzish *(seminarda)* Taqdimot qilish	Dekabr	14	
.	Ta’limning turli bosqichlarida o’qishni o’rgatish bo’yicha portfolio uchun materiallarni tashkillashtirish. (shahsiy ishi) Ta’limning turli bosqichlarida yozuvni o’rgatish bo’yicha portfolio uchun materiallarni tashkillashtirish. (shahsiy ishi)	1. DTSning A1/A2/B1 talablari tanlash *(ma’ruzada)* 2.On-line tehnologiya asosida A1/A2/B1 dars rejasini tuzish *(seminarda)*	Yanvar	12	
.	Ta’limning turli bosqichlarida leksika , grammatika va fonetika o’rgatish bo’yicha portfolio uchun materiallarni tashkillashtirish.	1. DTSning A1/A2/B1 talablari tanlash *(ma’ruzada)* 2.On-line tehnologiya asosida A1/A2/B1 dars rejasini tuzish *(seminarda)*	Fevral	12	
.	Baholashning materiallari tanlash Chet tili o’qitish zamonaviy metodlari bo’yicha loyihalarda qatnashish “ Beginning English Teacher 2016 part-2” , “ International song festival” (guruh ishi).	1. DTSning A1/A2/B1 talablari tanlash *(ma’ruza va seminarda)* Taqdimot qilish	Mart	14	

.	CHet til o’qitish bosqichlarida didaktik materiallarni yaratish va qo’llash (boshlang’ich va o’rta o’mumta’lim maktablar, akademik litsey va kasb-xunar kollejlari). (shahsiy ishi) Loyihalarda qatnashish “ Beginning English Teacher 2016 part-3” , “ Out of class activities” (guruhiy ishi).	On-line tehnologiya asosida A1/A2/B1 materialarni yaratish *(ma’ruza va seminarda)* Taqdimot qilish	Aprel	14	
.	Loyihalarda qatnashish “ Beginning English Teacher 2016 part-4” , “ Modern English teacher” (guruhiy ishi).	1. DTSning A1/A2/B1 talablari tanlash *(ma’ruzada)* 2.A1/A2/B1 dars rejasini tuzish *(seminarda)*	May	14	
0.	Malakaviy amaliyotga Portfolio tayorlash	Namoyish etish	Iyun	2	
	Jami			**106**	**0**

Fanni o’qitish jarayonini tashkil etish, o’tkazish bo’yicha tavsiyalar

Mazkur fanni o’qitish jarayonida ta’limning zamonaviy metodlari, pedagogik va axborot kommunikatsiya texnologiyalari qo’llanilishi nazarda tutilgan.

- ma’ruza darslarida zamonaviy ped texnologiyalaridan;
- seminar mashg’ulotlarida “Aqliy xujum”, “Guruxli fikrlash”,

“Bumerang”, “Birgalikda o’qiymiz”, “Arra” pedagogik texnologiyalaridan kichik guruxlar musobaqalarini qo’llash nazarda tutiladi.

Talabalarning chet tillar o’qitish metodikasi fanini o’zlashitirshlari uchun o’qitishning ilg’or va zamonaviy usullaridan foydalanish yangi informatsion pedagogik texnologiyalarni tadbiq qilish muhim ahamiyatga egadir. Fanni o’zlashtirishda darslik va o’quv qo’llanmalari, seminar ishlanmalar, tarqatma materiallari va elektron materiallardan fodalaniladi.

Fan bo’yicha oraliq va yakuniy nazorat
Oraliq nazorat – 30 ball

Oraliq nazorat talabalar o’tilgan ma’ruzalari mavzulari bo’yicha ikkiga bo’lib o’tkaziladi. Har biriga 15 baldan ajratiladi. Birinchisi 1 ta nazariy savoldan, 1ta metod yoki texnologiyadan va 1 ta dars parchasinidan namoyon qilishdan iborat bo’ladi. Birinchi, ikkinchi va uchinchi savollar 5 ball bilan taqsimlanadi.

Ikkinchi oraliq nazorat 1 ta nazariy savoldan va 1ta dars reja konspekti tuzishdan iborat bo’ladi. Birinchi savol 7 ball, ikkinchi savol esa 8 ball bilan taqsimlanadi.

Shunda oraliq nazorat ikkinchisining bali 15 bo’ladi. Oraliq nazorat bo’yicha ikkita o’tkazilgan testlarning 15+15=30 ball bo’ladi.

Fan bo`yicha talabalar bilimini baholash turlari
Joriy baholash (JB)-40 ball

№	Nazorat shakli	Nazorat soni	Nazorat uchun ball	Yig’ilgan ball
1	Ma’ruza	33	0,5	20
2	Seminar	43	0,5	20
	Jami:	**76**	**1**	**40**

Oraliq baholash (OB)-30 ball

№	Nazorat shakli	Nazorat soni	Nazorat uchun ball	Yig’ilgan ball
1	Birinchi va ikkinchi darajali test	1	15	15
2	Uchinchi darajali test	1	15	15
	Jami:		**30**	**30**

Yakuniy baholash (YaB)-30 ball

№	Nazorat shakli	Nazorat soni	Nazorat uchun ball	Yig’ilgan ball
1	Mavzular bo’yicha test	1	7	7
2	Berilgan pedagogik texnologiyani ta`riflash	1	8	8
2	O`rtamaktabning 1-9 sinflari, akademik litsey va kasb-hunar kollej uchun bir soatlik reja-konspektini ishlab chiqish va unda interaktiv metodlarni qo`llash.	1	15	15
	Jami:		**30**	**30**

Talabalar bilimini baholashning namunaviy mezoni

Ball	**Baho**	**Talabaning bilim darajasi**
86-100	A’lo	Xulosa va qaror qabul qilish. Ijodiy fikrlay olish. Mustaqil mushoxada yuritish. Amalda qo’llay olish. Mohiyatni tushunish. Bilish, aytib berish. Tasavvurga ega bo’lish.
71-85	Yaxshi	Mustaqil mushoxada yuritish. Amalda qo’llay olish. Mohiyatni tushunish. Bilish, aytib berish. Tasavvurga ega bo’lish.
55-70	Qoniqarli	Mohiyatni tushunish. Bilish, aytib berish.Tasavvurga ega bo’lish.
0-54	Qoniqarsiz	Aniq tasavvurga ega emaslik. Bilmaslik.

Fan bo`yicha yakuniy nazorat o`tkazish uchun savollar (30 ball)

1. Test topshiriqlarini echish, bajarish test o`quv metodik to`plamida berilgan.
2. Berilgan pedagogik texnologiyani yozma tariflang.
3. O`rtamaktabning 1-9 sinflari, akademik litsey va kasb-hunar kollej uchun bir soatlik reja-konspektini ishlab chiqish va unda interaktiv metodlarni qo`llash.

O’quv-uslubiy adabiyotlar va elektron ta’lim resurslari ro’yxati

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3. Azizxodjaeva A.K. “Pedagogicheskaya texnologiya”. T. 2002.
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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?
a) orthography, homonym, dictation
b) essay, dictation, graphics
c) calligraphy, expressing thoughts in written form

d) written exercises, control work, dictation, retelling

12. 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

13. 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

14. What does the planning lesson start with?
a) equipment
b) educative aim
c) theme
d) tasks

15. 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

16. 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

17. 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

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 of19th 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 9^{th} 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?
a) lesson
b) optional classes
c) additional lessons
d) out of class activities
e) out of school activities

17. Semantics is ….
a) word analyses
b) word meaning
c) word structure on
d) word definition
e) making phrases and sentences

18. What does "written speech" mean?
a) correct writing letters
b) good handwriting
c) correct spelling

d) correct punctuation
e) explanation of thoughts in written form

19. Define correct way of teacher's and pupils' speaking at the lesson
a) teacher speaks much more than pupils
b) teacher and pupils speak the equal time
c) pupil speaks much more than teacher
d) it doesn't matter
e) unknown way

20. What is optional lessons supposed for?
a) for pupils who wish to learn foreign language
b) for good learners
c) for weak learners
d) for all learners
e) for the best pupils

21. What stage of the lesson is devoted to pupils' assessment?
a) beginning stage
b) after checking home assignment
c) after explaining new materials
d) at the end of the lesson
e) during the lesson

22. What phonetic exercises are there in Methodology of teaching foreign languages?
a) exercises for listening
b) exercises for speaking
c) speech exercises
d) preparation exercises
e) Answers a and b

23. In pedagogical sense the word "methods" has ….
a) three meanings
b) one meaning
c) four meanings
d) 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 of19th 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

ASSESSING KNOWLEDGE OF STUDENTS IN BASIC LANGUAGE TEACHING METHODS AND MODERN TECHNOLOGY

CURRENT ASSESSMENT (CA) - 40 POINTS

Types of assessment	Quantity of times	Control point	Calculation of points	Total

Participation at lectures – the decision of practical problems	19	1	19x1	20
Performance of practical tasks, making up of abstracts	19	1	19x1,1	20
Total	**38**			**40**

P.S. The last lecture and seminar are equal to 2 points

INTERMEDIATE ASSESSMENT (IN) - 30 POINTS

Types of assessment	**Quantity of times**	**Control point**	**Calculation of points**	**Total**
I Mid-Term Tests	1	15	1x15	15
II Mid-Term Tests	1	15	1x15	15
Total	**2**	**30**		**30**

FINAL ASSESSMENT (FA) - 30 POINTS

Types of assessment	**Quantity of times**	**Control point**	**Calculation of points**	**Total**
Tests	1	15	1x15	15
Written examination	1	15	1x15	15
Total	2			**30**

CRITERIA OF ASSESSMENT FOR STUDENTS PARTICIPATION

86-100	Excellent	Ability to think creatively, make decisions, draw conclusion, the ability to apply theory to practice and their knowledge, attend all lectures and seminars. Active participation in lecture classes. Preparation for all seminars.
71-85	Good	Ability to independently analyze and apply knowledge in practice, visiting lectures and seminars. Participation in lecture classes. Preparation for seminars.
56-70	Satisfactorily	An understanding of the basic theoretical concepts and be able to retell the material, visiting lectures and seminars. Visiting lectures and seminars. Passive participation in lectures and seminars.
0-55	Unsatisfactorily	Do not have an idea about the subject, do not know the subject. Omissions of lectures and seminars. Passive participation in lectures and seminars. The absence of the classroom.

ЎЗБЕКИСТОН РЕСПУБЛИКАСИ
ОЛИЙ ВА ЎРТА МАХСУС ТАЪЛИМ ВАЗИРЛИГИ

ЎЗБЕКИСТОН ДАВЛАТ ЖАҲОН ТИЛЛАРИ УНИВЕРСИТЕТИ

5111400 – ХОРИЖИЙ ТИЛ ВА АДАБИЁТИ (РОМАН-ГЕРМАН ФИЛОЛОГИЯСИ), 5120100 – ФИЛОЛОГИЯ ВА ТИЛЛАРНИ ЎҚИТИШ (РОМАН-ГЕРМАН ФИЛОЛОГИЯСИ) ЙЎНАЛИШЛАРИ БЎЙИЧА ТАҲСИЛ ОЛАЁТГАН ТАЛАБАЛАР УЧУН МАЛАКАВИЙ АМАЛИЁТ БЎЙИЧА МЕТОДИК ТАВСИЯЛАР

Тошкент – 2016

5111400 – хорижий тил ва адабиёти (роман-герман филологияси), 5120100 – филология ва тилларни ўқитиш (роман-герман филологияси) йўналишлари бўйича таҳсил олаётган талабаларга малакавий амалиёт бўйича методик тавсиялар Ўзбекистон давлат жаҳон тиллари университети Илмий кегаши томонидан тавсия этилган, 2016 йил №----сонли баённомаси

Тузувчилар: Педагогика ва психология кафедраси профессори,
п.ф.д. О.Мусурманова
Замонавий педагогик технологиялари кафедраси
катта ўқитувчиси Ф.Азизова

Тақризчилар: К.Қодирова доцент ЎзДЖТУ

5111400 – хорижий тил ва адабиёти (роман-герман филологияси), 5120100 – филология ва тилларни ўқитиш (роман-герман филологияси) йўналишлари бўйича мактабларда, академик лицейларда, профессионал коледжларда малакавий амалиётни ўтаётган 4 курс талабаларига мўлжалланган методик тавсиялар.

Ушбу тавсиялар ўқув муассасаларда ўқув-тарбиявий ишни методик нуқтаи назардан тўғри ташкил этилишни таъминлашга йўналтирилган.

КИРИШ

Мазкур қўлланма кўрсатма Ўзбекистон Республикасининг “Таълим тўғрисидаги қонун”, “Кадрлар тайёрлаш Миллий дастури” буйруғи билан тасдиқланган. “Ўзбекистон Республикаси олий ва ўрта махсус таълим вазирлигининг 1998 йил 30 октябрь 305 – сонли малакавий амалиёти Низоми” асосида тузилган.

Университет талабаларининг малакавий амалиёти таълим ва тарбия

тизимининг барча босқичлари учун ажралмас қисм бўлиб, у таянч олий таълим муассасаларида ва бошқа таълим муассасаларида амалга оширилади.

Малакавий амалиёт даврида талаба ўқитувчи сифатида дарс фаолияти жараёнида фаол иштирок этади, тарбиявий ишлар билан шуғулланади ва келажак ихтисосига доир ўзини қизиқтираётган кўпгина саволларга жавоб топа олади. Амалиётни ўташ жараёнида талабаларнинг педагогик малака ва кўникмалари интенсив тарзда шаклланади, ижодий мустақиллиги ривожланади, педагогик тафаккури таркиб топади.

МАЛАКАВИЙ АМАЛИЁТ МАҚСАДИ ВА ВАЗИФАЛАРИ

Малакавий амалиётнинг мақсади

Фан ўқитувчиси ўқувчилар билан таълим-тарбияга доир ишлар тизимини тўла бажаришга тайёрлашдан иборат.Талабаларни келгусидаги педагогик фаолиятга тайёрлаш, мактаб, академик лицей ва коллеж таълим тарбия жараёнида педагогика, психология, методика ва чет тили бўйича назарий билимларни, қобилиятни амалга ошириш ва касбий компетенцияларини ўзлаштиришдан иборат. Айнан малакавий амалиёт пайтида талабалар тилшунослик, педагогика, методика, психологиянинг назарий асослари ва мактабдаги мустақил ижодий иш ўртасида бевосита боғлиқликни кўрадилар.

Малакавий амалиёт вазифалари:

- ўқитувчилик касбига нисбатан қизиқиш уйғотиш, тўғри касб танлаганлигига ишонч ҳосил қилишига ва таълим муассасаларида таълим-тарбия жараёнини ривожланишига ҳиссасини қўшишга имкони борлигини билдириш;
- малакавий амалиётнинг мақсад вазифалари мазмунини кўрсатиш;
- ўқув-тарбия жараёнини муваффақиятли амалга ошириш учун керакли бўлган педагогик, профессионал малака-кўникмаларни талабаларда шакллантиришга ёрдам бериш;
- бўлажак ўқитувчиларда педагогик лаёқатни шакллантириш ва ривожлантиришга кўмаклашиш;
- педагогик жараёнга илмий ёндашиш орқали педагогик маҳоратни шакллантириш ва ривожлантиришга ёрдам бериш;
- бўлажак ўқитувчининг муҳим касбий компетенцияларини шакллантириш, ривожлантириш;
- I-III курсларда ўқитиладиган педагогика, психология, методика фанларини ўқиб-ўрганиш давомида эгаллаган умумпедагогик, методик малака ва кўникмаларни ривожлантириш ва такомиллаштиришда амалга ошириладиган таълим-тарбия ишлари тизимини, ўқувчи шахсини ва жамоани комплекс ўрганишга кўмалашиш;

– таълим жараёнида эгалланган назарий билимларни чуқурлаштиришга ва тўлдиришга, ушбу билимларни амалда қўллай билишга ёрдам беришга шароит яратиш;
– талабаларни умумий ўрта, ўрта махсус ва касб-ҳунар таълим муассасаларида чет тилидан дарсларни ташкил қилиб ўтказа олишга тайёрлаш;
– талабаларни илғор педагогик технологияларни ўрганишга жалб этиш, уларда педагогик, методик тадқиқот ишларига нисбатан қизиқишни ривожлантириш;
– ўқувчилар билан маънавий-маърифий ишлар олиб боришга тайёрлаш.

МАЛАКАВИЙ АМАЛИЁТНИ ТАШКИЛ ЭТИШДА АМАЛИЁТ РАҲБАРИНИНГ ВАЗИФАСИ ВА УНИВЕРСИТЕТ КАФЕДРАЛАРИНИНГ ЎРНИ

Факультет раҳбари - тажрибали ўқитувчилардан бирини педагогика ва методика кафедраларининг розилиги асосида факультет Кенгашининг қарорига мувофиқ факультет малакавий амалиёт бошлиғи этиб тайинлайди.

Факультетнинг педамалиёт бошлиғи:

факультет бўйича малакавий амалиётни режалаштиришни, ташкил этишни, натижасини ҳисобга олишни таъминлайди;

факультет бўйича амалиётни ўтиш умумий режасини тузади, методист-гуруҳ раҳбарларни амалиёт ўтадиган ўқув муассасаларига тақсимлайди;

малакавий амалиёт олиб бориладиган ўқув муассасалари рўйхатини тузиб, шартномалар тайёрлайди;

талабалар томонидан ўтказилаётган дарсларга қатнашиб боради, синфдан ташқари ишларни кузатади, амалиётни ўтказишда вужудга келган камчиликларни бартараф этиш чорасини кўради;

факультетда амалиётнинг бошланишига ва якунига бағишланган конференцияни ташкил этади ва ўтказади;

ўқув-тарбия амалиёти юзасидан умумфакультет ҳисоботини тузади, уни кафедра, факультетга ва университетнинг ўқув бўлимига тақдим этади.

Замонавий педагогик технологиялар кафедрасининг методисти - кафедра томонидан тайинланади. Шунингдек, кафедра томонидан университетнинг тажрибали ўқитувчилари орасидан гуруҳ раҳбарлари тайинланади. Методист - гуруҳ раҳбарлари бир ёки икки таълим муассасаларидаги талабаларга раҳбарлик қилади. Талабалар сони 50 тадан ошмаслиги керак.

Кафедра методисти-гуруҳ раҳбари вазифалари:

ўқув-тарбия муассасаси билан алоқа ўрнатади, ўқитувчилар билан суҳбат ўтказади;

талабаларнинг чет тил дарсларга, фанга доир синфдан ташқари машғулотларга киришини таъминлайди ва уларнинг таҳлилини уюштиради;

талабалар томонидан ўтказиладиган дарсларнинг, факультатив ва

синфдан ташқари машғулотларнинг режасини тузади;

талабаларга дарс, факультатив ва синфдан ташқари ишларга тайёрланиши юзасидан консультациялар ташкил этади;

талабаларни синфларга тақсимлайди ва уларнинг шахсий иш режаларини тасдиқлайди, бажарилишини назорат қилади;

талабалар томонидан ўқув-тарбия ишларнинг олиб борилишини таъминлайди, уларнинг дарсларида ва синфдан ташқари ташкил қилган машғулотларида қатнашади, дарс режаларни текшириб боради;

амалиёт даврида методик семинарлар ва йиғилишлар ташкил этиб боради;

амалиёт даврида талабалар томонидан олиб борилган ишларга доир ҳисобот ҳужжатларни таҳлил қилади, унверситет кафедралар ўқитувчиларини жалб этади, мактаб ўқитувчилари, раҳбарлари қатнашишларини ташкил этади ва уларнинг фикрларини умумлаштириб амалиётни баҳолайди;

амалиётнинг натижаларига доир ҳисобот тузиб, уни кафедра ва факультет раҳбариятига топширади.

Педагогика ва психология кафедрасининг методисти - педагогика кафедраси томонидан тайинланиб, бир вақтнинг ўзида бир нечта ўқув-тарбия муассасасидаги талабаларга раҳбарлик қилади. Унга бириктирилган талабалар сони 50 тадан ошмаслиги керак.

Педагогика ва психология кафедраси методистининг вазифалари:

малакавий амалиётнинг бошланиши ва якунига бағишланган конференцияда иштирок этади;

талабаларга шахсий иш режасини тузишларида ёрдам беради, уларни услубий қўлланмалар билан таъминлайди;

талабаларга синфдан ташқари тарбиявий тадбирларни тайёрлашларида ёрдам беради, режаларни текшириб, маслаҳатлар беради;

талабалар ўтказаётган тарбиявий тадбирларда қатнашади, уларни кузатиб, муҳокамасини ўтказади;

ўқув-тарбия муассасасида талабалар учун ташкил этилган семинар ва методик йиғилишларда қатнашади; талабаларнинг амалиёт якунига доир тайёрлаган ҳисобот ҳужжатларини таҳлил қилади;

бола шахсини ва ўқувчилар жамоасини психологик-педагогик жиҳатдан ўрганиш юзасидан жамоавий маслаҳатлар уюштиради;

талабаларнинг энг ками битта дарсида ва синфдан ташқари тадбирида қатнашиб, унинг таҳлилини ташкил қилади;

шахсга ва ўқувчилар жамоасига талаба томонидан тузилган тавсифномани таҳлил қилиб, баҳолайди.

методист, фан ўқитувчиси, психолог билан биргаликда талабанинг ишини баҳолайди;

Педагогика ва психология ва замонавий педагогик технологиялар кафедралари:

талабаларнинг малакавий амалиёти юзасидан умумпедагогик,

психологик ва методик тайёргарлигининг юксак даражада бўлишини таъминлайдилар;

малакавий амалиётни ташкил этиш ва ўтказишда қатнашаётган барча кафедраларнинг фаолиятини бирлаштирадилар;

фан ютуқлари ва илғор педагогик технологияларнинг педамалиётда талабалар томонидан кенг қўлланишини таъминлайдилар;

амалиётдаги талабаларни барча зарур адабиётлар билан таъминлаш чорасини кўради, малакавий амалиётга оид кўргазмалар ташкил этадилар;

малакавий амалиётга доир илғор тажрибаларни талабаларга ўргатади ва уни такомиллаштириш йўлларини излайдилар;

ҳозирги замон фанининг долзарб муаммолари, фанга оид талаба тайёрлаётган синфдан ташқари ўқув-тарбия машғулотлари юзасидан маслаҳатлар уюштирадилар;

талабаларнинг ўқув-тарбия машғулотларида кафедра аъзоларини, гуруҳ раҳбарларини, фан ўқитучиларини иштирок этишларини таъминлайдилар;

амалиётнинг бориши ва якунини таҳлил қилиш асосида уни такомилаштириш чораларини кўради; амалиётнинг бошланишидаги ва якунидаги конференцияларга қатнашадилар.

Ўқув-тарбия муссасасининг ходимлари:

Директор (унинг ёрдамчилари):

малакавий амалиёт учун шароит яратиб беради, педагогик жамоа, ёрдамчи ходимлар, ўқувчилар билан тегишли тайёргарлик ишларини уюштиради;

талабаларни ўқув-тарбия ишларининг ташкиллаштиришда, педагоглар таркиби, мактаб ҳужжатлари, ўқув-тарбия базаси (кабинетлар, кутубхона ва ҳ.), педагогик кенгаш, метод бирлашмалари, ота-оналар қўмитаси ишлари билан таништиради;

методист-гуруҳ раҳбари билан биргаликда талабаларни синфларга тақсимлайди;

талабалар томонидан ўтказилаётган дарсларга ва синфдан ташқари тадбирларга қатнашади, уларнинг муҳокамаларида иштирок этади;

педамалиётнинг боши ва охирида талабалар билан йиғилиш ўтказади.

Синф раҳбари:

талабаларни синф ўқувчиларининг таркиби, уларнинг шахсий ҳужжатлари, ўзлаштириш, давомати, маънавий-маърифий ишлардан кўзланадиган мақсад, режа билан таништиради ва ўқувчилари билан синфдан ташқари машғулот ўтказиб талабаларни таклиф этади;

талабаларга маънавий-маърифий ишларни белгилаб олишда ёрдам беради, тарбиявий ишларнинг режасини тузиш юзасидан талабаларга маслаҳатлар беради, режаларни тасдиқлайди ва уларнинг бажарилишини назорат қилади;

талабаларга кундалик тарбиявий ишларни ўтказишда кўмаклашади;

талабаларнинг ўзлари мустақил ўтказган синфдан ташқари машғулотларига киради ва уларнинг муҳокамасида қатнашиб, фикрини

билдиради;

ўқув-тарбия муассасасининг раҳбари томонидан малакавий амалиётга доир уюштирилаётган йиғилишларга қатнашади;

талабаларнинг назарий ва амалий тайёргарлигини такомиллаштиришга оид таклифлар киритади;

талабаларга тавсифнома, ишларига баҳо беради;

Чет тил ўқитувчиси:

ўзига бириктирилган талабаларни ўзининг ўқув-тарбия ишлари режаси билан таништиради, очик дарслар, синфдан ташқари ишлар ўтказиб, уларнинг муҳокамасини ташкил қилади;

методист-раҳбар билан бирга фан бўйича талабалар ўтказадиган дарсларнинг, факультатив ва синфдан ташқари машғулотларнинг мавзусини аниқлайди ва тақсимлайди;

фан бўйича талабалар ўтказадиган барча дарс ва синфдан ташқари дарсларга киради ва уларни таҳлил қилади;

паст ўзлаштирувчи ўқувчиларга ёрдам, дафтарларни текшириш ва бошқа синф ишларида талабага ёрдам ва унга керакли маслаҳатлар беради;

талабага тавсифнома беради ва унинг маънавий-маърифий ишларини баҳолайди;

педамалиётга доир талабалар учун директор уюштирган конференцияларда қатнашади;

талабаларнинг назарий ва амалий тайёргарлигини такомиллаштиришга доир таклифлар киритади.

АМАЛИЁТЧИ ТАЛАБАЛАРНИНГ МАЖБУРИЯТЛАРИ ВА ВАЗИФАЛАРИ:

– талаба ўзи дарс берадиган синфнинг чет тили ўқитувчилари, бошқа фан ўқитувчилари дарсларига кириб бориши;

– талаба ўзи бириктирилган синф билан танишиши;

– амалиёт объекти (узлуксиз таълим тизимининг мактабгача, умумий ўрта, ўрта махсус ва касб-ҳунар таълими муассасалари) ҳусусиятини, ўқувчиларнинг ёши ва индивидуал ҳусусиятларини ҳисобга олиш. Чет тилида дарсларни ташкил этиш ва уларда ўқувчиларнинг билиш фаолиятини бошқариши;

– ўзи ва курсдошлари, шунингдек, ўқитувчилар дарсларини таҳлил қилиши;

– амалиёт обьектлари жамоаси билан, айниқса фан ўқитувчилари, синф раҳбарлари билан ҳамкорлик қилиши;

– чет тилдаги ўқув ва синфдан ташқари педагогик фаолият режаларининг мазмунини англаши;

– ўқувчилар билим, малака ва кўникмаларини рейтинг усули асосида баҳолаши;

– таълимнинг техникавий воситаларидан фойдаланиш, турли замонавий методларни татбиқ этиши;

– чет тилидан синфдан ташқари ишларни ташкил этиш ва ўтказиши;

– маънавий-маърифий ишлар мазмун – моҳиятини билиши ва таҳлил қилиш, ташкил этиш ва олиб бориши;

– 20 дан ортиқ синов дарслари ўтказиш, ўқитувчи ва амалиётчи дўстларининг дарсларини таҳлил қилиши;

– йиллик, тақвим-мавзуий режаларни топшириш, дарс режа-конспекти, кундалик дафтарларни тўлдириб, топшириши;

– тўгарак машғулотлари, ўйинлар, сафарлар, экскурсиялар, кечалар ўтказиш;

– ўқувчилар билан алоҳида, гуруҳда ва оммавий тарзда дарсдан ташқари тарбиявий ишларни олиб бориши керак;

– талаба малакавий амалиётнинг дастурида кўзда тутилган ишларнинг барча турларини бажаради, тарбиявий жараёнга комплекс ёндашиш асосида маънавий-маърифий, ахлоқий, меҳнат тарбияларининг яхлитлигини сақлаган ҳолда ўқувчилар билан ўқув-тарбия ишларини амалга оширади;

– малакавий амалиёт даврида талаба ўз ишлари ва фаолияти билан чуқур ватанпарвар, юксак ахлоқий сифатларга эга, қалбида миллий ифтихор туйғуси жўш урган, болаларни севган, ўз касбини теран билган мутахассис сифатида намоён этиши керак. Болалар билан мулоқотда ўзининг меҳнатсеварлигини, касбини чуқур билишини исботлай олиши зарур;

– ҳар бир талаба кундалик юритиб, унда кузатган ишларини ва болалар билан ўтказилган ўқув-тарбия ишлар таҳлилини қайд этиб боради: ўқув, тарбиявий, методик, маънавий-маърифий соҳаларда бажарган ишларини, ўзи кузатган дарслари, тарбиявий ишлар ва уларнинг таҳлили ҳамда мактаб ҳаётига доир фактларни кундаликка қайд этиш, уларни педагогика, психология, методика фанлари нуқтаи назаридан таҳлил қилиб бориши муҳимдир. Кундалик доимо талаба билан бирга бўлиши ва мунтазам юритилиши шарт;

– талаба ўз фаолиятини мактаб Низоми талабларига мувофиқ ташкил этади, ўқув-тарбия муассасасининг ички тартибига маъмуриятнинг ва амалиёт раҳбарининг талабларига бўйсунади. Бу талабларни бузган ёки унга бўйсунмаган талаба амалиётдан четлатилади;

– талаба ҳар куни мактабда 6 соат ишлашга мажбур ва фақат гуруҳ раҳбарининг ёки мактаб маъмуриятининг рухсати билангина иш вақтида мактабга келмаслиги мумкин;

– амалиётдан четлатилган ёки малакавий амалиёт давридаги ишлари қониқарсиз баҳоланган талаба ушбу семестрнинг ўқув планини бажармаган ҳисобланади. Деканатнинг рухсати билан бу талабага университетдаги дарслардан озод этилмаган ҳолда қайта амалиёт ўтишга рухсат этилади;

– амалиёт даврида шу гуруҳ талабаларидан бирини сардор этиб тайинланади. Унинг зиммасига талабаларнинг давоматини ҳисобга олиш, умумий ишларни ташкил этиш, жамоавий консультациялар ва семинарлар ҳақида талабаларни хабардор этиш, амалиёт раҳбарининг топшириқларини бажариш каби вазифалар юклатилади.

ЎҚУВ-ТАРБИЯ АМАЛИЁТИНИНГ ТАРКИБИ

IV курс талабаларининг ўқув-тарбия амалиётининг таркибига педагогик ва услубий қобилиятлар ва билимлар киради. Маълум бўлишича, профессионал-педагогик, услубий билимлар бошқа барча билимлар каби ўқувчиларда махсус ташкиллаштирилган фаолият жараёнида ривожланади.

Талабаларнинг педагогик маҳорат асосларини ўрганиш жараёнини мақсадли ва бошқарилувчан қилиш учун методист, мактабда чет тилини ўрганиш жараёнида ўқитувчи томонидан ҳар бир мажбурий педагогик билимларни муваффақиятли бажарилишини таъминлайдиган хусусий қобилият ва билимлар рўйхатини, яққол тасаввур этиши лозим.

Методист учун талаба 4-курсда ўқув-тарбия амалиёти давомида ўзлаштириши керак бўлган конструктив-режалаштирувчи, ташкиллаштирувчи, коммуникатив-ўргатувчи, тарбияловчи ва текшириш, билимларнинг мажбурий минимумини билиш зарур. Фақатгина мазкур педагогик ва услубий билимларни билган ҳолда амалиёт давомида уларга тўғри келадиган шаклларни ва талабаларнинг фаолият турларини танлаш ва ташкиллаштириш мумкин.

Амалиёт давомида талаба қуйидаги касбий компетенцияларга эга бўлиши керак:

Конструктив билимлар: дарснинг конкрет мақсад ва вазифаларини белгилаш; ўқув материалини вақт бўйича танлаш ва тақсимлаш; дарсликлар материалини, ўқув қўлланмаларини ижодий ишлатиш; дарс ва дарс системасини режалаштириш; тил бўйича дарсдан ташқари машғулотларни режалаштириш; ўқув жараёни учун зарур бўлган кўрсатмали қўлланмаларни тузиш ва расмийлаштириш; ўқув материалининг мураккаблигини ҳисобга олган ҳолда машғулотларнинг турларини аниқлаш;

Ташкилий қобилиятлар: дарсда мўлжалланган режанинг бажарилишини ташкиллаштириш; ўқувчиларнинг коммуникатив-ўқув фаолиятини ташкиллаш-тириш; ишнинг фронтал, гуруҳли ва индивидуал шаклларини рационал тарзда уйғунлаштириш; ўқувчиларнинг тил устидаги мустақил ишларининг энг рационал усулларини ўргатиш; кўрсатмали ва техник воситаларни рационал тарзда ишлатиш; чет тил бўйича дарсдан ташқари машғулотларни ташкиллаштириш; дарсда ва дарсдан ташқарида конкурс ва тил ўйинларини олиб бориш.

Коммуникатив-ўқув компетенциялар: ўқитувчи-синф, ўқитувчи-ўқувчи, ўқувчи-синф, ўқувчи-ўқувчи бўлмиш керакли алоқаларни тил воситасида яратиш ва давом эттириш; маҳоратини ишлатиш, уни

ўқувчиларнинг нутқ имконияти даражаси ва умумий ривожланишига нисбатан йўналтириш; ўқувчиларнинг нутқ фаолиятини рағбатлантириш мақсадида режалаштирилган ўқув-нутқ холатини ишлатиш; ўқувчиларнинг ҳисоб объектлари ва нутқ фаолияти назоратини белгилаш; ўқувчиларнинг нутқида хатолар хусусиятини белгилаш ва уларнинг сабабини аниқлаш; уларнинг огоҳлантириш ва тўғрилаш йўлларини белгилаш; ўқувчиларнинг тилга нисбатан иштиёқини шакллантириш учун дарсдан ташқари турли машғулот шаклларини ишлатиш.

Тарбиявий компетенциялар: ўқувчиларнинг эстетик тарбиясини амалга ошириш; ўқув фани материали воситасида ўқувчилар шахсиятининг ақлий ва ахлоқий, фуқаролик хусусиятлари (масъулият, тиришқоқлик, меҳнатга ҳурмат) йўллари ва шаклларини топиш; тарбиялаш жараёнида ўрганилаётган тил воситасида бадиий ташаббуснинг турли шаклларини ишлатиш.

Тахминий (рефлексив) компетенциялар: ўқув фаолиятидаги айрим ўқувчиларни синф жамоаси доирасида ўрганиш, шахслараро муносабатларни ва тилга бўлган муносабатларни ўқув фанига нисбатан ўрганиш; дарсликлар, ўқув қўлланмаларнинг тил материалини, унинг услубий қийматини, илмий асослилигини ва уни ўқувчилар томонидан ўзлаштириш жараёнидаги қийинчиликларни олдиндан айтиб бериш мақсадида таҳлил қилиш ва баҳолаш; ўз педагогик тажрибасини ва бошқа ўқитувчилар ва амалиётчи талабаларнинг тажрибасини назорат қилиш, таҳлил қилиш ва умумлаштириш; педагогик ҳақиқат фактларини йиғиш, системалаш ва назарий тушуниб етиш ва уларни доклад, реферат ёки услубият бўйича битирув квалификацион иш кўринишида баён этиш.

Малакавий амалиёт жараёнида талабаларда шаклланадиган компетенциялар

– Дарс режа-конспектини тузиш, кундалик дафтарларни тўлдириш.
– Таълим технологияси ва технологик харитасини яратиш.
– Янги педагогик технологиялардан самарали фойдаланиш.
– Ҳар бир мавзу учун ўқув-услубий кўргазмали жиҳозларни тайёрлаш.
– Ўқувчилар билан тарбиявий ишларни мунтазам олиб бориш.
– Дарсни жиҳозлаш (техник воситалар, кўргазмали жиҳозлар, жадваллар, тарқатма материаллар ва ҳоказолар).
– Ўқувчиларда доимо эркин, мустақил фикрлашни ва мустақил мулоҳаза юритишни шакллантириш.
– Дарсларни кузатиш ва таҳлил қилиш кўникмалари шаклланади.

МАЛАКАВИЙ АМАЛИЁТ МАЗМУНИ

Малакавий амалиётнинг биринчи ҳафтаси талабалар мактаб шароити, раҳбарият таркиби, мактаб ўқитувчилари, ўқувчилар билан танишадилар. Бир ҳафта давомида пассив амалиёт ўташади, яъни чет тили ва бошқа фан

ўқитувчилари дарсларига кириб кузатадилар, таҳлил қиладилар. Ўқув ва тарбиявий иш режаларини тузадилар. Шунингдек, ўқув муассасадаги мавжуд дастурлар, дарсликлар, услубий қўлланмалар билан танишиб, ўрганиб чиқадилар. Кундалик режалар ёзадилар, дарс таҳлили дафтарларини тўлдирадилар. Талабаларга берилган кундалик дафтарни ҳар куни тўлдириб борадилар.

МАЛАКАВИЙ АМАЛИЁТНИ ТАШКИЛ ЭТИШ

Ушбу малакавий амалиёт узлуксиз таълим тизимининг умумий ўрта, ўрта махсус ва касб-ҳунар таълими муассасаларида ўқув жараёнидан узилмаган ҳолатда ташкил этилади. Талабалар ҳафтанинг белгиланган кунлари университет ўқув жараёнида иштирок этишади. Амалиёт даврида талабалар чет тили ўқитувчиси вазифасида иш олиб борадилар. Малакавий амалиёт педагогика ва методика кафедраларида тасдиқланган режа асосида умумтаълим мактаблари, академик лицей, касб-ҳунар коллежлари ва университет факультетларида ўтказилади.

I. Ташкилий ишлар:

– узлуксиз таълим тизимининг умумий ўрта, ўрта махсус ва касб-ҳунар таълими муассасалари ўқув-тарбиявий ишлар тизими, педагогик жамоа билан танишиш;
– ўқув муассасасининг моддий – техника таъминоти ва адабиётлар билан таъминланганлик даражаси билан танишиш;
– ўқув муассасасидаги маънавий – тарбиявий иш режалари билан танишиш;
– чет тилида ўқув – услубий ҳужжатлар юритилиши билан танишиш;

II. Ўқув - услубий ишлар:

– ихтисослик фанлари ўқитувчиларининг дарсларини кузатиш ва таҳлил қилиш;
– ўқув жараёнига педагогик технологияларни татбиқ этиш;
– синф, синфдан ташқари машғулотлар режасини тузиш;
– ўқувчилар билимларини назорат қилиш ва баҳолаш шаклларини ўрганиш;
– ўтказиладиган малакавий амалиёт кундалик дафтарини мунтазам тўлдириб бориш;
– дарс мавзуларига оид дидактик материалларни тайёрлаш;
– мавзулар бўйича илмий, методик адабиётларни ўрганиш;
– ўқув жараёнини ташкил этишда компьютер технологияси ва интернет тизимидан самарали фойдаланиш;
– малакавий амалиёт юзасидан ҳисобот ҳужжатларини тайёрлаш.

III. Маънавий-тарбиявий ишлар:

– ўқув муассасасида синф раҳбарлари ишини ўрганиш, уларга

ёрдамлашиш ва тадбирлар ўтказиш;
- одоб-ахлоқ мавзусида суҳбат ўтказиш;
- ўқув-тарбиявий ишлар бўйича раҳбар муовини фаолиятини ўрганиш ва биргаликда иш юритиш.

IV КУРС ТАЛАБАСИНИНГ МАЛАКАВИЙ АМАЛИЁТ ДАВОМИДАГИ ФАОЛИЯТИНИНГ ТАХМИНИЙ МАЗМУНИ

I ҳафта

Ўқув-тарбия ишлари тизимини яхлит ўрганиш ва алоҳида ўқувчи ҳамда синф жамоаси хусусиятини ўрганиш:

- мактаб маъмурияти, ўқитувчи, синф раҳбари билан суҳбат;
- ҳужжатларни таҳлил этиш (мактабнинг, “Камолот”ёшлар ҳаракатининг, маънавий-маърифий ишлар режалари билан танишиш);
- мактабнинг моддий базаси билан танишиш (фан, касбга йўллаш кабинетлари ва ҳ.);
- ўқувчиларнинг шахсий ҳужжатлари, тиббий карталари, кундаликлари, синф журналини ўрганиш;
- ўқувчиларнинг ижодий ишлари билан танишиш;
- ўз синфидаги турли фан дарсларига ва синфдан ташқари тадбирларга қатнашиш орқали ўқувчиларни кузатиш;
- ўқувчилар, педагоглар, ота-оналар билан суҳбат;
- синфнинг ўқув жадвали билан танишиб, уни таҳлил қилиш;
- мактабнинг, касб-ҳунар коллежи ёки лицейнинг ушбу ўқув йилига мўлжалланган ўқув-тарбия ишлари вазифаси ва мазмунини комплекс ўрганиш;
- мактабнинг оталик ташкилотлари, ҳомийлар билан ҳамкорлик ишлари режасини ўрганиш;
- ота-оналар билан ишлаш режасини ўрганиш.

Фан бўйича ишлар:

- фан ўқитувчисининг тематик ва дарс режасини ўрганиш;
- фан ўқитувчисининг дарсини кузатиш ва таҳлил қилиш;
- энг зарур ўқув, илмий, методик адабиётларни ўрганиш;
- ўқув дастурининг амалиёт даврида ўтиладиган мавзуларини ўрганиш;
- фан кабинетининг жиҳозланиши ва асбоблари (ўқув қуроллари) билан танишиш;
- амалиёт даврида ўтиладиган дарсларнинг режа-жадвалини ишлаб чиқиш;
- биринчи ва кейинги дарсларнинг режасини ишлаб чиқиш ва муҳокама қилиш, унинг конспектини ёзиш;
- биринчи дарсда қўлланиладиган кўргазма қуролларини тайёрлаш;

– факультатив машғулотлар ва синфдан ташқари маънавий-маърифий ишлар режасини ўрганиш;
– ишга ёрдам берадиган энг муҳим илмий ва методик ишларни ўрганиш;
– ўқитувчининг факультатив машғулотларини кузатиш ва уларни таҳлил қилиш;
– амалиёт даврида ўқувчилар билан ўрганиладиган дастур мавзуларини таҳлил қилиш;
– дарс конспектини тузиб, унда фойдаланадиган техник воситалар, кўргазма қуроллари, тажриба ва б. ларни намойиш қилишга тайёргарлик кўриш.

Ўқувчилар билан олиб бориладиган синфдан ташқари ишлар:

– ўқувчиларни миллий истиқлол ғояси руҳида тарбиялашга доир давлат ҳужжатлари ва янги адабиётлар билан танишиш;
– синф раҳбарининг режасини ўрганиш;
– ўз синфида ўтказиладиган маънавий-маърифий ишлар режаси билан танишиш, уларни кузатиш, таҳлил қилиш;
– тарбиявий соатлари, тарихий обидалар, мустақиллик йилларида қад кўтарган бинолар, кўркам жойларга саёҳатлар каби ўқувчиларда миллий ғурур, миллий ифтихор туйғусини шакллантирадиган тадбирлар режа-жадвалини тузиш;
– амалиётнинг биринчи ҳафтаси охирига келиб, шу ишлар асосида ва берилган топшириқларни ҳисобга олган ҳолда талабанинг амалиёт даврида қилинадиган ишлар юзасидан шахсий иш режаси ишлаб чиқилган бўлади.

II-VII ҳафталар

Фан бўйича ўқув ишлари:

– дарсларнинг бир соатлик режа-конспектини тузиб, раҳбарлар тасдиғига тақдим этиш;
– ўзи ўтадиган дарслари учун дидактик материаллар танлаш ва ясаш, кўргазмали қуролларини ҳозирлаш;
– амалиётчи талабаларнинг дарсларини кузатиш ва таҳлил қилиш, уларнинг муҳокамаларида иштирок этиш.

Болалар жамоасини комплекс ўрганиш:

– дарс ўтиш ва маънавий-маърифий ишлар, синфдан ташқари машғулотлар давомида ҳар бир ўқувчини ва бутун синф жамоасини кузатиш;
– ўқувчилар, ўқитувчилар, тарбиячилар, ота-оналар билан суҳбатлашиш;
– ўқувчиларнинг турли хилдаги мустақил ишларини таҳлил қилиш;
– болалар жамоасини ўрганиш учун улар орасида психологик-педагогик эксперимент ўтказиш.

Фанга оид синфдан ташқари ишлар:

– ўз хоҳишига кўра ихтисослигига доир предмет бўйича ихтиёрий танлаш асосида синфдан ташқари ишларнинг айрим турларини тайёрлаш ва ўтказиш;
– фан бўйича талабалар томонидан ўтказилаётган синфдан ташқари тадбирларга кириш ва уларни таҳлил қилиш;
– фан бўйича синфдан ташқари ишлар тизимини амалга оширишга тайёрланиш (тўгаракларга раҳбарлик, олимпиадалар, танловлар, фан кечалари ташкил этиш, ўқувчиларни туман ва шаҳар олимпиадаларига тайёрлаш ва б.);
– айрим ўқувчилар билан ўзлаштиришни кўтариш мақсадида системали индивидуал ишлаш;
– фан ўқитувчисига кабинетни жиҳозлашда, методик материаллар ишлаб чиқиш ва расмийлаштиришда кўмаклашиш.

Синфдан ташқари маънавий-маърифий ишлар:

– синф раҳбарининг кундалик тарбиявий ишларида иштирок этиш;
– ўқувчилар билан Ватанни севиш, мустақилликни қадрлаш, ўзликни англаш, миллий ифтихор, ахлоқий мавзулардаги ва бошқа ҳар хил тадбирларни ташкил этиш ва уни ўтказиш;
– ота-оналар билан олиб борилаётган ишларда фаол иштирок этиш, улар билан суҳбатлар олиб бориш;
– ота-оналар мажлисига қатнашиш;
– бошқа талаба ўртоқларининг синфдан ташқари ишларига қатнашиш ва уларни таҳлил қилиш;
– ўқувчилар билан маънавий-маърифий, ахлоқий, нафосат ва шахсий гигиенага оид ишлар тизимини амалга ошириш;
– аҳоли орасида психологик ва педагогик билимларни тарғибот-ташвиқот қилишда қатнашиш.

Методик ва илмий-тадқиқот ишлари:

– ўқитувчилар метод бирлашмаси, синф раҳбарларининг режалари билан танишиш;
– талабаларни диплом ишлари режасига мувофиқ келадиган тажриба-синов ишларини ўтказиш;
– берилган топшириқ мавзусини аниқлаш ва уни бажариш режасини ишлаб чиқиш;
– ўзининг амалий фаолиятини, мактабнинг ўқув-тарбия тажрибасини систематик таҳлил этиб, унинг натижасини кундаликка мунтазам ёзиб бориш;
– диплом иши мавзусига материал тўплаш.

VIII ҳафта

– ўқув чорагини ва кундалик ўқув-тарбия ишларига якун чиқаришда қатнашиш;

– ҳисобот ҳужжатларини расмийлаштириш;
– амалиёт якунига доир уюштириладиган кўргазмага, факультетдаги ҳамда мактабдаги метод кабинетларни бойитиш учун материал тайёрлаш;
– ўқув-тарбия муассасасининг ва факультетнинг методик кабинет ва амалиёт якунига бағишланган кўргазма учун материаллар тайёрлаш;
– кундалик ўқув-тарбия ишларини ўтказиш;
– мактабдаги амалиёт якунига бағишланган конференцияда қатнашиш;
– факультетдаги амалиёт якунига бағишланган конференцияда иштирок этиш.

Амалиётчи талабанинг ҳисобот ҳужжатлари:

– талабанинг шахсий иш режа кундалиги (малакавий амалиёт юзасидан ҳисобот, тавсифнома)
– очиқ дарс режа конспекти
– синф жамоасига психологик-педагогик тавсифнома;
– истаган битта тарбиявий тадбирнинг сценарийси.

ТАЛАБАЛАРНИНГ МАЛАКАВИЙ АМАЛИЁТ ДАВРИДАГИ ФАОЛИЯТЛАРИНИ БАҲОЛАШ МЕЗОНЛАРИ

Малакавий амалиёт юзасидан кўрсатмада – талабалар кўзда тутилган ҳужжатларни топширганидан кейин амалиётнинг якунига қараб уларга баҳо қўйилади дейилган. Унда талабанинг ўз фани, педагогика, психология, мактаб гигиенаси фанлари юзасидан бажарган барча ишлари натижасига қараб берилган баҳолар инобатга олинади.

Ҳар бир талабанинг малакавий амалиётини баҳолаш унинг ишини ҳисобга олиш ва текшириш билан боқлик бўлиб, тарбиявий қийматга эгадир.

Амалиётнинг умумий баҳосини чиқаришда методист, педагог, психолог, фан ўқитувчиси каби барча раҳбарларнинг таклиф ва мулоҳазалари, талабанинг ҳисобот ҳужжатлари ва якуний ишлари ўрганилиб баҳоланади.

"Аъло" баҳо қуйидаги ҳолларда қўйилади: талаба тилни B_2 ва C_1 даражасида эгалаган эркин сўзлаша оладиган, 30 дан ортиқ синов, улардан 2 синов дарслари ўтказганда, 30 дан ортиқ ўқитувчи ва амалиётчиларнинг дарсларини таҳлил қилганда ва улар мулоҳаза қилинганда фаол қатнашганда, асосий тарбиялаш масаласини ва ўқувчиларнинг индивидуал ва ёшига доир хусусиятларини ҳисобга олган ҳолда уни ечиш йўллари ва натижасини тўғри аниқлаганда, ишида мустақиллик, ижодий ёндашиш, педагогик маҳоратни кўрсатган бўлса, тўлиқ ва тўғри тўлдирилган ҳужжатларни (бажарилган иш ҳақида ҳисобот, таҳлиллар дафтари, дарслар конспектлари, услубий хабар ва ҳ.к.) тақдим қилганда. Амалиёт дастурида кўрсатилган ишларнинг тўла ҳажмини бажарган, очиқ тарбиявий тадбирни ўтказишда ‘‘аъло’’ баҳо олган, ўзининг ўқувчилар билан олиб борган ишига завқ ва

масъулият билан ёндашган, тарбиявий ишларга доир чуқур назарий ва амалий билимга эгалигини, ишда мустақил ва ижодий муносабатни намойиш қила олган, синф ўқувчилари ва синф раҳбари билан яқин хамкорликда ишлаган, ўқувчилар билан мулоқотда педагогик одоб ва назокат талабларига риоя қила олган талабаларга қўйилади.

"Яхши" баҳо қуйидаги ҳолларда қўйилади: талаба чет тилида B_2 даражасида сўзлашганда, амалиёт вақтига белгиланган дастурни вақтида бажарган бўлса, етарли даражада дарсларни ўтказган бўлса ва уларда иштирок этган бўлса, таълим ва тарбия масалаларини муваффақиятли бажарганда, бироқ алоҳида услубий усулларни етарли даражада самарали ишлатганда, ўқув ва дидактик материални танлашда мустақиллик кўрсатганда, машғулотларни ўтказишда ва ташкиллаштиришда уларнинг таҳлилида кичик хатоларга йўл қўйганда, тарбиялаш ишларда тиришқоқлик кўрсатганда, бу ишнинг алоҳида турларини ўтказишда баъзи хатоларга йўл қўйганда, ҳужжатларни расмийлаштиришда камчиликлар бўлганда, Очиқ тарбиявий тадбирни яхши савияда ва тўла бажарган, мустақил, ишга ихлоси бор, синф раҳбарига ва синф ўқувчиларига ёрдам беришдан қочмайдиган талабага қўйилади.

"Қоникарли" баҳо қуйидаги холларда қўйилади: талаба эркин, лекин айрим орфоэпик ва акцентологик хатоларга йўл қўйиб сўзлаганда, ўқув-тарбия иши дастурини бажарганда, лекин таълим ва тарбия масалаларини амалга оширишда хатоларга йўл қўйганда, ўқитиш услублари ва йўлларини етарли даражада самарали бажармаганда, ўқувчиларнинг ўқув фаолиятини етарли фаоллаштира олмаса, ҳар доим ҳам синф билан алоқа ўрната олмаганда, тарбиялаш ишда ўз хатолари ва камчиликларини кўрмаганда, психологик-педагогик билимларни кўрсата олмаганда ва уларни ишлата олмаганда, алоҳида дарсдан ташқари машғулотларни режалаштириш ва ўтказишда хатоларга йўл қўйганда, болаларнинг индивидуал ва ёшига доир хусусиятларини етарлича ҳисобга олмаганда, ҳужжатларни расмийлаштиришда жиддий хатоларга йўл қўйганда. Амалиёт дастурини бажарган, лекин иш жараёни мустақиллиги кам, ташаббуссиз, синов ишларида кўп хато қилган, ўқувчилар билан, синф раҳбари билан алоқа ўрната олмаган талабага қўйилади.

"Қониқарсиз" баҳо қуйидаги холларда қўйилади: талабанинг нутқи бўш ҳамда шу туфайли ўқилган нарсани аниқ ва тўлиқ ифода эта олмаганда, ўқув-тарбия иши дастурини бажара олмаганда, дарсларда ўқув ва тарбия масалаларини ишнинг бир хил услублари ва йўлларини қўллаган ҳолда еча олмаганда, амалиётчи психологик педагогик назариянинг кучсиз билимини кўрганда, уни тарбиялаш масалаларини амалга ошириш ва татбиқ этишда қўллай олмаслиги, ҳужжатлар пала-партиш расмийлаштирилганда. Дастурни тўла бажармаган, узоқ вақт тарбиявий ишга кириша олмаган, мустақил эмас, синф раҳбарининг кундалик ишида кам қатнашган, очик дарс тадбирини жуда паст савияда ўтказган, ўқувчилардан узоқ, ўз ишига бефарқ талабага қўйилади.

Малакавий амалиёт учун якуний баҳо қўйилаётганда амалиётчининг мактаб услубий, ижтимоий ишида фаол қатнашганлиги, унинг касби ва болаларга нисбатан муносабати ҳам ҳисобга олинади.

Баҳолаш мезонлари

Талаба юқоридагилар асосида 100 балл йиғади. Шундан:

86 баллдан – 100 баллгача «5»

71 баллдан – 85 баллгача «4»

56 баллдан – 70 баллгача «3»

0 баллдан – 55 баллгача «қониқарсиз»

ЎЗБЕКИСТОН РЕСПУБЛИКАСИ ОЛИЙ ВА ЎРТА МАХСУС ТАЪЛИМ ВАЗИРЛИГИ

ЎЗБЕКИСТОН ДАВЛАТ ЖАҲОН ТИЛЛАРИ УНИВЕРСИТЕТИ

ЗАМОНАВИЙ ПЕДАГОГИК ТЕХНОЛОГИЯЛАР КАФЕДРАСИ

Э.З. Гилязетдинов

АСОСИЙ ЎРГАНИЛАЁТГАН ТИЛ ЎҚИТИШ МЕТОДИКАСИ ФАНИДАН ТАЛАБАЛАР БИЛИМИНИ НАЗОРАТ ҚИЛИШ ВА БАҲОЛАШНИНГ РЕЙТИНГ ТИЗИМИ БЎЙИЧА МЕТОДИК ТАВСИЯЛАР

Тошкент - 2016 йил

Инглиз тили ўқитиш методикасидан бакалавр талабаларининг билим, малака ва кўникмаларини рейтинг асосида назорат қилиш ва баҳолаш бўйича методик кўрсатмалар 5220100 – бакалавр йўналишидаги 3 курс талабаларига йўналтирилган. Ушбу тавсиялар талабаларнинг билим, малака ва кўникмаларини назорат қилиш ва баҳолашни тўғри ташкил этишга қаратилган. Мазкур тавсиялар ЎзДЖТУнинг Илмий кенгаши _____ сонли баённомаси асосида тасдиқланган.

Тақризчилар:

КИРИШ

УМУМИЙ ҚОИДАЛАР

Ушбу тавсиялар Ўзбекистон Республикаси Олий ва ўрта махсус таълим вазирлигининг 2009 йил 11 июндаги 204 – сон буйруғи асосидаги низомга мувофиқ тузилган.

Талабалар билимини назорат қилиш ва рейтинг тизими орқали баҳолашдан мақсади таълим сифатини бошқариш орқали рақобатдош кадрлар тайёрлашга эришиш, талабаларнинг фанларни ўзлаштиришда бўшлиқлар хосил бўлишининг олдини олиш, уларни аниқлаш ва бартараф этишдан иборат.

Назорат турлари, уни ўтказиш тартиби ва мезонлари кафедра мудири тавсияси билан факультет ўқув – услубий кенгаши йиғилишларида муҳокама қилинади ва тасдиқланади, ҳамда ҳар бир фаннинг ишчи ўқув дастурида машғулот турлари билан биргаликда кўрсатилади.

Рейтинг назорати жадваллари, назорат тури, шакли, сони ҳамда ҳар бир назоратга ажратилган максимал балл, шунингдек жорий ва оралиқ назоратларнинг саралаш баллари ҳақидаги маълумотлар фан бўйича биринчи машғулотда талабаларга эълон қилинади.

РЕЙТИНГ ТИЗИМИНИНГ МАҚСАД ВА ВАЗИФАЛАРИ

Рейтинг тизимининг мақсади:

♦ назорат – билим, малака ва кўникмаларни баҳолашгина бўлиб қолмай, балки ушбу тизим орқали ўқитувчи, талаба, ота – оналарни, ўқув муассаса раҳбариятини ўқитиш, ўргатиш қандай ташкил этилганлигидан хабардор қилишдир.

Рейтинг тизимининг вазифалари:

♦ талабаларда Давлат таълим стандартларига мувофиқ тегишли билим, малака ва кўникмаларни шаклланганлик даражасини назорат қилиш ва таҳлил қилиб бориш;

♦ талаба билим, малака ва кўникмаларини баҳолашнинг асосий тамойили бўлиб Давлат таълим стандартларига асосланганлик, аниқлик, ҳаққонийлик, ишончлилик ва қулай шаклда баҳолашни таъминлаш;

♦ фанларнинг талабалар томонидан тизимли тарзда ва белгиланган муддатларда ўзлаштирилишини ташкил этиш ва таҳлил қилиш;

♦ талабалар мустақил ишлаш кўникмаларини ривожлантириш, ахборот ресурслари манбаларидан самарали фойдаланишни ташкил этиш;

♦ талабалар билимини холис ва адолатли баҳолаш ҳамда унинг натижаларини вақтида маълум қилиш;

♦ талабаларнинг фанлар бўйича комплекс ҳамда узлуксиз тайёргарлигини таъминлаш;

♦ ўқув жараёнининг ташкилий ишларини копьютерлаштиришга шароит яратиш.

Назорат ва баҳолашнинг асосий тамойиллари:

► назорат ва баҳолаш режалаштиришнинг асосий объекти бўлиб қолиши керак;

► назорат ва баҳолаш узун ва қисқа муддатли режалаштиришнинг ажралмас қисми бўлиши керак;

► назорат ва баҳолаш ўқитиш ва ўргатиш жараёнининг ажралмас қисмига айланиши керак;

► ўқитувчи талабаларни ўқув йили давомида қандай назорат қилишни ва талаба қандай баҳоланишини олдиндан тушунтириши керак;

► назорат талабага ўқув жараёнида фаол қатнашишга ҳамда ўтилган материални ижобий равишда ўзлаштиришга ёрдам бериши керак.

Назоратнинг уч тури мавжуд:

жорий назорат - бу талабанинг билимларини ўсишини мунтазам равишда текширишга қаратилган. Унинг асосий мақсади талабага аниқ маълумотларни етказиб бериш ва зарур булган ерда уларни қўллай олишдир. Жорий назорат ўзлаштириш жараёнида амалга ошади;

оралиқ назорат - бу бир мавзу, бир қисмни якунида ўтказилади. Унинг асосий мақсади талабаларнинг билимларига ойдинлик киритиш, олинган билимларга якун ясаш ҳамда ҳар бир талабанинг эхтиёжидан келиб чиққан холда кейинги ишларни режалаштиришдир;

якуний назорат - бу ўқитишнинг маълум бир босқичида (семестр, йил охирида) ўтказилади. У талабаларнинг эришган ютуқларига хулоса ясайди ва кейинги режалар мақсадларига аниқлик киритади.

Назорат қилиш учун энг аввало назорат мақсадларини, яъни нимани ва нима учун назорат қилиш кераклигини аниқлаш ва сўнг назорат мезонларини аниқлаш керак.

1. ТАЛАБАНИНГ ЯККА ХОЛДА ИШЛАШ МЕЗОНЛАРИНИ КУЗАТИШ ЖАДВАЛИ

Талабалар				
Кузатиш мезонлари				
Тушунтиришларни диққат билан кузатиш				
Ўз иши устида фикрини жалб эттириш				
Берилган топшириқни белгиланган вақтда тугатиш				
Қўшимча маълумотларга мурожаат қилиш				
Ўз-ўзини бошқара олиш				

3. ТАЛАБАНИ ОҒЗАКИ МУЛОҚОТ ҚИЛА ОЛИШ МЕЗОНЛАРИ

Талабанинг исми:_____

Назорат сони:_____

Мос келган мезонни белгиланг

♦ чет тилидан ўқитувчи билан мулоқат қилиш учун фойдаланади
♦ чет тилидан группадошлари билан мулоқат қилиш учун фойдаланади
♦ чет тилида тўлиқ гаплар туза олади
♦ аввол ўзлаштирилган луғат ва структуралардан фойдаланади
♦ оғзаки мулоқат қилишда имо – ишоралардан фойдаланади
♦ бирон бир сўзни билмаган холда уни бошқача қилиб тушунтиради
♦ ибораларга ва қўз бирикмаларига эътибор қаратади.

2. ТАЛАБАНИНГ ГУРУҲ БЎЛИБ ИШЛАШ МЕЗОНЛАРИНИ КУЗАТИШ ЖАДВАЛИ

Мезонлар	1 чи талаба	2 чи талаба	3 чи талаба	4 чи талаба
Фикрлар ғоялар билдирилади				
Ўзгаларни фикрларига ўз муносабатини билдиради				
Гуруҳ аъзолари билан чет тилида мулоқат қилади				
Тушунмаганларини гуруҳ аъзолари билан қиёслаб текшириб олади				
Гуруҳ аъзолари тушунмаганларини тушунтириб беради				

Қуйидаги бешта катакча сиз учун назорат нима эканлигини белгиланг

☐ ☐ ☐ ☐ ☐

■ Назорат бу баҳолаш.
■ Назорат бу ўқувчининг гуруҳдаги ўрнини аниқлаш.
■ Назорат бу талабаларнинг гуруҳдаги ҳаракатини инобатга олиш.
■ Назорат бу ҳар бир талабанинг ҳаракатини аниқлаш.
■ Назорат бу дастурни аниқлаш.
■ Назорат бу талабани тинчлантириш.

■ Назорат бу тўлиқ рўёбга ошмайдиган мақсадни синаб кўриш.
■ Назорат бу талабага ўз билимларини яхшилаш имкониятини бериш.
■ Назорат бу ўз хукмини ўтказишдир.
■ Назорат бу ўқув муассаса раҳбариатига талаба ҳақида маълумот беришдир.
■ Назорат бу талаба ҳақида мулоҳаза юритишдир.
■ Назорат бу талабанинг ўсишини аввалдан билишдир.
■ Назорат бу бирор бир қарорга келишдир.
■ Назорат бу ўқитувчини тинчлантиришдир.
■ Назорат бу ўз педагогик фаолиятини баҳолашдир.
■ Назорат бу талабанинг барча билимларига якун ясашдир.
■ Назорат бу талабаларнинг ўсишини баҳолашдир.
■ Назорат бу талабага ўзлаштириш йўлларини қайта кўриб чиқиш имкониятини беришдир.
■ Назорат бу талабага ўз йўналишини аниқлашга ёрдам беришдир.
■ Назорат бу ўзини хурсанд қилишдир.

НАЗОРАТ ВОСИТАЛАРИ

1.Талаба ҳақида маълумотлар дафтари (журнали)

Ушбу дафтарда талабанинг ютуқлари ҳақида маълумотлар бўлиб, улар ёрдамида талабалар, ота – оналар ва маъмурият ўзига тегишли хулоса чиқарадилар. Дафтарда (журналда) турли хил назорат ишлари, улар ўтказилган сана, уларнинг мақсади кўрсатилади. Ҳужжат ҳар бир талабанинг натижалари юзасидан тўлиқ маълумот беради.

2. Кузатиш жадваллари

Ушбу жадваллар ёрдамида талабанинг қизиқишлари, қобилияти ва билимлари ҳақида маълумот олиш мумкин, хусусан, бундай жадваллар дарс жараёнида қўлланилади ва талабанинг билимларини турли мезонлар орқали аниқлашга ёрдам беради.

БАҲОЛАШ ДАРАЖАЛАРИ

Баҳолаш даражалари ўлчов асбоби бўлиб, улар талабаларнинг билим даражаларини аниқлашга хизмат қилади. Улардан жорий, оралиқ ва якуний назоратни ўтказишда фойдаланиш мумкин ва улар ёрдамида талабаларнинг оғзаки ва ёзма нутқини текшириш мумкин.

(III босқич филология факультетлари учун ишлаб чиқилган)

Максимал балл – 100

1. Жорий назорат – 40 балл – 40%
2. Оралиқ назорат – 30 балл – 30%
3. Якуний назорат – 30 балл – 30%

Жами - 100 балл – 100%

1. **Жорий назорат қуйидагича ўтказилади ва ажратилган 40 балл қуйидагича тақсимланади.**
   Маърузалар – 18 балл
   Амалий семинар машғулотлари – 22 балл
   Жами – 40 балл

Жорий назоратга талабаларнинг

1) 19 та маърузада иштирок этишлари, мустақил иш ёзиб тайёрланиб келишларининг ҳар бир назоратига 1 балдан тақсимланади. Шу 1 бални 0,5 бали маърузада қатнашиб, конспект қилинганига, 0,5 бали мустақил ишларига ажратилади. Мустақил иш ўтилган маърузани мавзусини методик адабиётлардан кенгайтириб конспект ёзишига 0,5 балл берилади.
2) 19 та амалий-семинар машғулотларига тайёрланганлиги, оғзаки жавоб берганлиги, мавзу бўйича портфолио тузиш бажарганлиги киради. Ҳар бир амалий-семинар машғулоти, дарс конспектини тузиш, замонавий педагогик технологиялардан маште-класс ўтказиш мустақил ишга 1 балдан тақсимланади.

Шу 3 балнинг 2 бали талабанинг амалий-семинар машғулотини ёзиб тайёрланиб, оғзаки жавоб берганига, 0,5 бали талабанинг ёзма тайёрланиб келиб қатнашганига, 0,5 бали мустақил ишларни бажарганлигига ажратилади.

Талабанинг жорий назоаратга ажратилган 40 баллни 40% идан 70% гачани ташкил қилса 3 баҳо, 71% - 85% гача бўлса 4 баҳо, 86% - 100% гача бўлса 5 баҳога жорий назоратни топширган бўлади.

Назорат жадвали

№	Назорат объекти	Назорат сони	Назор.га ажрат. соат	Хар бир наз. бали	Жами соат
1	Маъруза	19	18	1	**18 балл**
2	Семинар	19	11	2	**22 балл**

Оралиқ назорат – 30 балл

Оралиқ назорат талабалар ўтилган маърузалари мавзулари бўйича иккига бўлиб ўтказилади. Ҳар бирига 15 балдан ажратилади. Биринчиси 1 та назарий саволдан, 1та метод ёки технологиядан ва 1 та дарс парчасинидан намоён қилишдан иборат бўлади. Биринчи, иккинчи ва учинчи саволлар 5 балл билан тақсимланади.

Иккинчи оралиқ назорат 1 та назарий саволдан ва 1та дарс режа конспекти тузишдан иборат бўлади. Биринчи савол 7 балл, иккинчи савол эса 8 балл билан тақсимланади.

Шунда оралиқ назорат иккинчисининг бали 15 бўлади. Оралиқ назорат бўйича иккита ўтказилган тестларнинг 15+15=30 балл бўлади.

Талабалар қуйидаги мавзулар бўйича 1 соатлик дарс конспектини тузиб берадилар:

Ўрта мактаб испан, немис, француз, испан тиллари 5, 6, 7, 8, 9, синф дарсликдаги дарс мавзулари (массалан: Unit 1, Lesson 3, “Sports in Uzbekistan”) олинади.

3 та саволдан 6 тадан 9 тагача тўғри ечилса 3 баҳо

9тадан 12 тагача тўғри ечилса 4 баҳо

13 тадан 15 тагача тўғри ечилса 5 баҳо

Якуний назорат ва унинг мезонлари – 30 б.

1. Тестлар ечиш – 30балл

I. Якуний назорат ишининг 1-турида методика бўйича 30 та тест ўтказилиб ҳар бирига 1 баллдан берилади. 30 та тест – 30 баллни ташкил қилади.

Талабаларнинг ечган тестларига қўйиладиган рейтинг балларининг мезонлари:

1) 30 та тестдан 26-30 тагача тўғри ечса, ҳар бир тўғри ечилган тестга 0,5 балдан бериш мезонига асосланган ҳолда талаба жами 13-15 балгача тўплаган бўлади ва “5” баҳо бўлади.

2) 30 та тестдан 21-25 тагача тўғри ечса ҳар бир тўғри ечилган тестга 0,5 балдан бериш мезонига асосланган ҳолда талаба жами 12,5 – 10,5 балгача тўплаган бўлади ва “4” баҳо бўлади.

3) 30 та тестдан 16-20 тагача тўғри ечса ҳар бир тўғри ечилган тестга 0,5 балдан бериш мезонига асосланган ҳолда талаба жами 10-8,5 балгача тўплаган бўлади ва “3” баҳо бўлади.

4) 30 та тестдан 11-15 тагача тўғри ечса ҳар бир тўғри ечилган тестга 0,5 балдан бериш мезонига асосланган ҳолда талаба жами 8,5 балгача тўплаган бўлади ва “қониқарсиз” бўлади.

II. Бир соатлик дарс режасини талаба тузиб беришига қўйиладиган рейтинг балларининг мезонлари:

14-15 балл – агар талаба дарс режа конспектини тўлиқ ёзиб, кўргазмали қуролларни, тарқатма материалларни, коммуникатив ўйинларни дарсида қўллай олишни ёзиб кўрсата олса, замонавий педагогик технологияларни қўллай олиб режа тузса, талаба режани 5 баҳога ёзган бўлади.

11-13 балл – агар режа структураси тўғри бўлса, кўргазмали қуроллардан, тарқатма материаллардан тўғри фойдалана олиб дарс режа-конспектини туза олса 4 баҳога ёзган бўлади.

8-10 балл – дарс структураси тўғри бўлса, талаба режа-конспектни тўлиқ ёзган бўлса 3 баҳога ёзган бўлади.

5-7 балл – дарс структураси нотўғри, мақсад нотўғри (ёки йўқ) аниқланган бўлса, дарс методик жиҳатдан нотўғри тузилган бўлса, талаба 2 баҳога ёзган бўлади.

I якуний назорат тури.

Якуний назорат тестлари тўплаган баллар қўшилиб ҳисобланади.

Масалан: Максимал балл – 30 балл

Тестлар бўйича 17 балл тўплаган бўлса якуний назорат 17 балл тўплаган бўлади.

Талабанинг якуний назорат бўйича тўплаган 30 бали қуйидагича тақсимланади:

1) 26-30 балгача тўпласа – 5 баҳо
2) 21-25 балгача тўпласа – 4 баҳо
3) 16-20 балгача тўпласа – 3 баҳо
4) 16 балдан кам балл тўпласа – 2 баҳо бўлади.

Жами талаба максимал 100 балл бўйича умумий тўплаган рейтинг бали қуйидагича баҳоланади:

86-100 балгача тўплаган бўлса – 5 баҳо
71-85 балгача тўплаган бўлса – 4 баҳо
55-70 балгача тўплаган бўлса – 3 баҳо
55 балдан кам тўпласа – қониқарсиз бўлади

Талаба жорий, оралиқ, якуний назорат бўйича тўплаган баллари қўшилиб, умумий рейтинг бали аниқланади.

Масалан: жорий назорат – 30
оралиқ назорат – 20
якуний назорат – 25
жами: 75

Талаба 75 тўплаган бўлади ва 4 баҳо олади.

Талабаларда ўз – ўзини назорат қилиш имконияти бўлади. Бу эса уларга ўз натижаларини кўриш зарурияти уйғотади.

Назорат воситалари

Талаба ҳақида маълумотлар дафтари (журнали). Ушбу дафтарда талабанинг ютуқлари ҳақида маълумотлар бўлиб, ушбу маълумотлар

талабалар, ота – оналар ва маъмуриятга етказиш учун хизмат қилади. Ушбу ҳужжатда турли хил назорат ишлари, улар ўтказилган сана, уларнинг мақсади кўрсатилади. Ҳужжат ҳар бир талабанинг натижалари юзасидан тўлиқ маълумот беради.

Кузатиш жадваллари

Ушбу жадваллар ёрдамида талабанинг қизиқишлари, қобилияти ва билимлари ҳақида маълумот олиш мумкин, хусусан, бундай жадваллар дарс жараёнида қўлланилади ва талабанинг билимларини турли мезонлар орқали аниқлашда ёрдам беради.

Баҳолаш даражалари

Баҳолаш даражалари ўлчов асбоби бўлиб, улар талабаларнинг билим даражаларини аниқлашга хизмат қилади. Улардан якуний назоратда фойдаланиш мумкин.

Улар ёрдамида талабаларнинг оғзаки ва ёзма нутқини текшириш мумкин. Талабаларда ўз – ўзини назорат қилиш имконияти бўлади. Бу эса уларга ўз натижаларини кўриш заруриятини уйғотади.