ИНГЛИЗ ТИЛИ ФОНЕТИКА ВА ФОНОЛОГИЯСИ КАФЕДРАСИ

Камолов Анвар

EFFECTIVENESS OF PROJECT BASED LESSON IN TEACHING LITERATURE

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EFFECTIVENESS OF PROJECT BASED LESSON IN TEACHING LITERATURE

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ABSTRACT

Teaching English classes for EFL students has values that project well beyond those related to developing literacy competency. Through these, one comes close to literature.

Reading, listening, writing and speaking are an effective skills for feeding and enriching student's language, adding to their store of vocabulary and sharpening their sense of style. It stimulates their intellectual and emotional lives, generating both cognitive and affective responses to ideas. It nurtures student's imaginations by providing them with vicarious experiences from exploring the depths of the ocean in times long gone to reaching the remote regions of outer space in times yet to come. Reading, listening, writing, speaking skills afford unlimited opportunities to foster student's personal growth, while providing a window through which student can examine their own emotions and experiences. Reading literature offers student a chance to weigh their own lives against a wide human spectrum and provides for the development of ethical values and insights. Charlotte Huck (1982) talks about the power of literature to make us "more human (and) more humane." She also identifies literature's power to educate student's hearts as well as their heads, to develop their imaginations, and to provide a lifetime of reading pleasure.

In short, English classes for student offers what Maurice Saxby (1987) calls "The Journey to Joy," hours of entertainment, satisfaction, and renewal that are found through the pages of books. English classes are as essential to student's education as it is to their lives.

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The main objective of all our reforms in the field of education is individual. Therefore the task of education, the task of national renaissance will remain the prerogative of the state and constitute a majority. For this, the power of foreign languages also must work in new generation mind. "From the our first president's report at the Oliy Majlis session of the first convocation, February, 1995"

Nowadays in our county there are so many works and activities have been done for developing of the English language. From the initiative president of Uzbekistan Republic there some decrees have been adopted. Decree of 1875 about "improving English language" (Adopted on 2012 10 december) was one of the important steps for developing English language. On the decree of 1971 about "On Measures to Improve the Activity of Uzbekistan State University of World Language" Uzbekistan State University of World Language is determined as a state basic educational and scientific-methodological institution for the system of continuous education in foreign languages. Pupils at the schools are taught in English language from first classes.

Nowadays we are trying to establish a strong democratic state, of course, with the help of the new generation. I also consider myself as one of the members of this innovative people. I dare to say, foreign languages, especially English is a good source to take the advantage. So, in this very qualification paper I tried to make a good research work on the theme "The analysis system of syntactical synonymy in English and Uzbek languages"

CHAPTER II. LITERATURE REVIEW.

Project based learning is an understudy focused teaching method that includes a dynamic classroom approach in which it is trusted that understudies obtain a more profound information through dynamic investigation of certifiable difficulties and issues. Understudies find out about a subject by working for a stretched out timeframe to explore and react to a mind boggling inquiry, test, or issue. It is a style of dynamic learning and request based learning. PBL appears differently in relation to paper-based, repetition remembrance, or instructor drove guideline that essentially shows built up realities or depicts a smooth way to information by rather suggesting conversation starters, issues or situations.

Thomas Markham depictsprojectbased adapting therefore "PBL incorporates knowing and doing. Understudies learn information and components of the main subjects, additionally apply what they know to take care of bona fide issues and deliver comes about that matter. PBL understudies exploit advanced instruments to create high caliber, community oriented items. PBL refocuses training on the understudy, not the educational modules—a move ordered by the worldwide world, which rewards elusive resources, for example, drive, energy, inventiveness, compassion, and flexibility. These can't be educated out of a course book, yet should be initiated through understanding." James G. Greeno has related venture based learning with the "arranged learning" perspective[4] and with the constructivist speculations of Jean Piaget. Blumenfeld et al. expound on the procedures of PBL. "Extend based learning is a thorough viewpoint concentrated on instructing by connecting with understudies in examination. Inside this system, understudies seek after answers for nontrivial issues by asking and refining questions, debating thoughts, making forecasts, planning arranges and additionally trials, gathering and breaking down information, reaching inferences, conveying their thoughts and discoveries to others, asking new inquiries, and making antiques." The premise of PBL lies in the realness or genuine use of the examination. Understudies filling in as a group are given a "driving inquiry" to react to or reply, then coordinated to make an

antiquity to introduce their picked up learning. Curios may incorporate an assortment of media, for example, works, workmanship, drawings, three-dimensional portrayals, recordings, photography, or innovation based introductions. Defenders of venture based learning refer to various advantages to the usage of its techniques in the classroom including a more prominent profundity of comprehension of ideas, more extensive information base, enhanced correspondence and relational abilities, upgraded authority aptitudes, expanded innovativeness, and enhanced composition aptitudes. Another meaning of venture based learning incorporates a kind of guideline, where understudies cooperate to take care of true issues in their schools and groups. Effective critical thinking frequently obliges understudies to draw on lessons from a few trains and apply them in an exceptionally down to earth way. The guarantee of seeing an undeniable effect turns into the inspiration for learning.

John Dewey at first advanced "learning by doing". In My Pedagogical Creed Dewey identified his convictions in regards to instruction: "The educator is not in the school to force certain thoughts or to frame certain propensities in the kid, however is there as an individual from the group to choose the impacts which should influence the tyke and to help him in legitimately reacting to these, we accept, subsequently, in the alleged expressive or useful exercises as the focal point of relationship." (Dewey, 1897) Educational research has propelled this thought of educating and learning into a procedure known as "venture based learning". Blumenfeld and Krajcik (2006) refer to thinks about by Marx in 2004, Rivet and Krajcki, 2004 and William and Linn, 2003 express that "look into has exhibited that understudies in venture based learning classrooms get higher scores than understudies in conventional classroom".

In Peer Evaluation in Blended Team Project-Based Learning: What Do Students Hye-Jung and Cheolil depict "social loafing" as a negative part of community oriented learning. Social loafing may incorporate lacking exhibitions by some colleagues and additionally a settling for the status quo of execution by the gathering in general to keep up congeniality among individuals. These

creators said that since educators tend to review the completed item just, the social progression of the task may get away from the instructor's notice.

Project based learning accentuates learning exercises that are long haul, interdisciplinary and understudy focused. Dissimilar to customary, educator drove classroom exercises, understudies frequently should arrange their own particular work and deal with their own particular time in a venture based class. Project based guideline contrasts from customary request by its accentuation on understudies' synergistic or individual antiquity development to speak to what is being realized. Project based adapting additionally gives understudies the chance to investigate issues and difficulties that have certifiable applications, expanding the likelihood of long haul maintenance of aptitudes and ideas.

The center thought of venture based learning is that genuine issues catch understudies' advantage and incite genuine thinking as the understudies get and apply new information in a critical thinking setting. The instructor assumes the part of facilitator, working with understudies to outline advantageous inquiries, organizing important assignments, training both information improvement and social abilities, and deliberately evaluating what understudies have gained from the experience. Run of the mill ventures show an issue to fathom. PBL replaces other customary models of direction, for example, address, reading material exercise manual driven exercises and request as the favored conveyance technique for key points in the educational programs. It is an instructional system which enables instructors to encourage and evaluate further seeing as opposed to stand and convey genuine data. PBL purposefully builds up understudies' critical thinking and inventive making of items to impart further comprehension of key ideas and authority of 21st Century basic learning s, for example, basic considering. Understudies end up plainly dynamic advanced scientists and assessors of their own realizing when instructors direct understudy taking in with the goal that understudies gain from the venture making forms. In this unique circumstance, PBLs are units of self coordinated gaining from understudies' doing or making all through the unit. PBL is not only "a

movement" that is stuck on the finish of a lesson or unit. In spite of the fact that undertakings are the essential vehicle for direction in venture based learning, there are no usually shared criteria for what constitutes an adequate venture. Ventures change extraordinarily in the profundity of the inquiries investigated, the lucidity of the learning objectives, the substance and structure of the action, and direction from the educator. The part of undertakings in the general educational programs is likewise open to elucidation. Tasks can control the whole educational programs or basically comprise of a couple hands-on exercises. They may be multidisciplinary or single-subject. A few tasks include the entire class, while others are done in little gatherings or exclusively. At the point when PBL is utilized with 21st century devices/abilities, understudies are relied upon to utilize innovation in important approaches to help them research, team up, examine, blend and present their learning. The term IPBL has additionally been utilized to reflect teaching method where an accentuation on innovation as well as an interdisciplinary approach has been incorporated.

A case of a school that uses a venture based learning educational modules is Think Global School. In every nation visits, understudies select an interdisciplinary, project based learning module intended to help them answer key inquiries concerning their general surroundings. These tasks consolidate components of worldwide reviews, the sciences, and writing, among different courses. Ventures from past years have included reproducing Homer's The Odyssey by cruising crosswise over Greece and investigating the areas and ideas key to the epic sonnet, and keeping in mind that in Kerala, India, understudies taken part in a venture based learning module revolved around mixing their learning and goes into a deride business wander. The interdisciplinary venture was intended to empower understudies to take part in the key ranges of critical thinking, basic leadership and correspondence — all encircled by the requesting parameters of a "Shark Tank", or "Mythical beast's Den" style rivalry.

Another case of connected PBL is Muscatine High School, situated in Muscatine, Iowa. The school began the G2 which comprises of center and secondary school "Schools inside Schools" that convey the four center branches of knowledge. At the secondary school level, exercises may incorporate making water purging frameworks, researching administration learning, or making new transport courses. At the center school level, exercises may incorporate looking into waste measurements, archiving nearby history through meetings, or composing papers about a group forager chase. Classes are intended to help assorted understudies progress toward becoming school and profession prepared after secondary school. In 2009, The Illinois Consortium for 21st Century Schools lead by Deeper Learning creator Jim Bellanca, started a 5 year more profound learning research venture to recognize the accepted procedures and conditions among existing PBL models. In 6 pilot schools with understudies from the low performing to the most astounding performing, they guided their discoveries. The objective was to test if all school/throughout the day government funded schools could be changed by PBL as started in schools, for example, Manor New Tech, This would test if customary schools with built up workforce could make such this profound move. Subsequently of the all school appropriation of PBL in collective school wide societies, a few pilot schools earned awards as P21 Exemplar schools with raised accomplishment comes about and clear proof of instructor practice change. The model requires all instructors and overseers to participate in a multi-year proficient advancement exertion which changed school culture, educators re planning their units of study, instructors verifying all units and choosing which to add to a school based computerized PBL library of unit arrangements and understudy ancient rarities, updates in RTI, corrections in educator assessment and in understudy "reviewing". and also a redesigning of review level PLCs. The model enables instructors to change how they convey direction so that MindQuest21 PBL is the predominant model of guideline in each classroom. The model was evaluated in one three school open region with a rising "free and diminished, lunch" populace. Taking after the pilot years, the Consortium started this change

program in Chicago Public Schools, Atlanta Public Schools, and in a rustic Illinois statewide system. The P21 Exemplar school site gives recordings and depictions of the Illinois extends and in addition other PBL extends the nation over.

Another case is Manor New Technology High School, an open secondary school that since opening in 2007 is a 100 percent project based guideline school. Understudies normal 60 extends a year crosswise over subjects. It is accounted for that 98 percent of seniors graduate,100 percent of the graduates are acknowledged to school, and fifty-six percent of them have been the first in their family to go to school. The European Union has likewise giving financing to project based learning ventures inside the Lifelong Learning Program 2007–2013. For instance, prominent music and dialect getting the hang of, According to Terry Heick on his blog, Teach Thought, there are three sorts of venture based learning. The first is Challenge-Based Learning Problem-Based Learning, the second is Place-Based Education, and the third is Activity-Based learning. Challenge-Based Learning is "a connecting with multidisciplinary way to deal with instructing and discovering that urges understudies to use the innovation they use in their day by day lives to tackle certifiable issues through endeavors in their homes, schools and groups." Place-based Education "inundates understudies in neighborhood legacy, societies, scenes, openings and encounters; utilizes these as an establishment for the investigation of dialect expressions, arithmetic, social reviews, science and different subjects over the educational programs, and underscores learning through cooperation in administration ventures for the nearby school as well as group." Activity-Based Learning adopts a sort of constructivist strategy, the thought being understudies building their own importance through hands-on exercises, regularly with manipulative and chances to. As a tuition based school supplier Nobel Education Network joins PBL with the International Baccalaureate as a focal mainstay of their procedure. PBL depends on learning gatherings. Understudy bunches decide their activities, in this manner, they connect with understudy voice by

urging understudies to assume full liability for their learning. This is the thing that makes PBL constructivist. Understudies cooperate to finish particular objectives.

At the point when understudies utilize innovation as an apparatus to speak with others, they go up against a dynamic part versus an inactive part of transmitting the data by an instructor, a book, or communicate. The understudy is continually settling on decisions on the most proficient method to acquire, show, or control data. Innovation makes it workable for understudies to ponder the decisions they make and execute. Each understudy has the chance to get included either independently or as a gathering.

Teacher part in Project Based Learning is that of a facilitator. They don't give up control of the classroom or understudy adapting but instead build up a climate of shared duty. The Instructor must structure the proposed address/issue in order to coordinate the understudy's learning toward substance based materials. The educator must control understudy accomplishment with irregular, transitional objectives to guarantee understudy ventures stay centered and understudies have a profound comprehension of the ideas being examined. The understudies are considered responsible to these objectives through progressing input and evaluations. The continuous appraisal and criticism are fundamental to guarantee the understudy remains inside the extent of the driving inquiry and the center guidelines the venture is attempting to unload. As indicated by Andrew Miller of the Buck Institute of Education, developmental evaluations are utilized "keeping in mind the end goal to be straightforward to guardians and understudies, you should have the capacity to track and screen continuous developmental appraisals, that show move in the direction of that standard." The teacher utilizes these evaluations to manage the request procedure and guarantee the understudies have taken in the required substance. Once the venture is done, the teacher assesses the completed item and discovering that it illustrates Student role is to ask questions, build knowledge, and determine a real-world solution to the issue/question presented. Students must collaborate expanding

their active listening skills and requiring them to engage in intelligent focused communication. Therefore, allowing them to think rationally on how to solve problems. PBL forces students to take ownership of their success.

More critical than learning science, understudies need to figure out how to function in a group, along these lines going up against social obligations. The most critical commitments of PBL have been in schools grieving in destitution stricken regions; when understudies assume liability, or possession, for their taking in, their confidence takes off. It additionally makes better work propensities and states of mind toward learning. In government sanctioned tests, grieving schools have possessed the capacity to raise their testing grades a full level by actualizing PBL. Despite the fact that understudies do work in gatherings, they likewise turn out to be more free since they are accepting little guideline from the instructor. With Project-Based Learning understudies additionally learn aptitudes that are basic in advanced education. The understudies take in more than simply discovering answers, PBL enables them toprojecttheir psyches and think past what they ordinarily would. Understudies need to discover answers to inquiries and join them utilizing fundamentally thinking abilities to concoct answers. PBL is huge to the investigation of writing, neighborhood ideas and adolescence instincts that are difficult to supplant with traditional classroom lessons. In PBL, project science is simply the group culture; the understudy bunches settle their understandings of wonders with their own insight building. Innovation enables them to look in more helpful routes, alongside getting more fast outcomes. Rivals of Project Based Learning caution against negative results essentially in tasks that end up noticeably unfocused and digressive contending that immature lessons can bring about the squandering of valuable class time. Nobody showing technique has been demonstrated more compelling than another. Rivals recommend that stories and introduction of episodic confirmation incorporated into address style guideline can pass on a similar learning in less class time. Given that impeded understudies by and large have less chances to learn scholastic substance outside

of school, squandered class time because of an unfocused lesson displays a specific issue. Educators can be bamboozled into imagining that the length of an understudy is locked in and doing, they are learning. At last it is intellectual action that decides the achievement of a lesson. On the off chance that the venture does not stay on undertaking and substance driven the understudy won't be fruitful in taking in the material. The lesson will be inadequate. A wellspring of trouble for instructors incorporates, "Keeping these mind boggling ventures on track while taking care of understudies' individual adapting needs requires shrewd educating, and additionally mechanical quality venture administration. Like any approach, Project Based Learning is just useful when connected effectively. Issue based learning is a comparable instructive approach, be that as it may, issue based methodologies structure understudies' exercises more by requesting that they take care of particular issues as opposed to depending on understudies to think of their own issues over the span of finishing a venture. A meta-examination directed by Purdue University found that when actualized well, PBL can increment long haul maintenance of material and replicable ability, and additionally enhance educators' and understudies' states of mind towards learning.

A regular feedback of PBL is that when understudies work in gatherings some will "slack off" or kick back and let the others do all the work. Anne Shaw suggests that instructors dependably incorporate with the structure of the PBL educational programs an authoritative system known as Jigsaw and Expert Groups. This structure strengths understudies to act naturally coordinated, autonomous and to work reliantly. This implies the class is relegated to Expert Groups. Each of the Expert Groups is then appointed to profoundly concentrate one specific aspect of the general venture. For instance, a class learning about natural issues in their group might be separated into the accompanying Expert Groups. Every Expert Group is entrusted with concentrate the materials for their gathering, taking notes, then get ready to educate what they figured out how to whatever is left of the understudies in the class. To do as such, the class will

"jigsaw", in this manner making Jigsaw Groups. The Jigsaw Groups in the above illustration would each be made out of one agent from each of the Expert Groups, so every Jigsaw Group would include:

Each of these specialists would then alternate instructing the others in the gathering. Add up to reliance is guaranteed. Nobody can "slack off" in light of the fact that every understudy is the main individual in the gathering with that "piece" of the data. Another advantage is that the understudies more likely than not educated the ideas, abilities and data alright to have the capacity to show it and must have the capacity to survey their own particular learning and the learning of their companions. This strengths a considerably more profound learning background. Anne Shaw suggests that when understudies are showing each other they likewise take an interest cooperatively in making an idea delineate they show each other. This adds a huge measurement to the reasoning and the learning. The understudies may expand upon this guide each time they Jigsaw. On the off chance that a venture is booked to last over the day and age of a month and a half the understudies may meet in their Expert Groups twice every week, and after that Jigsaw twice per week, expanding upon their learning and investigation of the subjects after some time. When every one of the specialists have shown each other, the Jigsaw Group then outlines and makes an item to exhibit what they now think about each of the four parts of the PBL unit – air, arrive, water, human's effect. Execution based items may incorporate an extensive variety of conceivable outcomes, for example, dioramas, dramas, plays, banters about, understudy created documentaries, sites, Glogsters, Voice Threads, amusements introductions to individuals from the group , understudy delivered radio or TV program, an understudy composed gathering, a reasonable, a film celebration.

A. Role of literature in teaching English language

Literature can be viewed as a rich wellspring of 'real material since it passes on two elements in its composed content, one is 'dialect being used,' that is, the work of etymology by the individuals who have aced it into a form

expected for local speakers the second is a stylish portrayal of the talked dialect which is intended to recuperate or speak to dialect inside a specific social setting. 'Dialect being used' gets through the static nature that is built up by the counterfeit linguistic use of a classroom given by course readings. There is a typical question that at some point or another an understudy will ask: "where does the English we are taking in originated from?" Many instructors may stay reluctant in giving an answer. Despite the fact that the course reading may contain structures, vocabulary and recipes that could lead a peruser to think it is an American or British English class teachers know better. More often than not the question of study is a blend of American and British English. That is the reason it is ideal to answer that it is a "no place English", falsely institutionalized, and this is absolutely the birthplace of the contention; this no place English is as impartial as it is simple. It helps understudies to set up correspondence with a local speaker however just at a "survival" level. 'Dialect being used' furnishes understudies with a way to deal with the dialect fed by various semantic and explanatory employments of the dialect and also "structures and traditions of the composed mode incongruity, article, contention, portrayal et cetera" (Collie and Slater, 4), and settles the understudies inside a specific geopolitical setting, the one the writer of the content is alluding to through its stylish portrayal.

What creators like Irving Welsh, Joseph Conrad or Mark Twain have in like manner is that their scholarly works recreate the way dialect is talked in certain geopolitical setting. These reproductions furnish understudies with a smart thought of how dialect is utilized by a contemporary low class youth in Edinburgh, by a local Costaguanan mariner in the mid twentieth century, or by Mississippi shore tenants in the late nineteenth century. It is imperative to remind English learners that these reproductions are close to tasteful entertainments that at times incorporate a basic reflection about the utilization of dialect, and not immediate specimens of language4 from those unique circumstances. Incomprehensibly, writing as tasteful amusement can be viewed as an a great deal more "bona fide" source and can rouse greater expert in the

utilization and improvement of dialect than English course books or even than direct examples of dialect, all the more so if understudies build up a "stylish perusing" 5 of the content:" involucrado constantemente en la creación y recreación de mundos imaginarios y temporales (Langer 1989, Zoreda 2003, 61pp). Through this individual and social experience understudies can build up a nearer association with dialect, since they are remaking the objective dialect all alone for their own particular learning process. Regardless, the improvement of dialect enhancement is not restricted to what this kind of unique offers. Dialect advancement, regardless of whether it is through a tasteful perusing or an "efferent reading"6 of an abstract work, gives a "rich setting in which individual or lexical things are made more vital. A scholarly content furnishes understudies with a much clearer thought regarding the syntactic structure of a composed content and to what degree composed dialect contrasts from talked dialect. By getting used to the arrangement and capacity of sentences, to the structure of a passage, a segment or a section, their written work expertise enhance and their discourse ability can pick up expressiveness. Obviously, understudies impressively grow their vocabulary by being presented to an artistic content. Looking into words, be that as it may, is immediately trailed by looking into social references7 and this procedure prompts social advancement. In an efferent perusing the content can offer an assortment of data with respect to the social setting of the topographical area that it depicts. As they read, understudies get a thought of the contemporary or chronicled lifestyle where the story is occurring and in this manner form understanding into the nation that talks the dialect they are learning. An efferent perusing centers around portrayals of scene, climate, design, beautification, dress, traditions and customs, in addition to other things, which upgrade vocabulary, dialect, and a social knowledge. This approach, be that as it may, presents two noteworthy inconveniences. From one perspective, an efferent perusing keeps the understudies distanced from the content and dialect, as it counteracts what Robert Scholes depicted as a dynamic domain of inventive experimentation at an individual and aggregate level (Zoreda 1959 24 pp). Then again, social knowledge is extremely shallow because of the way of

the efferent perusing, since perusers just take after the leads given by the content itself, along these lines missing the intertextual references the artistic work may offer. Keeping in mind the end goal to stay away from these insufficiencies in the classroom, the efferent perusing must be upheld with the ideals a stylish perusing offers. In an efferent perusing the content is viewed as a shut and completed question that an understudy can just think about latently from the viewpoint set up by the educator which by and large is an institutional point of view. A tasteful perusing helps understudies make associations between the content and their own particular social setting, and additionally consider the impact that the scholarly work and the objective dialect have all alone personality. With respect to social understanding, a stylish perusing passes on the idea of "exchange" that Rosenblatt characterizes as: Intertextual references make reference to another abstract content, as well as to a whole social ordeal dictated by the socio-chronicled setting. Investigating these associations and considering them lead understudies to build up a noteworthy comprehension of the lifestyle of the setting the objective dialect originates from, and moreover, these references open the entryway for understudies to picture how the artistic content floods to other social orders, building up an advantageous, feeding relationship. By investigating these different ways offered by the objective culture, a universe of potential outcomes is opened for the investigation of a remote dialect where understudies can weave their own involvement and existence with these controls fulfilling a nearby sympathy amongst dialect and their lifestyle.

B. Designing project based lesson for B1 level students

It's not hard to discover educators who discover PBL a fun, drawing in and powerful approach to learn. It is, be that as it may, troublesome for most instructors to discover the harmony between executing venture based lessons and educating the norms. This is particularly valid for ESL instructors, in light of the fact that an expansive piece of the substance we educate is moderately concrete. For example, punctuation and sentence structure are most generally educated through worksheets, drills and repetition retention. Thinking outside

about the crate and attempting to instruct these basic aptitudes through a venture can be to a great degree trying for a few instructors. Despite the fact that executing PBL in the ESL classroom may require some innovativeness, it's surely conceivable. As the instructor, you will work with your understudies all through the whole venture to give input, address any misguided judgments and help them understand troublesome material. That may include working with a specific understudy to convey his or her thoughts with others in English either verbally or through composing. Some of this direction may include arranged or off the cuff sentence structure or composing lessons all through the venture. Since these lessons are inside the setting of a greater picture, they will be particularly important and the understudy can promptly apply and advantage from the educated aptitudes. Shouldn't something be said about vocabulary? I knew you'd inquire! As an ESL instructor, you realize that the most ideal approach to show vocabulary is in setting. Project based learning is perfect along these lines, in light of the fact that the understudies will actually experience obscure words all through the culmination of their venture. The colossal thing is that each of the words will have a significant setting to the understudy, and you'll have the capacity to witness how this makes vocabulary obtaining not so much unpleasant but rather more fun. Since we know how ESL norms are instructed through PBL. Open understudies to a connecting with point that makes them think.

Project based learning lessons are altogether in view of taking care of a focal question or issue. In a perfect world, these inquiries/issues are ones that are postured by the understudies. At the point when understudies make inquiries, this demonstrates they are effectively connected with and pondering the material. Ideally, some of these inquiries can incite additionally research, investigation and study. This is the start of PBL. Before we can anticipate that our understudies will make inquiries, we need to begin with presentation or some likeness thereof. This can happen naturally or deliberately, and in many structures. A book, field excursion or daily paper article adjusted to the

understudies' advantages are all awesome approaches to get the understudies thinking and making inquiries. For example, numerous ELL learners are interested about American culture, government and culture. Presenting them to key individuals, eras and places in history can possibly be the starting purpose of a captivating undertaking that locations history or social reviews norms. In this specific case, on the off chance that you have understudies that are occupied with government, take a stab at traveling to your state legislative hall or composing a letter to a key legislator to get the innovative energies pumping! In a perfect world, understudies will mention objective facts and request that can drive research and study. Much of the time, be that as it may, you may need to help your understudies along by offering a focal conversation starter for them. This can be particularly essential for ESL understudies, more youthful understudies and instructors who are new to PBL. When building up your question, make certain to remember that it ought not be Google-capable! On the off chance that Google can right away give a response to the driving inquiry, then it is unquestionably not sufficiently adequate to push significant research and study. The fundamental question ought to be one that must be replied through the way toward researching and assembling data. So suppose an understudy poses the question, "To what extent is the term for state legislators?" While we wouldn't have any desire to utilize that as a driving inquiry it would absolutely be an extraordinary begin. Rather, you may help them go somewhat further and ask, Now you have a question to investigate that is additionally fixing to an item that the understudies can make! For ESL understudies, building this question can provoke a fascinating lesson. Play around with option approaches to word the question while keeping up the uprightness of what is being inquired. This can be the focal point of a lesson on sentence structure, interrogative sentences, vocabulary and that's only the tip of the iceberg! Understudies can likewise play around by adding descriptive words and verb modifiers to energize the question a bit. Or, on the other hand, they can discover equivalent words for words like "make," "companions" and "different" for some significant vocabulary rehearse. What an awesome approach to give your

understudies the chance to work on finding better approaches to state probably the most regularly utilized words! Despite the fact that educators and understudies who know about PBL may create singular inquiries that drive solo tasks, my recommendation is to begin by having all understudies deal with a similar focal question. You can even appoint parts all through the activities, in light of understudy interests and qualities. As you (and your understudies) turn out to be more agreeable, understudies will have the capacity to deal with more independence and could and still, at the end of the day chip away at individual ventures as indicated by their own particular advantages. The arrangement is a general guide that recognizes the means to exploring your focal question or issue. Try not to stress if this should be balanced as the venture advances. Having the arrangement set up will make things considerably less demanding – regardless of the possibility that it should be changed later. This is an awesome chance to give your ESL understudies work on composing steps and blueprints. You will likewise need to outline an arrangement isolate from the understudies. Choose what measures you need to address in the venture, make sense of how you will evaluate the understudies' comprehension of those models and blueprint the materials and assets you will require. This arrangement will fill in as a manual for set you up to help your understudies all through the learning procedure, and will likewise keep you concentrated on your learning destinations. With your arrangement sketched out, you can now make a calendar! Much the same as the arrangement, the calendar may change, and that is impeccably alright. You'll need to make free due dates around the key strides in your arrangement, and post the calendar in a place where the understudies can see and allude to it day by day. This is the part where your understudies will dive into the majority of the examination. This may incorporate leading meetings, web look into, perusing books, watching documentaries or whatever else that helps the understudies investigate the driving inquiry. ESL understudies will innately require extra backings for this progression. You might need to do a little work for your understudies by doing a portion of the exploration for them and narrowing it down to a couple level-fitting articles from which they can

pick. News ELA is an incredible source to discover articles on a wide range of subjects, and these articles are flexible by perusing level! Amid the exploration and examination stage, you will fill in as the understudies' guide. You will likewise be giving careful consideration to how well the understudies are exploring the learning destinations. You may see the need to force a few understudies aside and lead smaller than usual lessons or do some other type of more unequivocal guideline.

C. Effects of project based learning

A number of the subjective reviews in this audit looked to light up understudy responses to cooperation in venture based guideline, and to make a window to a portion of the less-unmistakable impacts of learning through activities. In all reviews where understudy state of mind was inspected, project based learning was seen emphatically by members, and depicted as cultivating more prominent engagement with the topic. Understudies revealed getting a charge out of the dynamic, hands-on way to deal with substance, and in addition enhanced impression of the topic. Formative Effects Two reviews centered upon the similar impacts of venture construct guideline versus conventional direction with respect to early idea advancement in preschool kids. While the example sizes for each review were moderately little, in both cases, project based direction was found to bring about more noteworthy formative development in dialect and idea advancement than conventional guideline. Consequences for Varied Learners Several reviews taken a gander at the impacts of venture construct learning in light of classifications of learners or learner qualities that are related with school disappointment in customary classroom circumstances. Beneke and Ostrosky (2008) analyzed educator impression of how venture based direction influenced assorted learners in seven preschool classrooms. Educators detailed that this present reality center of the ventures permitted understudies who did not for the most part sparkle in scholarly talks to share their insight about topic that was recognizable and available. Instructors in this review likewise revealed a lessened requirement for disciplinary activities amid

venture based review, referring to expanded understudy engagement as the central reason. Moreover, a few reviews showed that the valuable scholastic impacts of venture based guideline were most articulated for center to low-accomplishing understudies (Mergendoller and Maxwell, 2006; Tal, Krajcik and Blumenfeld, 2006).

D. Advantages of Project based learning.

PBL has a few beneficial outcomes on understudy content learning. Understudies drenched in PBL-showed classrooms rise with more helpful, certifiable substance information that can be connected to an assortment of errands (Boaler, 1997). A trial investigation of 76 instructors who used PBL in their classrooms uncovered that, contrasted with the control gathering of understudies in conventional classes, their understudies scored higher on institutionalized exams, and in addition capacity tests that deliberate critical thinking aptitudes and substance application to certifiable issues (Finkelstein, Hanson, Huang, Hirschman and Huang, 2010). What's more, one review found that understudies could exhibit particular substance zone aptitudes in the wake of partaking in a PBL unit (Mioduser, 2003). For instance, among understudies using estimation aptitudes to create outlines for a geometryprojectincluding engineering and plan, 84% created ventures that met structural building benchmarks (Barron, 1998). Strobel and van Barneveld led a subjective meta-combination of meta-examinations to distinguish sum up capable discoveries in regards to the adequacy of PBL in showing content information. They inferred that conventional guideline delivers better results while surveying fundamental information, however that PBL creates better outcomes while evaluating clinical learning and aptitudes: "PBL is altogether more successful than customary direction to prepare equipped and gifted experts and to advance long haul maintenance of information and abilities" (Strobel and Van Barneveld, p. 55).

Post-auxiliary teachers have additionally detailed that they trust PBL enhances understudy engagement (Verma, Dickerson and McKinney, 2011). In

a postsecondary setting, Ocak and Uluyol found that components of PBL were identified with understudies' inborn inspiration to realize, which were characterized as intrigue, scholastic viability and subjective engagement. Specialists revealed positive, measurably critical connections amongst PBL and intrigue and amongst PBL and psychological engagement, however not amongst PBL and scholarly adequacy. Thusly, analysts reasoned that understudies delighted in the course and took in the substance subsequently of PBL, yet that it didn't influence their scholarly viability. Nonetheless, Schaffer, Chen, Zhu, and Oakes found that PBL increased undergrads' level of saw self-viability. The scientists investigated how different segments of cross-disciplinary group learning affected changes in understudies' view of their adequacy. They inferred that PBL expanded self-viability for most members albeit a few understudies exhibited self-adequacy changes that "propose a reduction in certainty and learning" (Schaffer 2012, 91). Numerous instructors see PBL as advantageous to their understudies, subsequently propelling them to embrace the instructional approach in their classrooms. A national review of government funded teachers uncovered that they were well on the way to utilize PBL in their classrooms since they trust it shows capacities past scholarly substance, including such 21st-century abilities as coordinated effort and introduction methods (Ravitz, 2008). Also, in the wake of talking and watching 10 6th grade science instructors actualizing innovation supplemented PBL, Liu, Wivagg, Geurtz, Lee, and Chang found that educators utilize PBL on the off chance that they trust that it addresses content measures, lines up with their reasoning of instructing, gives a creative type of direction that cultivates 21st-century abilities, challenges understudies in a drawing in way that meets different adapting needs, and is bolstered by building chairmen. In any case, instructors discover PBL testing to execute. Ertmer and Simons (2006) noted three unmistakable territories of usage trouble for instructors: 1) making a culture of joint effort and cooperation in the classroom, 2) altering from a mandate to a facilitative part, and 3) framework understudy learning. Marx, Blumenfeld, Krajcik, and Soloway likewise announced boundaries to usage including that venture arranging is tedious,

classrooms now and then feel sloppy, and legitimate evaluations are hard to plan. Also, instructors need to control the stream of data, and think that its hard to adjust the requirement for understudy freedom with giving understudies bolster. At last, educators battle to fuse innovation as a psychological apparatus (Marx, 1997). These creators found that instructors for the most part concentrate on tending to maybe a couple of these hindrances at once and moved forward and backward between old propensities and new thoughts, consolidating the new data slowly and with differed achievement (Marx, Blumenfeld, Krajcik, Blunk, Crawford, Kelley, and Meyer, 1994; Marx, 1997). A few instructors additionally battle to change their settled in convictions. These battles incorporate relinquishing the drive to cover content measures for enabling understudies to investigate their interests, and tolerating different answers and results as opposed to furnishing understudies with one right answer (Ladewski, Krajcik, and Harvey, 1991). Liu, Wivagg, Geurtz, Lee, and Chang (2012) recommend numerous procedures to viably execute PBL. They suggest that instructors ought to pick a PBL program that expressly meets their curricular needs, be proactive with innovation get to and accessibility, consider differing framework systems, acknowledge that understudies should conform to the new way of PBL, and understand that usage requires significant investment. Moreover, school administration must bolster PBL execution through advancement of a mutual vision, coordination of expert improvement exercises, basic assessment of evaluating and appraisal, and advancement of a "learning-by-doing" way to deal with instructional method. The creators presumed that for PBL to be fruitful, educators, chairmen, instructional materials, and innovation should all be adjusted. Ertmer and Simons (2006) additionally recommend that instructors must start understudy driven request, look after engagement, help understudies comprehend substance, and address misguided judgments while empowering reflection.

CHAPTER III. PROCEDURE AND PROCESS

A. RESEARCH PLAN

I.   Statement of purpose

A.   Purpose for conducting the study

1   The goal

1.   The main goal of carrying out this research is to present the effectiveness of project based lessons in teaching literature for B1 level students

2.   **The objectives**

➢   To identify the role of project based lessons in teaching English literature.

➢   To point out the importance of English classes in forming and eliciting English atmosphere in the classroom

➢   To develop reading, speaking, writing and listening skills with the help of English and Uzbek literature in project based lessons.

➢   To prepare the students for English For Specific Purposes (ESP)

➢   To explore positive features and drawbacks of using English literature in developing skills in teaching EFL

➢   To gather and analyze the data by using different research techniques

A.   The research hypothesis

The research hypothesis is that the results and inferred information will be of the initial steps to the further development of teaching a foreign language.

B. Research questions

➢   Why is it necessary to develop teaching English classes in teaching a foreign language?

➢   How to use the activities in teaching English classes?

➢   Is it for achieving good result?

➢   How to raise the students' interests in learning a foreign language?

➢   To find out more interesting and fruitful ways of teaching English classes

➢   To find out effectiveness of project based lessons in teaching English literature.

II. Method

A. The subjects

It is planned to carry out a specific study with one group of subjects in the purpose of the collection of necessary data and to achieve the aforementioned goals of the research. The subjects of study will be the learners of one group in the English language the first faculty. The group consisted of **12** students. Their ages were 19-**20.** The researcher had lessons with them twice a week. In this group there were eight **female** and two male learners (The list of the group will be given in the other part of the work).Besides that the researcher had observed and conducted a lesson in the second year students Current events and Home reading lessons in group 210.This group consisted of 12 students. The teacher of the courses was **Baraqova S**.

Table 1

Participants of the first faculty

Group	Age	Gender		Total number
		Male	Female	N=12
Group A №210	19-20	2	10	12

Their levels of the English language knowledge was almost the same B1 level, it was not difficult to choose the material for them.

The subject was teaching English classes. To reach the same amount of their learning comprehension and increase their using interests was not difficult. The researcher tried to use easy topical vocabulary with pictures, made them describe the pictures, make word combinations in pre learning tasks. Paying

attention to their age researcher began to find little topics, short stories authentic materials reflecting context for the lessons. This brought new sense to her lessons. The learners felt free in front of the group and activated their participation in the lessons while they discussed the context in small groups, pair works and making presentations.

In the first faculty in the third year the observed group consisted of 10 students out of whose one was male and the other students were female students. The reason that we observed this faculty was to compare the methods of teaching and define the advantageous points to develop reading, speaking, writing, listening skills in EFL. The level of the learners were not the same: Between B1 and B2.The ages of the students were the same.

B.   Materials and Equipment

1. Material

In order to collect data and to work with the subjects chosen for the current research study, the researcher used the following research tools. The research was performed in five phases:

1) Observation lessons;
2) Questionnaire;
3) Lesson with game;
4) Reading tasks
5) Using as many synonyms as they can to boil the conversation

2.Equipment

Technical aids as projector, computer and mobile phones were used as the equipment in the classes.

Computer was used during the study for preparing teaching materials such as lesson plans, handouts, and tables. Moreover, writing tools such as board, pens, pencils, erasers, and posters were needed.

C. PROCEDURE

Variables

Most researchers in language teaching and learning claim that there are five variables in statistical studies of language teaching and learning.

In this study,

The dependent variable was subjects' proficiency in English.

The independent variables were the factors influencing the selection of tasks for EFL learners, suitable reading tasks from material of English literature.

The moderator variables included the factors that influenced the relationship between the subjects' proficiency in English and the relationship of male and female subjects in role plays.

The control variable in the study was to define the subjects' reading abilities.

The intervening variable was developing reading skills in English and their level of English which was improved up to the point so that the teachers could use not only translation methods but also communicative approaches in reading courses.

Steps

Observation lessons

At the beginning of the research researcher observed different lessons. The researcher observed all types of courses as Reading and Vocabulary lessons. Also she used peer observation as her group mates were practicing at the same courses of study. While observing, researcher adopted various teaching styles, methods, the learners' reactions, behavior, and interaction between teachers and young learners. The goal of these observations was to discover the learners' weak and strong points and choose particular activities to help them to improve their English language learning skills in general, particularly their reading skill.

Pre-reading task

Before beginning the main theme pictures were shown to them connected with the context and they discusssed the meaning of the of the lesson on the base of vocabularyof the material. In the next stage of pre-reading the researcher wrote the title and the learners tell what the story may be about again. The cards were distributed describing the new vocabulary with translation and explanations. The learners match the words and their meaning with translation on the base of cards distributed. Then began reading the passages of the story. (appendix 1)

While reading task.

After each passage the learners retell the passage, answer the questions and make up three or four sentences on the topical vocabulary of the passage. (appendix2)

Post reading task

The learners were asked to compare their guessed meaning and the true meaning of the story. The next stage of post-reading is filling the gaps with active vocabulary of the short story. Further, the learners were given sentences to find true/false statements.(appendix 3)

Questionnaire to the learners

The researcher distributed sheets of paper to the learners and they gave their opinions in two-ten sentences. The next stage was focused on activising their reading skills.(appendix4)

Here, they were formed in two small groups and acted role plays using the active vocabulary of their read material.

Questionnaire to the teachers

Before beginning teaching Reading course the researcher did survey among teachers as well as learners in order to know their preferences, opinions and some

more detailed information about developing reading skills. More clearly, a questionnaire (Appendix 1) including six questions was given to teachers working with the students who have Reading class in our faculty. In addition, they were provided enough space with heading "General feedback for the concept of reading materials in developing reading skills" where they can write their own suggestions and opinions. By teachers' answers can define their teaching methods, how they select and adapt teaching materials, their attitude to the reading course.

Analysis of the data

The results of the questionnaire were really useful while the researcher was adapting class material. Finding out from learners' answers on questionnaire, most of them stated that they like short stories relating to cognitive process, such as matching, solving, discussion, debate and others. Taking into consideration this a lesson plan was created by the researcher (Appendix5) for control group under the title "Reading comprehension" stories".

Checking the result

A week after the lesson with short story was held, a post-test (Appendix 6) was created for the groups. They were given the short text with missing words and phrases and the subjects should fill in the missing word spaces. By their answers, it can define how good their memory is, and how their participation in the lessons resulted. Experiment teaching Reading with the help of different authentic materials gave the researcher valuable data for judging and comparing the changes in the scores in the process of teaching. The comparison of the results of the pre- reading and post-reading tasks helped the researcher to define how the treatment has influenced the subjects' scores.

As mentioned above, the research was conducted at the university. The researcher began the observations of lessons at the beginning of December and it lasted about three weeks. The post-tasks were given in the next week after observations had finished. Questionnaire was also distributed to students the following week. Based on their answers, lesson with contexts were performed

next week. In the last week a post-tasks was delivered to learners during the lesson and collected until the end of the lesson. Totally, it took three months to carry out the experiment.

B.DATA COLLECTION

As it was mentioned in the research plan we had observationlessons and conducted lessons in the second year of the third faculty and the third year of the first faculty. The first step we observed our coursemate Bashorat's lesson which she conducted in group 207.As her research topic was close to mine I specially wanted to make peer observation.She chose the story "Last leaf " by O' Henry.During the lesson I paid attention to the objectives of the lesson,prosedure, the strategis she used,the timing to the tasks,the behavour of the teacher,the participants activities and so on. By the observation I focused on my future lesson plan.After the lesson we discussed the pros and cons of the lesson with the teacher of the group-Rahimjonova Malika.I learned how to prepare pre-,while-,post-Reading tasks. Besides thatthe teacher advised us that to develop the students' reading skills we must facilitate them and conduct student-centered lessons.

Another observation I had was the subject Current events in the third year of the first faculty.As Reading is the concern of our research I wanted to leran more how Newspaper materials are taught in traditional groups.I wanted to know if there are changes in teaching style in traditional groups.The group 301b was observed.The material was authentic.It was about current problems of the Ukraine.The students discussed world news first.Then the teacher explained the new phrases and word combinations of the article.The students tried to be active but it seemed to me that they lack of comprehending authentic reading. During the reading proces they tried to translate the article and did not manage all the other tasks.Comparing the two observed lessons I came to conclusion that Reading skill must be in the harmony with active skills of L2 learning.Only by reading and translating the material we cannot form the interest and motivation in EFL learners.Anyway I got much useful for further lessons as a teacher.While

observing I prepared questionnarie for teachers to identify their opinions about the subject READING and the ways of development of reading skill.(Appendix1)

When I began conducting lessons I chose group201 Reading course.According to the syllabus the theme was RELATIONS. 2 hours were given for short stories.I have chosen the story "The Storm" by K.Chopin.

The story is about one american family and husband-wife relations,some socio-political problems.That is the reason why I have chosen this story.2minutes for check up attendance.

PRE-READING

As a warm up the song by Phil Collins is listened to the students.Then they were asked to connect rain with relationship of people.Also the students were given the time of two minutes think about the symbolism of "rain"and connect it with events in human life.E.g.To keep for a rainy day. It does not rain but it pours.to rain cats and dogs.to get soaked to the skin and other answers were expected.5minutes.

Then I divided the group into two mini group and give one of them the picture of a cat and the picture of E.Hemingway to the other group.They were told to prepare speech about their guessing of Reading task. 5minutes.

Then during 15 minutes both mini groups speak about the writer and his creation.The teacher gives extra information about the other works by the writer.Those who were not familiar with the story guessed the title meaning to compare with true meaning of the story later on.(listening, pictures,discussion, mini group presntations).(Appendix2.)

WHILE READING

20 minutes were given to read the story.The students use dictionaries to find the synonyms of given vocabulary tasks.

To develop communicating skills then I asked them questions:How many times did the author use The word "rain"?Why did the author change addressees as "American wife,girl,woman"?Why did the Maid's face tightened?and so on.Such questions helped students to read more carefully and understand some points to which they did ot pay attention.

POST-READING

a)15 minutes is given to discuss the story on the base of subplans?

Is the man blamed in the story,why or why not?

Describe the wife's feelings please.

 b)to make up short dialogues 1.between the husband and wife

2.the hotelkeeper and the wife.3.the maid and the wife.(7minutes.)

c)If I were the writer. The students should continue the story.(8minutes).

Homework.Writing assignment (3minutes to explain).It is given in the lesson plan.

 Questionnaire for the students was set after the first lesson.The results of it would be given in the Data analysis.On the base of the answers the second lesson plan was set.It was also conducted on the base of syllabus topic RELATIONS.

For the second lesson the story "Necklace" was chosen.The objectives of the lesson were different on the base of each task in the lesson.Also the stages were as PRE-,WHILE, POST-READING.The contrary point of the story to "Cat in the rain" is the relations between husband and wife.The story is written by Guy DE Moupassan.All the other skills were used as well as reading skill.The results of exersises would be given in the Data analysys.The lesson plan is in the appendix 6.

The reason I have chosen this story is the vocabulary of the story is rich in new words and phrases.Besides that the students were intersted in this story when they were given the chance to choose out of stories previous lesson.They were

given titles of the following stories:"Love of life" byJ.London, "Long walk to forever" by K.Vonnegut,"Wild flowers " by E. Caldwell and "Necklace" by Gay De Moupassan.The lesson material was takken from Internet and additionally we have created several tasks coming out of the students'level of knowledge and abiities.

Different reading comprehension checks were done in the lesson.Then the task was given to them as to compare husband and wife relationships in two read stories as "Cat in the rain" and "Necklace".There was boiling discussion over this task.

After the lesson the Teacher got feedback from the students about the lesson results.

The third lesson the researcher conducted was Current event lesson in the third year students.The authentic newspaper material was chosen for Reading and discussion.Group 301b students were the subject of the research.they tried to participate actively.As Iobserved their previous lessons I was aware of their interests and level of knowledge.I prepared them listening   (post task), the task of matching words on the vocabulary of the article,True\false,and discussion tasks on the material.

First they read the title and discussed the title.Then after they had read the article the vocabulary exersises were done.The subjects learned reading strategies through the variety of tasks.They found key words to the given subtitles to each passage in the story.

While   reading   tasks   were   focused   on   checking   their   reading comprehension,simultaneously to raise their political and social outlook.

Post-reading task was to activise them and develop theeir reading skills.the gapfilling tasks ,working at synonyms were done on this phase of the lesson.The subjects were devided into mini groups and made round table talk.The researcher

observed their participation in the mini groups.The subjects who felt at ease when asked individually felt free in the talk and tried to participate actively.

The hometask was explained after assessment.

Thus The research practice data was collected.We want to express our gratitude to the teachers who supported and encouraged us to conduct lessons.

CHAPTER IV. RESULTS AND DISCUSSIONS

Results of the Questionnaire1 which was taken from the teachers Questionnaire1.

1.What skills should be appropriate to teach literature?

2.How do you try to develop your students Knowledge?

3.Do you prefer Non adopted (authentic) material in your classes or adopted one?

4.What authentic material do you prefer to laern with your students? E.g. Booklets Announsements Newspaper articles and so on

5.How do you organise your lessons as teacher –centered or student-centered way?

6. what kind of stories have you read by Chopin?

The results of the questionnaire showed that most teachers of our university have already accepted and adopted new methods of teaching. They gave broad opinions on the questions and were interested in the results of our practice.When we asked the other faculty teachers their opinions they told that such researches would be of benefit for future teachers in teaching EFL.

Pre-test results taken from the group

Pre test were given to the group to focus on further tasks for reading lessons. In the next stage of pre-reading the researcher wrote the title and the learners tell what the story may be about again. The cards were distributed describing the new vocabulary with translation and explanations. The learners match the words and their meaning with translation on the base of cards distributed. Then began reading

the   passages   of   the   story.

Pre-test frequency distribution
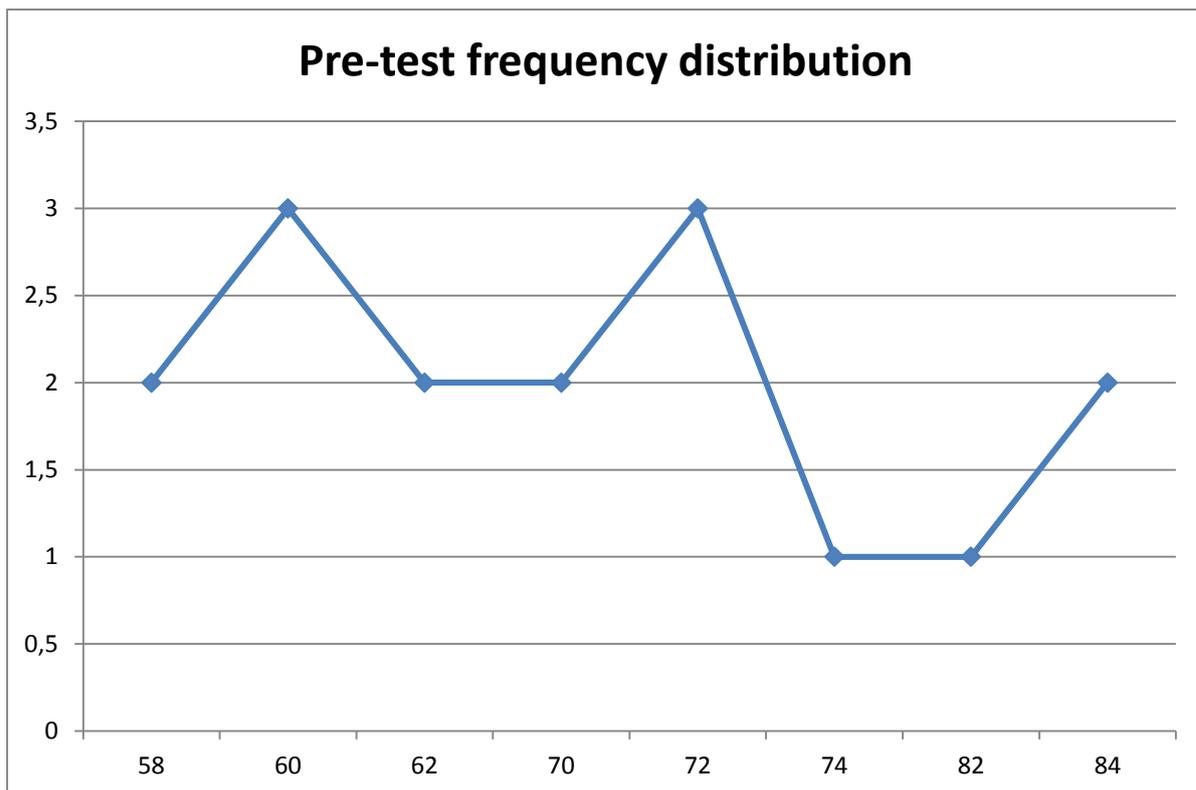
	Dilshodova Feruzaxon Xislatbek qizi	Integrated test out 40 points	reading test out of 10 points	Total score out of 50 points	Total score (out of 100 %)
1	Dilshodova Feruzaxon Xislatbek qizi	34	8	42	**84**
2	Farhodava Kamola Farhod qizi	34	8	42	**84**
3	G'ofuruv Rashid Rustam o'gli	35	9	44	**88**
4	.G'oibov Elbek Jaloliddin o'g'li	28	8	36	**72**
5	Mayaqubova Xumora	30	8	38	**76**

	Furqat qizi				
6	Mirzaraximova Adolat Xasan qizi	33	8	41	**82**
7	Musurmonova Gulshanoy Ravshanovna	27	7	34	**68**
8	Qurbonova Umidaxon G'ofurjon qizi	28	7	35	**70**
9	.Ruziev Bohodir Maxmudjon o'g'li	35	9	44	**88**
10	Sayfulloev Maxmudjon G'aybullo o'g'li	28	8	36	**72**
11	Samadova nurjona G'afut qizi	30	9	39	**78**
12	Samirov jasur Alisgerbekovich	35	8	43	**86**

This table illustrates that what progress they had in two months and their achievement numbers in percentage.

The result was calculated in the formula of the mean.

$$\overline{X} = \frac{\Sigma X}{}$$

$$X = \frac{84+84+88+ 72+76+82+68+70+88+72+78+86+72+72+76+88}{12} =$$

1256

Pre-test writing scores

Score value	Frequency
68	1
70	1
72	4
76	2
78	1
82	1
84	2
86	1
88	3

the results showed that the students of the two year have less experience in feministic individuality. They got used to multiple- choice tests. That is why I tried to change from of the tasks and tried to teach their developing knowledge

Having analysed the lack points of students' learning skills I prepared different individual tasks for each student and shared my time to check and explain.This way I motivated them raise their interest in laerning English classes.

Results of questionnaire for students:

As we see, the subjects were already the second year students of the third faculty and 60% of them knew or had experienced authentic materials before.

1. What materials do you prefer in your reading classes adopted or authentic?
   Authentic ones   6

Adopted variants of authentic materials   4

Non-authentic materials   2

The subjects preferred authentic materials more than non-authentic and adopted materials. From their answers, we were the testimony that the subjects of the group were eager to have authentic materials.

3.Why do you think authentic materials are better or worse than non-authentic materials?

Because they reflect real situations   5

Because there we learn many new words   5

Because the words in authentic materials are difficult to understand 2

From the percentage of the answers we see that the subjects realized the importance of authentic materials in English classes.

 4.Do you enjoy reading foreign books in your language?

Not so much   1

Easy to catch, but does not help me learning foreign language 1

Prefer original one   8,(some subjects ticked two answers)

As we see, original topics are in demand, because learners can feel the author's style and learn the features of original language.

5.How do you grade your ability to know about feminism?

A   5

B   4

C   3

The answer results showed that the subjects read no much about fiminizm?

6.Can you state or explain any authentic instruction to any devise?

Yes completely   3

Never experienced   3

Generally, I can, but not in detail 4

7.Have you tried to write poems or stories in the English language?

Yes once   4

Never tried   2

I always dream It 4

In this question, we see that students are eager to be close to the original and their interests to the English are raising day by day.

8.Do you prefer your reading material to be translated in the classes?

Yes.   5

No, I found new methods more fruitful   5

Post-test results

After conducting the lessons I got post test to check their learning skills The tests included fiminism, chopin's work,summarizing fill in the gap finding synonym tasks as we tried to be far from multiple choise tests.

The results showed that the students changed to better from the pre –test.

Post-test frequency distribution
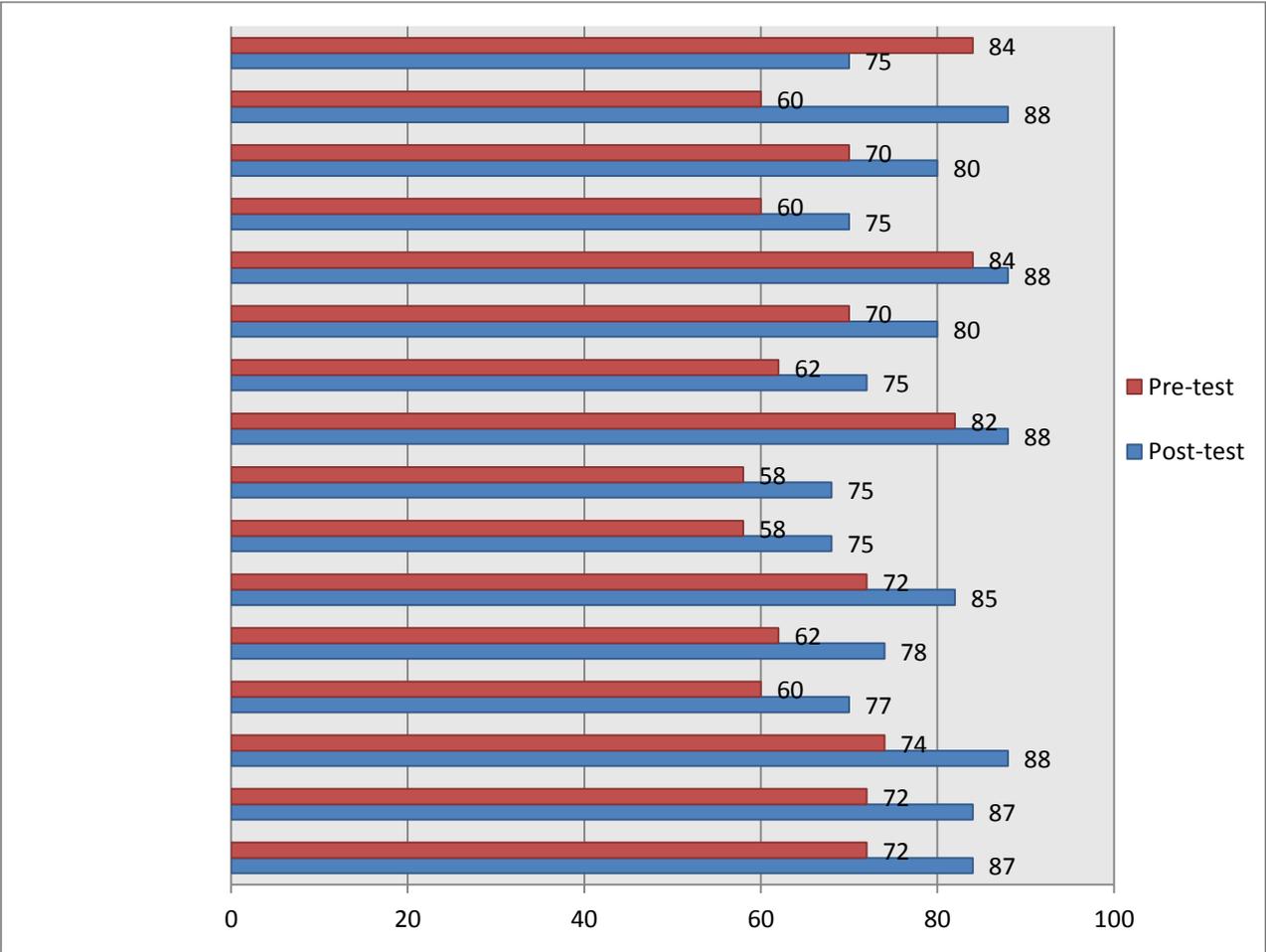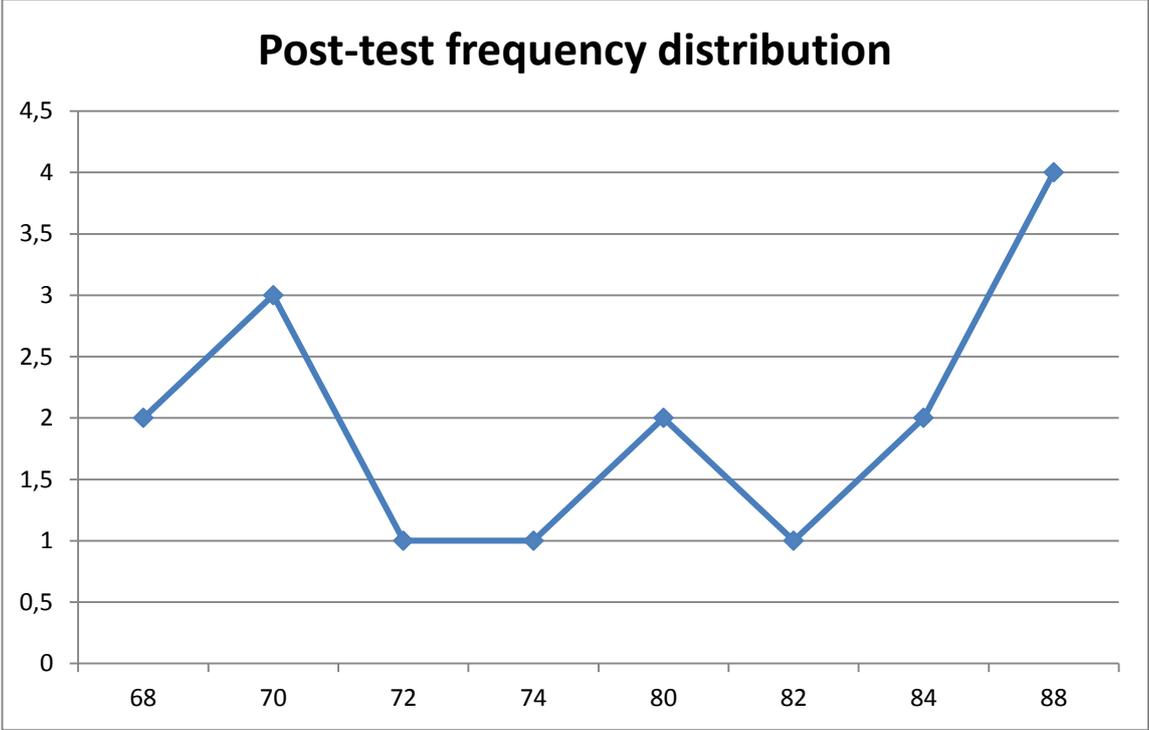
The percentages of the result show that students understood feminism in communications and they remembered more.

It can be seen that there was considerable noticeable increased to 13 points and the highest score 14 points.

It was found that while carrying out their tests, students faced with problems in identifying the meanings and usage of phrases in the authentic reading materials

Table 5. Progress

Group	Pre-test (%)	Post-test (%)	Progress (%)
201	78,5	89,4	10

Table 3

Problems with students faced during the lesson	Defining the meanings of phrases in the context	Replacing the synonyms	Catching the main idea of the material	Choosing appropriate title to the passages	Summarizing the text
16 students	5	6	5	4	7

According to the study the majority of them do not understand what feministic induality in Chopin's works. But after they were taught the problems lessened and it was easy to correct their mistakes during their role play, exercise, dialogues and so on.

The suggestions to overcome the difficulties

Having practiced we learned some strategies from literatures and from our teachers. Below we are going to present some of them:

As students progress through school, they are asked to read increasingly complex informational and graphical texts in their courses. The ability to understand and use the information in these texts is key to a student's success in learning. Successful students have a repertoire of strategies to draw upon, and know how to use them in different contexts. Struggling students need explicit teaching of these strategies to become better readers.

Struggling readers need:

• knowledge of different types of texts and the best strategies for reading them.

• multiple and meaningful opportunities to practice Chopin's and Said Zunnunova's works.

• opportunities to practice feminism with appropriate resources of the writers chosen.

• opportunities to talk about their reading and understanding of feministic individuality.

• background knowledge in subject areas.

• expanded their mind and make them think logically

• strategies for previewing texts, monitoring their understanding, determining the most important ideas and the relationships among them, remembering what they read, and making connections and inferences.

• strategies for becoming independent readers in any context.

Feminism is the active process of that erwas Reading is a thinking process. Effective readers know that when they read, what they read is supposed to make sense what it is. They monitor their understanding, and when they lose the

meaning of what they are reading, they often unconsciously select and use a reading strategy (such as rereading or asking questions) that will help them reconnect with the meaning of the text. Reading skills and strategies can be taught explicitly while students are learning subject-specific content through authentic reading tasks.

What good readers do while reading the works on the topic

Effective readers use strategies to understand what they read before, during, and after reading.

Before reading, they:

• use prior knowledge to think about the topic.

• make predictions about the probable meaning of the text.

• preview the text by skimming and scanning to get a sense of the overall meaning.

During reading, they:

• monitor understanding by questioning, thinking about, and reflecting on the ideas and information in the text.

After reading, they:

• reflect upon the ideas and information in the text.

• relate what they have read to their own experiences and knowledge.

• clarify their understanding of the text.

•projecttheir understanding in critical and creative ways.

Students can be taught to be strategic and effective readers. Struggling readers benefit from a variety of instructional approaches that demonstrate reading skills as subject content is taught. Direct teaching, thinking aloud, modeling,

discussion, and small-group support are only a few of the approaches teachers use to help students become more strategic and effective readers in different contexts.

Before Reading

Set a Purpose for Reading

Think if you will you be reading to find out what happens in a story or to learn specific information.

Preview the Text

Look at the title, pictures, captions under pictures, headings, bold-faced print and other graphics.

Activate Background Knowledge

Think about what you already know about the content of what you will read.

Predict

Think what might happen in the story, what words may be used, or what information the text might contain.

During Reading

Cross-check

Check one cue with another. Ask yourself, "Does this word look right, sound right, and make sense?"

Reread

When problems occur, return to the beginning of a sentence or paragraph and read it again.

Predict and Confirm

Ask yourself, "What word do I expect to see?", "What do I think will happen next?", "Did that make sense?", or "Am I finding the answers to my questions about this topic?"

Skip, Read On, and Go Back

Sometimes you can skip an unfamiliar word and read to the end of the sentence or paragraph, thinking about what would make sense. Then, using the context, go back and reread to try to determine the word.

Connect Background Knowledge to the Information in the Text

Think about what you already know about the subject and the kind of material you are reading. Think about how the information is similar to what you already know about the topic, event, or person. If you have many questions about the topic or the kind of book, you may need to ask someone for help.

Think About Explicit and Implicit Information

Think about what information is given directly. Also think about what you know from reading that is not directly stated in words such as how a character's actions show feelings or why things may have happened based on the clues the author gave.

Stop and Review

If you are reading a longer text, stop and think about what has happened in the story so far or what information has been given.

Determine the word.

Connect Background Knowledge to the Information in the Text

Think about what you already know about the subject and the kind of material you are reading. Think about how the information is similar to what you already know about the topic, event, or person. If you have many questions about the topic or the kind of book, you may need to ask someone for help.

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Stop and Review

If you are reading a longer text, stop and think about what has happened in the story so far or what information has been given.

In this part of our work we want to share our opinions on the reading and home reading classes observed in the second and the third year students. As we observed we witnessed that reading in practical English has aim, tasks and contents in higher education. Under the base of reading there are cultural, educational and intensive aims. Educational and cultural aims help the students to gain knowledge and form cultural background and developing aim help to recognize, anticipate and analyze the language material. Professor V.D.Arakin divides[1] the aims and tasks of reading to academic courses with which professor T.Sattorov also agrees: The 1st year aims at fluent reading of the given material and improve phonetic points;

In the 2nd year, students increase reading techniques on the base of associating ideas, guessing and evaluating stylistic features of individual style of an author. The 3rd year focuses on students' commenting the material on the base of experiences.

The 4th year deals with working at speech patterns, interpreting and translating. This stage enriches the students' critical thinking and the creative approaching abilities.

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[1]В. Д. Аракин. Методика работы надпрактическим курсом английского языка. –М., 1984 с. 28.
(the information is translated from Russian)

In reading classes of the second and third year students of both PRESETT and traditional groups we learned that there are many ways of introducing vocabulary of the material. We considered two vocabulary skills to be very important.

First, encourage the students to begin using the glossary at the back of the reading material to understand new words. The glossary defines all the vocabulary words in the story.

Second, have the students try to guess the meaning of unfamiliar words from their context. If a passage has six new words you can explain the meaning of four of them and let the students guess the other two as they come up. As the students improve their reading and vocabulary skills leave more words for them to guess.

Also, there were some reading tasks as :

- read the passage(the teacher read aloud while the students follow in their books or have them read silently) this way helped the teacher to vary gradually increasing the emphasis on silent reading

- check for reading comprehension (the teacher asked simple YES/NO questions that follow the order of the story; the teacher used the questions in the text and added his own to them- students were permitted to find the answer and read it . This way helped to make the text clearer than it was in reading process)

  read the passage again (using the method read and look up technique This is a technique for improving students' ability to read aloud. it also improves the students' short term memory. For the "Read and look up technique" the reading passage is divided into short meaningful phrases. The phrases are marked with a slash(/). To get this slash in the right places the teacher read the text aloud and indicated that the student marked the passage in the appropriate places)

check for comprehension again (asking information questions to check whether the students grasped the material)

discuss the passage (the teacher asked the students to give their opinion of the material in the reading and had them tell about something similar in their own experience)

answer the questions in the book(the teacher asked students to write answers to the questions individually and in group. This method motivated the students' communicative skills and activity)

During our observations we paid attention to the usage of materials, the connection of classes with each other, the language of the material whether it was adapted or non-adapted. (four cells mean four courses)

	PRESETT/g				traditional/g			
Fiction, adapted								
Fiction, non-adapted								
Non-fiction, adapted								
Non-fiction, non-adapted								

Here by we tried to give the analysis of our observation on the usage of the activities given above in table.(t/g-traditional groups p/g for PRESETT groups)

Activities									
Pre-reading		While- reading		Post- reading		Discussion		Home Task	
t	p	t	p	t	p	t	p		

/g	/g	/g	/g	/g	/g	/g	/g	/g	/g
90%	90%	70%	80%	90%	90%	80%	85%	0%	0%

Summing up our observations we can say that in reading there are extralinguistic and linguistic problems: extralinguistic problems are the following:

1. there is no good condition for reading
2. the rate of reading
3. the contents of the text may not suit the student's age
4. the plot may not be interesting
5. the student has no anticipating ability beforehand
6. the language material may not be worked out beforehand
7. the amount of new words may be extra than expected
8. unfamiliar text contents

Linguistic problems are:

1. phonetic difficulties in reading
2. lexical difficulties
3. grammatical difficulties
4. complex construction and set expressions
5. realia words
6. mispronunciation of words

The teachers tried to find solutions to such problems using integrated, modern and traditional and pedagogical approaches in the course of classes.

CHAPTER V. FINAL REFLECTION

While working at the gist of the text with the help of lingual-methodic approach in the second year home reading classes to understand the contents of

the text some exercises are done: To explain the homonyms, realia words, some grammar constructions; some passages in exceptional cases are translated. But to make the student feel English atmosphere it's fruitful to read and explain without translation.

We think to develop reading skills using English novels and other types of authentic materials is very essential, because in this way we can develop students reading comprehension in interesting way. Moreover throughout reading students will build up massive vocabulary storage and this will help them in other three main aspects. If reading material is much for one lesson it may be divided into two according to the length of the text.

The grid supports that using original materials in reading classes is not frequent. In our opinion, as our students are going to get a diploma of English philology it is relevant to include original-non-adapted materials more for reading classes.

As we intended to connect English literature with reading classes we have worked out some activities which could be useful and profitable for reading and home reading classes. If we take the first two years of bachelor's degree in the example of any novel or story from English literature.

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APPENDIX

Appendix 1. Reading comprehension

NEW YORK UNIVERSITY

New York University is in Greenwich Village. Students can get almost everything they need near the university campus. There is a post office on 9th Street. There is a bank on *5th* Avenue, and there are two on 8^h Street. The restaurants and coffee shops in Greenwhich Village are very popular.

1. Where is New York University?

2. What's there on 9th Street?

3. How many banks are there near the university?

Appendix 2 Topical vocabulary

Campus, post office, shops, village, popular, near, almost, need, avenue.

Appendix 3. True false exercise.

PLAZA SHOPPING CENTRE
A SHOPPING EXPERIENCE WITHOUT EQUAL

To begin with, think of the location. What other shopping centre can equal it? Plaza Shopping is in the centre of Harlow, next to the South Coach station. Easy to reach by bus, train or car. It's on your daily route. Free parking. 3 floors with 35,000 square metres of space. Space for 12,000 cars. To make access even easier, there are two independent ramps for entrances and exits. Plaza Shopping exists to make life easier. There is no need to go into London for shopping any longer. Opening hours are 10 am to 10 pm, Monday to Saturday. The PICNIC department is open on Sundays, too and so is the car park. Come to Plaza Shopping. You will find everything you want. Come and see!

Mark the statements as True (T) or False (F).

1. The Plaza Shopping Centre is in London.

2. You can go to the Plaza Shopping Centre by car only.

3. The Plaza Shopping Centre has a big car park.

4. You can shop at the Plaza Shopping Centre 24 hours a day.

5. The Picnic department is open seven days a week.

Appendix 5. reading short passage.

San Francisco is in the State of California in the west of the United States. It is near the Pacific Ocean. People think it is the capital of California, but it isn't. First, people from Spain lived there. Today, Austrians, Italians, Chinese and others live in the city with Americans.

The Chinese live in Chinatown. There are many Chinese restaurants there. The houses, post boxes and telephones in the streets are very interesting. This part of the town is exactly like China. Fisherman's Wharf is another place where tourists want to go. You can find a table in a nice little restaurant near the sea there. You can eat sea food and look at the Golden Gate Bridge. You can watch the ships passing under it and the cars crossing it. The Golden Gate Bridge is the symbol of San Francisco. After you finish your meal, you can take a boat trip to Alcatraz. Alcatraz was a famous prison between 1866 and 1920, but only tourists go there now. San Francisco is different from other American cities. It is more European. The sun always shines there and there are a lot of things you can do at night - you can go to the nightclubs, discos, restaurants, cinemas and theatres. That's why a lot of young people want to live in San Francisco.