

**O‘ZBEKISTON RESPUBLIKASI OLIY VA O‘RTA MAXSUS
TA‘LIM VAZIRLIGI**

FARG‘ONA DAVLAT UNIVERSITETI

CHET TILLAR FAKULTETI

INGLIZ TILI KAFEDRASI



**TILLAR O‘QITISH METODIKASI VA TA‘LIM
TEXNOLOGIYALARI**
fanidan
O‘QUV USLUBIY MAJMUA

Bilim sohasi: 100000 – Gumanitar

Ta‘lim sohasi: 110000 – Pedagogika

Ta‘lim yo‘nalishlari: 5120100 – Filalogiya va tillarni o‘qitish (Ingliz tili)

3 kurs

Farg‘ona-2019

Ushbu o'quv-uslubiy majmua Tillar o'qitish metodikasi va ta'lim texnologiyalari fani bo'yicha Oliy va o'rta maxsus ta'lim Vaziri tomonidan 20__ yil __ ____dagi ____-sonli buyrug'i (buyruqning 6-ilovasi) bilan tasdiqlangan va _____ raqami bilan ro'yxatga olingan fan dastur asosida tuzilgan

Tuzuvchi: Abbasova - Ingliz tili kafedrası katta o'qituvchisi

Taqrizchilar: N.Toirova- f.f.f.d., FarDU

D.Ganieva - filologiya fanlari nomzodi, FarDU

O'quv-uslubiy majmua Farg'ona davlat universiteti Kengashida tavsiya qilingan (20__ yil ____dagi «__» -bayonnoma)

Majmua tarkibi:

O'quv materiallari

Mustaqil ta'lim mashg'ulotlari

Glossariy

Ilovalar

a) fan dasturi

b) ishchi dasturi

v) tarqatma materiallar

g) testlar

d) baholash mezonlari

5-semestr

O‘quv materiallari ma’ruza mashg‘ulotlari

Lesson 1

Lingua-didactic problems of teaching foreign languages in the system of continuous education (schools, lyceums and colleges)

Plan:

1. Introduction to the course. The terms «Method», «Methodology».
2. Document of “Common European Framework of Reference for Languages: Learning, Teaching, Assessment” (CEFR).
3. The modern model of teaching and learning English in Uzbekistan.
4. Lingua-didactic problems of teaching foreign languages in the system of continuous education(schools, lyceums and colleges)

Tayanch so‘z va iboralar:

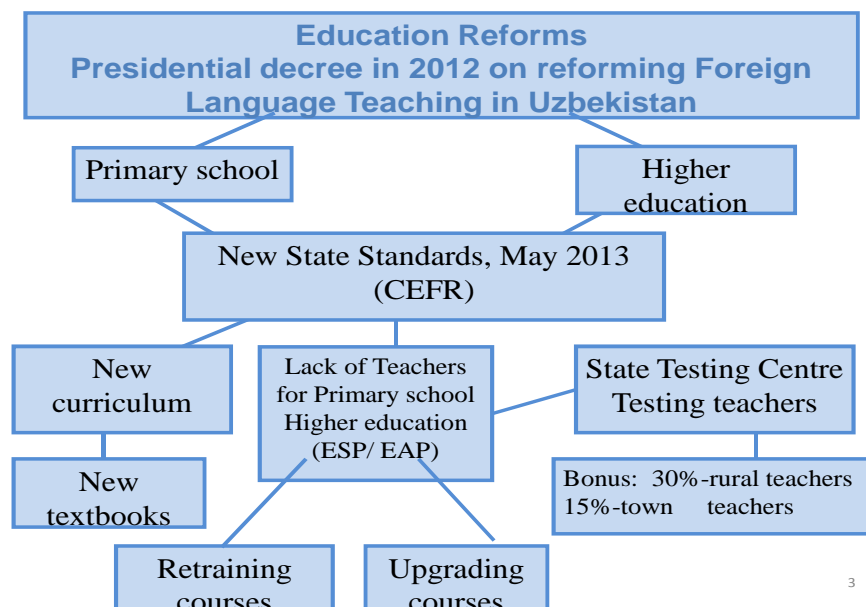
The terms «Method», «Methodology».

«**Method**» - from Ancient Greek - *méthodos*, “pursuit of knowledge, investigation, mode of prosecuting such inquiry, system”.

«**Methodology**» is a system of practices and procedures that a teacher uses to teach. It will be based on beliefs about the nature of language, and how it is learnt (known as 'Approach').

Example:

Grammar Translation, the Audiolingual Method and the Direct Method are clear methodologies, with associated practices and procedures, and are each based on different interpretations of the nature of language and language learning.



In the classroom many teachers base their lessons on a mixture of methods and approaches to meet the different needs of learners and the different aims of lessons or courses. Factors in deciding how to teach include the age and experience of learners, lesson and course objectives, expectations and resources.

The tasks of methodology of Teaching English.

The task of methodology is to enhance the process of teaching English by empowering and facilitating teachers to work proficiently. Teaching involves a continuous analysis of one's own work, the experiences

of other teachers and the search for new means to improve teaching. When teaching a foreign language a teacher must think about the specific qualities offered to students of a certain mother tongue. That means that the methodology of teaching English has to take into account the problems posed by the English language for the students who will learn it.

The methodology of teaching English stands in relation with several challenges or problems:

1. What to teach? That means the amount of knowledge, skills and habits that students have to obtain within the process of learning the language.

2. What are the aims of teaching? When a teacher is sure of the aim of teaching, he/she will have the easiness of reaching the intended goal.

3. How to teach? In this case one can call to mind the principles upon which teaching of English is based, the means, methods, fashion and tactics used in teaching in order to achieve the required final completion.

The answers to these questions define the echelon of methodology as a science. As a consequence it determines the nature of the problems to be dealt with. For successful teaching, teachers are required several initiatives.

The teacher has: To awaken and develop the potentiality and ability of students for studying. Help students develop habits through frequent repetition. To inspire, to kindle the interest of the student in studying. Also, the teacher should know how to go from easy stages to more difficult ones. These are a few of ideas of language teaching set forth by H.E. Palmer that have proved to be sound and effective even today.

Document of “Common European Framework of Reference for Languages: Learning, Teaching, Assessment” (CEFR).

The document of “Common European Framework of Reference for Languages: Learning, Teaching, Assessment” (CEFR) was created by the Council of Europe.

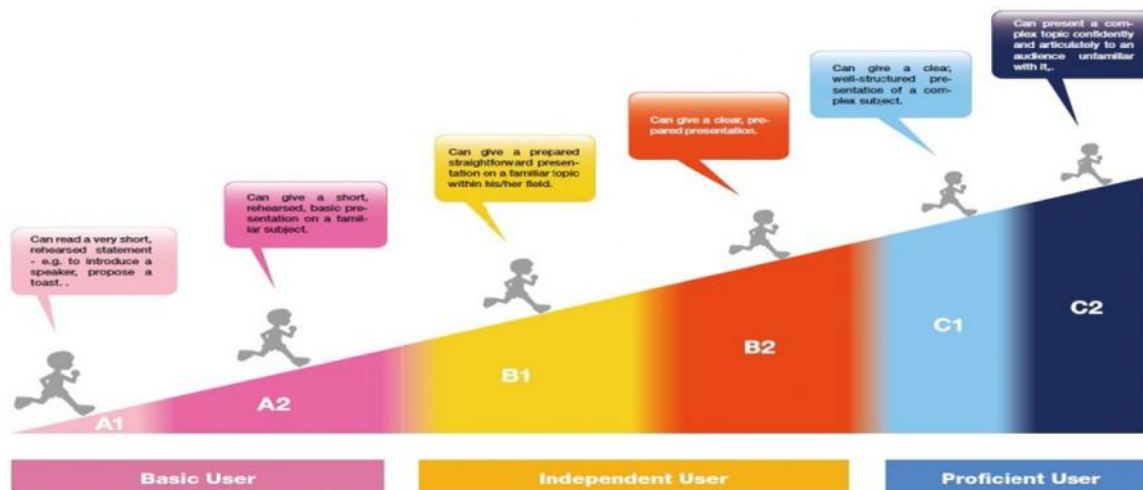
The CEFR describes language ability on a scale of levels from A1 for beginners up to C2 for those who have mastered a language. This makes it easy for anyone involved in language teaching and testing, such as teachers or learners, to see the level of different qualifications. It also means that employers and educational institutions can easily compare our qualifications to other exams in their country. The main function of this document was to provide a common basis for the elaboration of language syllabuses, curricula, guidelines, examination, and course books across Europe. It also provided a method of assessing and teaching which was applied to all Modern languages in Europe.

The CEFR has been translated into at least 37 languages. The CEFR document enhances the transparency of courses, syllabuses and qualifications, thus promoting international cooperation in the field of Modern languages which requires mutual recognition of qualifications gained in different learning contexts and aids to promote students' mobility.

According to the CEFR, learners of every LT context should be facilitated to gain the particular proficiency level in a particular stage of learning. **Descriptors in the CEFR.** In the CEFR document the reference of six levels is given and designed as illustrative descriptors (scales) in the term “Can Do” statements from level A1 to C2. The descriptors are built to do two dimensions: 1) through a vertical dimension we see a progression through all levels; 2) through a horizontal dimension the different context of teaching and learning are presented.

The modern model of teaching and learning English in Uzbekistan. In Uzbekistan ELT is seen as a career in a field of educational specialization: it requires a specialized knowledge base obtained through both academic study and practical experience. Nowadays the demonstration of a certain level of proficiency in English as component of certification is required.

In Uzbekistan the multistage model of FLT has been worked out on the basis of continuous, succession, taking into consideration the international standards, and localization of EL teaching and learning methodology and materials (adapting to the national context). It is related to the well-known multilevel model of FLT in the foreign countries.



Proficient User	C2	Can understand with ease virtually everything heard or read. Can summarise information from different spoken and written sources, reconstructing arguments and accounts in a coherent presentation. Can express him/herself spontaneously, very fluently and precisely, differentiating finer shades of meaning even in more complex situations.
	C1	Can understand a wide range of demanding, longer texts, and recognise implicit meaning. Can express him/herself fluently and spontaneously without much obvious searching for expressions. Can use language flexibly and effectively for social, academic and professional purposes. Can produce clear, well-structured, detailed text on complex subjects, showing controlled use of organisational patterns, connectors and cohesive devices.
Independent User	B2	Can understand the main ideas of complex text on both concrete and abstract topics, including technical discussions in his/her field of specialisation. Can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without strain for either party. Can produce clear, detailed text on a wide range of subjects and explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.
	B1	Can understand the main points of clear standard input on familiar matters regularly encountered in work, school, leisure, etc. Can deal with most situations likely to arise whilst travelling in an area where the language is spoken. Can produce simple connected text on topics, which are familiar, or of personal interest. Can describe experiences and events, dreams, hopes & ambitions and briefly give reasons and explanations for opinions and plans.
Basic User	A2	Can understand sentences and frequently used expressions related to areas of most immediate relevance (e.g. very basic personal and family information, shopping, local geography, employment). Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters. Can describe in simple terms aspects of his/her background, immediate environment and matters in areas of immediate need.
	A1	Can understand and use familiar everyday expressions and very basic phrases aimed at the satisfaction of needs of a concrete type. Can introduce him/herself and others and can ask and answer questions about personal details such as where he/she lives, people he/she knows and things he/she has. Can interact in a simple way provided the other person talks slowly and clearly and is prepared to help.

The domestic multistage model of continuous and successive FLT includes the following levels of FL:

Educational stage	Classes	Levels according to CEFR
Primary and secondary	1-4 forms at school	A1

education	5-9 forms at school	A2
	Language-oriented schools	A2+
Special secondary education	Academic lyceums 1-3 courses	B1
	Vocational colleges	
	Language-oriented academic lyceums	B1+
Higher education	Bachelor degree non-linguistic institutes and universities	B2
	Master degree non-linguistic institutes and universities	
	The second language in Bachelor and Master degree institutions and universities	
	Bachelor degree linguistic institutes and universities	C1
	Master degree linguistic institutes and universities	

School education falls apart into two stages: 1) the primary education (1-4 forms) and 2) the secondary education (5-9 forms). Education at academic lyceums is considered as upper secondary education. At vocational colleges ELT concerns 1) General English and 2) English for Specific Purposes (ESP) or English for Occupational Purposes (EOP). ESP is traditionally associated with study at college and non-linguistic institute and university. In the Uzbek educational system study at lyceum and college is considered as a profile education: 1) study at academic lyceum provides intensive development of intellectual abilities, deep, differentiated and vocational-oriented education, after academic lyceums they can continue further education at institutes and universities, or undertake some job; 2) study at vocational college provides deep development of professional abilities, obtaining one of the professions, graduates of professional colleges get certificate of a junior specialist. Teaching and learning English at this stage of education demands study of general English and English for specific purposes, i.e. to develop both the language competency, study skills which will help them to succeed in further education and occupation/job.

In our conditions the CEFR is used for development of the language policy to set minimum language requirements for a wide range of purposes, in curriculum planning, preparing course books and development of methods of teaching and tools of evaluation. It is intended for dynamic progress in acquiring FL.

LESSON 2 HISTORICAL SURVEY OF TEACHING FOREIGN LANGUAGES AND ITS STAGE OF DEVELOPING

Plan:

1. Historical survey of FL teaching in the world.
2. The historical review of teaching foreign languages in settlements of Uzbeks at ancient times.
3. The main periods of teaching foreign languages in Uzbekistan.

Tayanch so'zlar: Historical survey of FL teaching, The grammar-translation, method, Transformational Generative Grammar

Historical survey of FL teaching in the world

Language teaching has been around and changing over the centuries. It is very interesting to look back at the history of FL. It serves us to get to know the different trends and choose the best way to teach the FL.

The history of FL teaching goes back at least to the ancient Greeks. They were interested in what they could learn about mind and the will through language learning. The Romans were probably the first to study a FL officially. They studied Greek, taught by Greek tutors and slaves. Their approach was less philosophical and more practical than that of Greeks.

In Europe before the 16 century, much of the language teaching enclosed teaching Latin to priests. In the 16 and 17 centuries, French was a lingua franca for speaking to foreigners. Mostly court members spoke French, and also it was a required language for travelers, traders and soldiers. French was greatly taught throughout this period, and a study of documents, textbooks, literature indicate that language teachers of that time were considering the same issues that are being considered today. These contained issues about practice versus learning rules and formal study versus informal use.

The status of Latin changed during this period from a living language that learners needed to be able to read, write and speak, to a dead language which was studied as an intellectual exercise. The analysis of the grammar and rhetoric of Classical Latin became the model language teaching between the 17 and 19 centuries, a time when thought about language teaching became fixed in Europe. Emphasis was on learning grammar rules and vocabulary by rote, translations, and practice in writing sample sentences. The translated or written sentences by students were examples of grammatical points and usually had not much relationship to the real world. This method became known as *the grammar-translation method*. Though some people tried to challenge this type of language education, it was difficult to overcome the attitude that Classical Latin (and to a lesser degree Greek) was the most ideal language and the way it was taught was the model for the way language should be taught. When modern languages were taught as a part of the curriculum, beginning in the 18 century, they were usually taught using the same method as Latin.

The grammar-translation method was the dominant FL teaching method in Europe from the 1840s to the 1940s, and a version of it continues to be widely used in some parts of the world, even today. However, even as early as the mid-19th, theorists were beginning to doubt about the principles behind the grammar-translation method. Changes were beginning to happen. There was an impressively large demand for ability to speak FL, and various reformers began reconsidering the nature of language and of learning. Among these reformers were two Frenchmen, C.Marcel and F.Gouin, and an Englishman, T.Pendergast. Through their unrelated observations, they concluded that the way that children learned language was relevant to how adults should learn language. Marcel emphasized the significance of understanding meaning in language learning. Pendergast proposed the *first structural syllabus*. He proposed arranging grammatical structures so that the easiest were taught first. Gouin believed that children learned language through using language for a sequence of related actions. He stressed presenting each item in context and using gestures to supplement verbal meaning.

Though the ideas of these and other reformers had some influence for a time, they didn't become widespread or last long. They were outside of the established educational circles, and the networks of conferences and journals which exist today didn't exist then to spread their ideas.

Nevertheless, in the late 1800s and early 1900s, linguists became interested in the problem of the best way to teach languages. These reformers, as Henry Sweet of England, Wilhelm Victor of Germany, and Paul Passy of France, believed that language teaching should be based on scientific knowledge about language, that it should begin with speaking and expand to other skills, that words and sentences should be presented in context, that grammar should be taught inductively, and that translation should, for the most part, be avoided. These ideas spread, and were consolidated in what became known as the *Direct method*, first of the natural methods. The Direct method became popular in language schools, but it was not very practical with larger classes or in public schools.

In the early to mid-1900s developments in other fields such as psychology, behaviorism has had a great effect on language teaching resulting in the audio-lingual method. *The audio-lingual method* has students listen to or view tapes of language models acting in situations. Students practice with variety of drills, and their instructor emphasizes the use of the target language at all times. The audio-lingual method was used by the United States Army for «crash» instruction in FL during World War II. Despite the documented success of these programs, they are no longer common.

In the years following World War II, great changes took place that influenced on language teaching and learning. Language diversity greatly increased so there were more languages to learn. Expansion of schooling meant that language learning was no longer the privileged of the elite but something necessary for widening range of people. More opportunities for international travel and business and international social and cultural exchanges increased the demand for language learning.

As a result, renewed efforts were made in the 1950s and 1960s to 1) use new technology (e.g., tape recorders, radios, TV and computers) effectively in language teaching, 2) explore new educational models (e.g., bilingual education, individualized instruction, etc.) and 3) establish methodological innovations (audio-lingual method). Yet, the desired increase in the effectiveness of language education didn't come about, and some of the theoretical footings of the developments were called into issue.

The start of the mid-1960s is distinguished by a range of theoretical challenges to the audio-lingual method. Linguist Noam Chomsky challenged the behaviorist model of language learning. He proposed a theory called *Transformational Generative Grammar*, as per which learners do not acquire an endless list of rules but limited set of transformations which can be used over and over again, (e.g., a sentence is changed from affirmative to a negative sentence by adding not and the auxiliary verb.) so that the language learner can form big number of sentences.

Other theorists have also proposed ideas influencing language teaching. Stephen Krashen, for example, studied the way that children learn language and applied it to adult language learning. He proposed the *Input Hypothesis*, which states that language is acquired by using comprehensible input (the language that one hears in the environment) which is slightly beyond the learners' present proficiency.

There have been big developments since the early 1970s. Individualized instruction, development of communicative approach, more humanistic approach to language learning and finally a greater stress on authenticity in language learning has become more required. Some «new methods» have gained followings.

Communicative language teaching (CLT) is an approach to the teaching languages that emphasizes interaction as both the means and the ultimate goal of learning a language. Despite a number of criticisms, it continues to be popular, particularly in Europe, where constructivist views on language learning and education in general dominate academic discourse.

Language immersion puts students in a situation where they must use a FL, whether or not they know it. This creates fluency, but not accuracy of usage. French-language immersion programs are common in Canada in the state school system as part of the drive towards bilingualism.

Minimalist/Methodologist approach (Paul Rowe's minimalist/ Methodologist approach) is underpinned with Paul Nation's three actions of successful ESL (English as a second language) teachers. Initially it was written specifically for unqualified, inexperienced people teaching in EFL (English as FL) situations. Still experienced language teachers are also responding positively to its simplicity. Language items are usually provided using flashcards. There is a focus on language-in-context and multi-functional practices.

Directed practice has students repeat phrases. This method is used by US diplomatic courses. It can quickly provide phrasebook-type knowledge of the language. Within these limits, the student's usage is accurate and precise. Conversely the student's choice of what to say is not flexible.

Learning by teaching is a widespread method in Germany (Jean-Pol Martin). The students take the teacher's role and teach their peers. An important target is developing web-sensibility.

The Pimsleur language learning system is based on the research of and model programs developed by American language teacher Paul Pimsleur. Over a dozen audio-tape programs now exist to teach various languages using the Pimsleur Method.

Several methodologies that emphasize understanding language in order to learn, rather than producing it, exist as varieties of *the comprehension approach*. These include *Total Physical Response* and *the natural approach* of Steven Krashen and Tracy D. Terrell.

The Silent Way is a discovery learning approach, proposed by Galeb Gattegno in the 50s of the last century. It is often considered to be one of the humanistic approaches. It is called The Silent Way because the teacher is usually silent, leaving room for students to talk and explore the language. It is often associated with Cuisenaire rods and wall charts where words are colour-coded; each phoneme a different colour.

Besides voluminous methods and approaches there are certain learning strategies that play big role in language teaching/learning.

Code switching, i.e. changing between languages at some point in a sentence or utterance, is commonly used communication strategy among language learners and bilinguals. While traditional methods of formal instruction often discourage code switching, students, especially those placed in a language immersion situation, often use it. If viewed as a learning strategy, wherein the student uses the target language for any element of an utterance that they are unable to produce in the target language, then it has the advantages that it encourages fluency development and motivation and a sense of accomplishment by enabling the student to discuss topics of interest to him or her early in the learning process – before requisite vocabulary has been memorized.

Blended learning combines face-to-face teaching with distance education, frequently electronic, either computer-based or web-based. It has been a major growth point in the ELT (English language Teaching) industry over the last two decades.

Some people, yet, use the phrase «Blended Learning» to refer to learning taking place while focus is on other activities. For example, playing a card game that requires calling for cards may allow blended learning of numbers (1 to 10).

Private tutoring, i.e. tutoring by a native speaker can be one of the most effective ways of learning. However, it requires a skilled, motivated native tutor, which can be a rare, expensive commodity. That tutor may draw on one or several of the above methods.

Besides proposed methods and approaches through history, there are also some other means that broaden the choice of learning FL like language study holidays, language education on the internet, etc.

An increasing number of people are now combining holidays with language study in the native country. This enables the student to experience the target culture by meeting local people. Such a holiday often combines formal lessons, cultural excursions, leisure activities and homestay, perhaps with time to travel in the country afterwards. Language study holidays are popular across Europe due to the ease of transportation and to the small geographical distances. Many individuals travel to the UK alone to learn English.

The internet has emerged as a powerful medium to teach and learn FLs which provides a beneficial supplement to real world language schooling. Websites provide language exchange, i.e. two users with complementary language skills, e.g., a native English speaker and a native Chinese speaker who are eager to learn one another's language from different countries, can teach each other their languages.

There are a number of portals that offer language content, some in interactive form. Content typically comprises phrases with translation in multiple languages, text speech engines, learning activities such as quizzes or puzzles based on language concepts for free.

LESSON 3

TECHNOLOGIES OF TEACHING FOREIGN LANGUAGES

Plan:

1. The importance of teaching activities
2. Using activities at the lesson.

Tayanch so'zlar: activity, classroom activity, Ice Breakers, Advantages, network, cluster, role-play, debate, brainstorming

Technology has been used to both help and improve language learning. Technology enables teachers to adapt classroom activities, thus enhancing the language learning process.

There is a consistent great demand in front of the ESL educators and material designers to work out ways of developing classroom activities that refer to the principles of communicative methodology. This is an issue for all the time since the advent of CLT. However, till the present day various types of activities are provided by the experienced ESL/EFL teachers and methodologists. Activities are organized considering all the requirements of the CLT including its main goal. The most important point is that, activities should help learners to improve their oral and written communications. The point is that, the language used in the classroom during the communications should be relevant to the language of real social settings. Students must be able to use the target language properly when they are out of the classroom.

The following activities help to promote language learners' speaking and communication skills:

Ice Breakers

Ice Breakers are low-stakes activities that get students to interact and talk to each other, and encourage subsequent classroom interactions. They can be useful at the beginning of the semester: for example, asking students to introduce themselves to each other and what they would like to learn in the course. Advantages of icebreakers include: participation of each student, the creation of a sense of community and focusing students' attention on material that will be covered during the class period.

Network is a strategy to develop strong language and communication skills. In this activity, students are supposed to be working in groups with no more than 8 students each. Each group receives a ball of string. Whoever is speaking on the topic chosen holds the ball of string. When the speaker has finished he/she gives the ball of string to the next speaker, but holds on the string. In this way, a web of string develops showing who talked the most and who talked the least.

Role-play is a teaching strategy that offers several advantages for both student and teacher. It is used in a variety of settings. In this activity, students are encouraged to act out roles of people in different spheres of society. The principle behind role-playing is that the student assumes a particular personality of a different person, such as a historical character, famous person. This helps learners in developing confidence and refining the skills. According to Jones (1982), students "must accept the duties and responsibilities of their roles and functions, and do the best they can in the situation in which they find themselves".

Brainstorming encourages learners to produce the idea of solving practical and scientific problems individually or in groups. The attendants try to find out solutions for more complicated problems without being criticized for their ideas.

Learners discuss the answers and select more intensive and effective ideas. Brainstorming performs all the tasks. However, its basic task is to improve students' learning process, to motivate them to realize and solve the problem individually and to enhance their speech manner and expressing the ideas among others.

Discussion is one of the effective ways of teaching language. It is an active method of sharing opinions on a specific problem individually and freely.

There are several objectives of using it:

- To provide learners with new information;
- To encourage students to differentiate evidence and conclusions based on evidence;
- To motivate learners to exchange opinions with others;
- To help learners to confide and defend their personal opinions;

Information gap is one more effective strategy to improve communication skills. The point is that, everybody has the opportunity to talk extensively in the target language. For this activity, students are involved to work in pairs. One student will have the information that other partner does not have. The partners will share what they have gained from the information, which they learned in a limited time. Each partner plays an important role, because the task cannot be completed if the partners do not provide the information the others need.

- To involve students to obtain the meaning of the questions and think them over;
- To foster students' critical thinking and quick decision-making.

The teacher sets the purpose and organization of the discussion. For instance, students can be involved in advantages or disadvantages discussions. For this type of discussions, teacher forms groups that contain 5 or 6 students and provide controversial sentences such as, "Technology makes our life easier vs. Technology is the cause of pollutions". Then, groups start working on their topic in given time and present their opinions to the whole class. It is important to divide speaking equally among members of the group.

Story narrating through the pictures is a quite enjoyable and free-speaking activity. For this activity, students are asked to read a story, a tale or they may create their own story and to draw several sequential pictures that describe the story, which they have read. When students come to the class, they tell the story relating with pictures to the class. This activity can be used as an individual or small group work. At the end, the rest of the students can ask questions about the pictures or story.

This activity helps language learners:

- To improve public speaking skills;
- To foster creativeness and imagination;
- To advance critical thinking.

Story forming is an interesting and teamwork activity. It provides opportunities for learners to improve imagination, speaking and as well as communication skills. Before starting the activity, class is divided into small equal groups. Teacher narrates the most essential part of the story and gives some pictures of the same story from a book. All the pieces of pictures are scattered in front of a small group. Teacher asks members of the groups to arrange it in a sequence of the story that they have heard by communicating with each other. When they finish doing this, each one is asked to narrate their part of story through the picture.

Jigsaw activities are also based on the information-gap principle. Typically, the class is divided into groups and each group has part of the information needed to complete an activity. The class must fit the pieces together to complete the whole. In so doing, they must use their language resources to communicate meaningfully and so take part in meaningful communication practice.

Jack C. Richards in the book "Communicative Language Teaching Today" (2006) provides the following examples of jigsaw activities:

- The teacher plays a recording in which three people with different points of view discuss their opinions on a topic of interest. The teacher prepares three different listening tasks, one focusing on each of the three speaker's points of view. Students are divided into three groups and each group listens and takes notes on one of the three speaker's opinions. Students are then rearranged into groups containing a student from groups A, B, and C. They now role-play the discussion using the information they obtained.
- The teacher takes a narrative and divides it into twenty sections (or as many sections as there are students in the class). Each student gets one section of the story. Students must then move around the class, and by listening to each section read aloud, decide where in the story their section belongs. Eventually, the students have to put the entire story together in the correct sequence.

Reporting is widely used activity in foreign language teaching. It serves many purposes such as collecting information or presenting attitude to a problem. Students are asked to read a newspaper, magazine or watch news on TV before coming to the class. In class, each student reports to the rest of the class what they find as the most interesting news. Moreover, they can present a report about whatever they have experienced anything worth in their daily life. This is the most productive way of motivating students to speak and communicate in the target language. Additionally, they will enrich their vocabulary e.g. the words, phrases, reporting verbs, expression used in reporting.

Fish bowl is one of the modern and productive ways of involving language learners to communicate. Educator needs to set double – inner and outer circles in the middle of the class. In the inner circle, there are five chairs. They are occupied by students whose views, preferably controversial, on the topic are known beforehand. Three of the students in the inner circle start the discussion. They may be joined by one or two students presenting yet another view. Students from outer circle may also replace speakers in the inner circle by tapping them on the shoulders if they feel they can present the case better. This activity provides an opportunity to improve learners' communication, problem-solving and critical thinking skills.

LESSON 4

METHODS OF TEACHING FOREIGN LANGUAGES

Plan:

1. Verbal methods
2. The methods of interaction between a teacher and learners

Tayanch so'zlar: technology, methods, improve language learning

Methods of FL teaching



In methodology of FLT 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 in a productive aspect; 8) control, correction, evaluation of speech acts in a receptive aspect.

These methods demonstrate the interaction between a teacher and learners: a teacher (or textbook) organizes the algorithm of operations and actions, and learners implement them. These methods related to the general didactic methods reflect the specificity 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.

LESSON 5

FORMING PROFESSIONAL COMPETENCE OF FOREIGN LANGUAGE TEACHER IN THE SYSTEM OF CONTINUOUS EDUCATION

Plan:

1. Communicative Language Competence
2. Linguistic competence

Teaching practice is an important phase of teacher education that provides opportunities for teachers to reflect on their developing teaching philosophies and put them into action. This process helps teachers to bridge the gap between theory and practice, to step into the professional teaching environment by sharing, cooperating, and collaborating with their more experienced peers, and to observe seasoned teachers in the classroom.

Changes in the modern educational system in Uzbekistan make the training and professionalism of teachers necessary i.e. improvement of their professional competence. The main purpose of modern education is to match current and future needs of the individual, society and the state, the preparation of multi-developed personality of a citizen of the country, capable to social adaptation in the society, to the beginning of employment, self-education and self-improvement. An open-minded teacher, predicting the results of his operations and modeling educational process is a guarantee of achieving the goals. That is why nowadays demand for skilled, creative, competitive teacher, being able to educate a person in a modern, rapidly changing world has sharply increased.

The term "professional competence" had been actively used since 90s of the last century and the concept became the subject of a special, comprehensive study of many researchers dealing with educational activities (T.I. Rudnev, G.Stein, Fullan M.G., Freeman D. and G. Crookes etc). In the given article the author is attempting to emphasize some points of research, revealing actual problems of teaching process and methodology and what solutions can be implemented to the mentioned problems.

Under the professional competence of teachers one can understand a set of professional and personal skills required for successful teaching. It wouldn't be

inappropriate to state that those ones can be called professionally competent teachers, who carry out teacher communication and various teaching activities on a high level, consistently achieving excellent results in training and educating the students.

The development of professional competence means the development of creative individuality, susceptibility to the formation of educational innovations, ability to adapt to a changing in the educational environment. Professional level of teachers is directly related to socio-economic and spiritual development of society.

On the basis of modern requirements, it became possible to identify the main ways of development of professional competence of the teacher:

1. Working in the teaching unions, creative groups;
2. Researching, experimental activities;
3. Innovative activities, development of new educational technologies;
4. Various forms of educational support;
5. Active participation in educational competitions, workshops, master classes, forums and festivals;
6. Summarizing own teaching experience;
7. Using Informational Computer Technology (ICT).

But none of these methods will be effective if the teacher himself/herself is not aware of the need to improve their own professional competence. Therefore follows the need to motivate and create favorable conditions for teacher professional progress. It is very essential to create the conditions in which the teachers realize own needs to improve their professional qualities. Analysis of personal pedagogical experience activates professional self-development of the teacher, resulting in developing skills in research activities, which are later integrated into a teaching activity. The teacher should be involved in the development of higher educational establishment management that promotes the development of his professionalism.

While making the research the authors of given article distributed questionnaires in the target groups which included students of different courses and proposed to evaluate their teachers' competence in the framework of teaching

foreign languages, the same quiz was organized together with teaching staff of various higher educational institutions. Conclusion of analyzed data provided by students and teachers adduced that the majority of students (about 70 per cent) consider implementing of ICT by the teachers during the lessons not sufficient enough and the percent of data showing frequency of teacher's consultation for students was not so high (about 20 per cent) as well, whereas the participation in different kinds of teacher-training seminars came only to 10 per cent of teaching staff.

Development of professional competence is a dynamic process of incorporation and modernization of professional experience leading to the development of individual competencies, the accumulation of professional experience, involving ongoing development and self-improvement.

The process of formation of professional competence as much depends on the environment, so the environment should encourage professional self-development. The higher educational establishments are established on democratic system of governance. This is both the system of incentives for employees, and various forms of teacher monitoring, which may include questionnaires, tests, interviews, and intra-institutional events to share experiences, competitions, and the presentation of their own achievements. These forms of stimulation can reduce the level of emotional anxiety of the teacher and influence the formation of beneficial psychological atmosphere in the team.

Various prominent scholars were engaged in the research of the study of the professional competence, among them are: Guskey, T. R. "Staff development and the process of teacher change" (1986) and "Evaluating professional development" (2000), Hamilton, J. "Inspiring innovations in language teaching" (1996). J.K. Babansky, B.G. Ananiev, T. Shamova and others. There have been mentioned following aspects of pedagogical competence in the works of these researchers:

- the management aspect: as a teacher analyzes, plans, organizes, supervises and regulates the relationship with the educational process of students;
- the psychological aspect: in what way the identity of teachers influences

to students as the teacher takes into consideration the individual abilities of students;

- the pedagogical aspect: in what forms and methods the teacher is teaching students. The professional competence of teachers is a set of skills to structure scientific and practical knowledge for better decisions of pedagogical and educational goals.

Key indicators of professional competence of teachers of foreign languages include the necessity to develop skills in students' communicative and interpersonal communication, components of which are linguistic, thematic, socio-cultural, educational and cognitive competence.

Basing on the above-mentioned points the authors are trying to create conditions for the revealing of self-reliance and creativity of students in solving communication problems in pedagogical activity, thereby allowing students to see their own development and achievements. Reflexive competence means the real characteristics of learning opportunities for the student and the ability of English language teacher to determine the type of lesson in accordance with the objectives and content of educational material to justify the selection of its content and optimality of the selected methods and techniques of training, i.e. skillfully relate learning theory to practice, the ability to project the received data on the individual potential of a particular individual student and specific learning environment.

The success of students' activities in the English classes depends on how the teacher has laid the basis of students' motivation for learning and self-education. Informational technological competence of teachers of foreign language called to play a big role in it. Indicators of that competence include mastering proper computer skills as well as knowledge of modern teaching technologies to find necessary information and analyze it.

Currently, there are many classifications for assessing the professional competence of teachers of foreign languages. So, the authors suggest considering the classification developed by the methodologist L.A. Zimnyaya:

The socio-cultural competence:

- Cross-cultural interaction;

- Language and speech development* learning culture of the native and foreign languages;

The competence of the personal self-improvement and self-development

- Self-improvement, self-regulation and self-development; • social, personal, and activity-reflection;

Information technology expertise

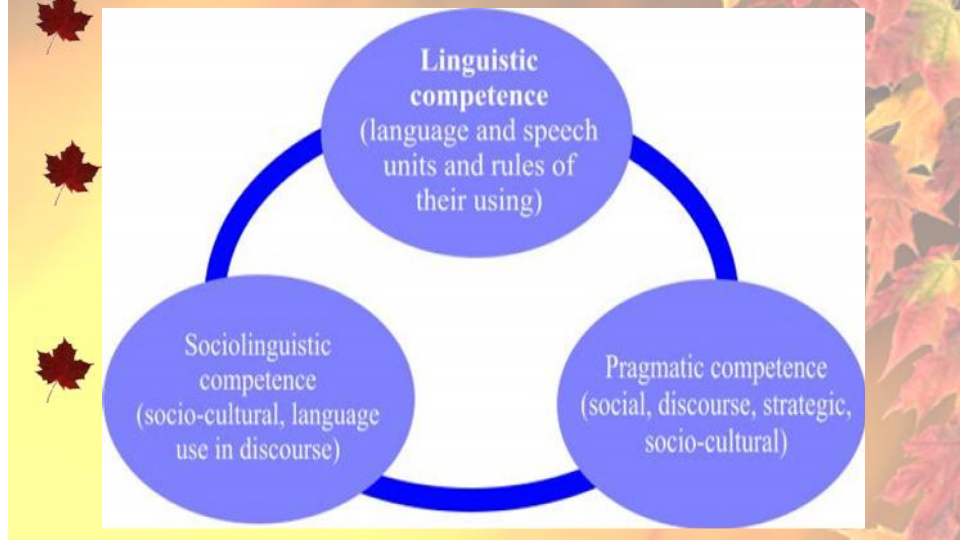
- Mastery of computer skills to find and expeditious processing of necessary information;

- Use of modern information technologies in the educational-cognitive activity of teachers of foreign languages

Thus, the competence of a teacher means a synthesis of professionalism (special, methodical, psychological and pedagogical training), work (work relations, the learning process itself, the optimal use of resources, techniques, and training methods) and arts (acting and oratory.) And nowadays it is evident that the simple combination of knowledge is not able to "form" competent professional specialist, the teacher educating the current generation must have a great sense of responsibility. The purpose of teaching involves the formation of new concepts and methods of operation at the students and the system of scientific knowledge. The purpose of education involves the formation of personality traits and certain traits of character at students as well. The purpose of the development involves primarily the development of the students' mental qualities at the lesson: intelligence (thinking, cognitive, social and political skills), will and self-sufficiency.

One of the key points is the choice of methods and techniques of training. There has been developed a system of methods in the framework of the theory of developmental education, based on the principle of goal-setting (reflecting a system of goals and student learning), the principle of the binary (reflecting the nature of the interaction of teacher and student) and the principle of problematic (reflecting the presence of contradictions in the learning process and the subject).

Communicative Language Competence



Educational stage	Stages	Levels according to CEFR
Primary and secondary education	1-4 forms at school	A1
	5-9 forms at school	A2
	Language-oriented schools	A2+
Special secondary education	Academic lyceum 1-3 courses	B1
	Vocational colleges	
	Language-oriented academic lyceums	B1+
Higher education	Bachelor degree in non-linguistic institutes and universities	B2
	Master degree in non-linguistic institutes and universities	
	The second language in Bachelor and Master degree institutions and universities	
	Bachelor's degree linguistic institutes and universities	C1
	Master's degree linguistic institutes and universities	
	PhD degree at the institution of senior scientific personnel and researches.	C1+

Lesson 6

FORMS OF ORGANIZING FOREIGN LANGUAGE LESSONS

Plan:

1. Introduction
2. Information about planning lessons and courses
3. Stages of the Lesson

Tayanch so'zlar: lesson plan, Pre- activity, While-activity, Post-activity, opening, aim, objective, used materials, visual aids, skill, level of the learners, stages

Key terms: competency in science, behaviour patterns, cultural and professional literacy, humanitarian approach.

FORMS OF ORGANIZING FOREIGN LANGUAGE LESSONS

Introduction

Teaching people is one of the most complicated branches of society. Including language teaching process, there is nothing easy to teach. For effective teaching to take a place, a good method must be adopted by teacher. Till the present day, a number of teaching methods were created by the methodologists and language educators.

In the world of information where there is a huge demand for learning foreign languages, mainly English has created an enormous demand for quality language teaching and language teaching materials and resources. Basically, the worldwide demand for learning-teaching English sets a great responsibility and function in front of the language teachers. Therefore, the demand for proper teaching methodology is increasing rapidly.

Handout 2 Choose elements of a lesson plan that you would use in your lesson

Elements of Lesson Plans	
<ul style="list-style-type: none"><input type="checkbox"/> number of learners<input type="checkbox"/> overall aims<input type="checkbox"/> aims of each stage<input type="checkbox"/> coursebook used<input type="checkbox"/> number of activities<input type="checkbox"/> what the learners do at each stage<input type="checkbox"/> what the teacher does at each stage<input type="checkbox"/> materials used<input type="checkbox"/> homework<input type="checkbox"/> groupings of learners<input type="checkbox"/> aids used<input type="checkbox"/> timing of each stage<input type="checkbox"/> skills practiced<input type="checkbox"/> page numbers<input type="checkbox"/> anticipated problems	<ul style="list-style-type: none"><input type="checkbox"/> new vocabulary<input type="checkbox"/> extra activities<input type="checkbox"/> age of learners<input type="checkbox"/> the date<input type="checkbox"/> interaction<input type="checkbox"/> different colours for important points<input type="checkbox"/> review of last lesson<input type="checkbox"/> sex of learners<input type="checkbox"/> short description of each activity<input type="checkbox"/> level of class<input type="checkbox"/> time of class<input type="checkbox"/> name/ number of class<input type="checkbox"/> length of class<input type="checkbox"/> which learners work together<input type="checkbox"/> abbreviations

LESSON PLAN FORMS

Name of the teacher

“Topic”

Date:
 Timing:
 Level:
 Text-book:
 Number of students:
 Aim:

Activity	Aids	Procedure	Timing	Interaction
Opening				
Objective:				
Pre-activity				
Objective:				
1.				
2.				
While-activity				
Objective:				
1.				
2.				
Post-activity				
Objective:				
1.				
2.				
Closure:				
Objective:				

Appendix 3

Aspects of planning language teaching

1. Establishing a certain classroom atmosphere
2. Motivating the students to take part in the lesson
3. Realistically contextualising language
4. Involving the students and drawing out passive knowledge
5. Lexis: how much to teach, what to teach, when and how to teach
6. Checking for comprehension and learning
7. Providing safe contexts for practice
8. Helping students to identify rules and organise
9. Shifting the focus and patterns of interaction
10. Setting up activities that promote communication
11. Establishing a framework in which students work without the teacher
12. The aids to be used in various parts of the lesson
13. How information to be organised
14. Integrating skills involved in the lesson
15. Ending the lesson and linking it to previous/future ones

Appendix 4

Planning lessons and courses involves:

Describing my learners in relation to their learning needs.

Defining aims/learning outcomes that meet my learners' needs and the course objectives.

Selecting and developing the activities, resources and materials which engage my learners and correspond to the aims of the lesson.

Dividing lessons into coherent stages with realistic estimates of timing.

Planning board work.

Selecting and describing interaction patterns for different activities during the lesson.

Planning the grouping of learners.

Planning for differentiated learning (e.g. for different ability levels or early finishers).

Anticipating problems that may arise during the lesson, and planning how to respond to these.

Describing how my learners' understanding will be checked or assessed.

Describing when and how feedback on my learners' performance will be provided.

Planning activities that help my learners to develop learning strategies.

Describing how a lesson is linked to those before and after it.

Planning a broad outline for a sequence of lessons, including the recycling of learning content.

Reflecting on the approach and effectiveness of my lesson planning, incorporating learner feedback and other evidence.

LESSON 7

METHODS, WAYS AND TECHNOLOGIES OF ORGANIZING MODERN FOREIGN LANGUAGE LEARNING

Plan:

1. Methods
2. Ways
3. Technologies

Tayanch so'zlar: methods, ways, technologies, modern, no-traditional

METHODS, WAYS AND TECHNOLOGIES OF ORGANIZING MODERN FOREIGN LANGUAGE LEARNING

It is worthwhile discussing briefly the difference between three words which are often used when talking about teaching foreign languages: techniques, methods and approaches.

When we use the word approach we mean that an idea or theory is being applied: that whatever the teacher does certain theoretical principles are always born in mind. When we talk about a **technique** we mean a procedure used in the classroom. Finally a **method** is a set of procedures or a collection of a techniques used in a systematic way which it is hoped will result in efficient learning.

A **technique** then is the narrowest term, meaning one single procedure. A **method** will consist of a number of techniques, probably arranged in a specific order. The word **approach** is much more general and has the implication that whatever method or techniques the teacher uses, he does not feel bound by these, but only by the theory in which he believes. If he can find new and better methods or techniques which will fit in with his approach, then he will adopt these.

We therefore have a hierarchical system:

Approach		
Method 1	Method 2	etc
Technique A	Technique 2	etc.

It follows from this that different approaches may share the same techniques and even the same methods; and different methods may share the same techniques.

We have already introduced the scheme of behaviorist learning theory. In this case it makes sense to talk about "the behaviorist approach" but "the audio - lingual method". We can also talk about different drilling "techniques".

A final word of warning **Approach** has been introduced: later we will introduce the mentalist approach and the communicative approach. However **approach** is often used informally to mean something closer to method. We might say for example that a teacher should “vary his approach when teaching different types of class”. This does not mean that the teacher should change his theoretical beliefs for each type of class! Some techniques have developed independently, but many of the important ones have arisen from particular methods. Success in teaching a foreign language and in learning this subject depends greatly on the interrelation of aims, content and principles which determine the strategy of this bilateral process. Indeed aims settle the content of teaching; methodological principles decide the methods and techniques of the teaching learning process.

Methods of teaching include those things that are done to stimulate learning **Method** may be defined as a way of governing or guiding the learning. In teaching learning process method may be conceded as a structural - functional component of **Teacher-Learner** activity. Teacher and learner are interrelated. This interrelation is carried out through methods. The main function of the teacher is to help pupils to learn namely:

- 1) The teacher organizes their learning.
- 2) he instructs and educates pupils.
- 3) He provides the evaluation and checking of pupils' learning.

The main function of a learner lies in the very process of language learning:

- 1) The acquisition of knowledge about a linguistic or language item the pupil is to learn.
- 2) drill and transformation or the process of manipulating knowledge to make it fit new tasks, new situations to form habits.
- 3) Making use of what he learns in the act of communication developing language skills.

One more important task should be emphasized in teaching-learning process, i.e. evaluation, checking whether the way the pupil learns is adequate to the task. When the pupil uses the material learnt in the act of communication in hearing, speaking, or reading the teacher checks the pupils' ability to communicate in the target language.

New knowledge is acquired by illustration and object teaching by pictures and maps, by explanation and by stimulation of the thought on the part of the teacher of those teaching materials which are used for the purpose.

Each method is realized in techniques. We mean an individual way of doing something in gaining a certain goal in teaching –learning process. For Example, while organizing pupils' acquisition of a new sound the teacher can use either demonstration of the pronunciation of the sound, or an explanation of how the sound should be pronounced in the target language or he uses both demonstration and explanation to help pupils to grasp this sound and produce it correctly as an isolated element, then in a word in which it occurs and in various sentences with the word.

The choice of techniques is of great importance for effective teaching, since the techniques the teacher uses may produce poor or good effect on pupils learning.

E.g. Only imitation

The choice of techniques for each method depends mainly on the methodological principles the teacher observes. In the example the teacher violates the principle of conscious approach in teaching reading.

When organizing pupils' acquisition of a new material the teacher thinks of the techniques which are more suitable for his pupils, he takes into consideration pupils' age, their progress in language learning, their intellectual development, and the conditions under which pupils learn. It is very important that the techniques used by the teacher should put the pupils in such a position that he is faced with the necessity to solve problems that require thinking and not only merely memorizing. The pupil would not only reproduce the speech unit, but would himself be able to build sentences, for example, be able to say: we are going to go on a Nike next Sunday.

Give me a pen.

It may be concluded that methods indicate an activity that is organized by the teacher and carried out by the pupil in the process of learning a foreign language. Methods possess a universal character and may be found in any system of teaching ways and techniques are the precise content of actions which differ considerably from each other depending on the principles that are accepted in the teaching of a given subject in schools. Consequently the choice of techniques is determined by the methodological principles which govern the teaching of foreign languages in schools.

LESSON 8

THE STRUCTURE OF FOREIGN LANGUAGE LESSON AND ITS ORGAZING

Plan:

1. Planning lesson
2. Aspects of planning language teaching

• The objective of the lesson does not specify what the student will actually do that can be observed. Remember, an objective is a description of what a student does that forms the basis for making an inference about learning. Poorly written objectives lead to faulty inferences.

Solutions

• The lesson assessment is disconnected from the behavior indicated in the objective. An assessment in a lesson plan is simply a description of how the teacher will determine whether the objective has been accomplished. It must be based on the same behavior that is incorporated in the objective. Anything else is flawed.

Solutions

• The prerequisites are not specified or are inconsistent with what is actually required to succeed with the lesson. Prerequisites mean just that -- a statement of what a student needs to know or be able to do to succeed and accomplish the lesson objective. It is not easy to determine what is required, but it is necessary. Some research indicates that as much as 70% of learning is dependent on students having the appropriate prerequisites.

Solutions

• The materials specified in the lesson are extraneous to the actual described learning activities. This means keep the list of materials in line with what you actually plan to do. Overkilling with materials is not a virtue!

Solutions

• The instruction in which the teacher will engage is not efficient for the level of intended student learning. Efficiency is a measure that means getting more done with the same amount of effort, or the same amount with less effort. With so much to be learned, it should be obvious that instructional efficiency is paramount.

Solutions

• The student activities described in the lesson plan do not contribute in a direct and effective way to the lesson objective. Don't have your students engaged in activities just to keep them busy. Whatever you have your students do should contribute in a direct way to their accomplishing the lesson objective.

Solutions

Teacher A

I think there is a place for broad planning but not every single step of the lesson.

Teacher B

I never teach according to my plan so what's the use of having one?

I always plan my lesson because it compels me

Teacher C

Teacher D

Teacher E

Aspects of planning language teaching

- Establishing a certain classroom atmosphere
- Motivating the students to take part in the lesson
- Realistically contextualising language
- Involving the students and drawing out passive knowledge
- Lexis: how much to teach, what to teach, when and how to teach
- Checking for comprehension and learning
- Providing safe contexts for practice
- Helping students to identify rules and organise
- Shifting the focus and patterns of interaction
- Setting up activities that promote communication
- Establishing a framework in which students work without the teacher
- The aids to be used in various parts of the lesson
- How information to be organised
- Integrating skills involved in the lesson
- Ending the lesson and linking it to previous/future ones



Lesson 9

The system of exercises and the aids of TFL in continuous education

Aim of the lesson: Students will be able to learn teaching aids teaching aids, teaching and programmed materials, visual, audio and audio-visual materials.

Plan:

1. Teaching aids.
2. Teaching materials.
3. Programmed materials.
4. Visual and Audio-visual materials.

Key words: Teaching aids. Teaching materials, Programmed materials, Visual and Audio-visual materials, course book

Text

Teaching Aids and teaching Materials

To achieve effective classroom learning under the conditions of compulsory secondary education, the teacher must use all the accessories he has at his disposal in order to arouse the interest of his pupils and retain it throughout the lesson which is possible only if the pupils are actively involved in the very process of classroom learning.

To teach a foreign language effectively the teacher needs teaching aids and teaching materials. During the last few years important developments have taken place in this field. As a result there is a great variety of teaching aids and teaching materials at the teacher's disposal.

Teaching aids.

By teaching aids we mean various devices which can help the foreign language teacher in presenting linguistic material to his/her pupils and fixing it in their memory, in testing pupils' knowledge of words, phrases and grammar items, their habits and skills in using them. Teaching aids which are at teachers' disposal contemporary schools may be grouped into:

- a) Non-mechanical aids
- b) Mechanical aids

Non-mechanical aids are: a blackboard is perhaps the most useful of visual aids and the majority of teachers would feel hammered in a classroom which did not have one. It is the oldest aid in classroom; the teacher turns to the blackboard whenever he needs to write something while explaining some new linguistic material to his pupils, correcting pupils' mistakes, or arranging the class to work at some words and sentence patterns, etc.; the blackboard can also be used for quick drawing to supply pupils with "objects" to speak about; Unfortunately many teachers do not make full use of the blackboard or they use it badly. Some hints:

- 1) Turn to the students as you are writing and turn round frequently to face them.
- 2) ask them what they think this word picture is going to be
- 3) Get them to read things as you write them
- 4) Ask them to spell the difficult words for you

When writing try standing on the right of the board as the students see it.

rd drawing, saying that they can't draw, often without ever having tried. However, simple stick figures are not beyond even the most hopeless artist, and with a little practice every teacher can learn enough to draw simple pictures for drills or picture compositions. The blackboard is probably the most useful visual aid available to use, but our lessons can be enlivened enormously if we have other aids at our disposal.

A magnet board (a board which has the properties of a magnet, i.e., can attract special cards with letters, words, phrases, or pictures on it) used with the same purpose as a flannel board.

Mechanical aids are: the tape-recorder has come to be an invaluable aid to the language learner and teacher, and after the blackboard, is probably one of the most commonly used pieces of equipment in the classroom. The tape-recorder allows the pupil to play back the tape listening to the speaker's voice and recording his own on the second tack (twin-track). The tape-recorder is considered to be the most important aid in learning a foreign language. The tape-recorder can obviously be used for all the listening activities. Listening is a skill which requires a great deal of concentration so it is a good idea to limit the time spent on continuous listening. A very motivating activity for students is to let them write and record dialogues. You could also record students' telling a story.

Positioning the tape-recorder is also an important matter. Try to use a speaker which directs the sound at the students; after all, you're not teaching the ceiling. Some criteria for choosing tuned material should be taken into consideration (see "A Training Course for TEF1." by Peter Hubbard).

A gramophone or record-player is also an audio equipment available in every school; the record-player is an indispensable supplement to contemporary textbooks and other teaching materials.

An opaque projector or epidiascope used for projection of illustrations and photographs.

A filmstrip projector which can be used in a partially darkened room.

An overhead projector used for projection of a table, a scheme, a chart, a plan, a map or a text for everyone to see on a screen. They can be used both in a daylight and artificial light.

Teaching Materials

By teaching materials we mean the materials which the teacher can use to help pupils learn a foreign language through visual or audio perception. They must be capable of contributing to the achievement of the practical, cultural, and educational aims of learning a foreign language. The following teaching materials are in use nowadays: teacher's books, pupil's books, visual materials, audio materials, and audio-visual materials.

A teacher's book must be must be comprehensive enough to be a help to the teacher. This book should provide all the recorded material summaries of the aims and new teaching points of each lesson; a summary of all audio and visual materials required; suggestions for the conduct of the lesson and examples of how the teaching points can be developed.

Pupil's book must include textbooks, manuals, supplementary readers, dictionaries, programmed materials.

Textbooks. The textbook is one of the most important source; of obtaining knowledge. It contains the material at which pupils work both during class periods under the teacher's supervision and at home independently. The textbook also determines the ways and the techniques pupils should use in learning, the material to be able to apply it when hearing, speaking, reading and writing.

The modern textbooks for teaching a foreign language should meet the following requirements:

Manuals. It is a handbook which may be used in addition to the textbook.

Selected reading. There is a great variety of supplementary readers graded in forms and types of schools.

Dictionaries. For learning English there are some English-Russian, English-Uzbek, English-Karakalpak dictionaries available.

Programmed materials. They are necessary when programmed learning is used. The main features of programmed learning are as follows

1. Learning by small easy steps. Every step or frame calls for a written or an oral response which requires both attention and thought.

2. Immediate reinforcement by supplying a correct answer after each response. The pupil is aware that his response is right. The steps are so small and the their arrangement is so orderly that he is likely to make very few errors. When an error occurs, he discovers his mistake immediately by comparing his response with the one given in "the feed-back",

3. Progression at the learning rate of each individual pupil. Each pupil can work at his pace.

Visual materials. Objects (Realia). There are a lot of things in the classroom such as pens and pencils of different sizes and colours/ books, desks, and many other articles which the teacher can use in presenting English names for them and in stimulating pupils' activities to utilize the words denoting the objects they can see, touch, point to, give, take, etc. Toys and puppets may be widely used in teaching children of primary schools, which is the case in the specialized schools.

Flashcards. a) Picture flashcards b) word flashcards. A flashcard is a card with a letter, a sound symbol, or a word to be used for a quick showing to pupils and in this way for developing pupils' skills in reading and pronunciation. Picture flashcards have the advantage that the teacher can prepare them at his/her leisure at home. In this way, they can be made more

Semester 6
O'QUV MA'RUZA MSHG'ULOTLARI
Lesson 1
TEACHING ENGLISH PRONUNCIATION

Plan:

1. The essence of teaching pronunciation
2. Ways and principles of developing pronunciation sub skills.

Tayanch so'z va iboralar: pronunciation, teaching, essence, actual communication

The essence of teaching pronunciation

Pronunciation plays a special role in the content of language material. Pronunciation mechanism envelops three parts as hearing (acoustic), uttering (motor) and meaning (semantic). Mastering phonetic side of the language, i.e. mastering pronunciation sub skill is one of the core conditions of successful communication. We need to answer a question: What does pronunciation mean in the aspect of FLT?

Current opinion in FLT methodology regarding teaching pronunciation in the English classroom has at least two generally accepted theoretical cornerstones. The suprasegmental features of English – stress, rhythm intonation, linking (connection of speech across words boundaries, where one ends in a vowel sound and the next begins with a consonant sound, or vice versa), reduction, and deletion – are called prosodies. These contribute more to meaning and overall listener perception of nonnative speaker fluency than do the segmentals, the individual vowel and consonant sounds. Although rules for suprasegmental use exist, these rules are broader and have much more variation than involved in learning articulation of the individual sounds. Because suprasegmentals carry more meaning and are difficult to learn, they require more focused, structured attention and more practice than the segmentals.

Second, pronunciation taught in isolation does not carry over to improved pronunciation in actual communication. This is true for both the segmental features and supra-segmental elements. Practicing sounds and prosodic elements in structure drill is important and useful, more communicative activities using connected speech are crucial in helping to build automaticity and carryover.

There a question appears – Is it possible to achieve a perfect pronunciation in English? Training specialists have the exact answer: it is difficult to achieve perfect pronunciation in teaching language at school, that's why the requirements are determined on the assumption of approximation. According to this assumption of approximation, it is available to limit the phonetic input and it is tolerated lower quality of some sounds articulation. But both of them occur in the bounds of non-infringement of process of oral communication. At the same time it is important to achieve the high level of approximation in articulating the long – short vowel sounds in English, voiced and unvoiced

consonants in the end of the word, otherwise the meaning will be changed or even lost. For example: bed – bet.

Approximation of the pronunciation is firstly characterized by the conditions of the secondary education, i.e. the unnatural environment of teaching English, so pronunciation is more complex than vocabulary and grammar.

The main requirement is acquiring relatively fluent English pronunciation. Firstly it provides comprehension of communicants, secondly it demands acquiring middle speed of speech (it is known the speed of the EL speech – average pronunciation 130-150 words per minute. Keeping in mind that oral speech units exist only in sound images and that pronunciation is mixed with vocabulary and grammar subskills, they are usually acquired integrally. Pronunciation sub-skill 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 define a certain grade or stage in methodology as mastering pronunciation goes together with development of language skills. It is necessary to realize that 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 pronunciation sub-skills are improved. Through listening pronunciation sub-skills are developing.



A1 LEVEL ENGLISH LEARNERS

Key Points:

1. *Syllable Stress* - students need to understand that multisyllabic words require syllable stress. Point out common syllable stress patterns.
2. *Voiced and Voiceless Consonants* - Teach the difference between voiced and voiceless consonants. Have students touch their throats to note the difference between 'z' and 's' and 'f' and 'v' to demonstrate these differences.
3. *Silent Letters* - Point out example of words with silent letters such as the 'b' in 'comb', '-ed' endings in the past for regular verbs.
4. *Silent final E* - Teach the influence of the final silent 'e' generally making the vowel long. Make sure to point out that there are many exceptions to this rule (drive vs. live).

Discussion:

At the beginning level, English learners need to focus on the basics of pronunciation. In general, the use of rote learning is best for this level. For example, the use of grammar chants is a great way to help students pick up pronunciation skills through repetition. Teaching the IPA (International Phonetic Alphabet) is too challenging at this point as learners are already overwhelmed with the challenges of learning a language.

Learning another alphabet for pronunciation is beyond the capability of most beginning level English learners. Certain patters such as silent letters in English, and the pronunciation of -ed in the simple past is a good starting point for future pronunciation drills. Students should also learn the difference between voiced and voiceless consonants.

Beginning Level Pronunciation Activities

- **Slap That Word!** - Fun game for learners asking them to associate words that are posted on the wall of the classroom. This exercise will reinforce pronunciation patterns during a fun, competitive activity

- Read and Rhyme - Rhyming game asking students to come up with words that rhyme with others presented on cards.

LESSON 2

TEACHING ENGLISH VOCABULARY

Plan:

1. The role of vocabulary in FLT
2. What is vocabulary and what should be taught?

Tayanch so'zlar: Teaching vocabulary, Learning a new language, frustrating experience

The role of vocabulary in FLT

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.

Teaching vocabulary is a very important objective in the curriculum. 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. Without a sufficient vocabulary, students cannot communicate effectively and express ideas. Having a limited vocabulary is also a barrier that prevents students from learning a foreign language. If learners do not know how to expand their vocabulary, they gradually lose interest in learning.

The necessity of vocabulary enrichment is pointed out in curriculum. Fortunately, for students and teachers, the most vocabulary growth takes place through incidental learning, that is, through exposure to comprehensible language in reading, listening, speaking, audios and videos and so on.

It is necessary to study both theoretical and practical approaches to teaching vocabulary. Thus, knowing the vocabulary selecting criteria is significant for an effective learning.

The main practical aim of teaching vocabulary in the primary and secondary schools is to develop the learners' vocabulary subskills as a basic component of all language and communicative activities. One should realize that the terms "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. Without doubt vocabulary is not the only thing you have to know about the language. Other levels of language (grammar, phonetic, phonological, and stylistic) are also important.

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

Anyone who learns a new language is likely to recognize more words than he/she can produce. It is difficult to produce a word correctly. It is necessary to pronounce or spell it in the right way, to use it in the correct grammatical form, to use it appropriately to the context. It may therefore be important for a teacher to decide which words are appropriate and relevant for students age and stage. What words can form the 'productive' or 'active' vocabulary? The teacher also should decide which words she/he wishes her/his students merely to recognize. In other words, what words are considered as the 'receptive' or 'passive' vocabulary. The production of words (while speaking or writing) in the target language takes much greater efforts from the learner. Of course, in productive vocabulary, the learner has an advantage to choose the word he wishes to use: whereas in receptive vocabulary (as in listening or reading) he has to handle with the language level of the speaker or writer.

Lesson 3

TEACHING ENGLISH GRAMMAR

Plan:

1. Teaching grammar
2. Selection of the grammar material
3. The factors and ways of developing grammar skills
4. Principles of teaching grammar

Tayanch so'z va iboralar: Selection of the grammar material, Grammar, theoretical work, Micro-form, micro-meaning and micro-usage, approach

Teaching grammar

Grammar is central to the teaching and learning of languages. It is also one of the more difficult aspects of language to teach well. Many people, including language teachers, hear the word "grammar" and think of a fixed set of word forms and rules of usage. They associate "good" grammar with the prestige forms of the language, such as those used in writing and in formal oral presentations, and "bad" or "no" grammar with the language used in everyday conversation or used by speakers of nonprestige forms. Language teachers who adopt this definition focus on grammar as a set of forms and rules. They teach grammar by explaining the forms and rules and then drilling students on them. This results in bored, disaffected students who can produce correct forms on exercises and tests, but consistently make errors when they try to use the language in context.

Other language teachers, influenced by recent theoretical work on the difference between language learning and language acquisition, tend not to teach grammar at all. Believing that children acquire their first language without overt grammar instruction, they expect students to learn their second language the same way. They assume that students will absorb grammar rules as they hear, read, and use the language in communication activities. This approach does not allow students to use one of the major tools they have as learners: their active understanding of what grammar is and how it works in the language they already know. The communicative competence model balances these extremes. The model recognizes that overt grammar instruction helps students acquire the language more efficiently, but it incorporates grammar teaching and learning into the larger context of teaching students to use the language. Instructors using this model teach students the grammar they need to know to accomplish defined communication tasks.

Selection of the grammar material

Micro-form, micro-meaning and micro-usage are recognized as the unit of grammar selection. The grammar phenomena for the oral speech of the learners are selected from the real live speech of foreign native speakers and fictions. The resource of selection active grammar is the spoken literary language. Passive grammar minimum is selected from the written texts for students' receptive speech development.

Active and passive minima do not differ very much as in vocabulary (active minimum is in the passive input), active minimum is selected for all stages of the secondary schools and passive grammar minimum is selected only for lyceums and colleges – for advanced students.

The formation of grammar minima directly deals with the speech themes and vocabulary minima which impact on the grammar selection.

The methodological criteria in preparation of educational grammar are classified as follow.

Criteria of selecting **active** grammar minimum:

1. Criterion of prevalence of grammar phenomena in oral and written speech. The most frequent phenomena in people's speech are «picked up» from the all grammar system or material.
2. Criterion of being grammar unit as a sample. It requires the ability to developing grammar subskills through given samples (e.g., building noun, adjective, adverb with the help of suffixes).
3. Criterion of isolation of mono-semantic facts. With the aim to prevent difficulties the most frequent and stylistically appropriate units are selected, but only one of the grammar form to excluding synonyms is selected.

Criteria of selecting **passive** grammar minimum:

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

2. Criterion of polysemantics.

The element of action and criteria of selecting grammar material are directly linked. Some of them function as the main, others as complementary. Types of speech activity need various language material input. The most demanding in them are reading and listening. The grammar input for speaking and writing is relatively less than for reading and listening.

The preparation of the English language grammar material requires successful approaches to the selection, distribution and methodical typology of the content of grammar teaching. That's why the selection should be relevant to the above criteria.

The next task of preparation of language material is the presentation of the selected minimum. The distribution of the grammar minimum requires functional approach (according to the communicative tasks). Grammar is divided into communicative units (sentence), so the 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 learning and distribution.

Reproductive way of learning English is based on speech patterns leading to expected results. The speech pattern means a model of a sentence/utterance which is recognized as a grammar unit/item. Grammar was distributed in two ways: with the help of the rules and speech patterns. The third way is «lexical approach» which is used when the grammar phenomenon is presented in isolation: if it is used in the only sentence, it needs to be learned without a rule, it should be learnt as a word (lexical item). According to the current educational requirements the method of grammar distribution means using primarily speech patterns, and necessary grammar rules if it is necessary.

The process of distribution consists of three stages: 1) defining the general sequence; 2) distribution among the grades; 3) distribution in a school year. Each stage has its own methodological criteria. General distribution is measured according to the criterion of importance of grammar phenomena. For example, in distribution of present indefinite and present continuous tenses of the English language, the first one is considered to be the most important for the speech process. The most important grammar phenomena are distributed at the initial stage of education.

Besides, the importance of distribution of grammar among grades occurs when one takes into account the criterion of correlation of grammar with vocabulary. The vocabulary in this case is of primary significance which in its turn influences 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 students. This instructional measure is a major factor of preventing difficulties, i.e. this criterion is directed to prevent the expected grammar errors in the language acquisition. It is called preventing difficulties appearing in the speech.

The first and second distribution is presented in syllabus. The third one is reflected in the English language course-books. The result of analysis of translingual and intralingual comparison of the selected language material are the basis of the grammar typology determination. It was emphasized in the typology of vocabulary material, that the grammatical facts for learning are also differentiated. The details of easy/difficult acquisition are looked thoroughly. Identification of difficulties and their typology give the opportunity to create a system of exercises, to work out ways of teaching and assign the time period of assimilating the material. The typology of grammar material can be associated with the typology of difficulties in the process of assimilation. It is known that identification of the difficulties is a multistage instructional organization: analysis of language errors, comparison of the contacted languages (a foreign and native languages) and contrast of the dissimilar elements. The analysis of the errors, comparing and contrasting are organized according to grammatical meaning, form and usage. Grammar phenomena are taught for developing grammar subskills with the aim to communicate. The process of developing students' grammar subskills is organized within three stages:

1. Presentation stage, in which we introduce the grammar structure, either inductively or deductively. There are a variety of techniques and resources that can be used during this stage. Selection of them should be made according to teacher strengths, student preferences, and the nature of the grammar phenomenon.

2. Focused practice stage, in which the learner manipulates the structure in question while all other variables are held constantly. The goal of this stage is to allow the learner to gain control of the form without pressure and distraction trying to use the proper form of communication.

3. Communicative practice stage, in which the learner is engaged in communicative activities to practice the structures being learned.

It is necessary to pay attention also to teachers' feedback and error correction which can take place throughout the aforementioned two stages, in particular, on the 2-d stage when correction should be predominantly straightforward and immediate; on the 3-d stage communication should not be interrupted, but the teacher should take notes of the errors and deal with them after the communicative exercises. Moreover grammar facts presented in the speech patterns are introduced orally to learners at the lower and middle stages of education, and in written form at the middle and higher stages. Grammar phenomenon is presented via speech pattern or a rule, or via lexical approach. There are two kinds of rules: rule-instruction and rule-generalization. The rule-instruction is a mental activity aimed at using or reading/listening comprehension of structures, in psycholinguistics the rule is studied in speech issues, this program is called algorithm. Introducing the rule is the advance guiding base directed to providing speech act. In other words, a rule can be defined as a base of speech practice. The rule-generalization is a simple theoretical information related to grammar material that was learned in the process of speech acquisition. The rule should be laconic, clear and accurately formulated directed to using or recognizing grammar phenomenon.

The rule and model are methodological notions with the same essence. The usage of the model provides capturing of the structural form in person's mind. Verbal abstraction is expressed by words occurred discursively. The speech patterns play the role of samples for composing sentences. Discursiveness must be limited as much as possible.

Lesson 4

TEACHING ENGLISH GRAMMAR

Plan:

1. Teaching grammar
2. Selection of the grammar material
3. The factors and ways of developing grammar skills
4. Principles of teaching grammar

Tayanch so'z va iboralar: Selection of the grammar material, Grammar, theoretical work, assimilation.

1. The Importance of Grammar in learning a Foreign Language

Grammar is one of the components of language together with the sound system and vocabulary. Studying grammar teaches you how to talk and write correctly. Teaching grammar of the pupils deals with the formation of grammar skills of the schoolchildren. That means the assimilation of word forms and combination of words in phrases and sentences, the study of how words and phrases are arranged in the expression of thoughts and ideas. This study (grammar) of the language is parallel to a biologist's study of a plant or animal: What are the various organs in this organism? How do they work? What do they do? How do they interact with one another? The learner needs to know what the words of the language are and what they mean. He also needs to know how to combine these words to say what he wants to say.

A command of the grammar structure of the language of the pupil ensures hearing, speaking, reading and writing. Grammar plays the role of

forming and arranging the words, because like the vocabulary and the sound structure of the language grammar also makes material based of the language. It gives one definite meaning to the words in order to express the meaning (idea).

E.g. саған, китапты, бердим, мен - these are morphological aspect of grammar. At the same time these word forms are arranged into word combinations, sentences and texts, according to the syntactical features of the language.

That means a person having starts to utter the first word takes himself a grammatical obligation. It stimulates for searching rules of combination of words as a whole unit in the mind. Without assimilating the grammar mechanic, of the language one may fail to understand the sentence or to express himself correctly even if all the words are familiar:

E.g. *We saw him book a ticket. It made me return home.* Because each of the examples includes some grammar difficulties for Karakalpak - speaking pupils (here infinitive construction and unusual meaning of the familiar words *book* and *make*). The pupil must look the word *book* up in a dictionary under *v*. In the second sentence the verb *make* is used in the meaning of «заставлять». The pupil can easily recognise it if he has learnt the infinitive construction.

No speaking is possible without the knowledge of grammar, without the forming of a grammar mechanism. If a learner has acquired such a mechanism, he can produce correct sentences in a foreign language. Paul Roberts writes: «Grammar is something that produces the sentences of language. By something we mean a speaker of English. If you speak English natively, you have built into you the ruled of English grammar. In a sense, you are an English grammar. You posses, as an essential part of your being, a very complicated apparatus which enables you to produce infinitely many sentences, all English ones, including many that you have never specifically learned. Furthermore, by applying your rule you can easily tell whether sentences that your hear is grammatical English sentence or not.»

A command of English as is envisaged by the school syllabus cannot be ensured without the study of grammar. Pupils need grammar to be able to and, speak, read, and write in the target language.

LESSON 5 TEACHING LISTENING IN ENGLISH

Plan:

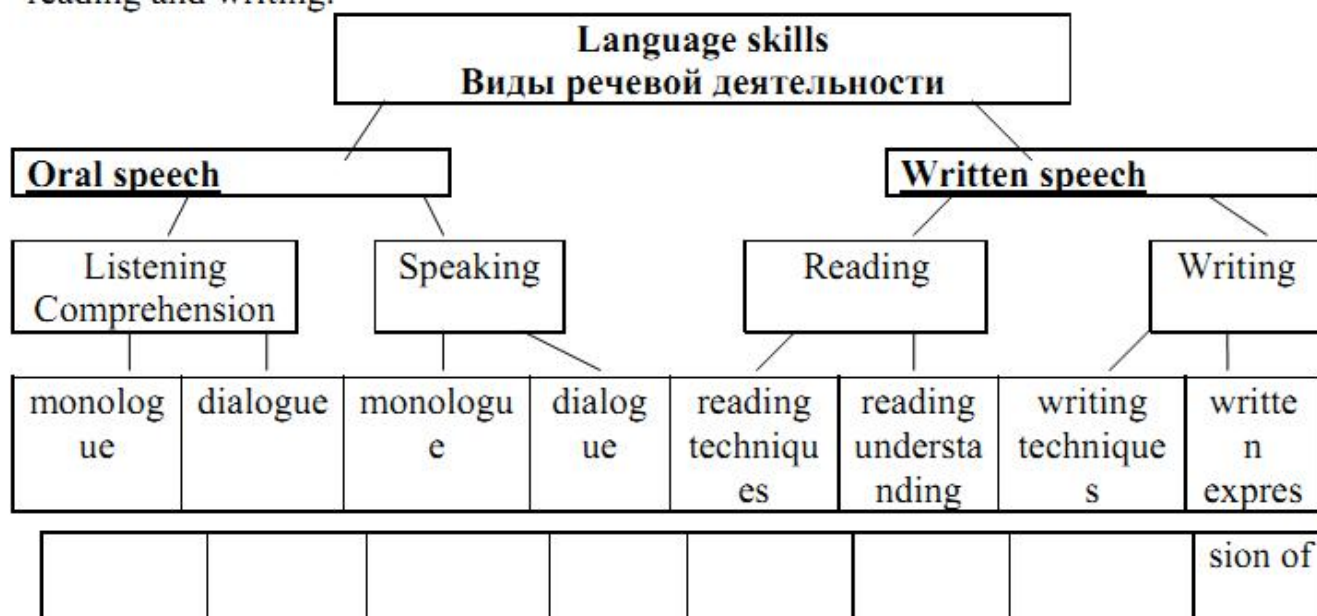
- 1.The importance of Listening Comprehension
- 2.The Difficulties in Auding Foreign Language
- 3.The Content of the Material for Listening Comprehension
- 4.The ways (techniques) of teaching Listening Comprehension

Tayanch so'zlar: listening-comprehension, audio materials, content

1. The importance of Listening Comprehension.

“The reason why we have two ears and only one mouth is so that we may listen more and talk less”. Without actually having been taught to listen a pupil (student) may be able to express himself orally, but he will never be able to communicate with speakers of English if he is unable to understand what is said to him. Until now we spoke of teaching various aspects of the language, namely, phonetics (pronunciation), vocabulary and grammar. The knowledge of each of the aspects is of great importance to learners. However, when we say a person knows the language we first of all mean he understands the language spoken and can speak it himself. Language came into life as a means of communication. It exists and is alive only through speech. When we speak about teaching a foreign language, we first of all have in mind teaching it as a means of communication.

Speech is a bilateral process. It includes hearing, on the one hand and speaking, on the other. When we say “**hearing**” we mean **auding or listening and comprehension**. That’s why it is important to teach to all language skills. Through language skills the information is given (speaking and writing) and information is perceived (listening and reading) speech is divided into 2 forms: oral speech (language) and written language (speech). Teaching spoken (oral) language comprises listening comprehension and speaking. They are closely interrelated with each other. Teaching written language (speech) consist of teaching reading and writing.



LESSON 6 DEVELOPING SPEAKING COMPETENCE

Plan:

1. General Remarks
2. The Most Difficulties of Teaching Speaking a Foreign Language
3. The Content of Teaching Speaking in English
4. Techniques for Teaching Speaking

Tayanch so'z va iboralar: speaking, activity, difficulty, content, technique

1. The knowledge of each of the aspect of the language is of great importance to learners. However, when we say a person knows the language we first of all mean he understands the language spoken and can speak it himself.

Speaking in English is also one of the language skills. By speaking information is given. Language came into life as a means of communication. It exists and is alive only through speech. When we speak about teaching a foreign language, we first of all have in mind teaching it as a means of communication. Speech is a bilateral process. It includes hearing, on the one hand, and speaking, on the other. When we say "hearing" we mean auditing or listening and comprehension. Speaking exists in two forms: dialogue and monologue. Speaking is closely interacted with other language skills. If the pupil acquires listening and understanding (Comprehension) skills well his speaking abilities also develops in a quick tempo.

Reading is also interrelated with speaking. The pupil gives information, can speak according to the material he reads. reading is the material base for speaking. The language learner (pupil) can express (write) the information in written form through reading, speaking, and listening.

The secondary school syllabus requirement is to carry on a conversation and to speak a foreign language within the topics and linguistic material. Thus, speaking is the practical aim in teaching oral language. Finally, it is use for developing pronunciation habits and skills and, therefore, for reading and writing since they are closely connected with pupils' ability to pronounce correctly what they read and write. Thus speaking is the most important part of the work during the lesson.

Consequently oral language is:

- an aim when pupils make use of the target language as a means of communication, i.e. the target language is used for:
 - (1) Teacher-pupils communication in the classroom;
 - (2) pupils' communication when talking on a topic under Teacher's supervision;
 - (3) pupils' communication when working at a text-discussing the problems touched in it;
 - (4) pupils' communication during out-of-class activities in the target language;
- a means of teaching and learning a foreign language when it is used:
 - (1) within the methods of acquisition of new information about a linguistic or language phenomenon and drill and transformation to form pronunciation, lexical, grammar, etc. habits in pupils;
 - (2) for checking pupils' comprehension.

LESSON 7

TEACHING READING IN ENGLISH

Plan:

1. Reading as an aim and a means of teaching and learning a foreign language
2. The content of teaching reading
3. Some difficulties pupils have in learning to read in the English language (Linguistic and Extralinguistic)
4. How to Teach Reading
5. Mistakes and How to correct them

Procedure

Pre-activity

1. How do we read?
2. Types of reading activities.
3. Improving reading skills.

While-activity

There are four different kinds of reading:

- Skimming - running the eyes over quickly, to get the "gist" or the main idea
- Scanning - looking for a particular piece of information, e.g. who, what, when, how many, etc.
- Extensive reading - used for pleasure and general understanding
- Intensive reading - accurate reading for detailed understanding.

Skimming

Skimming is used to quickly gather the most important information, or 'gist'. Run your eyes over the text, noting important information. Use skimming to quickly get up to speed on a current business situation. It's not essential to understand each word when skimming.

Examples of Skimming:

- A newspaper (quickly to get the general news of the day)
- Magazines (quickly to discover which articles you would like to read in more detail)
- Business and Travel Brochures (quickly to get informed)

Scanning

Scanning is used to find a particular piece of information. Run your eyes over the text looking for the specific piece of information you need. Use scanning on schedules, meeting plans, etc. in order to find the specific details you require. If you see words or phrases that you don't understand, don't worry when scanning.

Examples of Scanning:

- The "What's on TV" section of your newspaper.
- A train / airplane schedule
- A conference guide

Extensive reading

Extensive reading is used to obtain a general understanding of a subject and includes reading longer texts for pleasure, as well as business books. Use extensive reading skills to improve your general knowledge of business procedures. Do not worry if you understand each word.

Examples of Extensive Reading:

- The latest marketing strategy book
- A novel you read before going to bed
- Magazine articles that interest you

Intensive reading

Intensive reading is used on shorter texts in order to extract specific information. It includes very close accurate reading for detail. Use intensive reading skills to grasp the details of a specific situation. In this case, it is important that you understand each word, number or fact.

Examples of Intensive Reading:

- A bookkeeping report
- An insurance claim
- A contract

Post-activity

Answer the questions

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

Used literature:

1. *De Leeuw, Howard.* English as a Foreign Language in the Elementary School. – Tübingen: Narr, 1997. –256 p.

2. *Howatt, A.P. A with H.G. Widdowson.* History of English Language Teaching. 2nd ed. – Oxford: Oxford University Press, 1984. –417 p.

3. *Johnson, Keith.* An Introduction to Foreign Language Learning and Teaching. – Harlow: Longman/ Pearson, 2001. –336 p.

LESSON 8

TEACHING WRITING IN ENGLISH

Plan:

1. Teaching procedures.
2. Tasks that stimulate writing.
3. Give feedback on writing.

Procedure

Pre-activity

Task 1

You should spend about 40 minutes on this task.

Write about the following topic:

Some people think that parents should teach children how to be good members of society. Others, however, believe that school is the place to learn this.

Discuss both these views and give your own opinion.

Give reasons for your answer and include any relevant examples from your own knowledge or experience.

Write at least 250 words.

While-activity

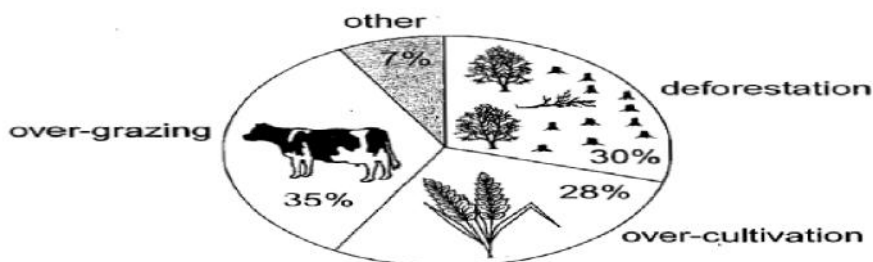
You should spend about 20 minutes on this task.

The pie chart below shows the main reasons why agricultural land becomes less productive. The table shows how these causes affected three regions of the world during the 1990s.

Summarise the information by selecting and reporting the main features, and make comparisons where relevant.

Write at least 150 words.

Causes of worldwide land degradation



Causes of land degradation by region

Region	% land degraded by...			Total land degraded
	deforestation	over-cultivation	over-grazing	
North America	0.2	3.3	1.5	5%
Europe	9.8	7.7	5.5	23%
Oceania [*]	1.7	0	11.3	13%

* A large group of islands in the South Pacific including Australia and New Zealand

Post-activity

You should spend about 20 minutes on this task.

The three pie charts below show the changes in annual spending by a particular UK school in 1981, 1991 and 2001.

Summarise the information by selecting and reporting the main features, and make comparisons where relevant.

Write at least 150 words.

Used literature:

1. *De Leeuw, Howard*. English as a Foreign Language in the Elementary School. – Tübingen: Narr, 1997. –256 p.

2. *Howatt, A.P. A with H.G. Widdowson*. History of English Language Teaching. 2nd ed. – Oxford: Oxford University Press, 1984. –417 p.

3. *Johnson, Keith*. An Introduction to Foreign Language Learning and Teaching. – Harlow: Longman/ Pearson, 2001. –336 p.

LESSON 9 TYPES OF TESTS AND ASSESSMENT OF TEACHING FOREIGN LANGUAGES

Aim of the lesson: By the end of the lesson the Ss will be able to explain what is Assessment as a new method, to learn Assessment as a new method

Plan:

1. Teaching and Testing
2. Assessment
3. Types of assessment

Procedure:
Pre-activity
Answer the questions

What are the principles of language testing?

How can we define them?

What factors can influence them?

While-activity

Introducing assessment

Students need to understand clearly what is expected from them

- Ways we can support students to undertake the assessment include:
 - Discussing the assessment tasks and its requirements including its relevance to the learning outcomes
 - Developing shared understanding of relationship between the assessment task and assessment criteria and standards
 - Providing scaffolding tasks in tutorials that assist students to undertake the tasks.
 - Scaffolding is breaking learning down into stages or its elements.
 - Examples include presenting a draft of a foundational element of the assessment for feedback, provide a planning template for students to complete.
 - Activities may directly relate to summative assessment or be in a related context.

Warning: Avoid reducing responses to a formula. Ensure that any sample assessment or scaffolding does not limit opportunities for students to innovate. We need to encourage innovative responses to tasks.

Formative and Summative Assessment

- **Summative assessment** is that which is graded
- **Formative assessment** is that which is offered as advice or feedback to student and which does not contribute marks toward their final grade
 - Tutorials are important times for students to obtain feedback on their work prior to them submitting summative assessment
 - Summative assessment tasks provide an opportunity for formative feedback to support students to improve on later tasks

Supporting learning through feedback

- Feedback should be **specific and timely** not just a grade
- **Relate to criteria** for assessment - No hidden criteria
- **Stay as objective as possible** - It is important to focus on the students' work rather than on comments that could have the effect of personally downgrading or humiliating students.
- Include **suggestions for improvement** - It is not enough simply to make demands. If you don't let students understand how to arrive at the demands, there's no point in making them. Encourage your students to see feedback as opportunity for improvement.
- **Be encouraging** in feedback - Avoid negating positive comments with 'but' or 'however'
- **Use the Rule of Thumb** - Positive, areas for improvement and plan for actions



Post-activity

Other sources of feedback

- **Self assessment** - Students assessing their own work
 - Benefits:
 - Develops reflective practice skills
 - Encourages self directed learners
 - Note:
 - Students need support to reflect effectively. This could include frameworks for reflection or developing relevant criteria for assessing their own or others' work

- **Peer Assessment** - Students assessing their peers' work
 - Benefits :
 - Assists students to focus on the requirements of the tasks
 - Interchanges are in the language students are familiar with
 - Students are more likely to ask for clarification from their peers
 - Frees teacher to reflect on issues arising across the whole group and provide useful inventions
 - Note:
 - Students need guidance to provide relevant and supportive feedback to others

Used literature:

1. *De Leeuw, Howard.* English as a Foreign Language in the Elementary School. – Tübingen: Narr, 1997. –256 p.
2. *Howatt, A.P. A with H.G.Widdowson.* History of English Language Teaching. 2nd ed. – Oxford: Oxford University Press, 1984. –417 p.
3. *Johnson, Keith.* An Introduction to Foreign Language Learning and Teaching. – Harlow: Longman/ Pearson, 2001. –336 p.

Seminar mashgultlari:

LESSON 1

TEACHING ENGLISH PRONUNCIATION

Plan:

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

Procedure

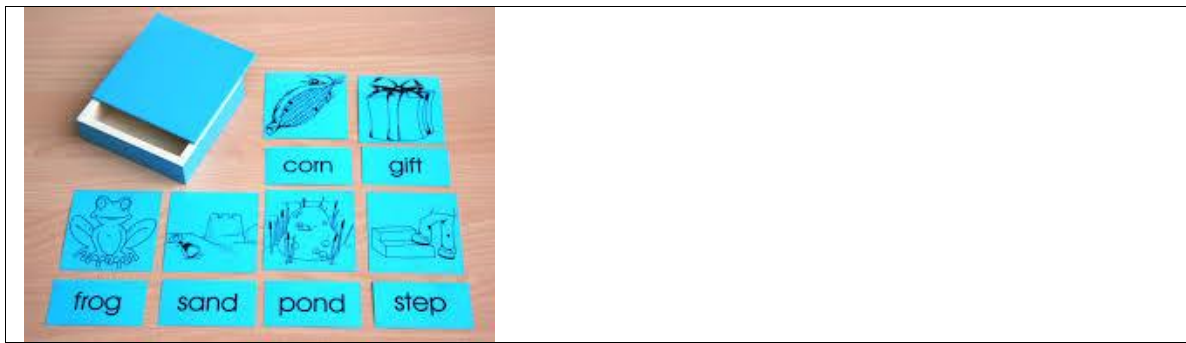
Pre-activity

Answer the questions.

1. What is the essence of teaching pronunciation?
2. Speak about distribution and typology of pronunciation material.
3. What kind of ways and principles of developing pronunciation sub skills do you know?

While-activity

Speak about your way of teaching pronunciation.



Discussion:

At the beginning level, English learners need to focus on the basics of pronunciation. In general, the use of rote learning is best for this level. For example, the use of grammar chants is a great way to help students pick up pronunciation skills through repetition. Teaching the IPA (International Phonetic Alphabet) is too challenging at this point as learners are already overwhelmed with the challenges of learning a language.

Learning another alphabet for pronunciation is beyond the capability of most beginning level English learners. Certain patterns such as silent letters in English, and the pronunciation of -ed in the simple past is a good starting point for future pronunciation drills. Students should also learn the difference between voiced and voiceless consonants.

Post-activity

Give definitions to specific pronunciation features.

- Voicing
- Aspiration
- Intonation
- Linking
- Syllables
- Specific Sounds

Literature.

1. Теоретические основы обучения иностранным языкам в средней школе. Под редакцией Клименко А.Д., Миролубов А.А. Москва, Педагогика, 1981
2. Методика обучения иностранным языкам средней школы. Составители Гез А.И. и др. Высшая школа, Москва 1982.

LESSON 2

TEACHING ENGLISH VOCABULARY

Plan:

1. The role of vocabulary in FLT
2. What is vocabulary and what should be taught?

Procedure

Pre-activity

Vocabulary can be defined, roughly, as the words we have to teach in a foreign language class. However, a new item of the vocabulary may occur not in the form of 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 the analysis of the component words. A useful convention would be to cover all such cases as vocabulary «items» rather than «words». It is also called mental lexicon that is «**vocabulary in mind**». It consists of the smallest independent meaningful units of speech.

While-activity

Match words with pictures

Lightning
Rain
Hurricane
Birds
Stars
Fog

flowers
snow
animals
Moon
Clouds





Lesson 3 TEACHING ENGLISH GRAMMAR

Plan:

1. Teaching grammar
2. Selection of the grammar material
3. The factors and ways of developing grammar skills
4. Principles of teaching grammar

**Procedure
Pre-activity**

How should we teach Grammar to A1 level students



**While-activity
Teaching grammar**

Grammar is central to the teaching and learning of languages. It is also one of the more difficult aspects of language to teach well. Many people, including language teachers, hear the word "grammar" and think of a fixed set of word forms and rules of usage. They associate "good" grammar with the prestige forms of the language, such as those used in writing and in formal oral presentations, and "bad" or "no" grammar with the language used in everyday conversation or used by speakers of nonprestige forms. Language teachers who adopt this definition focus on grammar as a set of forms and rules. They teach grammar by explaining the forms and rules and then drilling students on them. This results in bored, disaffected students who can produce correct forms on exercises and tests, but consistently make errors when they try to use the language in context.

Other language teachers, influenced by recent theoretical work on the difference between language learning and language acquisition, tend not to teach grammar at all. Believing that children acquire their first language without overt grammar instruction, they expect students to learn their second language the same way. They assume that students will absorb grammar rules as they hear, read, and use the language in communication activities. This approach does not allow students to use one of the major tools they have as learners: their active understanding of what grammar is and how it works in the language they already know. The communicative competence model balances these extremes. The model recognizes that overt grammar instruction helps students acquire the language more efficiently, but it incorporates grammar teaching and learning into the larger context of teaching students to use the language. Instructors using this model teach students the grammar they need to know to accomplish defined communication tasks.

Selection of the grammar material

Micro-form, micro-meaning and micro-usage are recognized as the unit of grammar selection. The grammar phenomena for the oral speech of the learners are selected from the real live speech of foreign native speakers and fictions. The resource of selection active grammar is the spoken literary language. Passive grammar minimum is selected from the written texts for students' receptive speech development.

Active and passive minima do not differ very much as in vocabulary (active minimum is in the passive input), active minimum is selected for all stages of the secondary schools and passive grammar minimum is selected only for lyceums and colleges – for advanced students.

The formation of grammar minima directly deals with the speech themes and vocabulary minima which impact on the grammar selection.

The methodological criteria in preparation of educational grammar are classified as follow.

Criteria of selecting **active** grammar minimum:

4. Criterion of prevalence of grammar phenomena in oral and written speech. The most frequent phenomena in people's speech are «picked up» from the all grammar system or material.

5. Criterion of being grammar unit as a sample. It requires the ability to developing grammar subskills through given samples (e.g., building noun, adjective, adverb with the help of suffixes).

6. Criterion of isolation of mono-semantic facts. With the aim to prevent difficulties the most frequent and stylistically appropriate units are selected, but only one of the grammar form to excluding synonyms is selected.

Criteria of selecting **passive** grammar minimum:

3. Criterion of wide usage in literary written style of speech.

4. Criterion of polysemantics.

Post-activity

Problems for Discussion

1. The Importance of Grammar in Learning a Foreign Language
2. Comparative Characteristics of the English Grammar Structure with that of Mother Tongue of the Pupils (the Most Common Difficulties Pupils have in Assimilating English Grammar).
3. The Content of Teaching Grammar. The Principles of Selecting Grammar Material for Teaching.
4. How to Teach Grammar
5. Types of Exercises for Assimilation of Grammar

LITERATURE

1. G.V. Rogova. «Method of Teaching English». Moscow - 1983.
2. Гез А.И. и др. «Методика обучения иностранным языкам в средней школе». Москва, Высшая школа - 1982.

Lesson 4

TEACHING ENGLISH GRAMMAR

Aim of the lesson: Students will be able to learn the importance of grammar in teaching a foreign language, the difficulties in learning grammar, how to teach grammar and do grammar exercises.

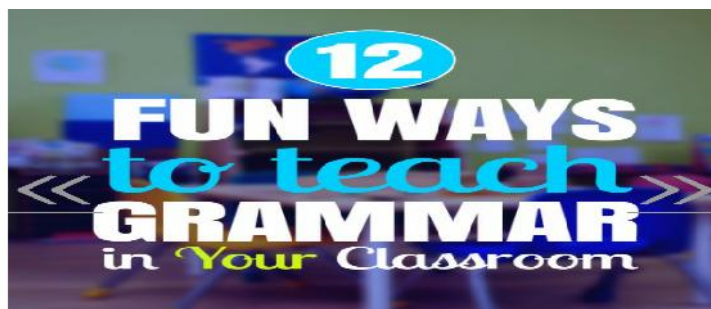
Plan:

1. The importance of grammar in teaching a foreign language.
2. The difficulties in learning grammar.
3. How to teach grammar.
4. Grammar exercises in English language.

Procedure: Pre-activity

How should we teach grammar?

While-activity



1. “Games!! I use I Have, Who Has and Go Fish games to practice and reinforce skills!” -Erin B. from [Mrs. Beattie’s Classroom](#)

2. “After learning about adjectives, we did a self portrait and added labels with adjectives on them!”
Kristen K. from [Easy Teaching Tools](#)

3. “I try to only teach grammar through mentor texts. I’ll have a skill in mind that I want student to “discover;” then we read a mentor piece with lots of examples of this skill; once they figure it out we write a “rule” and then test the rule out to make sure we are correct; then I give them an anchor poster for the back of their Writer’s Notebooks (where we store all of our anchor charts and mini-lesson notes) so they can refer to it as needed” -Jenna from [Musings from the Middle School](#)

4. We do Mad Libs a lot! my second graders love them and they are learning a lot about parts of speech! -Bex M. from [Reading and Writing Redhead](#)

5. "This is where I became creative. I created characters that I would dress up as. I gave them names, pretended it wasn't me, even gave them accents. For example, Princess Pronoun came in to teach, obviously, pronouns. Zelda the Fortune Teller taught the future tenses (this was my students' favorite). Also came up with a variety of games and activities for my students to "experience" grammar. I used "prepositions puppets" and irregular verbs tic tac toe. When teaching an hour of grammar daily to ELLs, I had to get creative!" -Tina W.

6. "Brain Pop and Brainpop Jr. are awesome videos to use to teach grammar." -Melissa A.

7. "We used worms when doing adjectives. I placed them on their tables and they had to touch and look at them. Then we went back to the carpet and made a circle map to describe the worms. We had them use it in sentences. The worms are _____. I modeled sentences whole group and then we went back to our tables and wrote a sentence about the worms and illustrated a picture of a worm. We built background by watching videos of worms and reading a book with worms. The loved every minute of it. I taught grammar for 5 years for an hr a day." -Sarah C. from [Kindergarten Smarts](#)

8. NoRedInk is the best. Students get to pick from a variety of TV shows, movies, athletes, and other interests and see them pop up in practice questions they're assigned. They get a kick out of it, and they're learning! -Elsie D.

9. "I used shower board and wrote a word on each one. I talked to the kids about the conjunction and. Then I had two kids with commas on their shower boards go place themselves in the sentence correctly." -Tamara R. from [Mrs. Russel's Room](#)

10. If you can get YouTube and have some way to show it, there are some Schoolhouse Rock videos that my kids love! They have the songs memorized and I refer back to the video to help them. Just one of many ideas .!" -Katie K.

11. "Each student is given an image of a cell phone. Ask students to write a text message about a give subject. Exchange papers for corrections. Use an excerpt from a book students are reading. Write words on index cards, leaving out the punctuation. Students have to recreate the sentences, adding the punctuation." -Cathy M.

Post-activity

5. *Grammar tests*. Tests allow the teacher to evaluate pupils' achievement in grammar, that is how each of them has mastered forms, meaning and usage.

LITERATURE

1. G.V. Rogova. «Method of Teaching English». Moscow - 1983.
2. Гез А.И. и др. «Методика обучения иностранным языкам в средней школе». Москва, Высшая школа - 1982.
3. Старков А.П. «Обучение английскому языку в средней школе». Москва - 1978.
4. Ильин М.С. «Основы теории упражнений по иностранному языку». Москва - 1975.

**LESSON 5
TEACHING LISTENING IN ENGLISH**

Real-life listening.

1. Real-life listening in the classroom.
2. Types of activities.

**Procedure
Pre-activity**

Give some Types of listening activities

**While-activity
Give examples of**

Pre listening task	While listening task	Post listening task

Post-activity

JOB ENQUIRY

Example

- **Work at:**a restaurant.....
- **Type of work:** 1
- **Number of hours per week:** 12 hours
- **Would need work permit**
- **Work in the:** 2 branch
- **Nearest bus stop: next to** 3
- **Pay:** 4 £ an hour
- **Extra benefits:**
 - a free dinner
 - extra pay when you work on 5
 - transport home when you work 6
- **Qualities required:**
 - 7
 - ability to 8
- **Interview arranged for:** Thursday 9 at 6 p.m.
- **Bring the names of two referees**
- **Ask for:** Samira 10

LITERATURE

1. G.V. Rogova. «Method of Teaching English». Moscow - 1983.
2. Гез А.И. и др. «Методика обучения иностранным языкам в средней школе». Москва, Высшая школа - 1982.

LESSON 6 DEVELOPING SPEAKING COMPETENCE

Plan:

1. General Remarks
2. The Most Difficulties of Teaching Speaking a Foreign Language
3. The Content of Teaching Speaking in English
4. Techniques for Teaching Speaking

Procedure:

Pre-activity

Speaking

Interview

Interview your partner about their personal use of the Internet. Ask about these points, and be prepared to ask follow-up questions to find out more.

- activities you most use the Internet for, and why
- time you spend on the Internet each week
- the best thing about the Internet
- the most annoying thing about the Internet
- people you email most often, and why

While-activity
Individual Long-Turn

1. Talk about a piece of technology that you couldn't live without. You should mention:

- What it looks like
- How you use it
- Why it is vital to you

and talk about how other people live or lived without it.

2. Talk about some technology that you have started using fairly recently. You should say:

- What it is and what it does
- How it makes life better or easier
- How it is different to other similar technology

and say whether you think you will still be using it in ten years' time or not, and why.

3. Describe your favourite website. You should say:

- what the website is
- what it offers
- how often you visit it

and explain why you like it so much.

Post-activity
Discussion

1. Could you please explain with some examples about the changes of technology which are used by people in our daily life between now and the past 20 years?
2. What are the impacts of electrical equipment on human's life in the past ten years?
3. Does modern technology make life more convenient, or was life better when technology was simpler?
4. What role does technological development play in people's life?
5. How will technology develop in the future?
6. What are the advantages and disadvantages of computer and internet?

LITERATURE

1. G.V. Rogova. «Method of Teaching English». Moscow - 1983.
2. Гез А.И. и др. «Методика обучения иностранным языкам в средней школе». Москва, Высшая школа - 1982.

LESSON 7
TEACHING READING IN ENGLISH

Plan:

1. Reading as an aim and a means of teaching and learning a foreign language
2. The content of teaching reading
3. Some difficulties pupils have in learning to read in the English language (Linguistic and Extralinguistic)
4. How to Teach Reading
5. Mistakes and How to correct them

Procedure
Pre-activity

What reading strategies do you know?

How do we read?

While-activity



Skimming

What is it? Skimming involves running your eye very quickly over large chunks of text. It is different from previewing because skimming involves the paragraph text. Skimming allows you to pick up some of the main ideas without paying attention to detail. It is a fast process. A single chapter should take only a few minutes.

When to use it: to quickly locate relevant sections from a large quantity of written material. Especially useful when there are few headings or graphic elements to gain an overview of a text. Skimming adds further information to an overview.

How to skim:

- note any bold print and graphics.
- start at the beginning of the reading and glide your eyes over the text very quickly.
- do not actually read the text in total. You may read a few words of every paragraph, perhaps the first and last sentences.
- always familiarise yourself with the reading material by gaining an overview and/or skimming before reading in detail.

Scanning

What is it? Scanning is sweeping your eyes (like radar) over part of a text to find specific pieces of information.

When to use it: to quickly locate specific information from a large quantity of written material.

To scan text:

- after gaining an overview and skimming, identify the section(s) of the text that you probably need to read.
- start scanning the text by allowing your eyes (or finger) to move quickly over a page.
- as soon as your eye catches an important word or phrase, stop reading.
- when you locate information requiring attention, you then slow down to read the relevant section more thoroughly.
- scanning and skimming are no substitutes for thorough reading and should only be used to locate material quickly.

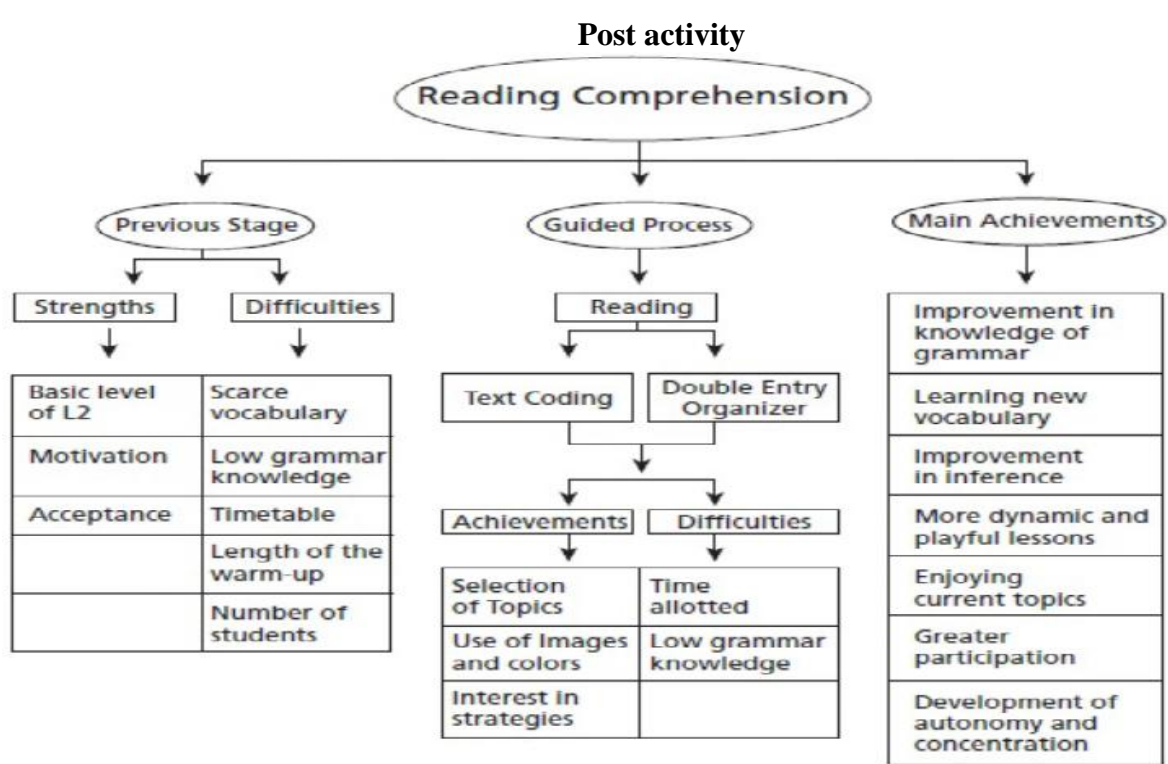
Intensive reading

What is it? Intensive reading is detailed, focused, 'study' reading of those important parts, pages or chapters.

When to use it: When you have previewed an article and used the techniques of skimming and scanning to find what you need to concentrate on, then you can slow down and do some intensive reading. How to read intensively:

- start at the beginning. Underline any unfamiliar words or phrases, but do not stop the flow of your reading.
- if the text is relatively easy, underline, highlight or make brief notes (see ‘the section on making notes from readings’).
- if the text is difficult, read it through at least once (depending on the level of difficulty) before making notes.
- be alert to the main ideas. Each paragraph should have a main idea, often contained in the topic sentence (usually the first sentence) or the last sentence.
- when you have finished go back to the unfamiliar vocabulary. Look it up in an ordinary or subject-specific dictionary. If the meaning of a word or passage still evades you, leave it and read on. Perhaps after more reading you will find it more accessible and the meaning will become clear. Speak to your tutor if your difficulty continues.
- write down the bibliographic information and be sure to record page numbers (more about this in the section on making notes from readings).

Remember, when approaching reading at university you need to make intelligent decisions about what you choose to read, be flexible in the way you read, and think about what you are trying to achieve in undertaking each reading task.



Used literature:

1. *De Leeuw, Howard.* English as a Foreign Language in the Elementary School. – Tübingen: Narr, 1997. –256 p.
2. *Howatt, A.P. A with H.G.Widdowson.* History of English Language Teaching. 2nd ed. – Oxford: Oxford University Press, 1984. –417 p.
3. *Johnson, Keith.* An Introduction to Foreign Language Learning and Teaching. – Harlow: Longman/ Pearson, 2001. –336 p.

LESSON 8 TEACHING WRITING IN ENGLISH

Plan:

1. Roles of writing in the Learning and Use of Language. Writing as a skill.
2. Difficulties pupils have in Learning to Write English
3. Stages in the Development of Writing Proficiency
4. How to Teach Writing

Procedure Pre-activity

✍️ WRITING AN ANNOUNCEMENT

Some students are going to have a beach party.
They wrote an announcement and placed it on the bulletin board.

- I. There are five mistakes in the announcement. Read it twice and find them. Circle the mistakes.**

*Attention English Students
Student Council approved*

Beach Party!

*We are going to hold a party at Kincade Beach
on Sunday afternoon, June 15.*

*We are going to bicycle from the Student Center.
Let's meet there at 10 p.m. It will probably be
hot so be sure to wear warm clothing.*

*We plan to have a cookout on the beach. All the
food is going to be provided by the Student
Association.*

*There will be swimming and sailing. Don't forget
to bring your swimsuit and hiking shoes. You'll
need to bring your own hot dogs, soda, etc.*

*If you are coming, please sign up before Wednesday,
June 18.*

- II. Now write an announcement for a different event.**
(For example, a picnic, a camping trip, a trip to a nearby city, a potluck dinner, a volleyball game.)

While-activity Discuss topic

1. The teacher shows the learners a letter or both a capital and a small letter, for instance, Bb. Special cards may be used for the purpose. On one side of the card the letters are written. On the other side there is a word in which the letters are written. On the other side there is a words in which this letter occurs. E.g. Bb bed

2. The teacher shows his pupils how to write the letter. He can use the blackboard. E.g. V and W are made with one continuous zigzag movement. Q is made without lifting the pen except for the tail. L is also made without lifting the pen.

Whenever the teacher writes on the blackboard he gives some explanations as to how the letter is made, and then how the word is written. His pupils follow the movements of his hand trying to imitate them; they make similar movements with their pens in the air, looking at the blackboard.

3. The teacher asks pupils to write first the letter, then the word in their exercise-book.

When pupils are writing he walks round looking at the work they are doing and giving help to the pupils who need it. Since habits are formed and developed through performing actions pupils are told to practise in writing the letter and the word (words) at home.

Post-activity

Answer the questions:

1. How do we teach writing ?
2. How to control speech skills ?

Used literature:

1. *De Leeuw, Howard.* English as a Foreign Language in the Elementary School. – Tübingen: Narr, 1997. –256 p.

2. *Howatt, A.P. A with H.G.Widdowson.* History of English Language Teaching. 2nd ed. – Oxford: Oxford University Press, 1984. –417 p.

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LESSON 9

TYPES OF TESTS AND ASSESSMENT OF TEACHING FOREIGN LANGUAGES

Plan:

Aim of the lesson: By the end of the lesson the Ss will be able to explain what is Assessment as a new method, to learn Assessment as a new method

Plan:

4. Teaching and Testing
5. Assessment
6. Types of assessment

Procedure:

Pre-activity

Answer the questions

What are the principles of language testing?

How can we define them?

What factors can influence them?

While-activity



Introducing assessment

Students need to understand clearly what is expected from them

- Ways we can support students to undertake the assessment include:
 - Discussing the assessment tasks and its requirements including its relevance to the learning outcomes
 - Developing shared understanding of relationship between the assessment task and assessment criteria and standards
 - Providing scaffolding tasks in tutorials that assist students to undertake the tasks.
 - Scaffolding is breaking learning down into stages or its elements.
 - Examples include presenting a draft of a foundational element of the assessment for feedback, provide a planning template for students to complete.
 - Activities may directly relate to summative assessment or be in a related context.

Warning: Avoid reducing responses to a formula. Ensure that any sample assessment or scaffolding does not limit opportunities for students to innovate. We need to encourage innovative responses to tasks.



Formative and Summative Assessment

- **Summative assessment** is that which is graded
- **Formative assessment** is that which is offered as advice or feedback to student and which does not contribute marks toward their final grade
 - Tutorials are important times for students to obtain feedback on their work prior to them submitting summative assessment
 - Summative assessment tasks provide an opportunity for formative feedback to support students to improve on later tasks



Supporting learning through feedback

- Feedback should be **specific and timely** not just a grade
- **Relate to criteria** for assessment - No hidden criteria
- **Stay as objective as possible** - It is important to focus on the students' work rather than on comments that could have the effect of personally downgrading or humiliating students.
- Include **suggestions for improvement** - It is not enough simply to make demands. If you don't let students understand how to arrive at the demands, there's no point in making them. Encourage your students to see feedback as opportunity for improvement.
- **Be encouraging** in feedback - Avoid negating positive comments with 'but' or 'however'
- **Use the Rule of Thumb** - Positive, areas for improvement and plan for actions

Post-activity



Other sources of feedback

□ **Self assessment** - Students assessing their own work

Benefits:

- Develops reflective practice skills
- Encourages self directed learners

Note:

- Students need support to reflect effectively. This could include frameworks for reflection or developing relevant criteria for assessing their own or others' work

□ **Peer Assessment** - Students assessing their peers' work

Benefits :

- Assists students to focus on the requirements of the tasks
- Interchanges are in the language students are familiar with
- Students are more likely to ask for clarification from their peers
- Frees teacher to reflect on issues arising across the whole group and provide useful inventions

Note:

- Students need guidance to provide relevant and supportive feedback to others

Used literature:

1.*De Leeuw, Howard.* English as a Foreign Language in the Elementary School. – Tübingen: Narr, 1997. –256 p.

2.*Howatt, A.P. A with H.G.Widdowson.* History of English Language Teaching. 2nd ed. – Oxford: Oxford University Press, 1984. –417 p.

3.*Johnson, Keith.* An Introduction to Foreign Language Learning and Teaching. – Harlow: Longman/ Pearson, 2001. –336 p.

Activity	– work mainly, done by language learners, that involves direct experience by the student rather than text book study
Approach	– a set of principles about teaching including views on method, techniques, activities
Assessment	– is the process of evaluating achievements of learners
Attitude	– the specific ability of teacher/learner for teaching/learning a second language
Authentic Language	– is a real and natural language used by native speakers in real life contexts
Authentic materials	– are the materials of language teaching, that were originally intended for native-speakers, e.g. newspaper texts, TV, radio or internet broadcasts
Body Language	– the gestures used by individuals in communicating with others
Classroom observation	– is the practice of sitting in another teacher's class to observe
CLT	– Communicative language teaching
Communication	– is the process of sending and receiving messages. Verbal and written communication types are distinguished
Communicative activities	– activities aimed at improving communication skills
Communicative approach (CLT)	– is the theory that language is communication and it emphasizes developing language proficiency through interactions in meaningful contexts

Communicative Competence	– refers to a learner’s ability to understand and use language effectively to communicate successfully in social settings
Communication skills	– the ability to convey information to another effectively and efficiently
Content-based teaching/learning	– is an approach in language teaching based on content/information that students will require
Critical thinking	– is evaluating claims, assumptions, and implications without simply accepting them as facts
Educator	– Language teacher
EFL	– English as a foreign language
ELT	– English language teaching
ESL	– English as a second language
ESOL	– English for speakers of other languages
Facilitator	– is the term used for language teacher in CLT
Formative assessment	– is a type of assessment completed during the course, learners can improve, it always includes feedback
Grammatical Competence	– is the ability to recognize and produce the distinctive grammatical structures of a language
Group formation	– is a process of setting/organizing learners into groups
Group work	– is requiring students to work together in learning procedure

Handout	– a sheet provided to each student by the teacher, it contains information, a task to be completed for an assignment
Independent learning	– is a way of learning completed by an individual without the assistance of teacher
Integrated Skills	– are defined as the combination of two or more skills within a communicative task
Interactive methods/activities	– are methods that involve learners to communicate and interact with others to receiving feedback after completion of a task
L1	– First language, native language
L2	– Second language
Language educator / instructor / teacher	– Foreign language teacher
Language learner	– is a person who learns foreign language
Learning styles	– the different preferences of learners in the process of learning foreign language
Linguistic Competence	– refers to the ability to use the language code or system itself and all its component parts
Mentor	– adviser to a language learner
Method	– is a way, procedure of teaching, made up of a set of techniques
Motivation	– is the encouragement, lots of attention which helps students to accomplish learning process
Multiple choice	– is an assessment where answers provided with several options

Native speaker	– is a person who speaks a language as his/her first language or mother tongue
Observation form	– is a usually sheet, that are completed by the observer
Observer	– is a person, mainly teacher who observes another teacher's lesson
Peer observation	– is a type of observation where teaching stuff observes each other's lessons and at the end, they discuss strengths and weaknesses of the lesson procedure
Student (learner)-centred education	– language learners are the focus in the whole procedure of the lesson
Summative assessment / Final assessment	– is a type of assessment typically occurs at the end of the learning period, learners receive final score
Target language	– a foreign language students are in the process of learning
Task-based learning/teaching	– refers to an approach based on the use of tasks as the core of planning in language teaching, it is presented as a logical development of CLT
TBL	– Task-based learning
Teacher-centred education	– in the centre of the class is teacher who gives instructions with little input from students
Teamwork	– is the process of engaging individuals in a cooperative effort to achieve a common goal
TESOL	– Teaching English for speakers of other languages
TFL	– Teaching foreign language

Ilovalar:

ЎЗБЕКИСТОН RESPUBLIKASI
ОЛИЙ ВА ЎРТА МАХСУС ТАЪЛИМ ВАЗИРЛИГИ

Рўйхатга олинди:

№ БД – 5111400 – 3.03

2018 йил "18" 08



Олий ва ўрта махсус таълим вазирлиги

2018 йил "25" 08

ТИЛЛАР ЎҚИТИШ МЕТОДИКАСИ
ВА ТАЪЛИМ ТЕХНОЛОГИЯЛАРИ

ФАН ДАСТУРИ

Билим соҳаси:	100000	–	Гуманитар
Таълим соҳаси:	110000	–	Педагогика
	120000	–	Гуманитар
Таълим йўналишлари:	5111400	–	Хорижий тил ва адабиёти (тиллар бўйича)
	5120100	–	Филология ва тилларни ўқитиш (роман-герман филологияси)

Тошкент – 2018

Ўзбекистон Республикаси Олий ва ўрта махсус таълим вазирлигининг 2018 йил “25” августдаги 744-сонли буйруғининг 6-илоvasи билан фан дастури рўйхати тасдиқланган.

Фан дастури Олий ва ўрта махсус, касб-хунар таълими йўналишлари бўйича Ўқув-услубий бирлашмалар фаолиятини Мувофиқлаштирувчи Кенгашнинг 2018 йил “18” августдаги 4-сонли баённомаси билан маъқулланган.

Фан дастури Ўзбекистон давлат жаҳон тиллари университетиде ишлаб чиқилди.

Тузувчилар:

- | | |
|-----------------|---|
| Қ.Д.Тўхтаева | – ЎзДЖТУ, “Инглиз тилини ўқитиш методикаси” кафедраси мудири, ф.ф.н., доцент. |
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Такризчилар:

- | | |
|----------------|--|
| А.М.Мамадалиев | – Низомий номидаги ТДПУ, педагогика фанлари номзоди, чет тиллар факультети декани. |
| Х.Д.Палуанова | – ЎзДЖТУ, “Инглиз тилини ўқитиш методикаси” кафедраси мудири, ф.ф.д. |

Фан дастури Ўзбекистон давлат жаҳон тиллари университети Кенгашида кўриб чиқилган ва тавсия қилинган (2018 йил “27” июндаги “6” -сонли баённома).

I. Ўқув фанининг долзарблиги ва олий касбий таълимдаги ўрни

Тиллар ўқитиш методикаси ва таълим технологиялари фани ихтисослик фани саналиб, у талабаларни ҳам назарий, ҳам амалий жиҳатдан олий ва ўрта таълим муассасалари ўқитувчисини касбий фаолиятга тайёрлайди. Фаннинг долзарблиги ўқитувчи фаолияти учун бирламчи ҳисобланган педагогик кўникма ва маҳоратнинг шаклланиш зарурияти билан белгиланади.

Ўқув фанининг асосий мазмуни “Таълим тўғрисида”ги Қонун, Ўзбекистон Республикасининг кадрлар тайёрлаш Миллий дастури, давлат таълим стандарти талаблари, 2017 йил 7 февралдаги “Ўзбекистон Республикасини янада ривожлантириш бўйича Ҳаракатлар стратегияси тўғрисида”ги ПФ-4947-сонли Фармонлари, шунингдек 2017 йил 20 апрелдаги “Олий таълим тизимини янада ривожлантириш чора-тадбирлари тўғрисида”ги ПҚ–2909-сонли қарориди белгиланган устувор вазифалар мазмунидан келиб чиққан ҳолда тузилган бўлиб, у замонавий талаблар бўлғуси педагог кадрларнинг касбий компетентлигини мунтазам ошириб боришни мақсад қилади.

II. Ўқув фанининг мақсади ва вазифаси

Фанни ўқитишдан мақсад – талабани чет тил ўқитувчиси касбий фаолиятига назарий ҳамда амалий жиҳатдан тайёрлашдан иборат. Замонавий методиканинг асосий муаммолари билан таништириш “Тиллар ўқитиш методикаси ва таълим технологиялари” фанининг асосий вазифаси саналади. Ушбу фан талабаларни ўзлари ишлаётган таълим муассасаларида олиб бориладиган дарсларда дуч келиши мумкин бўлган аниқ вазифаларни моҳирона ҳал этишга йўналтиради. Бунда асосий эътибор талабаларнинг амалий кўникмаларини ишлаб чиқиш, асосий касбий малакасининг шаклланиши; дарснинг онгли, тарбиявий ва таълимий мақсадларини шакллантириш; мавзу асосида ўқув материални режалаштириш; дарснинг режаси ва конспектни тузиш; савол ва топшириқлар тузиш, сўровлар ўтказиш ҳамда билимни далилий баҳолаш; ўқувчиларнинг мустақил ишини ташкил этиш; ҳамкасблари ва ўз дарсларини таҳлил қилишга қаратилади.

Фан бўйича талабаларнинг билим, кўникма ва малакаларига куйидаги талаблар қўйилади:

“Тиллар ўқитиш методикаси ва таълим технологиялари” фанини ўзлаштириш жараёнида бакалавр талабаси:

- педагогик моҳиятнинг манбаи, педагогика тарихининг асосий босқичлари, ушбу соҳадаги янги илмий ютуқлар борасида **тасаввурга эга бўлиши**;
- ёшга доир психологиянинг ўзига хос хусусиятлари ва унинг гуманитар фанларни ўқитиш методикаси билан алоқаси борасида **тасаввурга эга бўлиши**;
- гуманитар фанлар соҳасидаги анъанавий ва янги педагогик технологияларни билиши;
- таълим жараёнида ижтимоий ва педагогик фанлар интеграциясининг асосий қонуниятларини билиши ва **амалда қўллай олиши**;

- чет тил дарсини анъанавий ва янги педагогик технологиялардан тўлақонли фойдаланган ҳолда олиб бориши;
- дарс бериш жараёнида таълимнинг замонавий техник воситалари билан ишлай олиши;
- янги илмий адабиётлар, дарсликларнинг электрон кўринишлари ва АРМ каталогларидан фойдалана олиш кўникмасига эга бўлиши зарур.

III. Асосий назарий қисм (маъруза машғулоти)

1-мавзу. Узлуксиз таълим тизимида (умумтаълим мактаблари, академик лицей ва касб-хунар коллежлари) чет тил ўқитишнинг лингводидактик масалалари

Тилларни эгаллаш Умумевропа компетенциялари. Ўзбекистонда чет тилларни ўқитиш ва ўрганиш. Чет тил ўқув предмети сифатида. Жаҳон миқёсида чет тилларни ўқитиш. Ўзбекистонда чет тилларни ўргатиш. Чет тилларни ўргатиш мақсадлари, мазмуни ва тамойиллари.

2-мавзу. Чет тилларни ўқитиш методикасининг қисқача тарихи ва унинг ривожланиш босқичлари

Чет тил ўқитиш методикаси фанининг тарихи ва хорижий ва маҳаллий тажриба.

3-мавзу. Чет тилларни ўқитиш методикасининг қисқача тарихи ва унинг ривожланиш босқичлари

Чет тил ўқитишнинг педагогик, дидактик, психологик, лингвистик ва методик тамойиллари. Ёндашув тушунчаси. Коммуникатив, шахсга йўналтирилган, интеграллашган ва компетентлик ёндашувлари.

4-мавзу. Чет тилларни ўқитиш технологиялари

Технология тушунчаси. Модулли технология. Ўйин технологиялари. Танқидий фикрлашни ривожлантириш технологияси. Ахборот коммуникацион технологияларига асосланган таълим. Ҳамкорликдаги таълим. Чет тил таълимнинг гуруҳли технологиялари.

5-мавзу. Чет тилларни ўқитиш методлари

Метод тушунчаси. Лойиҳалаш методи. Кейс методи. Интерактив методи. Эвристик метод. ТРИЗ методи. Чет тил таълимнинг анъанавий ва замонавий методлари.

6-мавзу. Узлуксиз таълим тизимида чет тил ўқитувчиси касбий компетенциясини шакллантириш

Касбга йўналтирилган таълимнинг мақсади ва мазмуни. Чет тил ўқитувчисининг касбий компетенцияси. Чет тил ўқитувчиси касбий компетенциясининг компонентлари. Чет тил ўқитувчиси касбий компетенциясини шакллантириш методлари.

7-мавзу. Чет тил дарсларини ташкил этиш шакллари

Дарснинг мақсади, вазифалари, шакллари, дарсга қўйиладиган талаблар, календарь –тематик режани тузиш технологияси.

8-мавзу. Замонавий чет тил ўқув жараёнини ташкил этиш технологиялари, метод ва усуллари

Чет тил ўқув жараёнини режалаштириш. Чет тил дарси тавсифи ва технологияси: дарсда тил муҳитини яратиш, дарснинг тарбиявий имкониятлари, дарс мақсадининг хусусияти, чет тил дарсининг мазмуни. Дарснинг мақсад, вазифаларини белгилаш ва тилга оид нутқий материални танлаш ва тайёрлаш.

9-мавзу. Чет тил дарси тузилиши ва уни ташкиллаштириш

Чет тил дарсида ўқитувчи ва ўқувчиларнинг ўзаро ҳамкорлиги шакллари. Мавзуй режа. Бир соатлик дарсни режалаштириш, дарсни кузатиш. Портфолио турлари ва тузилиши.

10-мавзу. Узлуксиз таълим тизимида чет тилларни ўқитиш воситалари ва машқлар тизими

Таълим воситалари таснифи. Машқ - чет тилларни ўқитишнинг ягона бирлиги. ЎУМ - умумтаълим муассасаларида чет тил таълими сифатини оширишнинг самарали воситаси сифатида. Замонавий дарслик: дарслик тузилиши ва тамойиллари.

11-мавзу. А1 даражадаги ўқувчиларга талаффузини ўргатиш. (1-4 синфлар)

А1 даражадаги ўқувчиларга чет тил талаффузини ўргатиш. Талаффузни ўргатишда инновацион таълим технологиялари.Талаффузни баҳолашга қўйилган CEFR талаблари.

12-мавзу. А2 даражадаги ўқувчиларга талаффузини ўргатиш. (5-9 синфлар)

А2 даражадаги ўқувчиларга чет тил талаффузини ўргатиш. Талаффузни ўргатишда инновацион таълим технологиялари. Талаффузни баҳолашга қўйилган CEFR талаблари.

13-мавзу. В1 даражадаги ўқувчиларга талаффузини ўргатиш. (10-11 синфлар, А1 ва КХК ўқувчилари)

В1 даражадаги ўқувчиларга чет тил талаффузини ўргатиш. Талаффузни ўргатишда инновацион таълим технологиялари. Талаффузни баҳолашга қўйилган CEFR талаблари.

14-мавзу. А1 даражадаги ўқувчиларга лексикани ўргатиш. (1-4 синфлар)

A1 даражадаги ўқувчиларга лексикани ўргатиш. Лексик материални ўргатишда инновацион таълим технологиялари. Лексикани баҳолашга қўйилган CEFR талаблари.

**15-мавзу. A2 даражадаги ўқувчиларга лексикани ўргатиш.
(5-9 синфлар)**

A2 даражадаги ўқувчиларга лексикани ўргатиш. Лексик материални ўргатишда инновацион таълим технологиялари. Лексикани баҳолашга қўйилган CEFR талаблари.

**16-мавзу. B1 даражадаги ўқувчиларга лексикани ўргатиш. (10-11
синфлар. A1 ва KXK ўқувчилари)**

B1 даражадаги ўқувчиларга лексикани ўргатиш. Лексик материални ўргатишда инновацион таълим технологиялари. Лексикани баҳолашга қўйилган CEFR талаблари.

**17-мавзу. A1 даражадаги ўқувчиларга грамматикани ўргатиш.
(1-4 синфлар)**

A1 даражадаги ўқувчиларга чет тил грамматикасини ўргатиш. Грамматик материални ўргатишда инновацион таълим технологиялари. Грамматикани баҳолашга қўйилган CEFR талаблари.

**18-мавзу. A2 даражадаги ўқувчиларга грамматикани ўргатиш.
(5-9 синфлар)**

A2 даражадаги ўқувчиларга чет тил грамматикасини ўргатиш. Грамматик материални ўргатишда инновацион таълим технологиялари. Грамматикани баҳолашга қўйилган CEFR талаблари.

**19-мавзу. B1 даражадаги ўқувчиларга грамматикани ўргатиш.
(10-11 синфлар, A1 ва KXK ўқувчилари)**

B1 даражадаги ўқувчиларга чет тил грамматикасини ўргатиш. Грамматик материални ўргатишда инновацион таълим технологиялари. Грамматикани баҳолашга қўйилган CEFR талаблари.

**20-мавзу. A1 даражадаги ўқувчиларга тинглаб тушунишни ўргатиш
(1-4 синфлар)**

Чет тилни амалий жиҳатдан эгаллашда тинглаб тушунишнинг аҳамияти. A1 даражадаги ўқувчиларга тинглаб тушуниш ўргатишнинг мақсади ва вазифалари. Тинглаб тушунишнинг асосий механизмлари ва уларни шакллантириш. Тинглаб тушунишни ўргатиш қийинчиликлари. A1 даражадаги ўқувчиларга тинглаб тушунишни ўргатишга қўйилган CEFR талаблари ва баҳолаш.

**21-мавзу. A2 даражадаги ўқувчиларга тинглаб тушунишни ўргатиш
(5-9 синфлар)**

A2 даражадаги ўқувчиларга тинглаб тушунишни ўргатишнинг аҳамияти. Тинглаб тушунишни ўргатишнинг асосий механизмлари ва уларни ривожлантириш. Тинглаб тушунишни ўргатишда учрайдиган қийинчиликлар. A2 даражадаги ўқувчиларга тушунишни ўргатишга қўйилган CEFR талаблари ва баҳолаш.

22-мавзу. B1 даражадаги ўқувчиларга тинглаб тушунишни ўргатиш (10-11 синфлар, A1 ва KXK ўқувчилари)

B1 даражадаги ўқувчиларга тинглаб тушунишни ўргатишнинг аҳамияти. Тинглаб тушунишни ўргатишнинг асосий механизмлари ва уларни ривожлантириш. Тинглаб тушунишни ўргатишда учрайдиган қийинчиликлар. Юқори синф ўқувчиларига тинглаб тушунишни ўргатишнинг “Top down” ва “Bottom up” усуллари. АКТ ёрдамида тинглаб тушунишни ўргатиш. B1 даражадаги ўқувчиларга тушунишни ўргатишга қўйилган CEFR талаблари ва баҳолаш.

23-мавзу. A1 даражадаги ўқувчиларнинг гапириш компетенциясини шакллантириш

Гапириш – таълимнинг мақсади ва воситаси сифатида. Гапиришнинг турлари, асосий механизмлари, уларни шакллантириш ҳамда ривожлантириш усуллари. A1 даражадаги ўқувчиларнинг гапиришни ўргатишнинг қийинчиликлари. Гапиришни шакллантиришда машқлар тизими. Гапиришни ўргатишда ўйин технологияларини қўллаш. A1 даражадаги ўқувчиларга гапиришни ўргатишга қўйилган CEFR талаблари ва баҳолаш.

24- мавзу. A 2 даражадаги ўқувчиларнинг гапириш компетенциясини ривожлантириш

Гапириш – таълимнинг мақсади ва воситаси сифатида. Гапиришнинг турлари, асосий механизмлари, уларни шакллантириш ҳамда ривожлантириш усуллари. A2 даражадаги ўқувчиларнинг гапиришни ўргатишнинг қийинчиликлари. Гапиришни шакллантиришда машқлар тизими. Гапиришни ўргатишда интерфаол технологиялардан фойдаланиш. A2 даражадаги ўқувчиларга гапиришни ўргатишга қўйилган CEFR талаблари ва баҳолаш.

25-мавзу. B1 даражадаги ўқувчиларнинг гапириш компетенциясини ривожлантириш

Гапиришнинг турлари, асосий механизмлари, уларни шакллантириш ҳамда ривожлантириш усуллари. B1 даражадаги ўқувчиларга гапиришни ўргатишнинг қийинчиликлари. Гапиришни шакллантиришда машқлар тизими. Танкидий фикрлашни ривожлантириш технологияси. B1 даражадаги ўқувчиларга гапиришни ўргатишга қўйилган CEFR талаблари ва баҳолаш.

26- мавзу. A1 даражадаги ўқувчиларга ўқишни ўргатиш

Ўқиш - чет тил ўқитишнинг мақсад ва воситаси сифатида. Ўқишни ўргатиш босқичлари. Ўқиш турлари ва уларни шакллантиришга мўлжалланган машқлар тизими. Назорати турлари ва шакллари. Ўқитишни ўргатишда график органайзерларнинг аҳамияти. A1 даражадаги ўқувчиларнинг ўқиш малакасига қўйилган CEFR талаблари ва баҳолаш.

27- мавзу. A2 даражадаги ўқувчиларга ўқишни ўргатиш

Ўқиш - чет тил ўқитишнинг мақсад ва воситаси сифатида. Ўқишни ўргатиш босқичлари. Ўқиш турлари ва уларни шакллантиришга мўлжалланган машқлар тизими. Назорати турлари ва шакллари. Ўқитишни ўргатишда график органайзерларнинг аҳамияти. A2 даражадаги ўқувчиларнинг ўқиш малакасига қўйилган CEFR талаблари ва баҳолаш.

28- мавзу. B1 даражадаги ўқувчиларга ўқишни ўргатиш

Ўқиш - чет тил ўқитишнинг мақсад ва воситаси сифатида. Ўқишни ўргатиш босқичлари. Ўқиш турлари ва уларни ривожлантиришга мўлжалланган машқлар тизими. Назорати турлари ва шакллари. Ўқитишни ўргатишда график органайзерларнинг аҳамияти. B1 даражадаги ўқувчиларнинг ўқиш малакасига қўйилган CEFR талаблари ва баҳолаш.

29-мавзу. A1 даражадаги ўқувчиларга ёзувни ўргатиш

Ёзувни ўргатишнинг мақсад ва вазифалари. Ёзма нутқни ўргатиш технологияси. Таълимнинг турли босқичларида ёзув, орфография (тўғри ёзиш) кўникмаларига ва ёзма нутқ малакасига эга бўлишга қўйилган CEFR талаблари ва баҳолаш.

30-мавзу. A2 даражадаги ўқувчиларга ёзувни ўргатиш

Ёзувни ўргатишнинг мақсад ва вазифалари. Ёзма нутқни ўргатиш технологияси. A2 даражадаги ўқувчиларга ёзувни ўргатиш. Ёзув, орфография (тўғри ёзиш), пунктуация (тиниш белгилар) кўникмаларини ривожлантириш. Ёзув малакасига қўйилган CEFR талаблари ва баҳолаш.

31-мавзу. B1 даражадаги ўқувчиларга ўқишни ўргатиш

Ёзувни ўргатишнинг мақсад ва вазифалари. Ёзма нутқни ўргатиш технологияси. (Press – формуласи. Brainstorming. Spider-man. Net work Tree, Fishbone). Таълимнинг турли босқичларида ёзув, орфография (тўғри ёзиш), пунктуация (тиниш белгилар) кўникмаларига ва ёзма нутқ малакасига эга бўлишга қўйилган CEFR талаблари ва баҳолаш.

32-мавзу. Чет тилни ўргатишда назорат ва тест турлари

Чет тил билим, кўникма ва малакаларни назорат қилишда CEFR талаблари. Чет тил бўйича билим, кўникма ва малакаларни назорат қилиш турлари, шакллари. Тест турлари.

33-мавзу. Чет тил бўйича дарсдан ташқари ишлар

Чет тил бўйича дарсдан ташқари ишнинг аҳамияти. Чет тил бўйича дарсдан ташқари ишларнинг турлари ва шакллари. Чет тил дарси бўйича дарсдан ташқари ишларни ташкиллаштириш ва режалаштириш тамойиллари. Таълимнинг турли босқичларида чет тил бўйича дарсдан ташқари ишларни тайёрлаш ва ўтказиш технологиялари. Ўқув жараёнида мустақил таълимни ташкил этиш.

IV. Семинар машғулоти бўйича кўрсатма ва тавсиялар

Семинар машғулоти учун қуйидаги мавзулар тавсия этилади:

1. Узлуксиз таълим тизимида (умумтаълим мактаблари, академик лицей ва касб-хунар коллежлари) чет тил ўқитишнинг лингводидактик масалалари.
2. Чет тилларни ўқитиш методикасининг қисқача тарихи ва унинг ривожланиш босқичлари.
3. Чет тилларни ўқитиш методикасининг қисқача тарихи ва унинг ривожланиш босқичлари.
4. Чет тилларни ўқитиш технологиялари
5. Чет тилларни ўқитиш методлари
6. Узлуксиз таълим тизимида чет тил ўқитувчиси касбий компетенциясини шакллантириш.
7. Чет тил дарсларини ташкил этиш шакллари.
8. Замонавий чет тил ўқув жараёнини ташкил этиш технологиялари, метод ва усуллари.
9. Чет тил дарси тузилиши ва уни ташкиллаштириш.
10. Узлуксиз таълим тизимида чет тилларни ўқитиш воситалари ва машқлар тизими.
11. А1 даражадаги ўқувчиларга талаффузини ўргатиш. (1-4 синфлар)
12. А2 даражадаги ўқувчиларга талаффузини ўргатиш. (5-9 синфлар).
13. В1 даражадаги ўқувчиларга талаффузини ўргатиш. (10-11 синфлар, А1 ва КҲК ўқувчилари).
14. А1 даражадаги ўқувчиларга лексикани ўргатиш. (1-4 синфлар).
15. А2 даражадаги ўқувчиларга лексикани ўргатиш. (5-9 синфлар).
16. В1 даражадаги ўқувчиларга лексикани ўргатиш. (10-11 синфлар, А1 ва КҲК ўқувчилари).
17. А1 даражадаги ўқувчиларга грамматикани ўргатиш. (1-4 синфлар).
18. А2 даражадаги ўқувчиларга грамматикани ўргатиш. (5-9 синфлар).
19. В1 даражадаги ўқувчиларга грамматикани ўргатиш. (10-11 синфлар, А1 ва КҲК ўқувчилари).
20. А1 даражадаги ўқувчиларга тинглаб тушунишни ўргатиш (1-4 синфлар).
21. А2 даражадаги ўқувчиларга тинглаб тушунишни ўргатиш (5-9 синфлар).
22. В1 даражадаги ўқувчиларга тинглаб тушунишни ўргатиш (10-11 синфлар, А1 ва КҲК ўқувчилари).
23. А1 даражадаги ўқувчиларнинг гапириш компетенциясини шакллантириш.
24. А2 даражадаги ўқувчиларнинг гапириш компетенциясини ривожлантириш.
25. В1 даражадаги ўқувчиларнинг гапириш компетенциясини ривожлантириш.
26. А1 даражадаги ўқувчиларга ўқишни ўргатиш.
27. А2 даражадаги ўқувчиларга ўқишни ўргатиш.
28. В1 даражадаги ўқувчиларга ўқишни ўргатиш.

29. A1 даражадаги ўқувчиларга ёзувни ўргатиш.
30. A2 даражадаги ўқувчиларга ёзувни ўргатиш.
31. B1 даражадаги ўқувчиларга ёзувни ўргатиш.
32. A1 даражадаги ўқувчиларга ўқишни ўргатиш.
33. A2 даражадаги ўқувчиларга ўқишни ўргатиш.
34. B1 даражадаги ўқувчиларга ўқишни ўргатиш.
35. Чет тилни ўргатишда назорат ва тест турлари.
36. Чет тил бўйича дарсдан ташқари ишлар.
37. Чет тил ўқитишнинг аудиториядан ва синфдан ташқари технологиялари.
38. Чет тил жараёнида мустақил таълимни ташкил этиш.
39. Чет тил жараёни учун таркатма материаллар яратиш.
40. Компьютер ва он-лайн технологияларни қўллаш.
41. Талабалар билимини назорат қилувчи тестлар ва уларнинг турлари.
42. Ўқитувчи портфолиоси ва унинг тузилиши.
43. Чет тил ўқитувчисининг касбий компетенцияси.

V. Мустақил таълим ва мустақил ишлар

Талаба мустақил ишининг асосий мақсади – ўқитувчининг раҳбарлиги ва назорати остида муайян ўқув ишларини мустақил равишда бажариши учун унинг билим ва кўникмаларини шакллантириш ва ривожлантиришдан иборат. Талабанинг мустақил ишини ташкил этишда куйидаги шакллардан фойдаланилади:

1. Айрим назарий мавзуларни ўқув адабиёти ёрдамида мустақил ўзлаштириш.
2. Берилган мавзулар бўйича реферат тайёрлаш.
3. Назарий билимларини амалиётда қўллаш.
4. Кундалик дарс режасини тузиш.
5. Илмий анжуманларга илмий мақола, маъруза тайёрлаш.
6. Берилган мавзулар бўйича презентациялар тайёрлаш.
7. Компьютер ва он-лайн технологияларни қўллаш.
8. Ўқитувчи портфолиосини тайёрлаш.
9. Мустақил ҳолда дарс жараёнини кузатиш ва таҳлил қилиш.

Семинар машғулоти ва талабалар мустақил ишини ташкил этиш бўйича кафедра профессор-ўқитувчилари томонидан услубий кўрсатма ва тавсиялар ишлаб чиқилади.

Тавсия этилаётган мустақил ишларнинг мавзулари:

1. Узлуксиз таълим тизимида чет тил ўқитишнинг ўзига хос хусусиятлари.
2. Таълимнинг турли босқичларида ўқув жараёнида замонавий таълим технологияларидан фойдаланиш (бошланғич, умумий ўрта таълим, академик лицей ва касб-ҳунар коллежлари мисолида)
3. Таълимнинг турли босқичларида чет тили бўйича аудитория ва синфдан ташқари ҳамда мустақил ишларни ташкил этиш. (ёндашув, метод ва усуллар)
4. Таълимнинг турли босқичлари учун ўқитишнинг интерфаол методлари. (бошланғич, умумий ўрта таълим, академик лицей ва касб-ҳунар коллежлари мисолида)

5. Турли боскичларда лойиҳа технологиялари асосида ўқитиш. (бошланғич, умумий ўрта таълим, академик лицей ва касб-хунар коллежлари мисолида)
6. Ўқитувчи касбий портфолиосини тайёрлаш ва ҳимоя қилиш.
7. Чет тил ўқитувчиси касбий компетенциясининг турли боскичлардаги хусусиятлари.
8. Узлуксиз таълим тизими ўқув адабиётларининг аҳамияти. (бошланғич, умумий ўрта таълим, академик лицей ва касб-хунар коллежлари мисолида)
9. Назорат иши ва унинг вазифалари намуналари.
10. Мустақил таълимнинг турли боскичдаги хусусиятлари (бошланғич, умумий ўрта таълим, академик лицей ва касб-хунар коллежлари мисолида)
11. Чет тил таълимнинг турли боскичларида дарсни режалаштириш. (бошланғич, умумий ўрта таълим, академик лицей ва касб-хунар коллежлари мисолида)
12. Чет тил дарсини АКТ асосида режалаштириш. (бошланғич, умумий ўрта таълим, академик лицей ва касб-хунар коллежлари мисолида)
13. Чет тили бўйича ЎУМ таҳлили.
14. Чет тил бўйича коммуникатив компетенцияни шакллантириш ва ривожлантиришга қаратилган машқлар тизими. (бошланғич, умумий ўрта таълим, академик лицей ва касб-хунар коллежлари мисолида)
15. Турли таълим боскичларида тил ва нутқ материални яратишнинг дидактик асослари. (бошланғич, умумий ўрта таълим, академик лицей ва касб-хунар коллежлари мисолида)

Фан бўйича курс иши. Курс иши фан мавзуларига тааллуқли масалалар юзасидан талабаларга яқка тартибда тегишли топшириқ шаклида берилади. Курс ишининг ҳажми, расмийлаштириш шакли, баҳолаш мезонлари кафедра томонидан тузилган ишчи ўқув дастурида белгиланади. Курс ишини бажариш талабаларда фанга оид билим, кўникма ва малакаларни шакллантиришга хизмат қилади.

Курс иши учун тахминий мавзулар:

1. Академик лицей ўқувчиларига диалогик нутқни ўргатишда таълим технологияларидан фойдаланиш (Б1 даражадаги ўқувчилар мисолида)
2. Касб-хунар коллежлари ўқувчиларига диалогик нутқни ўргатишда таълим технологияларидан фойдаланиш (Б1 даражадаги ўқувчилар мисолида)
3. Умумтаълим мактаб ўқувчиларига гапиришни ўргатишда учрайдиган кийинчиликлар (А2 даражадаги ўқувчилар мисолида)
4. А1 даражадаги ўқувчиларнинг луғат бойлигини оширишда жисмоний ҳаракатлардан фойдаланиш (А1 даражадаги ўқувчилар мисолида)
5. А1 даражадаги ўқувчиларнинг луғат бойлигини оширишда жисмоний ҳаракатлардан фойдаланиш (А 1 даражадаги ўқувчилар мисолида)
6. Ўқувчиларнинг дискурс компетенцияларини ривожлантиришда ролли ўйин технологиясидан фойдаланиш. (А 1 level learners – 9 синф ўқувчилари)
7. Ўқувчиларнинг коммуникатив қобилиятини ривожлантиришда таълим технологияларидан фойдаланиш.

8. Ўқувчиларнинг ижтимоий –маданий компетенцияларини ривожлантиришда таълим технологияларининг аҳамияти.
9. Ўқувчиларнинг коммуникатив компетенциясини шакллантиришда интерфаол технологиялардан фойдаланиш. (A2 даражадаги ўқувчилар мисолида)
10. Ўқувчиларнинг стратегик компетенцияларини ривожлантиришда интерфаол технологиялардан фойдаланиш. (A1 ўқувчилар мисолида)
11. Ўқувчиларнинг дискурс компетенциясини ривожлантиришда интерфаол таълим технологияларидан фойдаланиш. (B1 даражадаги ўқувчилар мисолида)
12. Ўқувчиларнинг дискурс компетенциясини ривожлантиришда интерфаол таълим технологияларидан фойдаланиш. (B1 даражадаги ўқувчилар мисолида)
13. Касб-ҳунар коллежлари ўқувчилари диалогик нутқини ривожлантиришда таълим технологияларининг аҳамияти. ((B1 даражадаги ўқувчилар мисолида)
14. Касб-ҳунар коллежлари ўқувчилари дискурс компетенцияларини ривожлантиришда таълим технологияларининг аҳамияти.
15. Касб-ҳунар коллежлари ўқувчилари коммуникатив компетенцияларини ривожлантиришда таълим технологияларининг аҳамияти.
16. Касб-ҳунар коллежлари ўқувчилари оғзаки нутқини ривожлантиришда таълим технологияларининг аҳамияти.
17. Академик лицей ўқувчилари диалогик нутқини ривожлантиришда таълим технологияларининг аҳамияти.
18. Касб-ҳунар коллежлари ўқувчиларининг ижтимоий маданий компетенциясини ривожлантиришда ўйин технологияларининг аҳамияти.
19. Академик лицей ўқувчиларининг коммуникатив компетенциясини ривожлантиришда Case Study технологиясининг ўрни.
20. Умумтаълим мактаби ўқувчиларининг диалогик нутқини ривожлантиришда таълим технологияларининг аҳамияти. (A1 даражадаги ўқувчилар мисолида)
21. Умумтаълим мактаби ўқувчиларининг оғзаки нутқини ривожлантиришда таълим технологияларининг аҳамияти. (A1 даражадаги ўқувчилар мисолида)
22. Умумтаълим мактаби ўқувчиларининг диалогик нутқини ривожлантиришда таълим технологияларининг аҳамияти. (A2 даражадаги ўқувчилар мисолида)
23. Умумтаълим мактаби ўқувчиларининг диалогик нутқини ривожлантиришда таълим технологияларининг аҳамияти. (A2 даражадаги ўқувчилар мисолида)
24. Умумтаълим мактаби ўқувчиларининг дискурс компетенциясини ривожлантиришда таълим технологияларининг аҳамияти. (A1 даражадаги ўқувчилар мисолида)

25. Умумтаълим мактаби ўқувчиларининг дискурс компетенциясини ривожлантиришда таълим технологияларининг аҳамияти. (A2 даражадаги ўқувчилар мисолида)
26. Умумтаълим мактаби ўқувчиларининг ижтимоий –маданий компетенциясини ривожлантиришда таълим технологияларининг аҳамияти. (A1 даражадаги ўқувчилар мисолида)
27. Умумтаълим мактаби ўқувчиларининг коммуникатив компетенциясини ривожлантиришда таълим технологияларининг аҳамияти. (A1 даражадаги ўқувчилар мисолида)
28. Умумтаълим мактаби ўқувчиларининг диалогик нутқини ривожлантиришда Case Study технологияларининг аҳамияти. (A1 даражадаги ўқувчилар мисолида)
29. Умумтаълим мактаби ўқувчиларининг диалогик нутқини ривожлантиришда Case технологияларининг аҳамияти. (A1 даражадаги ўқувчилар мисолида)
30. Ўқитувчининг касбий компетенциясини ривожлантиришда оммавий очик онлайн курсларининг аҳамияти.

VI. Асосий ва қўшимча ўқув адабиётлар ҳамда ахборот манбалари¹ **Асосий адабиётлар**

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O'ZBEKISTON RESPUBLIKASI
OLIV VA O'RTA MAXSUS TA'LIM VAZIRLIGI
FARG'ONA DAVLAT UNIVERSITETI

"Tasdiqlayman"
O'quv ishlari bo'yicha prorektor:



2019 - yil

TILLAR O'QITISH METODIKASI VA TA'LIM TEXNOLOGIYALARI
FANINING ISHCHI O'QUV DASTURI

Ta'lim sohasi: - 120000 – Gumanitar fanlar
Ta'lim yo'nalishi : - 5120100 – Filologiya va tillarni o'qitish (ingliz tili)

O'qitish kursi 3

Semestr 5-6

Umumiy o'quv soati – 58 soat (5 semestr) / 60 soat (6 semestr)

SHu jumladan:

Maruza – 18 soat (5 semestr) / 18 soat (6 semestr)

Seminar mashg'ulot – 18 soat (5 semestr) / 18 soat (6 semestr)

Mustaqil ta'lim soati – 22 soat (5 semestr) / 24 soat (6 semestr)

Farg'ona – 2019

Fanning ishchi o'quv dasturi O'zbekiston Respublikasi oily va o'rta maxsus ta'lim vazirligi
20__ yil "_____" dagi ___-sonli buyrug'i bilan tasdiqlangan va fan dasturiga muvofiq
tayyorlangan.

Ishchi dasturi Farg'ona davlat universiteti Kengashining 201__ yil "_____" dagi ___-sonli
bayoni bilan tasdiqlangan

Tuzuvchi: N.Abbasova FarDU, «Ingliz tili» kafedrasida katta o'qituvchisi

Taqrizchilar: D.Ganiyeva f.f.n., FarDU, «Ingliz tili va adabiyoti» kafedrasida

FarDU, Chet tillar fakulteti dekani

2019 yil " 27. " _____



A.Qosimov

«Ingliz tili va adabiyoti» kafedrasida mudiri

2019 yil " 26. " _____

D.Usmonova

I. O'quv fanining o'qitilishi bo'yicha uslubiy ko'rsatmalar

Fanni o'qitishdan maqsad - talabani chet til o'qituvchisi kasbiy faoliyatiga nazariy hamda amaliy jihatdan tayyorlashdan iborat. Zamonaviy metodikaning asosiy muammolari bilan tanishtirish "Tillar o'qitish metodikasi va ta'lim texnologiyalari" fanining asosiy vazifasi sanaladi. Ushbu fan talabalarni o'zlari ishlayotgan ta'lim muassasalarida olib boriladigan darslarda duch kelishi mumkin bo'lgan aniq vazifalarni mohirona xal etishga yo'naltiradi. Bunda asosiy e'tibor talabalarning amaliy ko'nikmalarini ishlab chiqish, asosiy kasbiy malakasining shakllanishi; darsning ongli, tarbiyaviy va ta'limiy maqsadlarini shakllantirish; mavzu asosida o'quv materialini rejalashtirish; darsning rejasi va konspektini tuzish; savol va topshiriqlar tuzish, so'rovlar o'tkazish hamda bilimni daliliy baxolash; o'quvchilarning mustaqil ishini tashkil etish; hamkasblari va o'z darslarini taxlil qilishga qaratiladi.

Fan bo'yicha talabalarning bilim, ko'nikma va malakalariga quyidagi **talablar** qo'yiladi: "Tillar o'qitish metodikasi va ta'lim texnologiyalari" fanini o'zlashtirish jarayonida bakalavr talabasi:

- pedagogik moxiyatning manbai, pedagogika tarixining asosiy bosqichlari, ushbu soxadagi yangi ilmiy yutuqlar borasida **tasavvurga ega bo'lishi**;
- yoshga doir psixologiyaning o'ziga xos xususiyatlari va uning gumanitar fanlarni o'qitish metodikasi bilan aloqasi borasida **tasavvurga ega bo'lishi**;
- gumanitar fanlar soxasidagi an'anaviy va yangi pedagogik texnologiyalarni bilishi;
- ta'lim jarayonida ijtimoiy va pedagogik fanlar integratsiyasining asosiy qonuniyatlarini bilishi va **amalda qo'llay olishi**;
- chet til darsini an'anaviy va yangi pedagogik texnologiyalardan to'laqonli foydalangan xolda olib borishi;
- dars berish jarayonida ta'limning zamonaviy texnik vositalari bilan ishlay olishi;
- yangi ilmiy adabiyotlar, darsliklarning elektron ko'rinishlari va ARM kataloglaridan **foydalana olish ko'nikmasiga ega bo'lishi** zarur.

**“Tillar o’qitish metodikasi va ta’lim texnologiyalari” fanidan mashg’ulotlarning mavzular va soatlar bo’yicha taqsimlanishi:
5 semestr**

№	Mavzular nomi	Soatlar taqsimi	
		Maruza	Seminar
1.	Linguididactic problems of teaching foreign languages in the system of continuous education. (schools, lyceums and colleges)	2	2
2.	Historical survey of teaching foreign languages and its stage of developing.	2	2
3.	Technologies of teaching foreign languages.	2	2
4.	Methods of teaching foreign languages.	2	2
5.	Forming professional competence of foreign language teacher in the system of continuous education.	2	2
6.	Forms of organizing foreign language lessons.	2	2
7.	Methods, ways and technologies of organizing modern foreign language learning.	2	2
8.	The structure of foreign language lesson and its organizing.	2	2
9.	The system of exercises and the aids of TFL in continuous education.	2	2
Jami:		18	18

**“Tillar o’qitish metodikasi va ta’lim texnologiyalari” fanidan mashg’ulotlarning mavzular va soatlar bo’yicha taqsimlanishi:
6 semestr**

№	Mavzular nomi	Soatlar taqsimi	
		Maruza	Seminar
1.	Teaching English pronunciation	2	2
2.	Teaching English vocabulary	2	2
3.	Teaching English grammar	2	2
4.	Teaching English grammar	2	2
5.	Teaching listening in English	2	2
6.	Developing speaking competence	2	2
7.	Teaching reading in English	2	2
8.	Teaching writing in English	2	2
9.	Types of tests and assessment of teaching foreign language.	2	2
Jami:		18	18

Ma’ruza mashg’ulotlari multimediya qurilmalari bilan jihozlangan auditoriyada utiladi. Mashg’ulotlar faol va interfaol usullar yordamida o’tiladi. Keys stadi texnologiyasi ishlatiladi keyslar mazmuni o’qituvchi tomonidan belgilanadi. Ko’rgazmali materiallar va axborot multimedia qurilmalari yordamida uzatiladi.

**”Tillar o’qitish metodikasi va ta’lim texnologiyalari” fanidan mustaqil ta’lim
va mustaqil ishlar**

Mustaqil ta’lim uchun tavsiya etiladigan mavzular:

5 semestr

№	Mavzular	Soati
1.	Ayrim nazariy mavzularni o’quv adabiyoti yordamida mustaqil o’zlashtirish.	12
2.	Berilgan mavzular bo’yicha referat tayyorlash.	10
	Jami	22

6 semestr

1.	Ilmiy anjumanlarga ilmiy maqola, ma’ruza tayyorlash.	12
2.	Berilgan mavzular bo’yicha prezentatsiyalar tayyorlash.	12
	Jami	24

Mustaqil o’zlashtiriladigan mavzularning ixtiyoriy biri bo’yicha talabalar tomonidan referatlar tayyorlanadi va ularning taqdimoti o’tkaziladi. Qolgan mavzular konspektlar asosida og’zaki savol javobga tayyorlanadilar.

Asosiy va qo’shimcha o’quv adabiyotlar xamda axborot manbalari

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TESTLAR

1

What does the lexical approach include?
Multi-word prefabricated chunks
Only grammar rules
Vocabulary and listening

2

What does the basic principles of lexical approach
Lexis
Grammar
Subservient managerial role

3

In which activity students are encouraged to act out roles of people in different spheres of society?
Role play
Information gap
Jig saw activities
Fish bowl

4

In which method students may create their own story and draw several sequential pictures that describe story?
Story narrating through the pictures
Interviews
Story forming
Brain storming

5

In which method well known for its common use of small colored rods of varying length and color coded word charts depicting pronunciation values, vocabulary and grammatical paradigms(Fidel Chart, Word Chart, Sound Color Charts) and concentrates on cognitive principles in language learning?
The Silent way
Suggestopedia
Grammar Translation Method
Audio-lingual Method

6

What is the aim of pedagogical technology?
To achieve high result in short time and with less effort
To increase efficiency of learning process
To project learning process
To have innovative approach to education

7

The meaning of “Technology” is
Art, competence efficiency
Project
Techniques
Process

8

What type of pedagogical technology is rating technology?
General
Private
Local
Productive

9

What kind of organizer is “T” scheme?
Analyzing
Problematic
Notion
Directed to think

10

Art, competence, efficiency is
Technology

Project
Techniques
Process

11

Rating technology is.....?
General
Private
Local
Productive

12

What kind of organizer is “SWOT” table?
Analyzing
Problematic
Notion
Directed to think

13

What kind of organizer is “BBB” technology?
working with the text
Analyzing
Problematic
Comparative

14

The meaning of “Sinkwein”
5 th
Link
Scheme
Table

15

“BBB” technology is ...?
working with the text
Analyzing
Problematic
Comparative

16

“Sinkwein” is
5 th
Link
Scheme
Table

17

What controlling types of pedagogical technologies do you know?
Controlling which requires short time
Oral
Written
Independent work

18

Controlling types of pedagogical technologies are.....?
Controlling which requires short time
Oral
Written
Independent work

19

In what innovation stage pedagogical technology is going in Uzbekistan?
2
8
5
7

20

How many parts are in Technological map?
3

4
5
6

21

What makes a good teacher?
all answers are true
marketing the subject, knowing the subject: teaching it with encouragement
using a variety of teaching styles, building on family and outside-of-school experiences
involving students as learning partners, collaborating with other adults, making sure students know they are cared about

22

What is method?
<i>A series of related and progressive acts performed by a teacher and students to achieve the objective of the lesson.</i>
the personal art and style of the teacher in carrying out the procedure of teaching.
set of decisions to achieve an objective that results in plan
one's viewpoint toward teaching

23

What is technique?
<i>the personal art and style of the teacher in carrying out the procedure of teaching.</i>
one's viewpoint toward teaching
set of decisions to achieve an objective that results in plan.
a series of related and progressive acts performed by a teacher and students to achieve the objective of the lesson

24

What is strategy?
<i>set of decisions to achieve an objective that results in plan.</i>
one's viewpoint toward teaching
a series of related and progressive acts performed by a teacher and students to achieve the objective of the lesson.
the personal art and style of the teacher in carrying out the procedure of teaching.

25

What is approach?
<i>one's viewpoint toward teaching</i>
a series of related and progressive acts performed by a teacher and students to achieve the objective of the lesson.
the personal art and style of the teacher in carrying out the procedure of teaching.
set of decisions to achieve an objective that results in plan.

26

Technological map consists of Parts
3
4
5
6

27

What makes a great teacher?
all answers are true
marketing the subject, knowing the subject: teaching it with encouragement
using a variety of teaching styles, building on family and outside-of-school experiences
involving students as learning partners, collaborating with other adults, making sure students know they are cared about

28

Method is?
<i>series of related and progressive acts performed by a teacher and students to achieve the objective of the lesson.</i>
the personal art and style of the teacher in carrying out the procedure of teaching.
set of decisions to achieve an objective that results in plan
one's viewpoint toward teaching

29

Technique is?
<i>the personal art and style of the teacher in carrying out the procedure of teaching.</i>
one's viewpoint toward teaching
set of decisions to achieve an objective that results in plan.
a series of related and progressive acts performed by a teacher and students to achieve the objective of the lesson

30

Strategy is ?
<i>set of decisions to achieve an objective that results in plan.</i>
one's viewpoint toward teaching
a series of related and progressive acts performed by a teacher and students to achieve the objective of the lesson.
the personal art and style of the teacher in carrying out the procedure of teaching.

31

Approach is?
<i>one's viewpoint toward teaching</i>
a series of related and progressive acts performed by a teacher and students to achieve the objective of the lesson.
the personal art and style of the teacher in carrying out the procedure of teaching.
set of decisions to achieve an objective that results in plan.

32

How many distinct words the “Neurolinguistic programming” can be broken down?
3
5
6
9

33

How many types of learning styles?
3
5
6
9

34

What are visual learners based on?
<i>It is based on the idea of the positioning of items and they are often seen as “daydreamers”.</i>
It is based on the easiest style
It is based upon the idea
It is based on copying or re-copying

35

What are auditory learners based on?
<i>It is based on learners who do better by hearing and seeing new materials</i>
It is based on the idea of the positioning of items and they are often seen as “daydreamers”.
It is based upon the idea
It is based on copying or re-copying

36

What are kinesthetic learners based on?
<i>It is based upon the idea that motion is useful for learning</i>
It is based on the idea of the positioning of items and they are often seen as “daydreamers”.
It is based upon the idea
It is based on copying or re-copying

37

Auditory learners are
<i>based on learners who do better by hearing and seeing new materials</i>
It is based on the idea of the positioning of items and they are often seen as “daydreamers”.
It is based upon the idea
It is based on copying or re-copying

38

There are types of learning styles.
3
5
6
9

39

Visual learners are
<i>based on the idea of the positioning of items and they are often seen as “daydreamers”.</i>
It is based on the easiest style
It is based upon the idea
It is based on copying or re-copying

Kinesthetic learners are
<i>based upon the idea that motion is useful for learning</i>
It is based on the idea of the positioning of items and they are often seen as “daydreamers”.
It is based upon the idea
It is based on copying or re-copying
41
What language is used in grammar translation method?
Native language
Target language
Both of them
A and B
42
Where was grammar translation method founded?
Germany
France
Russia
Uzbekistan
43
When was direct method appeared?
At the turn of 19 th century and 20 th
At the beginning of 19 th century
100 years ago
20 years ago
44
Who is actively involved in direct method?
Learner
Teacher
Both of them
None of them
45
What skill is firstly taught in direct method?
Speaking
Reading
Writing
Listening
46
When holistic philosophy of reading instruction was first introduced?
1970's-80's
Early 80's
Early 60's
Early 50's
47
What types of language acquisition do you know?
Oral and written
B and C
Natural and oral
Selective and Oral
48
What is the objective of multiple intelligences?
to find more ways of helping all students in classes
to find more ways of helping all students in their classroom
to find more ways of creating abilities of students
correct answer is not given
49
..... is actively involved in direct method
Learner
Teacher
Both of them
None of them

50

.... is firstly taught in direct method
Speaking
Reading
Writing
Listening

51

Peer correction is
encouraging students to help each other in a cooperative not competitive spirit
make students stay silent
student's use of building words with correct pronunciation
all answers are correct

52

What is Peer correction?
encouraging students to help each other in a cooperative not competitive spirit
make students stay silent
student's use of building words with correct pronunciation
all answers are correct

53

Rods _____
used to trigger meaning, and to introduce or actively practice language
a part of the tool, which can be used for fishing
Invitation of students to make observation about the day's lesson
all answers are correct

54

This method provides opportunities for learners to improve imagination, speaking, and as well as communication skills
story forming
Discussion
Onion
talk shows

55

..... provides opportunities for learners to improve imagination, speaking, and as well as communication skills
Story forming
Discussion
Onion
talk shows

56

Which answer corresponds to aspect of lexis?
translation, chunks of language, synonymy
Tenses, synonymy
Visualization, chunks of language
Suggestopedia

57

Brainstorming....
encourages learners to produce the idea of solving practical and scientific problems individually or in groups.
is a strategy that offers several advantages for both student and teacher
is one more effective strategy to improve communication skills
are based on the information – gap principles

58

Aspect of lexis are?
translation, chunks of language, synonymy
Tenses, synonymy
Visualization, chunks of language
Suggestopedia

59

What is Brainstorming?
encourages learners to produce the idea of solving practical and scientific problems individually or in groups.
is a strategy that offers several advantages for both student and teacher

is one more effective strategy to improve communication skills
are based on the information – gap principles

60

Discussion is.....
an active method of sharing opinions on a specific problem individually and freely
based on the information – gap principles
It is based upon the idea that motion is useful for learning
It is based on re-reading and re-writing

61

What is Discussion?
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62

The most prominent characteristic of the Silent method is ...
The teacher stays silent and uses rods
the teacher actively manages the class
the teacher participates in all activities
the student works silently

63

What is CLT?
Communicative Language Teaching
Communicative Language Learning
Common Language Teaching
Common Learning and Teaching

64

What is CLL?
Community Language Learning
Communicative Language Learning
Common Language Teaching
Common Learning and Teaching

65

CLL is?
Community Language Learning
Communicative Language Learning
Common Language Teaching
Common Learning and Teaching

66

CLT is?
Communicative Language Teaching
Communicative Language Learning
Common Language Teaching
Common Learning and Teaching

67

The CLL method Principles are:
all answers are true
To encourage the students to take increasingly more responsibility for their own learning, and to "learn about their learning", so to speak.
Learning in a non-defensive manner is considered to be very important, with teacher and student regarding each other as a "whole person" where intellect and ability are not separated from feelings.
The initial struggles with learning the new language are addressed by creating an environment of mutual support, trust and understanding between both "learner-clients" and the "teacher-counselor."

68

What is TPR?
Total Physical Response
Testing Phonetics
Teaching Phonetic Rights
Teaching Phonological Reasons

69

The principles of the communicative approach are:
All answers are true
The use of target language in a communicative way
Emphasis on meaning rather than form
more student-orientated

70

What is ESP?
English for Specific Purposes
English for sons and Parents
English for Super Power
English for Society and Policy

71

ESP is
English for Specific Purposes
English for sons and Parents
English for Super Power
English for Society and Policy

72

What is scanning?
examples in support of an argument
sequencing relations between parts of the text
Psychological tests
testing vocabulary

73

In which testing is essential to demonstrate linguistic skills?
testing vocabulary
reading tests
Writing
Grammar

74

The levels in CEFR are described in the form of statements
can do
can read
can write
can understand

75

Levels for school-leaving
A1 and A2
C1 and C2
B1, B2
A2, C1

76

The new curriculum has been prepared in the light of.....
CEFR
CLL
EFL
CLT

77

A1 and A2 levels are
for school-leaving
for college-leaving
for university-leaving
for kinder-garten-leaving

78

Level for college-leaving
B1

C1
B2
A2

79

What are traditional approaches?
Teacher-centeredness
learner-centered
Teaching technology and the internet
Promoting autonomy and awareness

80

Antonyms to indicate words of the same category of parts of speech which have...
contrasting meanings
the same meanings
several meanings
two or more meanings

81

Discussion is.....
an active method of sharing opinions on a specific problem individually and freely
based on the information – gap principles
It is based upon the idea that motion is useful for learning
It is based on re-reading and re-writing

82

In traditional method teachers do not pay attention to...
speaking and pronunciation practice
Grammar
Tenses
translation and memorizing

83

In which method students write and re-tell the stories?
Traditional
Modern
Structural
Semantic Base

84

Method is...
just the mediator between theory and classroom practice
the same with technique
a classroom research
an analysis of students

85

Story forming method provides opportunities for learners to improve
Imagination, speaking, and as well as communication skills
Listening-comprehension
Reading skill
Grammar

86

Traditional Method is also known as...
Grammar-Translation Method
Communicative Method
Structural Method
Oral Method

87

Unlike traditional methodology, is much more student-centred.
Modern Methodology
Traditional Methodology
Structural Approach
Semantic Base

88

CEFR is not....
theoretical document

descriptive document
a document to reflex
a starting point to develop new tools

89

The CEFR aims are
all answers are correct
Elaboration of language syllabuses and curriculum guidelines
Design teaching and learning materials
The assessment of language proficiency

90

Find the Reasons to Use Games in the Classroom
all answers are true
Students learn through the process of playing the game.
Games provide a context for engaging practice
Through games, students can learn a variety of important skills.

91

Stages of the lesson are such order:
pre, while, post
while, post, pre
post, pre while
pre, post, while

92

Pre-, while-, post- , are
Stages of the lesson
Timing of the lesson
Games
Exercises

93

Receptive Skills are:.....
listening and reading
listening and speaking
writing and speaking
speaking

94

Productive skills are:
writing and speaking
listening and speaking
listening and reading
listening

95

Listening and reading are
Receptive Skills
Productive skills
Speaking skills
None of them

96

Writing and speaking are:
Productive skills
Receptive Skills
Speaking skills
None of them

97

A cinquain was created by American poet
Adelaide Crapsey
B. Franklin
Writer
Ch.Bronte

98

A cinquain is a form of
Poetry
Essay
Novel
Works

99

What is cinquain?
A cinquain is a five-line poem that has special syllable counts.
A cinquain is a three-line poem that has special syllable counts
A cinquain is a four-line poem that has special syllable counts
A cinquain is a six-line poem that has special syllable counts

100

Venn diagram was introduced by
John Venn
Veranda
J.Vern
J. William