

**REPUBLIC OF UZBEKISTAN
MINISTRY OF HIGHER EDUCATION, SCIENCE AND INNOVATION
SHAKHRISABZ STATE PEDAGOGICAL INSTITUTE
DEPARTMENT OF FOREIGN LANGUAGES**

METHODOLOGY OF TEACHING FOREIGN LANGUAGES IN PRIMARY CLASSES

LESSON ORGANIZING

(Lecture materials for the 4th year students)

5111400 – Xorijiy til va adabiyoti (ingliz tili)

Shahrisabz – 2023

Qo'llanmada **“Boshlang'ich sinflarda chet tillarini o'qitish metodikasi”** fanining mavzulari, ayniqsa **Boshlang'ich sinflarda darsni tashkillashtirish** usullari keng yoritilgan va uni talabalar tomonidan ma'ruza va seminarlarda o'zlashtirishlari uchun uslubiy maslahatlar berilgan.

Sharisabz davlat pedagogika inistitutining 2023-yil 24-fevral № 7 -sonli o'quv-uslubiy kengashi qaroriga asosan chop etildi.

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“Boshlang'ich sinflarda chet tillarini o'qitish metodikasi” fanining o'quv dasturi Shahrisabz davlat Pedagogika instituti Uslubiy Kengashining 2022-yil 29-avgustdagi № 1 - sonli bayonnomasi bilan maqullangan.

Fan dasturi Sharisabz davlat pedagogika inistituti “Xorijiy tillar” kafedrasida ishlab chiqilgan.

SHDPI “Xorijiy tillar” kafedrasining 2022-yil 9-noyabrdagi yig'ilishining № 5 - sonli bayonnomasi bilan ko'rib chiqildi va tasdiqlashga tavsiya qilindi.

INTRODUCTION

The course '**Methodology of foreign language teaching in primary grades**' (Lesson organizing) reveals the specific features of foreign language teaching in primary grades, foreign language teachers who have mastered the technologies of foreign language teaching in primary grades and are able to perfect it. Performs preparation tasks.

The main goal of the subject is to familiarize with the actual problems of the development and application of the methodology of foreign language teaching in primary classes in the process of foreign language teaching, to develop the methodological competencies of future English language teachers.

The task of the subject is to shed light on the trends in the development of the science of foreign language teaching methodology in primary classes, to introduce the most effective innovative technologies, to present the conditions and methods of using innovative pedagogical technologies in the process of foreign language teaching, to teach the use of innovative pedagogical technologies in the practice of teaching English.

The following requirements are set for the knowledge, skills and qualifications of students in science.

Student:

- To have an idea of the psychological and pedagogical laws specific to the young characteristics of students of junior school age;

- Knowledge of educational tools, visual aids, illustrative materials, learning methods and technologies, taking into account the educational goal, the level of knowledge of students, and the ability to use them purposefully;

- To have the most important knowledge about the English people and country, to be able to bring the role of English as a language of communication to the level of knowledge of students, to have the skills to explain clearly and concisely, taking into account age characteristics.

Lectures are held in an auditorium equipped with multimedia devices for the flow of academic groups. In the lecture session, the teacher conducts a lesson using innovative methods such as cluster, brainstorming, and boomerang technologies. Debates with students. With the help of a prepared presentation, he explains the essence of a new topic to students.

Lecture 1

MAIN REQUIREMENTS IN TEACHING PRIMARY SCHOOL LEVEL CHILDREN

Questions to be discussed:

1. What kind of advices for effective teaching do you know?
2. Do you prefer activities for teaching a foreign language?
3. What is a classroom management?

Key terms: competency in science, young learners, subject, classroom management, teacher's approach, language production, professional conduct.

Drilling Activities for Your English Classroom. There are many ways to drill new material. Using a variety of drilling methods in your classes will help make this portion of the lesson more interesting and keep students focused.

Choral Repetition

Choral repetition is a commonly used method of drilling. Students simply have to repeat words or phrases after you. This is a good method because it means that students are given excellent model pronunciation immediately before they are asked to respond. Going through vocabulary this way many times in a single lesson will be boring for your students and they will be less inclined to perform well. Break up the monotony by *changing the speed or volume you use* and have students change their responses accordingly. Using this method, students are not called on individually to pronounce words therefore you will need to check individual pronunciation and comprehension separately. Integrating these checks into your drill activities will keep students alert because they will never know when you may call on them.

Drilling with Flashcards

Drilling using flashcards can be useful as well. In the introduction, show students both the image and word sides of each flashcard. When you start drilling words for the first time, show students the word side of the flashcard so they can practice reading and pronouncing it. Later on, rather than show students the word you want them to pronounce, show them the image. This will help check their comprehension of the material. With flashcards, you can also challenge your students when they become more familiar with certain vocabulary by flipping through the cards at a faster rate.

Comprehension

Asking for volunteers or calling on students to give you a synonym antonym, or translation of a new vocabulary word will check individual comprehension. It is always nice to ask for volunteers as opposed to calling on students individually but generally a volunteer will be more confident in his answer so this will not properly show whether or not the class understands the material. When you find it necessary to single out particular students who are not participating in drill activities, calling on them for answers is an easy method of focusing their attention on the lesson. Doing comprehension checks is also a good way to break up the drill activities a bit.

Drilling in Pairs

As material becomes more familiar, you may want to conduct short pair activities where a student's comprehension is tested by his partner. To do this with a vocabulary list for instance, have student A read the translation of each word in random order while the student B says the word in English. Student A can then place a checkmark next to all the words student B got correct and then the students can switch roles. With this method students can check each other and have visual proof of how well they performed afterwards which they can refer to when practicing material on their own or preparing for exams. Conducting an activity such as this on a regular basis will help students review vocabulary often and should not take more than five minutes even with fifteen to twenty vocabulary words. *It may still be necessary to practice using choral repetition before performing pair activities* so that students are reminded of the proper pronunciation of the vocabulary.

Games

Breaking your classroom up into sections where each section says one portion of a new structure is another way of drilling material. In small classes you can conduct some drilling activities in a circle. The more variation there is to an activity, the more students have to pay attention but it is best to start off with the simplest, easiest variation of a game and build on it as opposed to trying to explain a complex activity from the very beginning. Challenging students but not overwhelming them is important in maintaining their attention and participation.

Unfortunately, it is common for teachers to be asked by their institution to teach young learners even though they don't have specific training. Those first lessons with the class, which are quite probably in a different institution to your regular work, can seem daunting.

Top ten classroom management tips for successful teaching.

Before you begin to teach:

- Find out who your pupils are, practicalities
- Talk to the class teacher and find out if the children are complete beginners in English or have already learnt a little.
- Are there any bilingual children in the class? If so, use them as your helpers.
- Do any of the children speak another language?

You will find that the children will be highly motivated and excited about learning a foreign language. Your main aim is to maintain this initial motivation and sustain their curiosity and interest so that they develop a real desire to learn the language, even if you don't feel they are learning very fast. You need to be realistic and so do the children about how much they can learn in the relatively short time you will spend with them.

It is quite normal for children to take some time before they actually start producing much language as they will need time to familiarize themselves with you - very probably the first speaker of English they have met - and assimilate the language before they feel ready and confident enough to produce any.

Be patient and don't be afraid of repeating things again and again - children need and enjoy lots of opportunities to hear the language. Just remember to be natural.

Practicalities

- Get to know the class teacher and how they can help you.
- How many pupils in your class?
- What can you and can you not do in the classroom, for example, move furniture around?
- Will the class teacher stay with you during the English lesson.
- Find out about your school's etiquette?
- How long are your lessons? 45 minutes, one hour?

- Are you allowed to display children's work on the classroom walls?

- Can you create an English corner?
- What resources does the school have that you can use?
- How many photocopies are you allowed making?
- Can you take the children into the playground?
- Can you use a computer?

Plan what you are going to do in advance step by step and have clear aims so you and your pupils know exactly where you are going throughout a lesson. This is the only way you will be able to control up to 30 children in one class - and they will be the first to know if you haven't prepared and respond by becoming disruptive.

- Start your year by being firm and be consistent in your own actions and behavior - children expect a disciplined, structured classroom environment and respond well to routines. Check with the class teacher what acceptable and unacceptable behavior is and make it clear to the pupils that you expect the same behavior.

- Learn your pupils' names and address them directly.
- Be mobile and walk round the class.
- Have a clear signal for stopping activities or when you want children to be quiet. Get silence and wait for their full attention before you start speaking and give clear instructions or demonstrations. Make sure children understand what they have to do.

- Never underestimate children's abilities or intelligence. They may have very limited English but they still have the same interests and aspirations as any other child of their age. Keep them interested by providing stimulating content and meaningful activities.

- Always ensure that children have some English 'to take away' with them at the end of a lesson. Children will feel proud and have a sense of achievement if they leave the classroom being able to ask, for example, a new question in English, say something about themselves, or sing a song. This means (see the first point above) that your aims will be clear to the children.

- Avoid activities that over-excite - it is often difficult to return to a calm and controlled learning environment after a noisy game. Avoid activities that require a lot of movement as you will find

that there is often very little space in a classroom for this type of activity. Also avoid activities that require a lot of cutting and pasting unless there is a clear linguistic outcome, as these can cut into valuable time, apart from creating a great deal of mess.

- Make positive comments about the children's work and efforts and let them see that you value their work.
- Have additional material prepared to cope with faster and slower pupils' needs and don't let activities go on too long.

Questions.

1. What is a method?
2. Will the method make the best use of time?
3. Which techniques of teaching language will you use?
4. What methods can I use to teach an effective lesson?
5. What classroom activities for teaching a foreign language do you know?

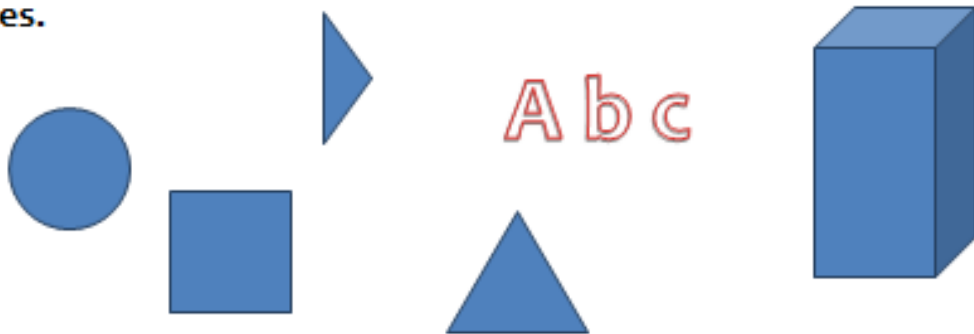
How to understand and teach young learners better.

Students at this level are just starting their academic careers. School may be intimidating for some of the students in your class so, in order to encourage everyone to participate, it is important to make your lessons relaxed and fun.



The primary focus of these lessons

will be on communication and laying a solid foundation for further English coursework. Students should practice the different sounds of the English language and learn material such as the alphabet, numbers, colors and shapes.



Lecture 2

PEDAGOGICAL COMPETENCE OF THE TEACHER IN TEACHING CHILDREN

Questions to be discussed:

1. Classroom management.
2. Teacher's approach.
3. Professional conduct.

Key terms: competency in science, young learners, subject, classroom management, teacher's approach, language production, professional conduct.

Before we determine the professional skills expected of teachers, we must define the term “competent teacher”. Thus, in particular, competent teachers are teachers who deploy their knowledge, abilities, skills, talents, values, attitudes and behavior patterns to meet the challenge of educating their students. They possess the professional skills needed and adequate to perform their assigned duties and attain the educational goals that the law requires.

Competency is the conscious use of one's own knowledge, abilities, skills, talents, values, attitudes and behavior patterns, in order to resolve issues and problems, overcome challenges, fulfilling one's duties and achieving the aims proposed.

Teachers' competency in science means the teachers' conscious use of their cognitive abilities in order to acquire, deploy and manage the knowledge specific to the field, subject or topic in which they specialize and to their knowledge of teaching. It involves skill at searching, processing, evaluating, assimilating, integration and use of information and knowing as well as reflection, research and knowledge creation.

Teaching competency means knowing how to combine goals, contents, activities, methodology, materials, resources and assessment in order to ensure that one's students acquire the prescribed basic sets of skills. Seven aspects of teaching competency can be distinguished. They are outlined below:

- Designing curricula.
- Applying teaching methods specific to certain fields, subjects and topics.
- Methodology and activities.
- Diversity awareness.

- Classroom management (learning space).
- Curriculum resources and materials.
- Assessment.

Competency in group harmony management. Teachers' competency in managing group dynamics means their conscious use of their abilities, knowledge, values, attitudes and behavior patterns to encourage an enabling educational environment within the school, fostering an appropriate relationship in order to attain the educational goals the school has set. This implies that teachers must be capable of resolving issues and problems arising from community life and that may ensue from personal relationships among members of the educational community. Skill at:

- Maintaining leadership by encouraging enthusiasm, interest and effort.
- Plan, manage and resolve conflicts or issues.
- Create a suitable emotional atmosphere.
- Drive group efforts and create environments characterized by mutual trust and respect.
- Early detection of problems.

Competency in innovation and improvement is the practical application of new ideas, proposals and educational practices in order specifically to improve, the development of students' skills and the educational system in general. Every innovation implies changes and induces a quest for betterment. We should combine effectiveness, efficiency and authenticity for innovations to succeed.

The main requirements to the FL specialists are followings: the information, cultural and professional literacy. Cultural literacy is communicative culture on the FL as a set of personal communicative properties and skills characterized by conventions, norms and requirement for professional communication. Communicative culture fulfills the following functions: informative, affective, regulative, motivational and reflexive. Information literacy is closely connected with cultural one. It includes the following skills: 1) to define the possible sources of information and strategies for its searching; 2) to analyze the received information and to fix it with the help of schemes, tables, words, etc.; 3) to evaluate the information from the position of reliability, precision, sufficiency; 4) to realize the need in additional information and to receive it if it is possible; 5) to

use the results of the searching process for analysis and evaluation of the information; 6) to create the new solution; 7) to see alternative ways of problem-solving; 8) to be ready to interact with colleagues, to take the critics and the advices and offers.

Becoming a foreign language teacher means becoming a member of a professional community. In turn, becoming a member of a community means acquiring the common knowledge and shared values of that community. Beginning teachers should aim to acquire the following:

1. A knowledge of the spoken and written language.
2. A knowledge of how language in general is put together.
3. A knowledge of pedagogy.

These three types of knowledge translate into different professional abilities. For example, the first knowledge area means that the teacher can speak and write the foreign language with a high level of proficiency. The second knowledge area implies that the teacher can explain the workings of grammar and vocabulary to naive learners in a way that is both logical and informative. The third knowledge pedagogy is crucial for putting things into practice. In other words, applying this knowledge to your own classroom means knowing how to create an environment conducive to learning. Currently, what professional activities do you participate in? How often do you talk to other teachers about your own teaching? Where do you get new ideas for your classroom practice? What does it mean to be a professional? What does it mean to "professionalize" the field of foreign language teaching? A foreign language professional understands that he or she is a member of a larger "community of practice," that is, a group of people who share interests, values and behaviors. According to Lave and Wenger (1991), two cognitive anthropologists who coined the term community of practice, it is through the sharing of information and experience that individuals develop themselves personally and professionally. In fact, to be a professional requires the teacher to take part in activities outside his or her classroom such as attending workshops or conferences. Finally, to be a professional requires that the teacher keep up-to-date by reading about recent pedagogical developments currently, what professional activities do you participate in? How often do you talk to other teachers about your own teaching? Where do you get new ideas

for your classroom practice?

Professional literacy of FL teachers includes the following components:

- 1) linguistic (lexical, grammatical, and phonetic);
- 2) communicative (speaking, listening, reading, writing);
- 3) lingo-cultural;
- 4) social-cultural;
- 5) subjective (informative-thematic, conceptual
- 6) methodological.

Humanitarian approach has become priority in organization of teaching and further development of the modern education. The main attention here focuses on the individuals' interests, needs and their intellectual potential. Under these conditions the topical matter for teachers is to choose the suitable and effective methods and aids of teaching which can provide to achieve the purpose of the education.

Be prompt and punctual because promptness and punctuality lead to systematic work.

You are bound by the virtue of your professional growth to change and modify your approach to fit the ever-changing factors in the fields of learning and teaching. Therefore, seek the best ways to improve and brush up your English.

Evaluate your teaching tactics occasionally through self-criticism, which is highly constructive and leads to perfection.

Question:

1. Give appropriate definition of the term "Competence".
2. Speak about teacher's approaches.
3. Classroom management.

Key terms

competency in science ,young learners, subject, classroom management, teacher's approach, language production, professional conduct.



Competency in group harmony management.

Teachers' competency in managing group dynamics means their conscious use of their abilities, knowledge, values, attitudes and behaviour patterns.



The main requirements to the FL specialists are followings

To have a knowledge of the spoken and written language



Lecture 3

CLASSROOM MANAGEMENT AND TEACHER'S APPROACH

Questions to be discussed:

1. What is the presentation of language?
2. What professional skills are needed?
3. Will the creativity give the best result?

Key terms: competency in science, young learners, subject, classroom management, teacher's approach, language production, professional conduct

Create a relaxed atmosphere in the classroom to achieve full student participation. Discipline and firmness are of paramount importance especially when students practice group work. The friendly relationship between you and the class has its vital impact on the students' attitude towards learning the language.

Be creative because much of the teacher's success depends upon his/her imaginative power, originality and creativity. Teaching is more an art than a science. Be an example of a good planner and organizer. By doing so, you encourage your students to develop their planning and organizational abilities.

Preparing the lessons regularly and adequately makes you surefooted in the classroom. It sets your mind at ease and makes you realize the main aim of the lesson. Do not over-plan. Make your lesson plan brief, informative, clear and purposeful. Include various activities to suit the individual differences in the classroom. Be active. An active teacher means an active lesson. Avoid being indifferent because this creates a sort of boredom in the classroom.

Make your lesson enjoyable because the ability to enjoy is the key to effective learning. Remember that what one learns through enjoyment, one never forgets and its effect on the memory never fades. Lack of interest means lack of response.

1. Language production

Involve your students in authentic communication situations, which encourage a continuous flow of speech. In fact, the acquisition of the language depends on practicing it naturally.

Give your students every possible chance to use the language. Talk as little as possible to give the students the opportunity to interact. Do not over teach. Make the lesson student centered, not teacher centered. Teach the language in appropriate social contexts.

Relate the word to a sentence, the sentence to a situation and the situation to real life. Use the teaching media properly to make the lesson more attractive and perceptive. They save time and effort. Use effective means to eradicate errors. Always look at what they have achieved rather than at what they have failed to achieve.

Be accurate in evaluating your students' achievement. The marks given should be in conformity with the real standard of the class.

2. Advices for effective teaching

If you want to influence learners for good, you should not only love to teach; you should love each person you teach. As you show your love for those you teach, they become more open to learning from you and more aware of their eternal worth. Seek to understand those you teach. As you do, you will be better able to teach lessons that meet individual needs. Search for ways to help new members and those who have been less active feel welcome in your class. Invite them to come, and introduce them to other class members. Invite them to participate by asking them questions you know they can answer and otherwise helping them feel comfortable in class.

Do all you can to know class members' interests and needs?

Learn class members' names and call them by name.

Listen attentively to class members and express sincere appreciation for their participation.

No teacher should fall into a monotonous pattern of presenting the same kind of lesson week after week. When you teach with variety, learners tend to understand gospel principles better and retain more. As you strive to choose effective teaching methods, ask yourself: Will the method invite the Spirit? Will the method help learners better understand the gospel principle? Will the method invite students to participate in the lesson? Will the method make the best use of time?

It is important to begin your lesson in a way that prepares others to learn. You can do such things as present an object lesson, write questions on the board, or have someone read a story or scripture.

It is also important to conclude your lesson in a way that invites learners to live what they have learned. You can review the main principles taught and ask learners how to apply them, ask an

individual to summarize the main points of the lesson, and bear testimony of the principles.

As a gospel teacher, you should do all you can to create an atmosphere that contributes to learning. Preparing a comfortable and inviting classroom is important to encouraging learning. Helping class members respect you and each other will also contribute to a learning atmosphere.

One of the most important things you can do is to promote reverence. Begin by being a good example of reverent behavior. Set limits that define what behavior is acceptable and unacceptable in your class. If you teach children, take time to explain clearly what reverent behavior is. Using music in the lessons you teach will help learners feel reverent.

If you have students who disrupt your lessons, seek to understand why they are being disruptive and pray for the Spirit's guidance. Try to help the person participate in positive ways, and if necessary speak privately with the person. As you seek to resolve the problem, do all you can to show the person you care about him or her.

- Make sure the classroom is neat and organized.
- Encourage learners to respect you and each other by inviting them to listen to others, speak in turn, and respond positively to others' comments.
- To encourage reverence, prepare your lessons carefully so that there is little confusion and you can vary your lesson as necessary to restore a reverent atmosphere.
- When learners are disruptive, move closer to them or invite them to participate in the lesson

What methods can I use to teach an effective lesson?

3. Classroom activities for teaching a foreign language

There are many methods that can be used to teach the gospel. You should select methods carefully, always keeping in mind the principles you are teaching and the needs of the learners. *Teaching* provides the following teaching methods:

Activity Verses

Likening

Application Techniques

Maps

Attention Activities

Audiovisual Materials

Brainstorming

BuzzSessions (SmallGroups)

Case Studies

Chalkboards

Choral Readings

Comparisonsand Object Lessons

Demonstrations

Diagrammes

Dramatizations

DrawingActivities

Examples

FlannelBoards

Games

GuestSpeakers

Memorization

Music

Music with Narratives

Panel Discussions

Paper Stand-Up Figures

Pictures

Puppets

Readers' Theaters

Recitations

Role Playing

RollerBoxes

Scriptures, Teaching from

Stations

Stories

Visuals

WorkSheets

Question:

- 1.What is the presentation of language?
- 2.What professional skills are needed?
- 3.Will the creativity give the best result?
- 4.What techniques will we use?
- 5.What methods can I use to teach an effective lesson?
- 6.Should the lesson plan be informative, brief, purposeful?

Questions to be discussed

1. Classroom management.
2. Teacher's approach.
3. Professional conduct.



Make the lesson student centred, not teacher centred



Classroom management

Create a relaxed atmosphere in the classroom to achieve full student participation.



Teacher's approach

Be creative because much of the teacher's success depends upon his/her imaginative power, originality and creativity.



Teach the language in appropriate social contexts.



Give your students every possible chance to use the language.



Learn class members' names and call them by name.



Lecture 4

LESSON PLANNING

Questions to be discussed:

1. Principles of lesson planning
2. Structure of the EL lesson plan
3. Materials and equipment

Key terms: stages of the lesson, types of the lesson, forms of classroom interaction, approaches to organizing the lesson, language atmosphere, types of plans.

Principles of lesson planning

A teacher should be able to identify an overall purpose or goal that he will attempt to accomplish by the end of the class period. This goal may be quite generalized, but it serves as a unifying theme for him. Thus, in the sample lesson plan, understanding telephone conversation generally identifies the lesson topic.

Objectives

It is very important to state explicitly what a teacher wants students to gain from the lesson. Explicit statements will help to:

- a) be sure that you indeed know what it is you want to accomplish
- b) preserve the unity of your lesson
- c) predetermine whether or not you are trying to accomplish too much
- d) to evaluate students' success at the end of the lesson.

Objectives are the most clearly captured in terms of stating what students will do. However, many language objectives are not overtly observable and therefore you may need to depart from strictly behavioral terms for some objectives.

We distinguish between terminal and enabling objectives. Terminal objectives are final learning outcomes that you will need to measure and evaluate. Enabling objectives are steps that build upon each other and lead to a terminal objectives.

For example, terminal objective: students will successfully request information about airplane arrivals and departures.

Enabling objectives: students will comprehend new vocabulary on this topic, read and understand airline schedules, produce appropriate polite forms of requesting.

Materials and equipment

All things which are used by teachers and students in teaching process are called materials and equipment. Here we can list textbooks, dictionaries, newspapers, magazines, chalk, blackboard, charts, schemes, pictures, cards, etc. Technical equipment includes computers, tape recorder, cameras, video recorders, DVD players, TV, projectors, Internet sources, etc. it is important to know how and when to use this or that teaching material.

Procedures

A foreign language lesson should consist of the following steps:

1) **Organization moment** – when a teacher notes presence of students, asks the date, day, weather, and other question to open the lesson – usually up to 5 minutes

2) **Warming up** – any game or revision activity which loads students with a new energy and readiness for a lesson – 5-10 minutes. As the class begins, give students a broad outline of the day's goals and activities so they know what to expect. Help them focus by eliciting their existing knowledge of the day's topics.

Use discussion or homework review to elicit knowledge related to the grammar and language use points to be covered.

Use comparison with the native language to elicit strategies that students may already be using. Use discussion of what students do and/or like to do to elicit their knowledge of the topic they will address in communication activities.

3) **Checking home task** – individual or frontal – 10-15 minutes.

4) **Explaining new material** - a teacher explains new grammar rule or topic with the help of board, charts, pictures or other techniques - 15-20 minutes.

5) **Practice of new material**– takes place with the help of textbooks, exercises, tasks, questions, debates, etc. – 15-20 minutes.

6) **Extra class activity** - independent work of students when they can demonstrate their integrated skills. For example, a short presentation, dialogue, group work or crossword, game or pair works. - 10-15 minutes.

7) **Evaluation** – evaluation need to be a separate part of a lesson when a teacher concludes the results of students' success by giving the marks. Evaluation can be oral or in written form and should be just. Motivation is also very important in evaluation as it inspires

students for better learning – up to 5 minutes.

8) **Home task assessment** – a teacher should explain home task, write it on the board. The volume of home task depends on the age, level of students and period of time between this lesson and the next one - 2-3 minutes.

9) **End of the lesson** – a teacher and students say ‘good bye’ to each other and the lesson is over.

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

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

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

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

4. Consideration of individual differences presupposes that learners have different abilities to learn the language under apparently the same conditions of learning. This fact should be taking into consideration in planning. This principle is known in the domestic methodology as individualization and differentiation of teaching.

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

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

to take place and how learners are able to grasp and retain the lesson concepts.

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

Unless a specific lesson plan format is required by the learning type of institution, most EL practitioners tailor their lesson plans according to the teaching philosophies or techniques they believe in or are most comfortable with.

Questions:

1. What steps should a foreign language lesson consist of?
2. How much does the teacher explain new grammar rule or topic with the help of board, charts, pictures or other techniques?
3. Organization moment – what does a teacher usually ask to open the lesson up to 5 minutes?
4. What teaching materials or equipments do you know?

Questions to be discussed:

- 1.Principles of lesson planning
- 2.Structure of the EL lesson plan
- 3.Features of an excellent lesson plan



Key terms

stages of the lesson, types of the lesson, forms of classroom interaction, approaches to organizing the lesson, language atmosphere, types of plans.



Lecture 5

FEATURES OF AN EXCELLENT LESSON PLAN

Questions to be discussed:

1. Principles of lesson planning
2. Structure of the EL lesson plan
3. Features of an excellent lesson plan

Key terms: stages of the lesson, types of the lesson, forms of classroom interaction, approaches to organizing the lesson, language atmosphere, types of plans.

In general, however, excellent EL lesson plans have common characteristics that a teacher should integrate in his/her own teaching strategies:

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

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

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

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

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

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

The most important for teachers is to define aims and objectives of a lesson. At the beginning of the lesson planning a teacher should answer the following questions: 1) what language and speech material will students learn within this lesson? 2) What do they know and are able or unable to do before the beginning of the lesson and what results they are able to achieve at the end of the lesson?

A lesson is normally devoted to more than one type of activity,

and teachers often have a “script” or preferred sequence that they follow when teaching a particular type of a lesson (speaking, listening, reading or writing lessons). A common lesson sequence found in many traditional language classes consists of a sequence of activities referred to as PPP and other approaches.

In communicative language teaching lessons often begin with accuracy-based activities and move toward fluency-based activities.

Reading lessons often follow a format consisting of Pre-reading, While-reading, and Post-reading activities. Listening lessons follow a similar format. Conversation lessons often begin with controlled practice activities, such as dialogue practice, and move toward open-ended activities, such as role plays. Lessons based on a task-based approach often follow a sequence consisting of Pre-task activities, a task cycle, the language focus, and a Follow-up task.

The lesson sequence depends on principles such as “easier before more difficult activities,” “receptive before productive skills,” or “accuracy activities before fluency activities.” Planning a lesson a teacher should handle the transitions between the different sequences of the lesson.

The closing phase of a lesson is also an important part of a lesson sequence. Ideally, it should leave the students with a feeling that they have successfully achieved the goal they set for themselves or that had been established for the lesson, and that the lesson was worthwhile and meaningful. At the end of a lesson, it is usually valuable to summarize what the lesson has tried to achieve, to reinforce the points of the lesson, to suggest a follow-up work as appropriate, and to prepare students for what will follow. It is always important to praise the students for their effort and performance. During the closing stage, students may raise issues or problems that they would like to discuss or resolve; at this time, a teacher may also encourage them to ask him/her for suggestions concerning how they can improve. Planning for transitions involves thinking about how the momentum of the lesson will be maintained during a transition – for example, while moving from a whole-class activity to a group-work activity; another issue that teachers need to consider is what students should do between transitions – for example, if some students complete an activity before the others. Teachers generally enjoy their time in the classroom, and teaching from one perspective

is a kind of performance. One way of increasing the amount of students' participation during a lesson is to vary the grouping arrangements that a teacher uses; in this way, the teacher does not always dominate the lesson. The use of pair work and group work is one method that has been shown to ensure that students participate actively at a lesson.

Some examples of lesson plans on several skills.

Entry 1 Listening task

The theme: Domestic animals

Learning outcomes

By the end of the lesson pupils will be able

- to name the domestic animals
- to practice activities for developing listening skills

Target language

- **Key language:** a dog, a cow, a horse, a pig, a duck, a chick
- Several activities can be designed using one listening passage.

Plan				
1	Warmer	Introducing with the names of the domestic animals in FL	2 min	Flashcards Handout 1
2	Listen, say and point	eliciting the names of the animals and pointing to them in the flashcards	4 min	Flashcards Handout 1
3	Listen and sing	Practicing an activity for developing listening skills	10min	CD, Tape-recorder
4	Listen and circle	Checking pupils' listening skills	4 min	Flashcards Handout 2
5	A Game "What's missing"	Checking pupils' comprehension and revising the learned words.	4 min	Flashcards Handout 1
6	Home assignment	Drawing the animals	1 min	none

Warmer

Objective: to help pupils saying the names of domestic animals in English

Time: 2 minutes

Materials: Flashcards (a dog, a horse, a pig, a duck, a chick)

Interaction: individual, the whole class

Procedure:

- Warmer: Try to elicit the words a dog, a cow, a horse, a pig, a duck and a chick by making their sounds. Pupils say the names of domestic animals in their mother tongue.
- Each time after saying a correct word show the picture of the animals.

For example:

T: Which animal says “vow, vow”?

PP: It or sobaka. And so on. Then repeat for other animals.

Presentation:

Teach the animals using the flashcards. Show each flashcard in turn and elicit or say the word. Pupils repeat. Put the flashcards on the blackboard. Make a circling motion with your hands. Say “They are domestic animals”. Ask the pupils to repeat the words after you: a dog, a dog, a dog. And so on.

Activity 1 Listen, say and point.

Objectives: to elicit the names of domestic animals in English and point them

Time: 4 minutes

Materials: Flashcards (a dog, a horse, a pig, a duck, a chick)

Interaction: group work.

Procedure:

- Listen, say and point. Make groups in five. For example. Give five coloured pieces of paper to each pupil (white, pink, blue, green, red). Say “Who has white colour of the paper make one group” and so on.
- Give the flashcards of the animals to each group.
- Say “Listen and point”. Say “a dog”. Pupils point to the flashcard of a dog. And so on.

Activity 2 Listen and sing.

Objectives: Practicing the activity for developing listening skills

Time: 10 minutes

Materials: CD, tape-recorder

Interaction: Group work and the whole class.

Procedure:

- Listen and sing. Ask the pupils to listen to the CD and point the animals. Play the CD. Pupils listen and point to the animals.
 - Play the CD again in small sections. Pupils repeat.
 - Play the whole CD again. Teach the song to the pupils.
- When pupils know the song, they repeat the whole song altogether.

CD 1

Old MacDonald had a farm, e-i-e-i-o
 And on his farm he had a cow, e-i-e-i-o
 With a moo-moo here and a moo-moo there
 Here a moo there a moo, everywhere a moo-moo
 Old MacDonald had a farm, e-i-e-i-o

Old MacDonald had a farm, e-i-e-i-o
 And on his farm he had a pig, e-i-e-i-o
 With an oink-oink here and an oink-oink there
 Here an oink, there an oink, everwhere an oink-oink
 Old MacDonald had a farm, e-i-e-i-o

Old MacDonald had a farm, e-i-e-i-o
 And on his farm he had a duck, e-i-e-i-o
 With a quack-quack here and a quack-quack there
 Here a quack, there a quack, everywhere a quack-quack
 Old MacDonald had a farm, e-i-e-i-o

Old MacDonald had a farm, e-i-e-i-o
 And on his farm he had some chickens, e-i-e-i-o
 With a cluck-cluck here and a cluck-cluck there
 Here a cluck, there a cluck, everywhere a cluck-cluck
 Old MacDonald had a farm, e-i-e-i-o
 Old MacDonald had a farm, e-i-e-i-o

Activity 3 Listen and circle.

Objectives: Checking pupils' listening skills

Time: 4 minutes

Materials: Flashcards of the animals (Card 1.a dog and a cow, Card 2. a horse and a duck, Card 3. a duck and a chick, Card 4. a pig and a dog, Card 5. a horse and a chick.)

Interaction: Individual and group work.

Procedure:

- Listen and circle. Distribute flashcards to the groups. In each group one pupil takes one card.
- Say "Listen and circle". Say "Card 1. A dog.". The pupil who has a Card 1.(with the picture a dog and a cow) circles a dog. If the pupil hesitates the other members of the group help him. And so on.

Activity 4 A Game. "Who is missing?"

Objectives: Checking pupils' comprehension and repeating the learned words.

Time: 4 minutes

Materials: Flashcards of the animals (a dog, a cow, a horse, a pig, a duck, a chick)

Interaction: Individual, the whole class or group work.

Procedure:

- A Game. "Who is missing?" The teacher puts the flashcards of the animals on the blackboard.
- The teacher asks the pupils to close their eyes and takes away one of the animals from the blackboard.
- Then the teacher asks the pupils to open their eyes and find out which animal is missed from the blackboard.
- Pupils can say individually or the whole class or they can discuss in the group then say. (It depends on the teacher). If they call the right name of the animal the teacher shows the picture of the animal to the class. And so on.
- Encourage your students with scores or cards for their giving right answer.

Home assignment:

Ask the pupils to draw the animals. (a dog, a cow, a horse, a pig, a duck, a chick)

Reference:

Songs :[http:// kids-songs. tv/free music.com](http://kids-songs.tv/free-music.com)

Old Mac Donald had a farm.

Additional songs about animals: [http:// kids-songs. tv/free music.com](http://kids-songs.tv/free-music.com)

Mary had a little lamp. / Baa-baa black sheep.

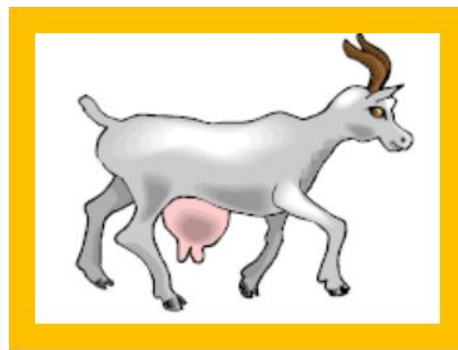
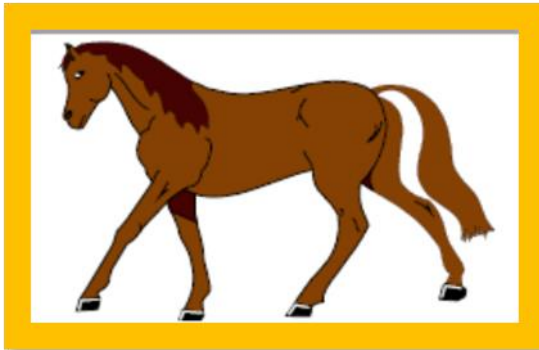
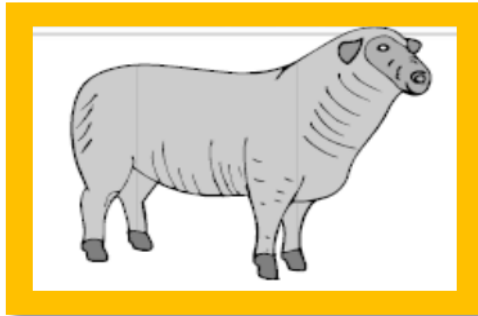
Pictures: a cow, a horse, a pig - [http://www.123rf,com](http://www.123rf.com)

A duck: [http://www. robertjacksonbennett.wordpress.com](http://www.robertjacksonbennett.wordpress.com)

A chick:- <http://www.artsyesque.wordpress.com>

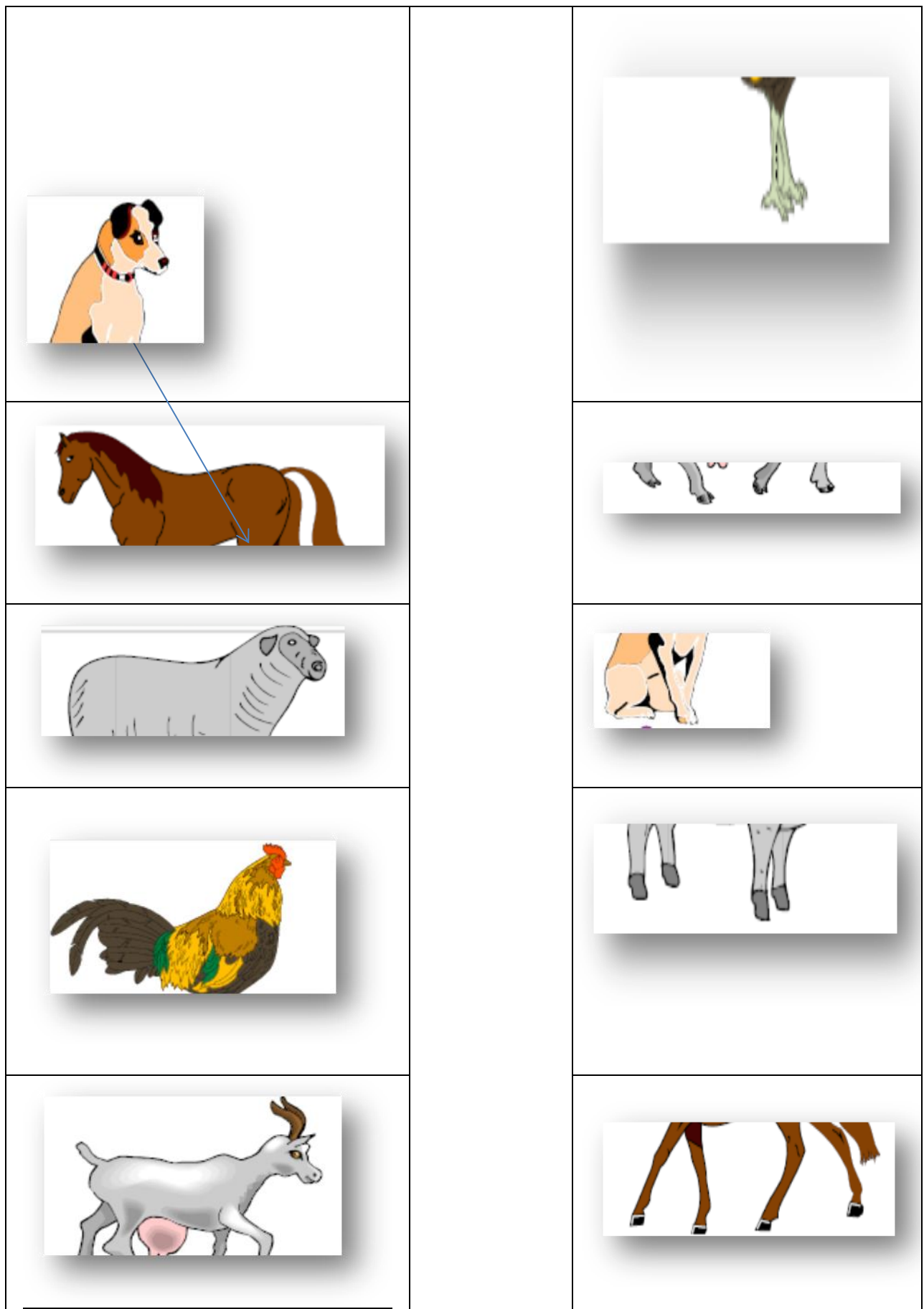
A dog: <http://www.animal.discovery.com>

2 TASK

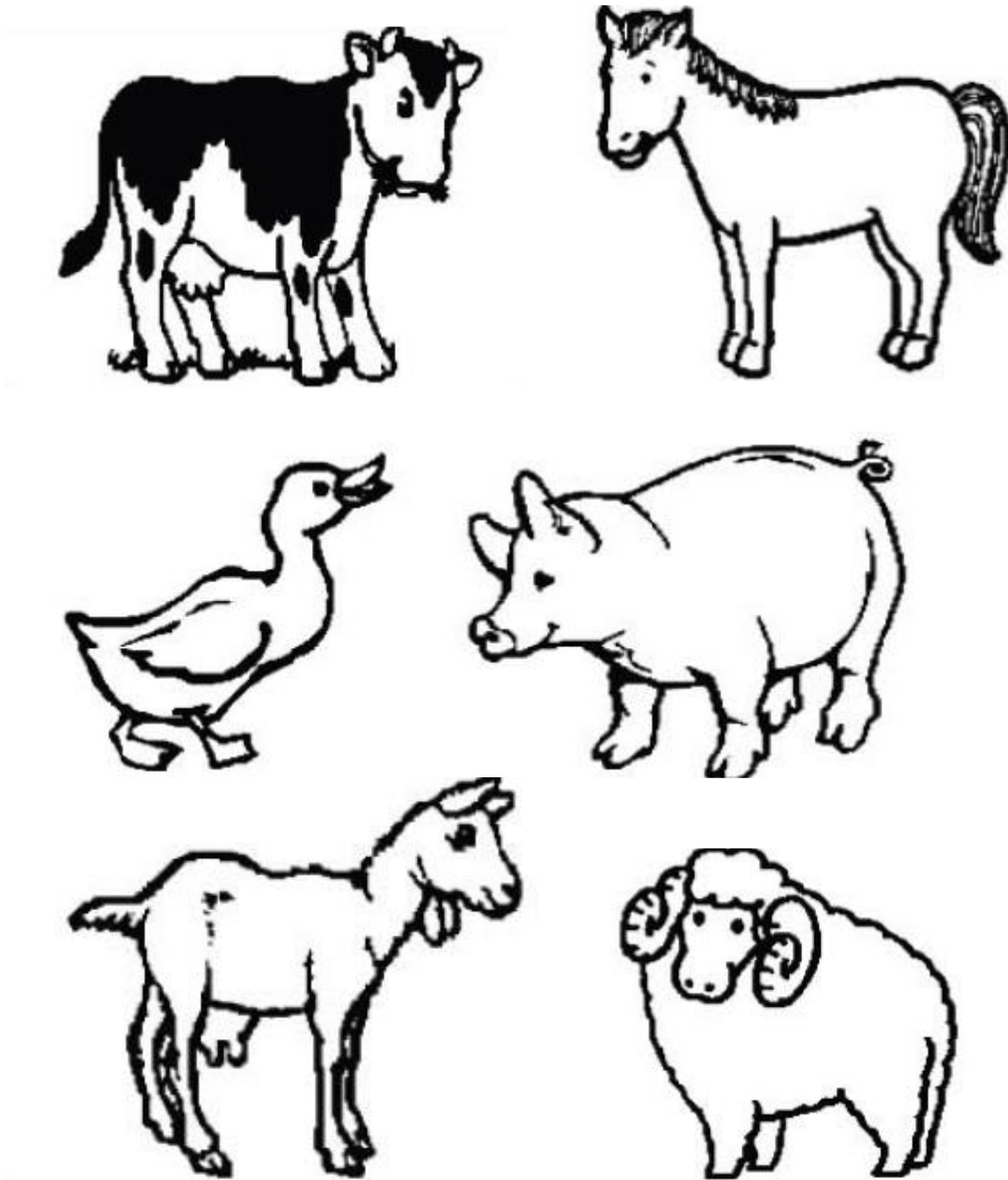


Cards

New words: a sheep, a cock, a dog, a horse , a goat
<http://www.eslkidslab.com/flashcards/set2/animalcards/animalcardssmallsize.pdf>
Handout 1



<http://www.eslkidslab.com/flashcards/set2/animalcards/animalca>



www.anglomaniacy.pl

<http://www.anglomaniacy.pl/songs.htm> ;

<http://www.anglomaniacy.pl/wordgames.htm>

Entry 2 Reading Task

The Theme: Domestic animals

Learning outcomes

By the end of the lesson pupils will be able

- to practice new vocabulary about domestic animals
- to practice activities for developing reading skills

Target language

- **Key language:** a rooster, a goat, a sheep, a horse and a dog.
- Several activities can be designed using one reading passage.

Plan				
1	Look, point and say	Eliciting the names of the domestic animals in English	8 min	Flashcards
2	Count and say	Developing pupils reading skills	6 min	Handout
3	Match the animals and the colors	Practicing revising the previous materials	4 min	Handout
4	Match the parts of the body of animals	Checking pupils' comprehension and revising the learned words.	5 min	Handout 1
5	Home assignment	Coloring the animals.	2 min	Handout 2

Activity 1 Look and point.

Objective: to help pupils saying the names of the domestic animals in English

Time: 8 minutes

Materials: Flashcards, handout. (a rooster, a goat, a sheep, a horse and a dog).

Interaction: individual, the whole class

Procedure:

- *Look and point.* Teach or elicit the words: a dog, a sheep, a horse, a goat, a rooster using the flashcards. Show each flashcard and say the word clearly. Pupils repeat.
- Display the flashcards on the blackboard. Point to each one in turn. Elicit the word. Pupils say the words in chorus.
- Make a circling motion with your hands. Say "They are domestic animals".
- Ask pupils to look at the activity one. Go to several pupils'

desks point to the animals and ask the pupils to say the names of the animals.

- Divide pupils in two groups and ask them to stay in a row near the blackboard. Explain them when you say one of the animal's name the first pupils from the rows must run to the blackboard and point to the picture. Demonstrate the game. Say "a dog" and point to the picture of a dog.

- Show the pictures on the blackboard and say; "a sheep." Which group's pupils point the pictures correctly and show more pictures they are the winners.

Activity 2. Count and say.

Objectives: Developing pupils reading skills

Time: 6 minutes

Materials: Handout

Interaction: individual work, pair work.

Procedure:

- *Count and say.* Practice with the whole class the numbers from 1 to ten. Say the pupils they should work individually.

- Ask the pupils to count the animals. Give the pupils more thinking time but don't elicit the answers. Remind them that the plural of sheep will be sheep and the plural of dog will be dogs. One dog, two dogs, three dogs and etc. Repeat. one sheep, two sheep, three sheep and etc.

- Make new pairs. Tell pupils to sit facing one another, holding their handouts. Pupils work in pairs and take it in turns to ask about amounts of animals. Pupils check together their answers.

Activity 3. Match the animals and colours.

Objectives: Practicing revising the previous materials

Time: 4 minutes

Materials: Handout

Interaction: individual work, pair work.

Procedure:

- *Match the animals and the colors.* Revise the colors with the pupils. Ask pupils: "What color is it?" Check comprehension by asking "What color is the dog?"

- Demonstrate the game. Match one animal and the colour.

- Ask pupils to work individually and match the animals and

colours.

- Ask pupils to work in pairs. Pupils check their answers in pairs.

Check around the class.

Activity 4. Match the animals and the parts of the body.

Objectives: Developing pupils reading skills.

Time: 5 minutes

Materials: Handout 1.

Interaction: individual work, pair work.

Procedure:

- *Match.* Demonstrate the game. Match one animal and the parts of its body.

- Ask pupils to work individually and match the animals and parts of their bodies.

- Ask pupils to work in pairs. Pupils check their answers in pairs. Check around the class.

- Encourage your students with scores or cards for their giving right answer.

Home assignment:

Ask the pupils to colour the animals. Handout 2 (a dog, a goat, a horse, a sheep, a rooster). Demonstrate the activity if necessary.

References:

<http://www.eslkidslab.com/flashcards/set2/animalcards/index.html>

http://h2g2.com/approved_entry/A782516

<http://www.anglomaniacy.pl/domesticAnimalsDictionary.htm>.

Entry 4 Lesson planning

The theme: Have you got a ... ?

Learning outcomes

By the end of the lesson pupils will be able

- To speak about domestic animals
- To ask and answer about domestic animals
- To develop their oral speech

Target language

- **Key language:** a dog, a cow, a horse, a cat, a duck, a hen
- I have got a Have you got a ...? Yes, I have /No, I haven't.

Plan				
1	I have got a ...	Reminding the pupils about the structure "I have got a"	5 min	Flashcards
2	Listen and sing	Practising the activity for developing listening skills	5 min	CD, Tape-recorder
3	Chain Drill	Introducing with the structure "Have you got a ... ?"	15min	Flashcards
4	Listen and circle	Checking pupils' listening and writing skills	6 min	Handout 1
5	A Game "Have you got a...?"	Checking pupils' comprehension and revising the learned words.	10 min	Handout 1
6	Home assignment	Drawing the animals	4 min	none

Activity 1 I have got a

Objectives: to revise the names of domestic animals and the structure "I have got a"

Time: 5 minutes

Materials: Flashcards (a dog, a horse, a cow, a duck, a hen)

Interaction: individual, the whole class

Procedure: *I have got a ...* .The teacher revises all the animals from the previous lesson.

Teacher shows the picture of a horse and says: It is a cow. Pupils: No, it is a horse. Then teacher shows the picture of a goat and says: It is a duck. Pupils: No, it is a goat. Then teacher shows the picture of a hen and says: It is a hen. Pupils: Yes, it is a hen. And so on.

Then the teacher says to one pupil "I have got a dog. What about you?" The pupil answers, "I have got a dog too". Then the teacher comes to another pupil and says "I have got a cow. And

you?" The pupil answers "No. I have got a cat." In this way the teacher revises the structure "I have got a"

Activity 2 Listen and sing.

Objectives: to develop pupils speaking skills

Time: 5 minutes

Materials: CD, tape-recorder

Interaction: the whole class and individual work.

Procedure:

- *Listen and sing.* Listen and sing. Play CD. Ask the pupils to listen to the tape-recorder attentively.
- Ask the questions: "What kind of animals can you see?", "What color is the horse?" and so on.

Activity 3 Chain Drill. Have you got a ...?

Objectives: to introduce pupils with the question form of the structure "Have you got a ...?"

Time: 15 minutes

Materials: flashcards

Interaction: the whole class and individual work.

Procedure:

- *Have you got a ...?* The teacher introduces the new phrase: Have you got a ...? Teacher shows a picture of a goat and says to the class "I have got a goat. Have you got a goat?" Pupils: No. Teacher shows a picture of a chick and says to the class "I have got a chick. Have you got a chick?" Pupils: No.
- Teacher repeats this question with other subjects. S/he comes to the several pupils and asks: Have you got a book? Have you got a pen? Have you got a pencil? Some pupils say Yes. Some of them say, No.
- Then teacher asks pupils to play Chain Drill again.
P 1: I have got a horse. Have you got a horse? P 2: No, I have got a goat. Have you got a cow? P3: Yes. Have you got a duck? ...

Activity 4 Listen and circle.

Objectives: to develop pupils speaking and writing skills

Time: 6 minutes

Materials: Handout

Interaction: pair work

Procedure:

- *Listen and circle.* The teacher tells the animals names and

the pupils circle the animal which they have had.

Activity 5 Have you got a ...?

Objectives: to develop pupils speaking and writing skills

Time: 10 minutes

Materials: Handout

Interaction: pair work

Procedure:

- *Have you got a* The teacher asks pupils to work in pairs.

S/he distributes handouts to the pupils and says that one row of animals for the one pupil and the other row for this pupil's partner.

The pupil asks a question looking at the animal on the first row (horse).

1st pupil: Have you got a horse?

2nd pupil: No.

1st pupil: Have you got a chick?

2nd pupil: Yes.

In this way the 1st pupil finishes his/her questions. Then his/her partner begins asking questions looking at the second row animals.

2nd pupil: Have you got a cow?

1st pupil: Yes.

2nd pupil: Have you got a duck?

1st pupil: No. And so on.

Home assignment.

Draw your favorite animal. Questions:

1. What features of EL lesson can you say about?
2. What do we mean by the cycle of lessons?
3. What are requirements claimed to the FL lesson organization?
4. Does the lesson plan help you to organize effectively teaching process?

Principles of lesson planning



A foreign language lesson should consist of the following steps



Organization moment

when a teacher notes presence of students, asks the date, day, weather, and other question to open the lesson – usually up to 5 minutes



Warming up

any game or revision activity which loads students with a new energy and readiness for a lesson – 5-10 minutes. As the class begins, give students a broad outline of the day's goals and activities so they know what to expect. Help them focus by eliciting their existing knowledge of the day's topics.



Checking home task

individual or frontal – 10-15 minutes.



Explaining new material

a teacher explains new grammar rule or topic with the help of board, charts, pictures or other techniques - 15-20 minutes



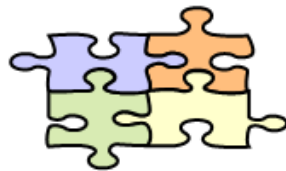
Practice of new material

takes place with the help of text-books, exercises, tasks, questions, debates, etc. – 15-20 minutes



Extra class activity

independent work of students when they can demonstrate their integrated skills. For example, a short presentation, dialogue, group work or crossword, game or pair work. - 10-15 minutes



Evaluation

evaluation need to be a separate part of a lesson when a teacher concludes the results of students' success by giving the marks. Evaluation can be oral or in written form and should be just. Motivation is also very important in evaluation as it inspires students for better learning – up to 5 minutes

Home task assessment –

a teacher should explain home task, write it on the board. The volume of home task depends on the age, level of students and period of time between this lesson and the next one - 2-3 minutes



End of the lesson

a teacher and students say 'good bye' to each other and the lesson is over.



GLOSSARY

Ability - assimilated entity ways of doing things, provided a set of acquired knowledge and skills.

Approach to learning - learning strategy and the language of choice of teaching methods, implementing such a strategy; point of view on the essence of the subject, which must be taught.

Audiovisual training- educational visual aids designed for the presentation of visual and auditory information

Authentic materials - texts and other materials (newspapers , maps , schedules, transportation, theater tickets, advertisements , etc.) , created in the target language country and expected to use their mother tongue, but later found application in the educational process .

Brainstorming - a special way of organizing the joint creative work of a group of people, designed to increase their mental alertness and intelligent solutions to complex problems by enhancing, stimulating group brainstorming, solving problems.

Business game - a form of organization of collective learning activities in practical classes in a foreign language, having the aim of training professional dialogues to create different communication situations and encourage learners to the statement within a given situation.

Deductive method of teaching- a learning method which involves first rules, regulations which is then illustrated by examples of their use in speech.

Definition - a way of semantization vocabulary, disclosing meanings of the word through a brief definition of the concept with the help of lexical units which are already known to students.

Didactic game - a game with educational objectives, the main among which are the formation of verbal skills and increasing motivation of language learners. Conditionalespeech exercises - exercises aimed at strengthening the language of the material in order to bring its use to automatism.

Curriculum - a document defining the composition of the subjects studied in schools, their distribution by years of training, the amount of time allotted to each school subject, and therefore the structure of the school year.

Close - test - a test to determine the difficulty of the text for reading and understanding has been developed by the American scientist W. Taylor. It is used in the classroom for FL as admission control is performed mainly in writing. It is one of the effective means of developing language guess, text prediction, can also replace a comprehensive test on various types of speech activity when determining the level of language proficiency.

Common European Framework (levels of mastering foreign language) - in 1997 the Council of Europe was approved the document of " Modern Languages: Learning, Teaching, and Assessment. Common European competence «where the goals, objectives, content of language teaching are characterized by the final level of FL learner . The document describes the criteria and approaches to the monitoring of achievement.

Common teaching competence - the ability to use rational methods of intellectual work and self- improvement in mastering of the chosen specialty

Communication failure - total or partial failure of misunderstanding the communication. The main communication failures include:

- differences in the pictures of the world, formed by different nationalities;
- mismatching estimates fragments and phenomena of reality;
- violation of the verbal behavior, including the rules of courtesy and etiquette stereotypes;
- violation of the communication channel;
- misunderstanding of speech intention;
- the nature of language units (word ambiguity, etc.);
- inaccurate indication of the referent;
- use of nonce words, dialect, jargon, etc.

Communicative activity (personal activity) approach - a modern approach to education, one of the modifications of the communicative approach, the foundations were laid in psychology studies by S.L. Rubinstein, A.N. Leontyev, I.A.Zimney, now it got realization in practice. The main thing in this approach is: in the center is a learner as a subject of teaching activities, the teaching system implies a maximum consideration of individual psychology,

age and national characteristics of the individual student. Communicative activity approach orients the classes of FL learning communication.

Communicative competence - the ability to solve by means of a foreign language relevant to students and the public communication of the household tasks , educational, industrial and cultural life; student's ability to use the facts of language and speech for the realization of the objectives of communication. The ability to implement linguistic competence in different conditions of speech communication.

Communicative insignificant mistakes- mistakes of different kinds (phonetic, stylistic), including clerical, reservations, which do not lead to the disruption of communication. Such mistakes do not require immediate correction; they are also admitted by native speakers.

Communicative Grammar - a description of foreign or native language that reveals the particular units of a language and the rules of their functioning taking into account the practical teaching purposes; based on the communicative tasks of communication, the values of the means of expression

Communicative orientation - training for practical language skills.

Communicative significant mistakes- linguistic (phonetic - lexical - grammatical) or socio-cultural mistakes leading to disruption of communication, misunderstanding or misinterpretation of the speaker while communication. Such mistakes must be corrected. The nature of the mistake correction should be clear to the learner; however the learner should not just memorize the correct option. The process of working on mistakes involves the following steps:

- the student must feel that somewhere there is a mistake;
- the student must know where is a mistake;
- the student must understand the nature of the mistake.

Communicative task- a form of existence of the motive of verbal expression, non-verbal problem arises during joint speech activities if necessary to transfer or receives information; realized in 4 main areas of communication: social-welfare, socio- cultural, professional and academic.

Compensatory skills - the ability to use paraphrases to transmit reading or listening, for example, the ability to use a chain of coherent simple sentences rather than one of a complex, synonyms, similar in meaning of the word with a deficit of language means.

Compression of the text-abbreviated «compression" of the text to the limits of the minimum redundancy sufficient for understanding, can be used as an exercise, as well as for the compilation of abstracts or annotations may be semantic or structural.

Contextual guess - a type of language guessing, based on the definition of the meaning of words through context.

Control -1) the process of determining the level of knowledge, skills and abilities of the student as a result of their oral and written assignments, tests and formulation on this basis for the evaluation of a particular section of the program, course or teaching process; 2) part of the lesson, during which the teacher evaluates the pupil or group of pupils learns the content of the subject in all or some of its aspects.

Contrast connection - one of the control functions, which is aimed to obtain information about the level of teaching.

Criteria for selection of language material - the selection of rules of language material: the selection of a language filling educational texts, compatibility and multiple meaning words, derivational value, frequency, with the exception of synonyms.

Cultural component of the word - lexical background related to the concept of national culture; background communication word.

Educational complex - a set of textbooks.

Educational standard - basic system parameters adopted as state standards of education. The main unit of the educational standard is its structure, content, academic load and demands on the level of preparation of students.

Evaluation criteria - this is how we assess students.

Exercise - a structural unit of the methodical organization of the material, which operates directly in the educational process, providing substantive action with this material and forming the basis of their mental activities, mental activity.

Handout - specially selected and methodically organized language and speech material to be presentations and assimilation of

the learning process.

Heuristic conversation - a dialogue among teacher and learners, during which the students themselves find the solution of the discussed problem.

Humanities competence - competence with regard to selection and presentation in the classroom for students in meaningful information assumes ownership of the following skills: 1) to select texts for classes in accordance with the objectives of education; 2) to comment on the contents of the text using in pre-texting, while texting and post texting.

Individual lesson (one-to-one lesson) - one of the most effective ways of learning, when the teacher teaches one student. This kind of lesson requires constant attention to the student and a conscientious attitude to teaching, the teacher should have monitoring. Individual lessons raise the level of the learners.

Inductive learning method - (from latin. induction - selection) - a practical method of teaching, providing the students a familiarization with the material in which a result of the observation of the facts of language, students are brought to the generalizations and conclusions, it is the basis for problem-based learning.

Interactive learning - technology of active learning based on the interaction of subjects of educational activity and contributes to enhanced mental performance of each student.

Interactive forms of work - such forms of organization of speech interaction in the process of performing tasks that require the active participation of partner or partners for the successful implementation of the task.

Language - the language in which teaching is carried out in the educational institution.

Learning content - a set of what the student should learn in teaching process.

Language exercises - exercises involving operations with units of language and form the basic skills

Language for Specific Purposes (language for special purposes) - accepted in modern linguistics designation of functional variants of the literary language, the service professional communication.

Language material - phonemes, letters intonemy, words,

phrases, ready-made phrases, grammatical forms, etc., to be studied in the process of mastering a foreign language.

Learning speech situation - a model of a set of circumstances that encourages potential interlocutors to communicate through the use of linguistic resources in the interest of learning speech.

Learning tools - a set of manuals and technical device, by which the teacher teach the language and activities of students on the mastery of the language.

Lesson - the lowest organizational unit of the educational process.

Levels of language proficiency - the degree of formation of the communicative competence, allowing solving a foreign language extra linguistic communication tasks in accordance with the terms of communication and using of the necessary language skills, language skills and abilities.

Lexical minimum - lexical units that must be learned by learners for a certain period of learning process.

Lexical unit - a unit of a language, lexical meaning is independent and able to serve as a unit of speech.

Method - a group of techniques to address the complex and general educational problems

Methods of teaching foreign languages - 1) a science that investigates the goals, objectives , content, tools, techniques , training methods , as well as studying the processes of teaching and training in the foreign language material 2) a set of methods, techniques , training methods aimed to master a foreign language .

Methods of teaching - the specific activities and operations of the teacher, whose purpose is to gain knowledge, develop skills, promote learning activities of students to solve specific problems of the learning process.

Methodical principles of teaching - learning principles, reflecting the specific foreign language teaching.

Module (training) - a course or its autonomous part (lessons, topics and topics of the course, semester or part of it) with the necessary software and educational software, sufficient for the construction of various educational paths within it, it is easy to connect to other modular courses if necessary able to be modified in content, in form, the amount is due to the flexible internal structure.

Monologues - one of the form of speaking , as a kind of verbal activity, one person's speech addressed to one person or group of students, characterized by connectivity , validity , logical structure and semantic completeness (unlike the dialogical speech).

Minimum base - starting lexical and grammar minimum, providing the possibility of "survival" in the country of the language being studied in a limited number of everyday situations.

Organizational form of teaching - teaching option of communication between teachers and students in the learning process.

Parameters of estimation – is estimating criteria (accuracy of the task, the lexical and structural diversity of speech, phonetic skills, logical, etc.)

Perceptual (receptive) kinds of speech activity - WFD related to speech perception -oral (speaking) and written (letter).

Polylog - a kind of dialogic speech , a conversation between multiple active in it, in the term originated in the study of the properties of the language of communication in addition to the term dialogue .

Personal approach - an individual approach to the student as a special personality, became widespread in the modern methodology in the framework of personal - oriented (communicative activity) approach of learning.

Principles of teaching - the basic provisions governing the nature of the learning process, which are formed on the basis of the chosen direction, and the direction corresponding to this approach.

Phonetic charge - step lesson (usually starting), which is designed to build and improve the skills of students.

Problem learning - learning, providing for the creation of problematic situations in the classroom and discussion of possible approaches to solving them in the course of CTE students learn to apply previously acquired knowledge and acquired skills and master the experience (methods) of creative activity.

Productive speech - oral or written speech, students do not merely reproduce the learned speech patterns, and design their own statements in accordance with the content of thought, communicative intentions.

Receptive types of speech activity - related to the perception of

speech - oral (listening) and written (reading), are characterized by a probabilistic forecasting.

Role play - a form of organization of collective learning activities on a practical lesson in a foreign language, having the aim of the formation and development of language skills and abilities in an environment as close as possible to the conditions of a real communion.

Safety factor of the test - the average value of the correlation of the test or reference to all tests or assignments from the general sum.

Screening test - a test which is intended to determine the ability, as well as deficiencies while teaching students.

Skill - automated methods of action.

Speaking - oral, consisting of a comprehensive ability to understand sounding speech (listening) and the ability to produce it in audio form (speaking).

Speech activity (SA) - an active, focused, mediated by the language system and due to the situation of communication process of transmitting and receiving messages.

Speech competence - possession of ways of forming and formulating thoughts through language and the ability to use such methods in the process of perception and speech production; part of the communicative competence.

Speech etiquette - the national- specific rules of verbal behavior, realized in a system of stable formulas and expressions adopted in situations prescribed by society, «polite " contact with the person.

Speech exercises - type of exercise which intended: to serve the development of speech abilities through phonetic, lexical and grammatical skills; are used to train the spontaneous use memorized linguistic phenomena in speech, usually without awareness while speaking.

Speech material - educational texts, exercises, speech patterns, etc.

State educational standard - approved by the state regulatory document that defines the mandatory minimum requirements for the content of education and training; describes the aims and objectives of education, includes a list of skills and abilities to achieve target education, establishes the maximum amount of academic load of students.

Step of teaching process- a relatively complete cycle of the educational process, characterized by specificity of methods, tools and learning environment, and takes place in more or less strict time limits, necessary and sufficient to achieve the communication objectives and the implementation of the contents of this teaching phase.

Step of the lesson - a relatively independent part of the lesson, which has an intermediate relative to the overall goal of employment goal.

Subject competence - the totality of knowledge, skills, abilities formed in learning a particular discipline, acquired in the process of studying FL as an academic subject and characterizes a certain level of FL, includes the following competencies: linguistic (language), speech, communicative, regional geographic , professional.

Teaching method -1) a set of methods of teaching and learning; 2) the direction of learning.

Teaching profile - emerged in modern technique type of teaching learners in a foreign language and other subjects according to their professional interests and needs in the language.

Test - setting the standard form, the fulfillment which allows you to set the level and availability of specific knowledge and skills with the help of special scales results.

Textbooks for foreign language - printed, visual and sounding learning tools used in the educational process: exercise books, collections of texts, anthologies, tapes, videos, computer programs, handouts, tables, diagrams, etc.

"The European Language Portfolio » - a group of documents in which students can create and present in a formalized and systematic form of evidence of their qualifications, achievements and experience in the study of foreign languages, including samples of their own independent work.

Threshold level - a sufficient level of communicative proficiency that is required to communicate in a foreign language in various situations of daily and professional communication.

Thematic plan - methodical documents specifying the content and organization of the discipline. Thematic plan is developed on the base of the curriculum.

Training program - teaching and methodical documents

defining the content and scope of knowledge, skills, abilities, mastering subject and the content of those sections and the distribution of them by the process of studying.

Training system - a set of basic components of the learning process, determining the selection of material for the lessons, form submission, methods and means of teaching, as well as ways of organizing it.

Tutorial - basic learning tool; provides guidance in the training and trainees; it contains samples of spoken and written language, the language material.

Verbal ability - a person's ability to carry out this or that speech act in a solution of communicative problems and worked out on the basis of skills and knowledge acquired .

Verbal communication - a form of interaction between two or more people through the language, including the exchange of information or affective-cognitive evaluation.

Working in small groups - active type of work that allows students to communicate, to listen to multiple points of view on a particular issue, in conjunction correct answers to each other. This method works with the audience the most practical for mastering the material and makes it easier for the teacher to control students, but is not suitable for every lesson, and often for better absorption of the studied material.

Working in pairs - the kind of work, especially stimulating students' attention, for lessons on the consolidation of already covered material.

Tests

1. When did listening comprehension come to the methodology of foreign languages teaching?

- a) In 1960
- b) In 1916
- c) In 1966
- d) In 1976

2. It is very important to make and choose the text. It should be interesting and be adequate to learner's _____

- a) Age
- b) Interest
- c) Fun
- d) Aims

3. What is the aim of practical learning?

- a) to take information in English
- b) to learn new information
- c) to write down information
- d) to give information in English

4. What is listening comprehension?

- a) a means of teaching is used as a way of introduction of the language material in oral form
- b) a means of teaching is used as a way of introduction of the language material in written form
- c) a means of teaching is used as a way of introduction of the language material in oral and written form
- d) ability to listen a foreign language

5. What are two ways of teaching Listening comprehension?

- a) is teaching at first language materials then language skills, forming language skills
- b) is teaching language skills then language materials, developing language skills
- c) is teaching language materials and developing language skills
- d) is teaching the language first and then listening

6. LC is a means of assessment of pupils' comprehension when they _____

- a) hear or read a text

- b) write an essay
- c) hear the text
- d) retell the text

7. What are the systems of exercises for LC?

- a) Special and non special exercises.
- b) Specialized exercises
- c) Individual and group exercises
- d) Pair work or individual exercises

8. Aim of the speech exercises

a) to develop skills of comprehension of speech under conditions similar to natural ones

- b) to practice acquired experience and skills
- c) to develop skills of hearing and understanding it
- d) to develop skills of narrating something about something

9. Ways of checking of understanding in LC?

- a) Orally and in writing
- b) Only orally
- c) Only In writing and acting certain role play
- d) In performing a role or showing an action

10. What is scanning?

- a) looking over a text quickly to get a specific piece of information
- b) Looking over the text quickly to get a general idea of the content.

Your eyes move quite fast, taking in titles of chapters, their beginnings and ends, and the first sentences of paragraphs.

c) This is reading fairly quickly without concentrating too hard or worrying about every single word. We often use it when reading an enjoyable novel.

d) Students read silently by themselves and at their own pace. The selections must be at students' reading level in order for them to comprehend what they're reading.

11. What is independent reading?

a) Students read silently by themselves and at their own pace. The selections must be at students' reading level in order for them to comprehend what they're reading.

b) This is reading fairly quickly without concentrating too hard or worrying about every single word.

- c) looking over a text quickly to get a specific piece of information
- d) Looking over the text quickly to get a general idea of the content

12. What is skimming?

- a) Looking over the text quickly to get a general idea of the content. Your eyes move quite fast, taking in titles of chapters, their beginnings and ends, and the first sentences of paragraphs.
- b) looking over a text quickly to get a specific piece of information
- c) Students read silently by themselves and at their own pace. The selections must be at students' reading level in order for them to comprehend what they're reading.
- d) This is reading fairly quickly without concentrating too hard or worrying about every single word.

13. What is reading aloud to students?

- a) Teachers use the interactive read-aloud procedure to share selections that are appropriate for students' interest level but too difficult for them to read by themselves.
- b) Looking over the text quickly to get a general idea of the content. Your eyes move quite fast, taking in titles of chapters, their beginnings and ends, and the first sentences of paragraphs.
- c) Students read silently by themselves and at their own pace.
- d) This is looking over a text quickly to get a specific piece of information

14. What is light reading?

- a) This is reading fairly quickly without concentrating too hard or worrying about every single word. We often use it when reading an enjoyable novel.
- b) Students read silently by themselves and at their own pace.
- c) This is looking over a text quickly to get a specific piece of information
- d) Teachers use the interactive read-aloud procedure to share selections that are appropriate for students' interest level but too difficult for them to read by themselves.

15. What is study reading?

- a) Study reading involves thinking about what is being read so that it is understood and can be recalled. It needs to be worked at, with time for reflection, thought, analysis, criticism, comparison, notes made, points highlighted and emphasized, arguments followed and evaluated, the whole summarized.
- b) Students read silently by themselves and at their own pace. The selections must be at students' reading level in order for them to

comprehend what they're reading.

c) This is reading fairly quickly without concentrating too hard or worrying about every single word.

d) Looking over the text quickly to get a general idea of the content. Your eyes move quite fast, taking in titles of chapters, their beginnings and ends, and the first sentences of paragraphs.

16. What are stages for development of reading skills?

a) Previewing, predicting, skimming and scanning, guessing from context, paraphrasing

b) Skimming and scanning

c) Predicting, guessing from context and not paraphrasing

d) Previewing, paraphrasing, predicting

17. What is previewing?

a) reviewing titles, section headings, and photo captions to get a sense of the structure and content of a reading selection

b) using a quick survey of the text to get the main idea, identify text structure, confirm or question predictions

c) stopping at the end of a section to check comprehension by restating the information and ideas in the text.

d) using prior knowledge of the subject and the ideas in the text as clues to the meanings of unknown words, instead of stopping to look them up

18. What is skimming and scanning?

a) using a quick survey of the text to get the main idea, identify text structure, confirm or question predictions

b) using prior knowledge of the subject and the ideas in the text as clues to the meanings of unknown words, instead of stopping to look them up

c) reviewing titles, section headings, and photo captions to get a sense of the structure and content of a reading selection

d) stopping at the end of a section to check comprehension by restating the information and ideas in the text.

19. What is guessing from context?

a) using prior knowledge of the subject and the ideas in the text as clues to the meanings of unknown words, instead of stopping to look them up

b) stopping at the end of a section to check comprehension by restating the information and ideas in the text.

- c) using a quick survey of the text to get the main idea, identify text structure, confirm or question predictions
- d) using knowledge of the subject matter to make predictions about content and vocabulary and check comprehension

20. What is paraphrasing?

- a) stopping at the end of a section to check comprehension by restating the information and ideas in the text
- b) using prior knowledge of the subject and the ideas in the text as clues to the meanings of unknown words, instead of stopping to look them up
- c) using a quick survey of the text to get the main idea, identify text structure, confirm or question predictions
- d) using knowledge of the subject matter to make predictions about content and vocabulary and check comprehension

21. What is predicting?

- a) using knowledge of the subject matter to make predictions about content and vocabulary and check comprehension; using knowledge of the text type and purpose to make predictions about discourse structure
- b) stopping at the end of a section to check comprehension by restating the information and ideas in the text
- c) using a quick survey of the text to get the main idea, identify text structure, confirm or question predictions
- d) stopping at the end of a section to check comprehension by restating the information and ideas in the text

22. To teach field-specific elements of oral communication, instructors should consider two questions. They are....?

- a) What kinds or genres of speaking do students in my field need to master? and what characterizes effective speech in each of these different genres?
- b) What interesting materials do students expect from a master and how to give them?
- c) What will be effective methods and how to imply them?
- d) What kinds of technology do we need to make it more effective?

23. What is the role of occasion in oral speech?

- a) It helps speakers determine how long to speak, what to

focus on, whether to speak formally or informally, what visual aids are called for, and a host of other factors.

b) It helps speakers to know exactly what to speak and how to speak depended only on learned vocabulary

c) It does not help speakers determine how long to speak, what to focus on.

d) It helps speakers to know what to speak beforehand

24. What do you understand by the word “ authentic ? ”

a) Taken from real life

b) Is not taken from real life

c) Taken from novels and writers’ lives

d) Closely connected with imaginary world

25. It is necessary to present the sample pre-reading activities by...

a) All the answers are correct

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

c) Talking about the author's background, writing style, and usual topics

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

26. Choose the correct schema of good oral communication

a) audience, purpose, occasion

b) understanding, interest, expectations

c) beliefs, perceptions, topic

d) communication, interact, confidence

27. What should a good speaker use in his speech?

a) speakers should build repetition into their speech with clear, orienting introductions

b) develop students speaking skills

c) carry different senses of what is appropriate in terms of language, organization, subject matter, and style of delivery

d) should to use simple questions.

28. What kind of question should be discussed while teach oral communication?

a) kinds or genres of speaking do students in my field need to

master?

- b) is it to explain? to inform?
- c) to establish social connections?
- d) Why oral speech is more difficult than written?

29. Who was the first to argue Chomsky's notion?

- a) Hymes
- b) Henry
- c) Linkoln
- d) Hardy

30. What kind of question should be discussed while teach elements of speaking?

a) kinds or genres of speaking do students in my field need to master?

- b) is it to explain? to inform?
- c) to establish social connections?
- d) Why oral speech is more difficult than written?

31. What criterias should consider a good speakers while addressing?

- a) relevant traits of the audience
- b) language styles
- c) new ideas
- d) grammar competence

32. What is the useful informal technique?

a) to have learners discuss a question or issue in pairs before opening the discussion to the class as a whole

b) provide opportunities for all learners to develop their speaking skills

- c) informal or low-stakes speaking activities
- d) experiences in dealing orally with course ideas and to raise

learners' comfort level with speaking in class

33. Who should use orienting introductions?

- a) Speakers
- b) Non-verbal speakers
- c) Audience
- d) Learners

34. What can give useful information technique to learners?

- a) a non-threatening experience in discussing course ideas

- b) provide experiences in dealing orally with course ideas
- c) develop their speaking skills
- d) learners have been encouraged to express themselves

35. Who should be clear about own purposes?

- a) Speakers
- b) Non-verbal speakers
- c) Audience
- d) Learners

36. What is the imitative writing? Choose the correct one

a) at the beginning level of learning to write, students will simply “write down” English letters, and possibly sentences in order to learn the conventions of the orthographic code

b) usually arrears in controlled written grammar exercises. Some written tasks as essays, compositions, summary are also included into intensive writing

c) this type means writing with only the self in mind as an audience. The most vivid example of this type of writing is note taking where students take notes during a lecture for the purpose of later recall

d) short answer exercises, essay examinations, research reports are display writing examples, when students have to display their knowledge of language and academic skills

37. What is the intensive writing? Choose the correct one

a) usually arrears in controlled written grammar exercises. Some written tasks as essays, compositions, summary are also included into intensive writing

b) short answer exercises, essay examinations, research reports are display writing examples, when students have to display their knowledge of language and academic skills

c) at the beginning level of learning to write, students will simply “write down” English letters, and possibly sentences in order to learn the conventions of the orthographic code

d) this type means writing with only the self in mind as an audience. The most vivid example of this type of writing is note taking where students take notes during a lecture for the purpose of later recall

38. What is the self- writing? Choose the correct one

- a) this type means writing with only the self in mind as an

audience. The most vivid example of this type of writing is note taking where students take notes during a lecture for the purpose of later recall

b) this type is done not for marks or checking by teachers. Its aim is genuine communication. Writing diaries, letters, post cards, notes, personal messages or other informal writing can take place

c) at the beginning level of learning to write, students will simply “write down” English letters, and possibly sentences in order to learn the conventions of the orthographic code

d) usually arrears in controlled written grammar exercises. Some written tasks as essays, compositions, summary are also included into intensive writing

39. What is the display writing? Choose the correct one

a) short answer exercises, essay examinations, research reports are display writing examples, when students have to display their knowledge of language and academic skills

b) this type means writing with only the self in mind as an audience. The most vivid example of this type of writing is note taking where students take notes during a lecture for the purpose of later recall

c) this type is done not for marks or checking by teachers. Its aim is genuine communication. Writing diaries, letters, post cards, notes, personal messages or other informal writing can take place

d) at the beginning level of learning to write, students will simply “write down” English letters, and possibly sentences in order to learn the conventions of the orthographic code

40. What is the real writing? Choose the correct one

a) this type is done not for marks or checking by teachers. Its aim is genuine communication. Writing diaries, letters, post cards, notes, personal messages or other informal writing can take place

b) short answer exercises, essay examinations, research reports are display writing examples, when students have to display their knowledge of language and academic skills

c) this type means writing with only the self in mind as an audience. The most vivid example of this type of writing is note taking where students take notes during a lecture for the purpose of later recall

d) at the beginning level of learning to write, students will simply

“write down” English letters, and possibly sentences in order to learn the conventions of the orthographic code

41. Choose the topics of writing at the beginning level (2-4 classes)

a) short messages and personal letters, a plan, questions to short texts, description of pictures

b) to give the information about him/herself, family, school, city/town, interests and hobby

c) to write a short commentary/letter in newspaper or journal with the norms and conventions of native speakers

d) to do note-taking (plan, copy out the key words, speech patterns) to use it for production of the text

42. Choose the topics of writing at the second stage (5-9 classes)

a) to give the information about him/herself, family, school, city/town, interests and hobby

b) to describe events or facts

c) short messages and personal letters, a plan, questions to short texts, description of pictures

d) to write a plan and notes for an oral message

43. Choose the topics of writing at the lyceums and colleges

a) to describe events or facts

b) short messages and personal letters, a plan, questions to short texts, description of pictures

c) to give the information about him/herself, family, school, city/town, interests and hobby

d) to write personal data in questionnaire and registration document

a) **What is the brainstorming?**

b) This is a great activity to do in small groups or with the entire class. Naturally, one idea will spark another, so it is helpful to have students working together

c) With the central theme drug abuse in the center of your page, to the left students would make list of causes for drug abuse with arrows pointing at the central idea

d) An individual activity for getting thoughts from your head on to paper. The goal of this activity is to never let your pen or pencil

stop writing

e) Students must write their topic in the center of the page and put a circle around it. Then you can move in one of two directions

44. What is the free writing?

a) An individual activity for getting thoughts from your head on to paper. The goal of this activity is to never let your pen or pencil stop writing

b) This is a great activity to do in small groups or with the entire class. Naturally, one idea will spark another, so it is helpful to have students working together

c) Students must write their topic in the center of the page and put a circle around it. Then you can move in one of two directions

d) With the central theme drug abuse in the center of your page, to the left students would make list of causes for drug abuse with arrows pointing at the central idea

45. What is the cluster mapping?

a) Students must write their topic in the center of the page and put a circle around it. Then you can move in one of two directions

b) This is a great activity to do in small groups or with the entire class. Naturally, one idea will spark another, so it is helpful to have students working together

c) An individual activity for getting thoughts from your head on to paper. The goal of this activity is to never let your pen or pencil stop writing

d) With the central theme drug abuse in the center of your page, to the left students would make list of causes for drug abuse with arrows pointing at the central idea

46. What is the flow charting?

a) With the central theme drug abuse in the center of your page, to the left students would make list of causes for drug abuse with arrows pointing at the central idea

b) Students must write their topic in the center of the page and put a circle around it. Then you can move in one of two directions

c) This is a great activity to do in small groups or with the entire class. Naturally, one idea will spark another, so it is helpful to have students working together

d) This is especially useful when comparing and contrasting two or three topics or when exploring two or three areas of one topic.

With this prewriting method, have students make two (or three) columns on their paper. Each column should have a topic which focuses the idea generation

47. What is the double/triple entry?

a) This is especially useful when comparing and contrasting two or three topics or when exploring two or three areas of one topic. With this prewriting method, have students make two (or three) columns on their paper. Each column should have a topic which focuses the idea generation

b) With the central theme drug abuse in the center of your page, to the left students would make list of causes for drug abuse with arrows pointing at the central idea

c) Students must write their topic in the center of the page and put a circle around it. Then you can move in one of two directions

d) This is a great activity to do in small groups or with the entire class. Naturally, one idea will spark another, so it is helpful to have students working together

**48. Choose the correct activities for the type of exercise:
Production on the basis of visual supports**

a) describing the picture, photo; a fragment of a movie
b) eliciting of text content in the written form on the basis of a plan or headline of the text

c) writing a headline to the text with arguments

d) composition and essay writing

**49. Choose the correct activities for the type of exercise:
Reproduction of the content on the basis of the text**

a) writing a headline to the text with arguments
b) describing the picture, photo; a fragment of a movie
c) eliciting of text content in the written form on the basis of a plan or headline of the text

d) composition and essay writing

50. Choose the correct schema of good oral communication

a) audience, purpose, occasion

b) understanding, interest, expectations

c) beliefs, perceptions, topic

d) communication, interact, confidence

51. What is the double/triple entry?

a) This is especially useful when comparing and contrasting

two or three topics or when exploring two or three areas of one topic. With this prewriting method, have students make two (or three) columns on their paper. Each column should have a topic which focuses the idea generation

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Reproduction of the content on the basis of the text**

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a) audience, purpose, occasion

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d) communication, interact, confidence

55. What should a good speaker use in his speech?

a) speakers should build repetition into their speech with clear, orienting introductions

b) develop students speaking skills

c) carry different senses of what is appropriate in terms of language, organization, subject matter, and style of delivery

d) should to use simple questions.

56. What kind of question should be discussed while teach oral communication?

a) kinds or genres of speaking do students in my field need to master?

b) is it to explain? to inform?

c) to establish social connections?

d) Why oral speech is more difficult than written?

57. Who was the first to argue Chomsky's notion?

a) Hymes

b) Henry

c) Linkoln

d) Hardy

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a) kinds or genres of speaking do students in my field need to master?

b) is it to explain? to inform?

c) to establish social connections?

d) Why oral speech is more difficult than written?

59. What criterias should consider a good speakers while addressing?

a) relevant traits of the audience

b) language styles

c) new ideas

d) grammar competence

60. What is the useful informal technique?

a) to have learners discuss a question or issue in pairs before opening the discussion to the class as a whole

b) provide opportunities for all learners to develop their speaking skills

c) informal or low-stakes speaking activities

d) experiences in dealing orally with course ideas and to raise learners' comfort level with speaking in class

61. Who should use orienting introductions?

a) Speakers

b) Non-verbal speakers

c) Audience

d) Learners.

62. What can give useful information technique to learners?

- a) a non-threatening experience in discussing course ideas
- b) provide experiences in dealing orally with course ideas
- c) develop their speaking skills
- d) learners have been encouraged to express themselves

63. Who should be clear about own purposes?

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- c) Audience
- d) Learners

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a) at the beginning level of learning to write, students will simply “write down” English letters, and possibly sentences in order to learn the conventions of the orthographic code

b) usually arrears in controlled written grammar exercises. Some written tasks as essays, compositions, summary are also included into intensive writing

c) this type means writing with only the self in mind as an audience. The most vivid example of this type of writing is note taking where students take notes during a lecture for the purpose of later recall

d) short answer exercises, essay examinations, research reports are display writing examples, when students have to display their knowledge of language and academic skills.

65. What is the intensive writing? Choose the correct one

a) usually arrears in controlled written grammar exercises. Some written tasks as essays, compositions, summary are also included into intensive writing

b) short answer exercises, essay examinations, research reports are display writing examples, when students have to display their knowledge of language and academic skills

c) at the beginning level of learning to write, students will simply “write down” English letters, and possibly sentences in order to learn the conventions of the orthographic code

d) this type means writing with only the self in mind as an audience. The most vivid example of this type of writing is note taking

where students take notes during a lecture for the purpose of later recall.

66. What is the self- writing? Choose the correct one

a) this type means writing with only the self in mind as an audience. The most vivid example of this type of writing is note taking where students take notes during a lecture for the purpose of later recall

b) this type is done not for marks or checking by teachers. Its aim is genuine communication. Writing diaries, letters, post cards, notes, personal messages or other informal writing can take place

c) at the beginning level of learning to write, students will simply “write down” English letters, and possibly sentences in order to learn the conventions of the orthographic code

d) usually arrears in controlled written grammar exercises. Some written tasks as essays, compositions, summary are also included into intensive writing

67. What is the display writing? Choose the correct one

a) short answer exercises, essay examinations, research reports are display writing examples, when students have to display their knowledge of language and academic skills

b) this type means writing with only the self in mind as an audience. The most vivid example of this type of writing is note taking where students take notes during a lecture for the purpose of later recall

c) this type is done not for marks or checking by teachers. Its aim is genuine communication. Writing diaries, letters, post cards, notes, personal messages or other informal writing can take place

d) at the beginning level of learning to write, students will simply “write down” English letters, and possibly sentences in order to learn the conventions of the orthographic code.

68. What is the real writing? Choose the correct one

a) this type is done not for marks or checking by teachers. Its aim is genuine communication. Writing diaries, letters, post cards, notes, personal messages or other informal writing can take place

b) short answer exercises, essay examinations, research reports are display writing examples, when students have to display their knowledge of language and academic skills

c) this type means writing with only the self in mind as an

audience. The most vivid example of this type of writing is note taking where students take notes during a lecture for the purpose of later recall

d) at the beginning level of learning to write, students will simply “write down” English letters, and possibly sentences in order to learn the conventions of the orthographic code.

69. Choose the topics of writing at the beginning level (2-4 classes)

a) short messages and personal letters, a plan, questions to short texts, description of pictures

b) to give the information about him/herself, family, school, city/town, interests and hobby

c) to write a short commentary/letter in newspaper or journal with the norms and conventions of native speakers

d) to do note-taking (plan, copy out the key words, speech patterns) to use it for production of the text.

70. Choose the topics of writing at the second stage (5-9 classes)

a) to give the information about him/herself, family, school, city/town, interests and hobby

b) to describe events or facts

c) short messages and personal letters, a plan, questions to short texts, description of pictures

d) to write a plan and notes for an oral message.

71. Choose the topics of writing at the lyceums and colleges

a) to describe events or facts

b) short messages and personal letters, a plan, questions to short texts, description of pictures

c) to give the information about him/herself, family, school, city/town, interests and hobby

d) to write personal data in questionnaire and registration document.

72. What is the brainstorming?

a) This is a great activity to do in small groups or with the entire class. Naturally, one idea will spark another, so it is helpful to have students working together

b) With the central theme drug abuse in the center of your

page, to the left students would make list of causes for drug abuse with arrows pointing at the central idea

c) An individual activity for getting thoughts from your head on to paper. The goal of this activity is to never let your pen or pencil stop writing

d) Students must write their topic in the center of the page and put a circle around it. Then you can move in one of two directions.

73. What is the free writing?

a) An individual activity for getting thoughts from your head on to paper. The goal of this activity is to never let your pen or pencil stop writing

b) This is a great activity to do in small groups or with the entire class. Naturally, one idea will spark another, so it is helpful to have students working together

c) Students must write their topic in the center of the page and put a circle around it. Then you can move in one of two directions

d) With the central theme drug abuse in the center of your page, to the left students would make list of causes for drug abuse with arrows pointing at the central idea.

74. What is the cluster mapping?

a) Students must write their topic in the center of the page and put a circle around it. Then you can move in one of two directions

b) This is a great activity to do in small groups or with the entire class. Naturally, one idea will spark another, so it is helpful to have students working together

c) An individual activity for getting thoughts from your head on to paper. The goal of this activity is to never let your pen or pencil stop writing

d) With the central theme drug abuse in the center of your page, to the left students would make list of causes for drug abuse with arrows pointing at the central idea

75. What is the flow charting?

a) With the central theme drug abuse in the center of your page, to the left students would make list of causes for drug abuse with arrows pointing at the central idea

b) Students must write their topic in the center of the page and put a circle around it. Then you can move in one of two directions

c) This is a great activity to do in small groups or with the

entire class. Naturally, one idea will spark another, so it is helpful to have students working together

d) This is especially useful when comparing and contrasting two or three topics or when exploring two or three areas of one topic. With this prewriting method, have students make two (or three) columns on their paper. Each column should have a topic which focuses the idea generation.

76. What is the double/triple entry?

a) This is especially useful when comparing and contrasting two or three topics or when exploring two or three areas of one topic. With this prewriting method, have students make two (or three) columns on their paper. Each column should have a topic which focuses the idea generation

b) With the central theme drug abuse in the center of your page, to the left students would make list of causes for drug abuse with arrows pointing at the central idea

c) Students must write their topic in the center of the page and put a circle around it. Then you can move in one of two directions

d) This is a great activity to do in small groups or with the entire class. Naturally, one idea will spark another, so it is helpful to have students working together

**77. Choose the correct activities for the type of exercise:
Production on the basis of visual supports**

a) describing the picture, photo; a fragment of a movie
b) eliciting of text content in the written form on the basis of a plan or headline of the text

c) writing a headline to the text with arguments

d) composition and essay writing

**78. Choose the correct activities for the type of exercise:
Reproduction of the content on the basis of the text**

a) writing a headline to the text with arguments
b) describing the picture, photo; a fragment of a movie
c) eliciting of text content in the written form on the basis of a plan or headline of the text

d) composition and essay writing

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