

**ЎЗБЕКИСТОН РЕСПУБЛИКАСИ
ОЛИЙ ВА ЎРТА МАХСУС ТАЪЛИМ ВАЗИРЛИГИ**

САМАРҚАНД ДАВЛАТ ЧЕТ ТИЛЛАР ИНСТИТУТИ



**МАХСУС ФАНЛАРНИ ЎҚИТИШ МЕТОДИКАСИ
(METHODICS OF TEACHING SPECIAL COURSES)
ФАНИДАН**

ЎҚУВ-УСЛУБИЙ ҚЎЛЛАНМА

САМАРҚАНД - 2016

Махсус фанларни ўқитиш методикаси фанидан ўқув-услубий қўлланма.- Самарқанд:СамДЧТИ, 2016

Мазкур дастурда “Махсус фанларни ўқитиш методикаси” фанининг қонуниятлари, инновацион технологиялар моҳияти ва уларни амалга татбиқ этиш йўллари, дидактика соҳасига доир тадқиқотлар методлари, махсус фанларни ўқитишга нисбатан замонавий ёндашув, метод ва технологиялар, назарий ва амалий машғулотларни режалаштириш ва ташкил этиш, ўқув-услубий воситаларни танлаш каби фан мазмунини ташкил этувчи масалалар ўз аксини топган. Ушбу фан доирасида ўрганиладиган билимлар магистрантларнинг келгусида таълим тизимида педагог сифатида самарали фаолият юритишларига, хусусан турли педагогик ва психологик усулларни таҳлил қилиш, янгиларини ишлаб чиқиш ва амалда қўллаш, тарбиявий ишларни лойиҳалаштириш, таълим жараёнидаги муаммоли вазиятларни ҳал этишларида муҳим аҳамият касб этади.

Ушбу ўқув-услубий қўлланма ўқув фанининг наъмунавий ва ишчи дастурини, тақвимий мавзулар режаси, маърузалар матни, педагогик технологиялар, назорат саволлари ва мустақил ишлар мавзусини ўз ичига олган. Мазкур услубий қўлланма чет тили йўналишига ихтисослаштирилган олий таълим муассасалари учун мўлжалланган. Шунингдек, ўқитувчи, магистрлар, аспирантлар, шу билан бир қаторда замонавий ўқитиш методикасига қизиқадиганлар ундан фойдаланишлари мумкин.

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ЎЗБЕКИСТОН РЕСПУБЛИКАСИ
ОЛИЙ ВА ЎРТА МАХСУС ТАЪЛИМ ВАЗИРЛИГИ

Рўйхатга олинди:

№ 44-3.01

2014 йил "13" ноябрь



Олий ва ўрта махсус таълим
вазирлигининг 2014 йил
"13" ноябрь даги "430"-
сонли буйруғи билан
тасдиқланган

МАХСУС ФАНЛАРНИ ЎҚИТИШ МЕТОДИКАСИ

ФАНИНИНГ

ЎҚУВ ДАСТУРИ

Билим соҳаси:	100000	- Гуманитар соҳа
Таълим соҳаси:	110000	- Педагогика
	120000	- Гуманитар фанлар
Мутахассислик:	5A 111401	- Хорижий тил ва адабиёти (роман-герман тиллари)
	5A 120101	- Адабиётшунослик (инглиз адабиёти)
	5A 120102	- Лингвистика (роман-герман тиллари)
	5A 120201	- Таржима назарияси ва амалиёти (роман-герман тиллари)
	5A 220102	- Халқаро журналистика (масс-медиа назариялари)
	5A 220102	- Халқаро журналистика (спорт журналистикаси)

ТОШКЕНТ – 2014

МАХСУС ФАНЛАРНИ ЎҚИТИШ МЕТОДИКАСИ

ФАНИНИНГ

ЎҚУВ ДАСТУРИ

КИРИШ

Мазкур дастурда “Махсус фанларни ўқитиш методикаси” фанининг қонуниятлари, инновацион технологиялар моҳияти ва уларни амалга татбиқ этиш йўллари, дидактика соҳасига доир тадқиқотлар методлари, махсус фанларни ўқитишга нисбатан замонавий ёндашув, метод ва технологиялар, назарий ва амалий машғулотларни режалаштириш ва ташкил этиш, ўқув-услубий воситаларни танлаш каби фан мазмунини ташкил этувчи масалалар ўз аксини топган. Ушбу фан доирасида ўрганиладиган билимлар магистрантларнинг келгусида таълим тизимида педагог сифатида самарали фаолият юритишларига, хусусан турли педагогик ва психологик усулларни таҳлил қилиш, янгиларини ишлаб чиқиш ва амалда қўллаш, тарбиявий ишларни лойиҳалаштириш, таълим жараёнидаги муаммоларни вазиятларни ҳал этишларида муҳим аҳамият касб этади.

Фаннинг мақсад ва вазифалари

Ушбу фаннинг мақсади магистрантларни олий таълим тизимида махсус фанларни ўқитиш методикаси, методологияси, назарий ва амалий асослари, уларнинг келгусидаги педагогик ва илмий-тадқиқот фаолияти учун зарур бўладиган замонавий педагогик ва психологик билимлар билан таништириш, жумладан

- давлат таълим стандартлари ва улар асосида ишлаб чиқиладиган намунавий фан дастурлари, ўқув режаларни ишлаб чиқиш тартиби;
- махсус фанларни ўқитишда оптимал стратегияни танлай олиш, замонавий таълим технологияларини ишлаб чиқиш ва амалга татбиқ этиш;
- махсус фанларни ўқитиш методикасини такомиллаштиришда илмий-тадқиқот ва таълим соҳасидаги инновациялардан фойдаланиш кўникмаларини ривожлантиришдир.

Фаннинг вазифаси - махсус фанларни ўқитиш бўйича магистрантларнинг педагогик маҳоратини ошириш, амалий ва назарий машғулотларни ташкил этишнинг замонавий методлари билан таништириш, махсус фанларга доир ўқув-услубий материалларни таҳлил қилиш, машғулотларнинг турли усулларини ишлаб чиқиш ва ўтказиш, шунингдек, талабалар билим даражасини назорат қилиш ва баҳолашнинг замонавий йўллари ўргатиш.

Фан бўйича талабаларнинг билим, кўникма ва малакаларига қўйиладиган талаблар

“Махсус фанларни ўқитиш методикаси” фанини ўзлаштириш жараёнида магистрант:

- фаннинг мақсади, вазифаси ва предмети;
- олий таълим тизимида педагогик фаолият юритишнинг моҳияти ва муаммолари;
- махсус фанларни ўқитишдаги ютуқ ва муаммолар, педагогик фаолиятни моделлаштиришнинг замонавий усуллари, Болония жараёни декларацияси ва Ўзбекистон Республикасининг жаҳон таълим тизимида интеграцияси *тўғрисида тасаввурга эга бўлиши лозим.*

Ўқув жараёнида билимларнинг фундаментал асосларини, илм-фан ютуқларини қўллаш олиш, ўқитилаётган фаннинг бошқа фанлар билан алоқаси, фаннинг асосий муаммо ва ютуқларини билиши ва фан мавзуларини модуларга ажрата олиш *кўникмаларига эга бўлиши керак.*

Махсус фанларни ўқитишда илмий-тадқиқот натижаларидан фойдаланиш, олий таълимда ўқув-методик ва илмий ишларни олиб бориш - аудиторияга мос ўқув материалларини танлаш, мавзулар бўйича топшириқ, машқ ва тестлар тузиш, ўқув ва тарбиявий ишларни тизимлаштириш, шунингдек, махсус фанларни ўқитишда оғзаки ва ёзма тушунтиришлар бериш, машғулотларда мавзуга мос таълим технологиялари, компьютер техникаси ва ахборот технологияларидан унумли фойдаланиш, талабаларнинг мустақил мустақил таълим кўникмаларини ҳамда уларнинг касбий ва ижодий маҳоратларини ривожлантириш, педагогик фаолияти билан боғлиқ турли вазиятларда ўзини қўлга олиш *малакаларига эга бўлиши лозим.*

Фаннинг ўқув режадаги бошқа фанлар билан ўзаро боғлиқлиги ва услубий жиҳатдан узвийлиги

“Махсус фанларни ўқитиш методикаси” фани 2 курсда ўқитилади. Ушбу фан мутахассислик фанлари билан узвий боғлиқ. Фан бакалавриат босқичида ўқитилган “Педагогика”, “Психология”, “Тиллар ўқитиш методикаси ва таълим технологиялари” каби фанларнинг мантикий давоми ҳисобланади. Фан магистратура мутахассисликлари ўқув режасидаги умумметодологик ва мутахассислик фанлари билан узвий боғлиқликда ўқитилади.

Фаннинг ишлаб чиқаришдаги ўрни

“Махсус фанларни ўқитиш методикаси” фани ишлаб чиқариш жараёни билан бевосита боғланмаган. Фан доирасида ўзлаштирилган билимлар магистрантларнинг таълим муассасаларида педагогик фаолият билан шуғулланишларида, махсус фанларни самарали ўқитишларида муҳим аҳамият касб этади.

Фанни ўқитишда замонавий ахборот ва педагогик технологиялар

Фанни ўқитишда қуйидаги метод ва педагогик технологиялардан фойдаланиш тавсия этилади:

Маъруза машғулотида: Аклий ҳужум, Маълумот алмашиш, Баҳс, Қиёсий таҳлил, Зигзаг, Блиц-сўров, Венна диаграммаси, Т-схема, Кластер, Кейс-стади, Ролли ўйинлар, Рефлексив усуллар, Алгоритмлаш, шунингдек,

- иллюстратив;
- диалогик;
- муаммоли изланиш;
- лойиҳа;
- гуруҳ бўлиб ишлаш;
- ўз-ўзини ривожлантирувчи;
- билимларни фаол ўзлаштириш;
- информацион-коммуникатив усул ва технологиялардан фойдаланилади.

АСОСИЙ ҚИСМ

Махсус фанларни ўқитиш методикасига кириш

Замонавий таълим тушунчаси. Таълим тизими тараққиётининг жаҳон тенденциялари. Таълим сифатини таъминлаш мақсадида тизимни бошқариш тамойиллари. Ўзбекистонда таълим тизими. “Махсус фанларни ўқитиш методикаси” нинг бошқа фанлар билан алоқаси. Махсус фанларни ўқитишнинг асосий тоифалари. Қиёсий методика.

Қиёсий методика

“Қиёсий методика” тушунчаси. Қиёсий методиканинг мақсади, вазифалари ва ўрганиш объекти. Турли таълим муассасаларида ўқитиш методикаси (мактаб, академик лицей, коллеж, ОТМ). Ўқитишнинг турли босқичларида таълимнииндивидуаллаштириш ва табақалаштиришмуаммолари. Интеллектуал салоҳият назарияси. Назоратга қўйиладизамонавий талаблар. Турли таълим муассасаларида ўқувчи ва талабалар эгаллаган билимларни баҳолашнинг ўзига хос хусусиятлари.

Педагогнинг умумкасбий компетенцияси

Компетентли ёндашув технологиясининг умумий тавсифи. Педагогнинг касбий фаолияти. Замонавий педагог ва унга қўйиладиган талаблар. Замонавий таълим тизимида шахснинг ўз-ўзини тарбиялаши. Замонавий педагогнинг касбий маҳорати. Касбий-педагогик ўз-ўзини бошқариш педагог компетентлигининг асоси сифатида. Компетенция ва компетентлик тушунчалари ўртасидаги ўзаро муносабат. Муаммоли вазиятларга ечим топишда касбий компетентлик.

Касбий-педагогик маданият

Касбий-педагогик маданият - моҳир педагогнинг асосий хусусияти сифатида. Педагогик фаолият субъектлари. Педагогик фаолият юритувчилар - педагогик фаолият

субъектлари сифатида. (Педагогик фаолият, педагогик фаоллик, педагогик мулоқот). Касбий-педагогик маданиятнинг психологик компонентлари (таҳлилий-рефлексив, ташкилий, баҳоловчи-информацион, тузатувчи, ўз-ўзини бошқарувчи аспектлар). Педагогик мулоқот маданияти касбий-педагогик маданиятнинг етакчи компоненти сифатида. Педагогик мулоқотнинг етакчи стратегиялари: субъектлараро мулоқот, диалог, ҳамкорлик ва б. Педагог қиёфасининг компонентлари.

Олий таълим тизимида ўқитиш методикаси

Олий таълим да педагогик фаолиятнинг асосий турлари: маъруза -таълим тизимининг етакчи компоненти сифатида, маърузанинг асосий вазифалари, маърузани тайёрлашнинг асосий методик аспектлари ва уни ўтказиш, маъруза турлари ва уларнинг тавсифи. Семинар ва унинг ўзига хос хусусиятлари. Амалий машғулот ва амалиёт тўғрисида тушунча, уларнинг ўзига хос хусусиятлари. Амалий дарсларнинг турлари. Амалий машғулотларни ташкил этиш. Амалиётни ташкил этиш ва ўтказиш. Лаборатория машғулотларини лойиҳалаштириш ва ўтказиш. Ўқитишнинг таълим-тарбиявий ва ривожлантирувчи вазифалари. Ўқитиш жараёнида билим, малака ва кўникмаларни шакллантириш. Ўқитиш натижаларини назорат қилиш сифати. Талаба илмий ишларининг турлари (курс иши, битирув малакавий иш, магистрлик диссертацияси, тезис, доклад, мақола). Педагогик эксперимент, унинг методлари, босқичлари ва ташкил этиш шартлари.

Педагогик фаолиятда инновациялар

Инновация тушунчаси, педагогик инновацияларни қўллаш. Педагогик инновацияларнинг турлари: янги ғоялар, технологиялар, педагогик фаолиятда янги воситалар, метод ва шаклларни қўллаш. Ўқув жараёнига янги тизимни жорий этиш. Инновацион технологияларни ўрганиш ва педагогик фаолиятда қўллаш. Педагогнинг инновацион фаолиятини рағбатлантириш: танловлар, муаллифлик дастурлари ва ўқув адабиётлари тақдиротини ўтказиш, грантларда ва педагогик маҳорат бўйича танловларда иштирок этиш. Касбий маҳоратини ошириб бориш - педагог инновацион фаоллигининг омили сифатида.

Ўргатувчи дастурларни лойиҳалаш методикаси

Курснинг ўқув ва илмий-методик таъминотида қўйиладиган замонавий талаблар. Ўргатувчи муаллифлик дастурларини ишлаб чиқиш ва ўқув адабиётларини яратиш масалалари. Модул дастурлари ва курсларни ишлаб чиқишнинг методик асослари (моҳияти ва асосий мақсадлари, ўзига хос хусусиятлари, тамойиллари). Таълимни автономлаштириш. Модулларнинг тузилиши ва мазмуни. Модулга асосланган дастур, унинг мазмуни, тузилиши ва таркиби. Модул технологияси асосида ўқитишнинг афзалликлари. Модул асосида ўқитишни ташкил этиш шартлари. Кейсларни ишлаб чиқиш методикаси. Инновацион технологияларини қўллаш нуктаи назаридан ўқув воситаларини таҳлил қилиш ва баҳолаш. Баҳолаш воситаларини ишлаб чиқиш методикаси (назорат саволлари, ёзма топшириқлар, тестлар).

Амалий машғулотларнинг тахминий рўйхати

- Махсус фанларни ўқитиш методикасига фанинг предмети, мақсад ва вазифалари
 - Олий таълим тизимида педагогик фаолият турлари.
 - Педагогнинг умумкасбий компетенцияси.
 - Касбий-педагогик маданият.
- Қиёсий методиканинг хусусиятлари ва турли таълим муассасаларида дарсни ташкил этиш ва ўтказиш.
 - Махсус фанларни ўқитиш методикаси: назария ва амалиёт.
- Педагогик фаолиятда инновациялар ва уларни ташкил этиш методлари ва усуллари.
 - Ўргатувчи дастурларни ишлаб чиқиш, топшириқлар мазмуни.
 - Назорат турлари ва назорат топшириқларини ишлаб чиқиш.

Лаборатория ишларини ташкил этиш бўйича кўрсатмалар

Фан бўйича лаборатория ишлари намунавий ўқув режада кўзда тутилмаган.

Курс ишини ташкил этиш бўйича услубий кўрсатмалар

Фан бўйича курс иши намунавий ўқув режасида режалаштирилмаган.

Мустақил таълимни ташкил этишнинг шакли ва мазмуни

Магистрантларни педагогик фаолиятга муваффақиятли тайёрлаш нуктаи назаридан мустақил бажариш учун қуйидаги иш турлари тавсия этилади:

- ✓ •муайян мутахассислик фани бўйича терминологик лугат тузиш;
- ✓ •фаннинг айрим мавзулари бўйича тест тузиш;
- ✓ •педагогик технологияларни таснифлаш ва таҳлил қилиш;
- ✓ •муаммоли ўқитиш технологиясини қўллаган ҳолда махсус фанбўйича маъруза режа-конспектини ишлаб чиқиш;
- ✓ •мутахассислик фанлари бўйича давлат таълимстандартларига киритилган компетенцияларни таҳлил қилиш;
- ✓ •замонавий педагогнинг касбий маҳорати юзасидан тавсия ва кўрсатмалари ишлаб чиқиш;
- ✓ •мутахассислик фанлари ўқув дастурларини таҳлил қилиш;
- ✓ •мутахассислик фанларини модуласосида ўқитиш бўйича ишланмалойиҳасини яратиш;
- ✓ •масофавий таълимда қўллаш имконини берувчи видео маъруза фрагментини ишлаб чиқиш;
- ✓ •мутахассислик фанлари бўйича ўқувадабиётлари ва интернет манбаларини таҳлил қилиш;
- ✓ •мутахассислик фанларидан кейс ишлаб чиқиш;
- ✓ •мутахассислик фанлари бўйича бошқотирма тузиш;
- ✓ •ўйинлар ва модерация лойиҳасини ишлаб чиқиш.

Тавсия этилаётган мустақил ишларнинг мавзулари

1. Педагогик технологиялар таснифи.
2. Педагогик технологияларни тадқиқ этишнинг методологик тамойиллари.
3. Модулга асосланган ўқув дастурлари ва уларнинг тузилиши
4. Замонавий педагогик технологияларнинг асосий хусусиятлари.
5. Замонавий интерактив технологиялар ва улардан самарали фойдаланиш усуллари.
6. Ўзбекистон Республикасида масофавий таълимнинг ўзига хос хусусиятлари.
7. Маъруза машғулотларининг асосий вазифалари, маърузани тайёрлашнинг асосий методик аспектлари.
8. Касбий-педагогик маданият.
9. Мультимедиа воситалари ёрдамида ўқув жараёнини лойиҳалаштириш ва амалга ошириш.
10. Замонавий педагогнинг касбий маҳорати.
11. Махсус фанларни ўқитишнинг ўзига хос хусусиятлари.
12. Амалий машғулотларни самарали ташкил этиш усуллари ва технологиялари

Дастурнинг информацион - методик таъминоти

“Махсус фанларни ўқитиш методикаси” фани бўйича ўтказиладиган машғулотлар учун мультимедиа воситалари билан жиҳозланган аудитория (маъруза машғулотлари учун), аудио-видео аппаратуралар (амалий машғулотлар учун), интернетга уланган компьютерлар (компьютер симуляцияларини қўллаш учун), кўргазмали қуроллар: расм, схема, жадваллар ва ҳ.к. бўлиши лозим. Шунингдек, проектор, видеофайлларни намоиш қилиш учун VLCmediaplayer (Office PowerPoint 7-версиясидан юқори) дастурий таъминоти бўлиши мақсадга мувофиқ.

Фойдаланиладиган адабиётлар рўйхати

Асосий адабиётлар

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Интернет сайтлари

1. www.pedagog.uz

2. <http://nauka-pedagogika.com/>

3. <http://prof-teacher.ru/pedagogika/tema-1-pedagogika-kak-nauka-ee-obekt-predmet-osnovnye-kategorii/>

4. <http://www.book.ru>

5. <http://flogiston.ru/library>

6. <http://psylib.myword.ru/>

7. <http://socioline.ru/node/446>

8. <http://soc.lib.ru/>

ЎЗБЕКИСТОН РЕСПУБЛИКАСИ
ОЛИЙ ВАЎРТА МАХСУС ТАЪЛИМ ВАЗИРЛИГИ

САМАРҚАНД ДАВЛАТ ЧЕТТИЛЛАР ИНСТИТУТИ

Рўйхатга олинди :
№ _____
2016 й. «__» август

«ТАСДИҚЛАЙМАН»
ўқув ишлари бўйича проректор
Рўзикулов Ф.Ш. _____

2016й. «__» август

ИНГЛИЗ ТИЛИ ЎҚИТИШ МЕТОДИКАСИ ВА АМАЛИЁТИ
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МАХСУС ФАНЛАРНИ ЎҚИТИШ МЕТОДИКАСИ

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ИШЧИ ЎҚУВ ДАСТУРИ

(2-курс)

Билим соҳаси:	100000 – Гуманитар соҳа
Таълим соҳаси:	120000 – Гуманитар фанлар
Таълим йўналиши:	5А 120102- Лингвистика (инглиз тили)

Семестр – III

Умумий ўқув соати: 90
Шу жумладан:
Маъруза – 20
Амалий машғулотлари – 40
Мустақил таълим – 30

САМАРҚАНД -2016

Фаннинг ишчи ўқув дастури ўқув, ишчи ўқув режа ва ўқув дастурига
(2014 й. 13.11) мувофиқ ишлаб чиқилди.

Тузувчи:

Абдувахабова У.Ю.– СамДЧТИ “Инглиз тили ўқитиш методикаси ва амалиёти”
кафедраси ўқитувчиси.

Такризчи:

Рузикулов Ф.Ш.– фил. фанлар номзоди

Фаннинг ишчи ўқув дастури СамДЧТИ “Инглиз тили ўқитиш методикаси ва амалиёти” кафедрасининг 2016 йил “ ” августдаги 1- сон йиғилишида муҳокамадан ўтган ва факультет услубий Кенгашида муҳокама қилиш учун тавсия этилган.

Кафедра мудири:

ф.ф.н.Ш.Ж.Шомуродова

Фаннинг ишчи ўқув дастури Инглиз филологияси факультети кенгашида муҳокама этилган
ва фойдаланишга тавсия қилинган
(2016 йил “ ” августдаги 1- сон баённома).

Факультет услубий Кенгаши раиси:

доц. Ф.Ш.Рузикулов

Келишилди:

Ўқув-услубий бўлим бошлиғи:

доц. М. Ҳолиқов

КИРИШ

Мазкур дастурда “Махсус фанларни ўқитиш методикаси” фанининг қонуниятлари, инновацион технологиялар моҳияти ва уларни амалга татбиқ этиш йўллари, дидактика соҳасига доир тадқиқотлар методлари, махсус фанларни ўқитишга нисбатан замонавий ёндашув, метод ва технологиялар, назарий ва амалий машғулотларни режалаштириш ва ташкил этиш, ўқув-услубий воситаларни танлаш каби фан мазмунини ташкил этувчи масалалар ўз аксини топган. Ушбу фан доирасида ўрганиладиган билимлар магистрантларнинг келгусида таълим тизимида педагог сифатида самарали фаолият юритишларига, хусусан турли педагогик ва психологик усулларни таҳлил қилиш, янгиларини ишлаб чиқиш ва амалда қўллаш, тарбиявий ишларни лойиҳалаштириш, таълим жараёнидаги муаммоли вазиятларни ҳал этишларида муҳим аҳамият касб этади.

Фаннинг мақсад ва вазифалари

Ушбу фаннинг мақсади магистрантларни олий таълим тизимида махсус фанларни ўқитиш методикаси, методологияси, назарий ва амалий асослари, уларнинг келгусидаги педагогик ва илмий-тадқиқот фаолияти учун зарур бўладиган замонавий педагогик ва психологик билимлар билан таништириш, жумладан

- давлат таълим стандартлари ва улар асосида ишлаб чиқиладиган намунавий фан дастурлари, ўқув режаларни ишлаб чиқиш тартиби;
- махсус фанларни ўқитишда оптимал стратегияни танлай олиш, замонавий таълим технологияларини ишлаб чиқиш ва амалга татбиқ этиш;
- махсус фанларни ўқитиш методикасини такомиллаштиришда илмий-тадқиқот ва таълим соҳасидаги инновациялардан фойдаланиш кўникмаларини ривожлантиришдир.

Фаннинг вазифаси - махсус фанларни ўқитиш бўйича магистрантларнинг педагогик маҳоратини ошириш, амалий ва назарий машғулотларни ташкил этишнинг замонавий методлари билан таништириш, махсус фанларга доир ўқув-услубий материалларни таҳлил қилиш, машғулотларнинг турли усуллари ишлаб чиқиш ва ўтказиш, шунингдек, талабалар билим даражасини назорат қилиш ва баҳолашнинг замонавий йўллари ўргатиш.

Фан бўйича талабаларнинг билим, кўникма ва малакаларига қўйиладиган талаблар

“Махсус фанларни ўқитиш методикаси” фанини ўзлаштириш жараёнида магистрант:

- фаннинг мақсади, вазифаси ва предмети;
- олий таълим тизимида педагогик фаолият юритишнинг моҳияти ва муаммолари;
- махсус фанларни ўқитишдаги ютуқ ва муаммолар, педагогик фаолиятни моделлаштиришнинг замонавий усуллари, Болония жараёни декларацияси ва Ўзбекистон Республикасининг жаҳон таълим тизимига интеграцияси **тўғрисида тасаввурга эга бўлиши лозим.**

Ўқув жараёнида билимларнинг фундаментал асосларини, илм-фан ютуқларини қўллай олиш, ўқитилаётган фаннинг бошқа фанлар билан алоқаси, фаннинг асосий муаммо ва ютуқларини билиши ва фан мавзуларини модулларга ажрата олиш **кўникмаларига эга бўлиши керак.**

Махсус фанларни ўқитишда илмий-тадқиқот натижаларидан фойдаланиш, олий таълимда ўқув-методик ва илмий ишларни олиб бориш - аудиторияга мос ўқув материалларини танлаш, мавзулар бўйича топшириқ, машқ ва тестлар тузиш, ўқув ва тарбиявий ишларни тизимлаштириш, шунингдек, махсус фанларни ўқитишда оғзаки ва ёзма тушунтиришлар бериш, машғулотларда мавзуга мос таълим технологиялари, компьютер техникаси ва ахборот технологияларидан унумли фойдаланиш, талабаларнинг мустақил мустақил таълим кўникмаларини ҳамда уларнинг касбий ва ижодий маҳоратларини ривожлантириш,

педагогик фаолияти билан боғлиқ турли вазиятларда ўзини қўлга олиш **малакаларига эга бўлиши лозим.**

Фаннинг ўқув режадаги бошқа фанлар билан ўзаро боғлиқлиги ва услубий жиҳатдан узвийлиги

“Махсус фанларни ўқитиш методикаси” фани 2 курсда ўқитилади. Ушбу фан мутахассислик фанлари билан узвий боғлиқ. Фан бакалавриат босқичида ўқитилган “Педагогика”, “Психология”, “Тиллар ўқитиш методикаси ва таълим технологиялари” каби фанларнинг мантикий давоми ҳисобланади. Фан магистратура мутахассисликлари ўқув режасидаги умумметодологик ва мутахассислик фанлари билан узвий боғлиқликда ўқитилади.

Фаннинг ишлаб чиқаришдаги ўрни

“Махсус фанларни ўқитиш методикаси” фани ишлаб чиқариш жараёни билан бевосита боғланмаган. Фан доирасида ўзлаштирилган билимлар магистрантларнинг таълим муассасаларида педагогик фаолият билан шуғулланишларида, махсус фанларни самарали ўқитишларида муҳим аҳамият касб этади.

Фанни ўқитишда замонавий ахборот ва педагогик технологиялар

Фанни ўқитишда қуйидаги метод ва педагогик технологиялардан фойдаланиш тавсия этилади:

Маъруза машғулотларида: Аклий ҳужум, Маълумот алмашиш, Баҳс, Қиёсий таҳлил, Зигзаг, Блиц-сўров, Венна диаграммаси, Т-схема, Кластер, Кейс-стади, Ролли ўйинлар, Рефлексив усуллар, Алгоритмлаш, шунингдек,

- иллюстратив;
- диалогик;
- муаммоли изланиш;
- лойиҳа;
- гуруҳ бўлиб ишлаш;
- ўз-ўзини ривожлантирувчи;
- билимларни фаол ўзлаштириш;
- информацион-коммуникатив усул ва технологиялардан фойдаланилади.

“Махсус фанларни ўқитиш методикаси” фанидан машғулотларнинг мавзулар ва соатлар бўйича тақсимланиши

<i>т/р</i>	<i>Мавзулар номи</i>	<i>Жами соат</i>	<i>Маъруза</i>	<i>Амалий</i>	<i>Мустақил таълим</i>
1	Foreign language as an educational subject. Connection of the subject with other sciences. Aims and content of teaching and learning English.	10	2	4	4
2	Common European Framework of Reference for Languages: Principles of teaching in the conditions of Uzbekistan.	5	2	2	1
3.	Methods of teaching and learning English at school, lyceums and college.	5	2	2	1

3	Professional competence of the teacher. Up-to-date requirements to the foreign languages teachers.	10	2	6	2
4	Tasks and techniques of classroom management	10	2	4	4
5	Methodics of teaching FL in higher educational establishments. Ways of giving lectures, seminars, types and peculiarities.	10	2	6	2
6	Innovative technologies within communicative teaching	10	2	4	4
7	The interactive methods and variations in TFL.	10	2	4	4
8	Distance and module technology in learning and teaching FL.	10	2	4	4
0.9	Innovative technologies in assessment of EL proficiency.	10	2	4	4
	Жами:	90	20	40	30

Фаннинг услубий жиҳатдан узвий кетма кетлиги

“Махсус фанларни ўқитиш методикаси” фани 2 курсда ўқитилади. Ушбу фан мутахассислик фанлари билан узвий боғлиқ. Фан бакалавриат босқичида ўқитилган “Педагогика”, “Психология”, “Тиллар ўқитиш методикаси ва таълим технологиялари” каби фанларнинг мантикий давоми ҳисобланади. Фан магистратура мутахассисликлари ўқув режасидаги умумметодологик ва мутахассислик фанлари билан узвий боғлиқликда ўқитилади.

МАЪРУЗА МАШҒУЛОТЛАРИ МАЗМУНИ

I – мавзу: Connection of the subject with other sciences. Aims and content of teaching and learning English.

Таълим мазмуни: Методика фани ўқитиш назарияси сифатида. Асосий ўрганилаётган тил ўқитиш методикасининг предмети. Методика курсининг вазифаси. Методика инглиз тили ҳақидаги фан сифатида. Умумий ва хусусий методика тушунчалари. Инглиз тили ўқитиш методикасининг тилшунослик билан алоқаси. Психология билан алоқаси. Психолингвистика билан алоқаси. Педагогика билан алоқаси. Бошқа фанлар билан алоқаси.

Таълим технологиялари: Ақлий ҳужум, Резюме, Савол-жавоб.

Адабиётлар: А3; А4; А5; А8; А9; Қ2; Қ3; Қ6; Э2; Э5; Э6;

II- мавзу:- Common European Framework of Reference for Languages: Principles of teaching in the conditions of Uzbekistan.

Таълим мазмуни: Амалгата тибқи этиш ўллар, дидактика соҳасига доир тадқиқотлар методлари, махсус фанларни ўқитиш ганисбатан замонaviй ёндашув, метод ва технологиялар, назарий ва амалий машғулотларни режалаштириш ваташкил этиш, ўқув-услубий воситаларни танлаш каби фан мазмуни ниташкил этувчимасалалар ўзаксини топан.

III – мавзу: Methods of teaching and learning English at school, lyceum and college

Таълим мазмуни: Турлитаълиммуассасаларидаўқитиш методикаси (мактаб, академик лицей, коллеж, ОТМ).
Ўқитишнинг турли босқичларида таълимнинг индивидуаллаштириш ватабақалаштириш муаммолари. Интеллектуал салоҳият назарияси. Назоратга қўйиладиган замонавий талаблар.
Турлитаълиммуассасаларида ўқувчи ватабалар эгаллаган билимларни баҳолашнинг ўзига хос хусусиятлари.

Таълим технологиялари: Зинама-зина, Карточка, Тезкор-сўров саволлари.
Адабиётлар: А3; А4; А5; А8; А9; Қ2; Қ3; Қ6; Э2; Э5; Э6;

IV – мавзу: Professional competence of the teacher. Up-to-date requirements to the foreign languages teachers.

Таълим мазмуни: Компетентли ёндашув технологиясининг умумий тавсифи. Педагогнинг касбий фаолияти. Замонавий педагог ва унга қўйиладиган талаблар. Замонавий таълим тизимида шахснинг ўз-ўзини тарбиялаши. Замонавий педагогнинг касбий маҳорати.
Таълим технологиялари: Хотира чархи, Ақлий ҳужум, Тезкор-сўров саволлари.
Адабиётлар: А3; А4; А5; А8; А9; Қ2; Қ3; Қ6; Э2; Э5; Э6;

V – мавзу: Tasks and techniques of classroom management

Таълим мазмуни: Касбий-педагогик ўз-ўзини бошқариш педагог компетентлигининг асоси сифатида. Компетенция ва компетентлик тушунчалари ўртасидаги ўзаро муносабат. Муаммолар вазиятларга ечим топишда касбий компетентлик.
Таълим технологиялари: Зинама-зина, Ақлий ҳужум, Тезкор-сўров саволлари.
Адабиётлар: А3; А4; А5; А8; А9; Қ2; Қ3; Қ6; Э2; Э5; Э6;

VI – мавзу: Methodics of teaching FL in higher educational establishments. Ways of giving lectures, seminars, types and peculiarities.

Таълим мазмуни: Олий таълимда педагогик фаолиятнинг асосий турлари: маъруза – таълим тизимининг тактикаси, маърузанинг асосий вазифалари, маърузани тайёрлашнинг асосий методикаси, семинар ва унинг ўзига хос хусусиятлари. Амалий машғулот ва амалиётнинг ўзига хос хусусиятлари. Амалий дарсларнинг турлари.
Таълим технологиялари: Ақлий ҳужум, Резюме, Савол-жавоб.
Адабиётлар: А3; А4; А5; А8; А9; Қ2; Қ3; Қ6; Э2; Э5; Э6;

VII – мавзу: Innovative technologies within communicative teaching

Таълим мазмуни: Инновация тушунчаси, педагогик инновацияларни қўллаш. Педагогик инновацияларнинг турлари: янги фоядалар, технологиялар, педагогик фаолиятда янги воситалар, метод ва шаклларни қўллаш. Ўқув жараёнига янги тизимни жорий этиш. Инновацион технологияларни ўрганиш ва педагогик фаолиятда қўллаш.
Таълим технологиялари: Зинама-зина, Ақлий ҳужум, Тезкор-сўров саволлари.
Адабиётлар: А3; А4; А5; А8; А9; Қ2; Қ3; Қ6; Э2; Э5; Э6;

VIII – мавзу: The interactive methods and variations in TFL.

Таълим мазмуни: Таълим методи тушунчаси. 1. Замонавий методлар. 2. Янги педагогик технологиялар. 3. Интерактив методлар. 4. Янги замонавий методлар, технологиялар.
Таълим технологиялари: Кўргазма, Бумеранг. Савол-жавоб.

Адабиётлар: А3; А4; А5; А8; А9; Қ2; Қ3; Қ6; Э2; Э5; Э6;

IX –мавзу: Distance and module technology in learning and teaching FL

Таълим мазмуни: Модул дастурлари ва курсларни ишлаб чиқишнинг методик асослари (моҳияти ва асосий мақсадлари, ўзига хос хусусиятлари, тамойиллари). Таълимни автономлаштириш. Модулларнинг тузилиши ва мазмуни. Модулга асосланган дастур, унинг мазмуни, тузилиши ва таркиби. Модул технологияси асосида ўқитишнинг афзалликлари. Модул асосида ўқитишни ташкил этиш шартлари.

Таълим технологиялари: Кўргазма, Бумеранг. Савол-жавоб.

Адабиётлар: А3; А4; А5; А8; А9; Қ2; Қ3; Қ6; Э2; Э5; Э6;

X –мавзу: Innovations in assessment of EL proficiency.

Таълим мазмуни: Инновацион технологияларини қўллаш нуктаи назаридан ўқув воситаларини таҳлил қилиш ва баҳолаш. Баҳолаш воситаларини ишлаб чиқиш методикаси (назорат саволлари, ёзма топшириқлар, тестлар).

Таълим технологиялари: Хотира чархи, Ақлий хужум, Тезкор-сўров саволлари.

Адабиётлар: А3; А4; А5; А8; А9; Қ2; Қ3; Қ6; Э2; Э5; Э6;

МАЪРУЗА МАШҒУЛОТИНИНГ КАЛЕНДАР - ТЕМАТИК РЕЖАСИ

т/р	Маъруза машғулоти	Бажарилиш муддати	Соат
I мавзу: <u>Connection of the subject with other sciences. Aims and content of teaching and learning English.</u>			
1.1.	Connection of the subject with other sciences. Aims and content of teaching and learning English.	Сентябрь 1-ҳафта	2
II мавзу: <u>Common European Framework of Reference for Languages: Principles of teaching in the conditions of Uzbekistan.</u>			
2.1.	Common European Framework of Reference for Languages: Principles of teaching in the conditions of Uzbekistan.	Сентябрь 2-ҳафта	2
III мавзу: <u>Methods of teaching and learning English at school, lyceum and college.</u>			
3.1.	Methods of teaching and learning English at school, lyceum and college	Ноябрь 1-ҳафта	2
IV мавзу: <u>Professional competence of the teacher. Up-to-date requirements to the foreign languages teachers.</u>			
4.1	Professional competency of the teacher. Up-to-date requirements to the foreign languages teachers.	Ноябрь 2-ҳафта	2
V – мавзу: <u>Tasks and techniques of classroom management</u>			
5.1.	Tasks and techniques of classroom management	Ноябрь 3-ҳафта	2
VI мавзу: <u>Methodics of teaching FL in higher educational establishments. Ways of giving lectures, seminars, types and peculiarities.</u>			
6.1.	Methodics of teaching FL in higher educational	Ноябрь 4-ҳафта	2

	establishments. Ways of giving lectures, seminars, types and peculiarities.		
VII – мавзу: <u>Innovative technologies within communicative teaching</u>			
7.1.	Innovative technologies within communicative teaching	Декабрь 1-ҳафта	2
VIII мавзу: <u>The interactive methods and variations in TFL.</u>			
8.1.	The interactive methods and variations in TFL.	Декабрь 2-ҳафта	2
IX мавзу: <u>Distance and module technology in learning and teaching FL</u>			
9.1.	Distance learning and teaching FL Constructing and designing of module programme	Декабрь 3-ҳафта	2
X мавзу: <u>Innovations in assessment of EL proficiency.</u>			
10.1.	Innovative technologies in assessment of EL proficiency.	Январь 1-ҳафта	2
		Жами:	20

АМАЛИЙ МАШҒУЛОТ МАВЗУЛАРИ МАЪМУНИ

I – мавзу: Connection of the subject with other sciences. Aims and content of teaching and learning English.

Таълим мазмуни: Методика фани ўқитиш назарияси сифатида. Асосий ўрганилаётган тил ўқитиш методикасининг предмети. Методика курсининг вазифаси. Методика инглиз тили ҳақидаги фан сифатида. Умумий ва хусусий методика тушунчалари. Инглиз тили ўқитиш методикасининг тилшунослик билан алоқаси. Психология билан алоқаси. Психоллингвистика билан алоқаси. Педагогика билан алоқаси. Бошқа фанлар билан алоқаси.

Таълим технологиялари: Ақлий ҳужум, Резюме, Савол-жавоб.

Адабиётлар: А3; А4; А5; А8; А9; Қ2; Қ3; Қ6; Э2; Э5; Э6;

II- мавзу:- Common European Framework of Reference for Languages: Principles of teaching in the conditions of Uzbekistan.

Таълим мазмуни: Амалгата тибқи этиш ўллар, дидактика соҳасига доир тадқиқотлар методлари, махсус фанларни ўқитиш ганисбатан замонавий ёндашув, метод ва технологиялар, назарий ва амалий машғулотларни режалаштириш ваташ қил этиш, ўқув-услубий воситаларни танлаш қаби фан мазмунини ташиқил этувчи масалалар ўзаксини топан.

III – мавзу: Methods of teaching and learning English at school, lyceum and college.

Таълим мазмуни: Турлитаълим муассасаларида ўқитиш методикаси (мактаб, академик лицей, коллеж, ОТМ). Ўқитишнинг турли босқичларида таълимни индивидуаллаштириш ватабақалаштириш муаммолари. Интеллектуал салоҳият назарияси. Назоратга қўйиладиган замонавий талаблар. Турлитаълим муассасаларида ўқувчи ватабалар эгаллаган билимларни баҳолашнинг ўзига хос хусусиятлари.

Таълим технологиялари: Зинама-зина, Карточка, Тезкор-сўров саволлари.

Адабиётлар: А3; А4; А5; А8; А9; Қ2; Қ3; Қ6; Э2; Э5; Э6;

IV – мавзу: Professional competency of the teacher. Up-to-date requirements to the foreign languages teachers.

Таълим мазмуни: Компетентли ёндашув технологиясининг умумий тавсифи. Педагогнинг касбий фаолияти. Замонавий педагог ва унга қўйиладиган талаблар. Замонавий таълим тизимида шахснинг ўз-ўзини тарбиялаши. Замонавий педагогнинг касбий маҳорати.

Таълим технологиялари: Хотира чархи, Ақлий хужум, Тезкор-сўров саволлари.
Адабиётлар: А3; А4; А5; А8; А9; Қ2; Қ3; Қ6; Э2; Э5; Э6;

V – мавзу: Tasks and techniques of classroom management

Таълим мазмуни: Касбий-педагогик ўз-ўзини бошқариш педагог компетентлигининг асоси сифатида. Компетенция ва компетентлик тушунчалари ўртасидаги ўзаро муносабат. Муаммоли вазиятларга ечим топишда касбий компетентлик.

Таълим технологиялари: Зинама-зина, Ақлий хужум, Тезкор-сўров саволлари.
Адабиётлар: А3; А4; А5; А8; А9; Қ2; Қ3; Қ6; Э2; Э5; Э6;

VI – мавзу: Methodics of teaching FL in higher educational establishments. Ways of giving lectures, seminars, types and peculiarities.

Таълим мазмуни: Олийтаълимда педагогика фаолиятнинг асосий турлари: маъруза – таълим тизимининг тактикаси, маърузанинг асосий вазифалари, маърузани тайёрлашнинг асосий методикаси, таълимнинг асосий шартлари ва унинг ўзгаришлари, маъруза турлари ва уларнинг таълими. Семинар ва унинг ўзига хос хусусиятлари. Амалий машғулот ва амалиётнинг ўзига хос хусусиятлари. Амалий дарсларнинг турлари.

Таълим технологиялари: Ақлий хужум, Резюме, Савол-жавоб.
Адабиётлар: А3; А4; А5; А8; А9; Қ2; Қ3; Қ6; Э2; Э5; Э6;

VII – мавзу: Innovative technologies within communicative teaching.

Таълим мазмуни: Инновация тушунчаси, педагогик инновацияларнинг ўлчовлари. Педагогик инновацияларнинг турлари: янги фоядалар, технологиялар, педагогика фаолиятда янги воситалар, метод ва шаклларнинг ўлчовлари. Ўқув жараёнига янги таълимнинг инновациялари. Инновацион технологияларнинг ўрганиш ва педагогика фаолиятда қўлланиш.

Таълим технологиялари: Зинама-зина, Ақлий хужум, Тезкор-сўров саволлари.
Адабиётлар: А3; А4; А5; А8; А9; Қ2; Қ3; Қ6; Э2; Э5; Э6;

VIII – мавзу: The interactive methods and variations in TFL.

Таълим мазмуни: Таълим методи тушунчаси. 1. Замонавий методлар. 2. Янги педагогик технологиялар. 3. Интерактив методлар. 4. Янги замонавий методлар, технологиялар.

Таълим технологиялари: Кўргазма, Бумеранг. Савол-жавоб.
Адабиётлар: А3; А4; А5; А8; А9; Қ2; Қ3; Қ6; Э2; Э5; Э6;

IX – мавзу: Distance and module technology in learning and teaching FL.

Таълим мазмуни: Модул дастурлари ва курсларни ишлаб чиқишнинг методик асослари (моҳияти ва асосий мақсадлари, ўзига хос хусусиятлари, тамойиллари). Таълимни автономлаштириш. Модулларнинг тузилиши ва мазмуни. Модулга асосланган дастур, унинг мазмуни, тузилиши ва таркиби. Модул технологияси асосида ўқитишнинг афзалликлари. Модул асосида ўқитишни ташкил этиш шартлари.

Таълим технологиялари: Кўргазма, Бумеранг. Савол-жавоб.
Адабиётлар: А3; А4; А5; А8; А9; Қ2; Қ3; Қ6; Э2; Э5; Э6;

X-мавзу: Innovations in assessment of EL proficiency.

Таълим мазмуни: Инновацион технологияларини қўллаш нуқтаи назаридан ўқув воситаларини таҳлил қилиш ва баҳолаш. Баҳолаш воситаларини ишлаб чиқиш методикаси (назорат саволлари, ёзма топшириқлар, тестлар).

Таълим технологиялари: Хотира чархи, Ақлий ҳужум, Тезкор-сўров саволлари.

Адабиётлар: А3; А4; А5; А8; А9; Қ2; Қ3; Қ6; Э2; Э5; Э6;

АМАЛИЙ МАШҒУЛОТ МАВЗУЛАР ВА УЛАРНИНГ КАЛЕНДАР - ТЕМАТИК РЕЖАСИ

т/р	Амалий машғулоти	Бажарилиш муддати	Соат
I мавзу: <u>Connection of the subject with other sciences. Aims and content of teaching and learning English.</u>			
1.1.	Connection of the subject with other sciences. Aims and content of teaching and learning English.	Сентябрь 2-ҳафта	2
1.2	The importance of FL learning in Uzbekistan	Сентябрь 2-ҳафта	2
II мавзу: <u>Common European Framework of Reference for Languages: Principles of teaching in the conditions of Uzbekistan.</u>			
2.1.	Common European Framework of Reference for Languages: Principles of teaching in the conditions of Uzbekistan.	Ноябрь 1-ҳафта	2
III мавзу: <u>Methods of teaching and learning English at school, lyceum and college.</u>			
3.1.	Theoretical problems content of teaching English. Methods of teaching and learning English at school, lyceum and college.	Ноябрь 1-ҳафта	2
IV мавзу: <u>Professional competency of the teacher. Up-to-date requirements to the foreign languages teachers.</u>			
4.1.	Professional competency of the teacher.	Ноябрь 2-ҳафта	2
4.2.	Professional literacy of FL teachers. Language portfolio as innovative technology.	Ноябрь 2-ҳафта	2
4.3.	Up-to-date requirements to the foreign languages teachers.	Ноябрь 3-ҳафта	2
V – мавзу: <u>Tasks and techniques of classroom management</u>			
5.1.	Tasks and techniques of classroom management.	Ноябрь 3-ҳафта	2
5.2.	Different view points on classroom management.	Ноябрь 4-ҳафта	2
VI мавзу: <u>Methodics of teaching FL in higher educational establishments. Ways of giving lectures, seminars, types and peculiarities.</u>			
6.1.	Methodics of teaching FL in higher educational establishments.	Ноябрь 4-ҳафта	2
6.2.	Types and forms of the lecture. Tutorial lessons (seminars)	Декабрь 1-ҳафта	2
6.3.	Forms of organizing lessons and interaction in the classroom.	Декабрь 1-ҳафта	2

VII – мавзу: <u>Innovative technologies within communicative teaching</u>			
7.1.	Innovative technologies within communicative teaching.	Декабрь 1-ҳафта	2
7.2.	Community language learning.	Декабрь 2-ҳафта	2
VIII мавзу: <u>The interactive methods and variations in TFL.</u>			
8.1.	The interactive methods and variations in TFL.	Декабрь 2-ҳафта	2
8.2.	The case-study method.	Декабрь 2-ҳафта	2
IX мавзу: <u>Distance and module technology in learning and teaching FL</u>			
8.1.	Distance learning and teaching FL	Декабрь 2-ҳафта	2
8.2.	Constructing and designing of module programme	Декабрь 3-ҳафта	2
X мавзу: <u>Innovations in assessment of EL proficiency.</u>			
10.1.	Innovative technologies in assessment of EL proficiency.	Декабрь 3-ҳафта	2
10.2.	Approaches in the aspect of feedback and error correction.	Январь 1-ҳафта	2
Жами:			40

Мустақил ишларни ташкил этишнинг шакли ва мазмуни

Магистрантларни педагогик фаолиятга муваффақиятли тайёрлаш нуктаи назаридан мустақил бажариш учун қуйидаги иш турлари тавсия этилади:

- ✓ муайян мутахассислик фани бўйича терминологик луғат тузиш;
- ✓ фаннинг айрим мавзулари бўйича тест тузиш;
- ✓ педагогик технологияларни таснифлаш ва таҳлил қилиш;
- ✓ муаммоли ўқитиш технологиясини қўллаган ҳолда махсус фан бўйича маъруза режа-конспектини ишлаб чиқиш;
- ✓ мутахассислик фанлари бўйича давлат таълим стандартларига киритилган компетенцияларни таҳлил қилиш;
- ✓ замонавий педагогнинг касбий маҳорати юзасидан тавсия вақурсатмалар ишлаб чиқиш;
- ✓ мутахассислик фанлари ўқув дастурларини таҳлил қилиш;
- ✓ мутахассислик фанларини модул асосида ўқитиш бўйича ишланмалойиҳасини яратиш;
- ✓ масофавий таълимда қўллаш имконини берувчи видеомаърузафрагментини ишлаб чиқиш;
- ✓ мутахассислик фанлари бўйича ўқув адабиётлари ва интернетманбаларини таҳлил қилиш;
- ✓ мутахассислик фанларидан кейс ишлаб чиқиш;
- ✓ мутахассислик фанлари бўйича бошқотирма тузиш;
- ✓ ўйинлар ва модерация лойиҳасини ишлаб чиқиш.

ТАЛАБАЛАР МУСТАҚИЛ ТАЪЛИМИНИНГ МАЗМУНИ ВА ҲАЖМИ

№	Мустақил таълим мавзулари	Берилган топшириқлар	Бажариш муддати	Ҳажми (соатда)	
				Барча йўналиш	Инглиз йўналиши
VI семестр					
1.	The importance of FL learning in Uzbekistan	Адабиётлардан конспект қилиш. Индивидуал	Ноябрь 1-ҳафта	-	2

		топшириқларни бажариш			
2.	Distance and module technology in Uzbekistan	Адабиётларда келтириган маълумотларни таҳлил қилган ҳолда реферат шаклида ҳимоя қилиш.	Ноябрь 2 - ҳафта	-	2
3.	Innovative pedagogical technologies within communicative teaching.	Индивидуал тақдимот шаклида ҳимоя қилиш	Ноябрь 3- ҳафта	-	4
4.	The interactive methods and variations in TFL.	Адабиётлардан конспект қилиш. Индивидуал топшириқларни бажариш	Ноябрь 4- ҳафта	-	2
5.	Forms of organizing lessons and interaction in the classroom.	Индивидуал тақдимот шаклида ҳимоя қилиш	Декабрь 1- ҳафта	-	2
6.	Up-to-date requirements to the foreign languages teachers.	Адабиётларда келтириган маълумотларни таҳлил қилган ҳолда реферат шаклида ҳимоя қилиш.	Декабрь 2-ҳафта	-	4
7.	Methodics of teaching FL in higher educational establishments.	Адабиётлардан конспект қилиш. Индивидуал топшириқларни бажариш	Декабрь 2-ҳафта	-	2
8.	Innovative technologies in assessment of EL proficiency.	Индивидуал тақдимот шаклида ҳимоя қилиш	Декабрь 3-ҳафта	-	2
9.	Common European Framework of Reference for Languages: Principles of teaching in the conditions of Uzbekistan	Индивидуал тақдимот шаклида ҳимоя қилиш	Декабрь 3-ҳафта	-	4
10.	Information-communication competence of EL teachers	Адабиётларда келтириган маълумотларни таҳлил қилган ҳолда реферат шаклида ҳимоя қилиш.	Январь 1 ҳафта	-	2
11.	Module teaching as innovative technology	Индивидуал тақдимот шаклида ҳимоя қилиш	Январь 1 ҳафта	-	2
12.	Integration of Uzbekistan into the world system of education. Bologna process and its peculiarities.	Адабиётларда келтириган маълумотларни таҳлил қилган ҳолда реферат шаклида ҳимоя қилиш.	Январь 2 ҳафта	-	2
	Жами:			30 соат	

Дастурнинг информацион услубий таъминоти

“Махсуфларнинг ўқитиш методикаси”
 фани бўйича ўтказиладиган машғулотлар учун мультимедиа воситалари билан жиҳозланган аудитория (маъруза машғулотлари учун), аудио-видео аппаратуралар (амалий машғулотлари учун), интернетга уланган компьютерлар (компьютер симуляцияларини ўқитиш учун), кўргазмалар қўлланмалари: расм, схема, жадваллар ва ҳ.к. бўлиши мумкин. Шунингдек, проектор, видеофайлларни намойиш қилиш учун VLC media player (Office Power Point 7- версиясидан юқори) дастурий таъминоти бўлиши мақсадга мувофиқ.

**Талабалар билимини рейтинг тизимасосида
БАҲОЛАШМЕЗОНИ**

Фан бўйича рейтинг жадваллари, назорат тури, шакли, сони ҳамда ҳар бир назоратга ажратилган максимал балл, шунингдек жорий ва якуний назоратларининг саралаш баллари ҳақидаги маълумотлар фан бўйича биринчи машғулотда талабаларга ёшон қилинади.

Фан бўйича талабаларнинг билим савияси ва ўзлаштириш даражасининг Давлат таълим стандартларига мувофиқлигини таъминлаш учун қуйидаги назорат турлари ўтказилади:

- **жорий назорат (ЖН)** - талабанинг фан мавзулари бўйича билим ва амалий кўникма даражасини аниқлаш ва баҳолаш усули. Жорий назорат фаннинг хусусиятидан келиб чиққан ҳолда амалий машғулотларда оғзаки сўров, тест ўтказиш, суҳбат, назорат иши, коллеквиум, уй вазибаларини текшириш ва шу каби бошқа шаклларда ўтказилиши мумкин;

**“Махсус фанларни ўқитиш методикаси”
(2-курс) фани бўйича**

КУНЛИК БАҲОЛАШ МЕЗОНИ

I- семестр : 1 - Ж О Р И Й								
Ажратилган амалий соат :	Дарслар сони:	Ажратилган балл : <i>Амалий 20 Мустақил 30</i>	Кунлик белгиланган балл :	Дарсга келмаган талаба учун:	1-54% учун:	55-70 % учун:	71-85% учун:	86-100% учун:
20 Соат	10 та дарс	20 балл	2,0 балл	0 балл	0,5-1,0 балл	1,1-1,4 балл	1,5-1,7 балл	1,8-2,0 балл
2 - Ж О Р И Й								
20 Соат	10 та дарс	20 балл	2,0 балл	0 балл	0,5-1,0 балл	1,1-1,4 Балл	1,5-1,7 балл	1,8-2,0 балл

**ТАЛАБАЛАР ЖОРИЙ НАЗОРАТДАН ТЎПЛАЙДИГАН БАЛЛАРНИНГ
НАМУНАВИЙ МЕЗОНЛАРИ**

№	Назорат кўрсаткичлари	ЖН баллари		
		Макс.балл	ЖН-1	ЖН-2
	Дарсга қатнашганлик ва ўзлаштириш даражаси. Амалий машғулотлардаги фаоллиги. Амалий машғулот дафтарининг юритилиши ва ҳолати.	10	5	5
	Мустақил таълим топшириқларининг ўз вақтида ва сифатли бажариш, ўзлаштириш даражаси.	20	10	10
	Оғзаки савол-жавоблар, коллоквиум ва бошқа назорат турлари натижалари бўйича.	10	5	5
	Жами ЖН баллари :	40	20	20

• **Оралик назорат** – семестр давомида ўқув дастурининг тегишли (фаннинг бир неча мавзуларини ўз ичига олган) бўлими тугаллангандан кейин талабанинг билим ва амалий кўникма даражасини аниқлаш ва баҳолаш усули. Оралик назоратнинг сони (бир семестрда икки мартадан кўп ўтказилмаслиги лозим) ва шакли (ёзма, оғзаки, тест ва ҳоказо) ўқув фанига ажратилган умумий соатлар ҳажмидан келиб чиққан ҳолда белгиланади;

• **якуний назорат (ЯН)** - семестр якунида муайян фан бўйича назарий билим ва амалий кўникмаларни талабалар томонидан ўзлаштириш даражасини баҳолаш усули. Якуний назорат асосан таянч тушунча ва ибораларга асосланган “оғзаки” шаклида ўтказилади.

Олий таълим муассасаси раҳбарининг буйруғи билан ички назорат ва мониторинг бўлими раҳбарлигида тузилган комиссия иштирокида **ЯН** ни ўтказиш жараёни мунтазам равишда ўрганиб

борилади ва уни ўтказиш тартиблари бузилган ҳолларда, **ЯН** натижалари бекор қилиниши мумкин. Бундай ҳолларда **ЯН** қайта ўтказилади.

ТАЛАБАЛАР ОРАЛИҚ / ЯКУНИЙ НАЗОРАТДАН ТЎПЛАЙДИГАН БАЛЛАРНИНГ НАМУНАВИЙ МЕЗОНЛАРИ

№	Назорат кўрсаткичлари	ОН ва ЯН баллари	
		ОН бали	ЯН бали
	Талабанинг 1-тоширик бўйича билим савияси	10 балл	10 балл
	Талабанинг 2-тоширик бўйича билим савияси	10 балл	10 балл
	Талабанинг 3-тоширик бўйича билим савияси	10 балл	10 балл
	Жами ОН ва ЯН баллари :	30 балл	30 балл

ОРАЛИҚ / ЯКУНИЙ НАЗОРАТНИ БАҲОЛАШ ТЕХНОЛОГИЯСИ:

№	Баҳолаш шакли	Максимал балл	86-100% учун:	71-85% учун:	55-70 % учун:	1-54% учун:
1.	Талабанинг 1-топширик бўйича билим савияси	10 балл	10-9 балл	8 балл	7-6 балл	5-1 балл
2.	Талабанинг 2-топширик бўйича билим савияси	10 балл	10-9 балл	8 балл	7-6 балл	5-1 балл
3.	Талабанинг 3-топширик бўйича билим савияси	10 балл	10-9 балл	8 балл	7-6 балл	5-1 балл
	Жами:	30 балл	30-26 балл	25-22 балл	21-17 балл	16-1 балл

Талабанинг билим савияси, кўникма ва малакаларини назорат қилишнинг рейтинг тизими асосида талабанинг фан бўйича ўзлаштириш даражаси баллар орқали ифодаланади.

Талабаларнинг семестр давомидаги ўзлаштириш кўрсаткичи 100 баллик тизимда баҳоланади.

Ушбу 100 балл баҳолаш турлари бўйича қуйидагича тақсимланади:

Балл	Баҳо	Талабаларнинг билим даражаси
86-100	Аъло	Хулоса ва қарор қабул қилиш, ижодий фикрлай олиш, мустақил мушоҳада юрита олиш, олган билимларини амалда қўллай олиш, моҳиятини тушунтириш, билиш, айтиб бериш, тасаввурга эга бўлиш.
71-85	Яхши	мустақил мушоҳада юрита олиш, олган билимларини амалда қўллай олиш, моҳиятини тушунтириш, билиш, айтиб бериш, тасаввурга эга бўлиш.
55-70	Қониқарли	моҳиятини тушунтириш, билиш, айтиб бериш, тасаввурга эга бўлиш.
0-54	Қонқарсиз	Аниқ тасаввурга эга бўлмаслик, билмаслик.

Я.Н.- 30 балл, қолган 70 балл эса - ЖНга 40 балл, ОНга 30 балл қилиб тақсимланади.

(Изоҳ: Талабанинг ўқув фани бўйича мустақил ишига умумий баллнинг 20 балини ажратилиш тавсия этилади. Бу 20 балл ЖНга киритилади..)

Талабанинг фан бўйича бир семестрдаги рейтинг қуйидагича аниқланади: $R = (V * O') / 100$

бу ерда:

V– семестрда фанга ажратилган умумий ўқув юкламаси (соатларда);

О' – фан бўйича ўзлаштириш даражаси (балларда).

Фан бўйича жорий ва оралиқ назоратларга ажратилган умумий балнинг 55 фоизи саралаш балл ҳисобланиб, ушбу фоиздан кам балл тўплаган талабалар якуний назоратга киритилмайди.

Семестрда фан бўйича жорий ва оралиқ назоратларга ажратилган умумий 70 балнинг 55% (39 балл) саралаш бали ҳисобланиб, ушбу фоиздан кам (0-38) балл тўплаган талабалар якуний назоратга киритилмайди.

Изоҳ: Семестрда якуний назорат учун саралаш бали йўқ. Масалан, жорий ва оралиқ назоратларда талабанинг тўплаган бали 54 бўлса, у якуний назоратда 1 балл олган тақдирда ҳам талаба фанни ўзлаштирган ҳисобланади. Жорий ва оралиқ назоратларнинг ҳар бирига алоҳида саралаш бали белгиланмаган.

Жорий ва оралиқ назорат турлари бўйича 55 ва ундан юқори бални тўплаган талаба фанни ўзлаштирган деб ҳисобланади ва ушбу фан бўйича якуний назоратга кирмаслиги мумкин яъни бу талабанинг ихтиёрида бўлади.

Талабанинг семестр давомида фан бўйича тўплаган умумий бали ҳар бир назорат туридан белгиланган қоидаларга мувофиқ тўплаган баллари йиғиндисига тенг.

- **ЯН** календар тематик режага мувофиқ деканат томонидан тузилган рейтинг назорат жадваллари асосида ўтказилади. **ЯН** семестрнинг охириги 2 ҳафтаси мобайнида ўтказилади.

- **ЖН** назоратларда саралаш балидан кам балл тўплаган ва узрли сабабларга кўра назоратларда қатнаша олмаган талабага қайта топшириш учун, навбатдаги шу назорат туригача, сўнгги жорий ва оралиқ; назоратлар учун еса якуний назоратгача бўлган муддат берилади.

- Талабанинг семестрда **ЖН** бўйича тўплаган баллари ушбу назорат турлари умумий балининг 55 фоизидан кам бўлса ёки семестр якуний жорий, оралиқ ва якуний назорат турлари бўйича тўплаган баллари йиғиндиси 55 балдан кам бўлса, у академик қарздор деб ҳисобланади.

- Талаба назорат натижаларидан норози бўлса, фан бўйича назорат тури натижалари еълон қилинган вақтдан бошлаб бир кун мобайнида факултет деканига ариза билан мурожаат этиши мумкин. Бундай ҳолда факултет деканининг тақдимномасига кўра ректор буйруғи билан 3 (уч) аъзодан кам бўлмаган таркибда апелляция комиссияси ташкил этилади.

- Баҳолашнинг ўрнатилган талаблар асосида белгиланган муддатларда ўтказилиши ҳамдарасмийлаштирилиши факултет декани, кафедра мудури, ўқув-услубий бошқарма ҳамда ички назорат ва мониторинг бўлими томонидан назорат қилинади.

НАЗОРАТ ТУРЛАРИ БЎЙИЧА БАҲОЛАШНИНГ ТЕХНОЛОГИК ЖАДВАЛИ

Назорат турлари	Ажратилган максимал балл	86-100% учун:	71-85% учун:	55-70 % учун:	1-54% учун:
Жорий назорат -1	20 балл	20-18 балл	17-15 балл	14-11 балл	10-1 Балл
Жорий назорат -2	20 балл	20-18 балл	17-15 балл	14-11 балл	10-1 Балл
Оралиқ назорат	30 балл	30-26 балл	25-22 балл	21-17 балл	16-1 Балл
Якуний назорат	30 балл	30-26 балл	25-22 балл	21-17 балл	16-1 Балл

“Махсус фанларни ўқитиш методикаси”

фанидан талабалар билимини баҳолашнинг
ТЕХНОЛОГИК ХАРИТАСИ

Ўқув шакли :

кундузги

Курс : **2(магистратура)**
 Маъруза : **20 соат**
 Амалий машғулот : **40 соат**
 Мустақил таълим : **30 соат**

№	Машғулотлар- нинг тартиб рақами	Ўқув юкламалари				Баҳолаш тури	Баҳолаш шакли	Балл			Рейтинг назорат- ларининг муддати
		Маъруза	Назоратларга ажратилган амалий соат	Мустақил таълим	Амал. + муст. Жами			Юқори балл	Амалий	Мустақил	
	1-5	10	20	15	35	ЖБ1+МБ	Оғзаки	20	10	10	Ноябрь (3 ҳафта)
	6-10	20	20	15	35	ЖБ2+МБ	Оғзаки	20	10	10	Декабрь (4 ҳафта)
		-	-	-	-	ОБ	Ёзма	30	30		Январь (1 ҳафта)
	Жами	-	-	-	90	ЯБ	Ёзма	30	30		Январь (2 ҳафта)

МАЪРУЗАЛАР МАТНИ

MODEL OF TEACHING

THEME №1	<u>Foreign language as an educational subject</u>		
Model of teaching			
Time – 2 h.	Number of students from 20 to 80		
Plan of the lecture	1. Features of a foreign language as a curricular subject 1. The importance of FL learning in Uzbekistan 3. Connection of methodic with other subjects.		
Aim of the lecture: to give general information about subject, importance of FL learning in Uzbekistan, to show connection of methodic with other subjects.			
Tasks of the lecture: To define features of a foreign language as a curricular subject To show the connection of the subject “Methods of teaching foreign language” with other sciences. To clarify aims of teaching and learning English			
Methods of teaching		Discussion, dispute	
Form of teaching		Group	
Means of teaching		Projector, text of lectures	
Place of teaching		Lecture hall	
Type of assessment		Oral answering	
Pedagogical technology		Expert list, brainstorming.	

TECHNOLOGICAL MAP OF THE LECTURE

Teacher		Student
Stages	Prepares for the content of the lecture Prepares slides for the lecture Gives the list of using literature	

1. Introduction (15 min)	1.1. Name of the lecture, key-words and plan. 1.2. Explains aims and tasks of the lecture. 1.3. Asks questions in order to recall previous knowledge.	Listens Answerstothequestions
2. Main stage (50 min)	2.1.Givesthemainpartofthetheme, demonstratesandexplainsallthekey-words and theoretical part. 2.2. Explains features of a foreign language as a curricular subject. 2.3. Explainsimportance of FL learning in Uzbekistan 2.4.Shows the connection of the subject “Methods of teaching foreign language” with other sciences.	Listens and writes
3. Conclusion (15 min)	3.1. Answers to thestudentsquestions 3.2.Gives sources of additional information, makes conclusion.	Asks questions. Writes tasks.

Lecture 1

Foreignlanguageasaneducationalsubject

1. Featuresofaforeignlanguageas a curricular subject
1. The importance of FL learning in Uzbekistan
3. Connection of methodic with other subjects.

Key terms: curricular subject, features of the subject, linguo-cultural context, language education, multilingualism, polyculturalism, language education diversity/variety.

Features of a foreign language as a curricular subject

The Decree of President Islam Karimov "On measures for further improvement of foreign languages learning" as of December 10, 2012 is a key factor for modernization of teaching foreign languages at all stages, in which the importance of teaching and learning English across the country were pointed out. So, a foreign language becomes one of the important educational subjects, at all educational institutions.

FL teaching at college can be defined at the micro level (in terms, for example, of vocabulary and vocation-oriented information) and at macro level – the professional communicative tasks, the genre of formats of those communicative tasks, and the modalities through which they are enacted. For example, the EL teaching curriculum for a Medical College is based on the main language tasks and language skills that the future health care providers would need to be successful in this field. The acquired language skills as a result of education at a Medical college include areas of informational use of English in interaction with patients and their families (such as offering reassurance) and in interaction with colleagues (completing routine forms, charts, and instructions). The skills also touch upon documented interpersonal usage of English that the medical nurses would need (such as expressing empathy).

The importance of FL learning in Uzbekistan

The FL education has social and personal-oriented values. Dynamic processes in all spheres in Uzbekistan need acquiring one or two FL. The richness of the country under the conditions of market economy and information technologies development can be achieved with the help of human resources – the important factor of economic and social progress. The FL education contributes to solve this important objective. According to the view of the President of the Republic of Uzbekistan we should create the necessary conditions for the youth to acquire deep knowledge and modern professions and train a highly qualified workforce, young specialists capable of taking on responsibility for the future and further development of the country.¹ President I. Karimov also states that in the system of education we attach a great importance to teaching pupils not merely liberal arts and vocational skills, but also required learning of foreign languages, for this is critical for them to maintain proactive communication with their counterparts abroad, get extensive knowledge of everything that is going on around the globe, and command the august world of intellectual treasure.

At present time personal-oriented value of FL education is called forth the followings:

1. understanding the importance of FL as a means of communication in multilingual and polycultural world;
2. having imaginations about requirements to his/her level of FL proficiency at all stages of education and technologies of its assessment;
3. individuals need in learning FL and its practical using.

Exactly the last one determines prestige of the FL and its learning for individuals.

Under the conditions of developing multilingualism we can no longer afford to remain monolingual. Successive reforming occurred in Uzbekistan demands all peoples to speak a variety of languages. Learning FL no longer a pastime: it is a necessity. It is known that learning a foreign language results in students achieving greater divergent thinking, creativity, and cognitive development compared to monolingual students. When students learn a FL they have a tendency of outscoring those who are proficient in only a single language on tests of nonverbal and verbal intelligence.

Global objective of any educational system is preparation of young generation for adequate participation in all fields of activity of a society. For achievement of this objective educational process should be under construction in view of features of progress of a modern polycultural society for which plurality of cooperating languages and cultures are characteristic, first, and secondly, plurality of texts and the text formats circulating in global information space, created by modern means of a mass communication.

Development of multilingualism in Uzbekistan means learning FL, but at the same time it aims to strengthen and develop the native and second languages of those living in Uzbekistan. The language and cultural diversity are dealt with as value elements of the world cultural heritage and the philosophy of intercultural social interaction in any multilingual and polycultural space.

Connection of the subject “Methods of teaching foreign language” with other sciences.

Methods of teaching a foreign language, being independent of pedagogical subjects, connected at the same time with a number of other subjects. It uses both their findings and developed patterns. The subject is associated with the following sciences: linguistics, psychology, didactics, pedagogy, psycholinguistics.

Methodics connected with the data and laws of linguistics as language investigated by linguistics and it is the subject of methods.

Connection with psychology is carried out in two directions:

- 1) through the use of speech psychology
- 2) along the line of educational psychology, which explores ways of formation of knowledge, skills and the implementation of higher mental functions in the learning process.

The methodics is based on the general terms of didactics (theory of education and training) and pedagogy (theory of education). Didactics and pedagogy formulate laws, rules and principles of

¹ Address by President I. Karimov at the Opening Ceremony of International Conference 18 February 2012.

training and education in general, and the methodics specifies those provisions in relation to the course of the subject "foreign language."

Recently, the important role for methods is regarded in connection with a new branch of science - psycholinguistics. Psycholinguistics has developed at the intersection of psychology and linguistics. In high schools training speech provides the knowledge of the implementation mechanisms of speech activity and it is of paramount importance for the proper construction of the educational process. Linguistics, psychology and pedagogy are closely related to the procedure, and therefore called basic subjects for methodology.

Aims of teaching and learning English

According to requirements of State educational standards the main aim of teaching a foreign language is to form communicative competence of learners in all levels in the aim of making them possible to express their ideas in daily, scientific and professional activities. Competences are divided into several groups linguistic, sociolinguistic and pragmatic, accordingly we'll look through aims of teaching a foreign language. All these competences are directed to the usage of mastered knowledge, ability and skills in practical aim. Aims of teaching English are determined by the requirements of school, lyceum and college syllabus to the final level of knowledge, skills and habits of the students are to acquire as a result of learning the English language.

Aims of the English language teaching are influenced by the tasks of all-round development of a personality and up-bringing of students as well as by requirements of the syllabus of a certain type of educational stage.

There are four aims of English language teaching. They are:

- Practical;
- Cultural (bringing up);
- Educational;
- Developmental.

Table 1. Aims of EL teaching and learning

Aims of EL teaching and learning			
Practical aim: to learn to communicate in the English language (speaking, listening, reading and writing)	Cultural aim: to form students world outlook, ideological conviction, patriotism, morality, self-responsibility and occurring around and aesthetic and spiritual development of the individual.	Developmental aim: to develop intellectual, sensory and motivated peculiarities	Educational aim: to develop memory and logical thinking; to ascend pupils' levels of knowledge and general culture.

Questions:

1. Think about core of the FL as the subject.
2. Are there any differences between the FL and native language as subjects?
3. How do you explain the term "aim of teaching and learning"?
4. What are the main aims of teaching English?
5. How can the practical aim of teaching English be carried out during the lesson?
6. What are the tasks of the cultural aim of teaching English?

Used literature:

1. Вайсбурд М.Л. Методы обучения. Выбор за вами. ИЯШ, 2000. №2, с.29
2. Гальскова Н.Д. Современная методика обучения иностранным языкам: Пособие для учителя. -2-е изд. -М.: АРКТИ, 2003. -162 с.
3. Демидова В.А. New approaches in methodology. СамГИИЯ, 2007.
4. Рогова Г.В, Методика обучения иностранным языкам. Москва, 1991.

MODEL OF TEACHING

THEME №2	Common European Framework of Reference for Languages: Principles of teaching in the conditions of Uzbekistan.
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Model of teaching

Time – 2 h.	Number of students from 20 to 80
Plan of the lecture	1. Document of “Common European Framework of Reference for Languages: Learning. Teaching. Assessment” 2. Descriptors in the CEFR. 3. The modern model of teaching and learning English in Uzbekistan.
Aim of the lecture: to give general information about CEFR, importance of CEFR in Uzbekistan, to give information about CEFR levels, to explain the modern model of teaching English.	
Tasks of the lecture: To define features of each CEFR level To show the importance of teaching English by modern technologies To clarify stages and levels of FL	
Methods of teaching	Discussion, dispute
Form of teaching	Group
Means of teaching	Projector, text of lectures
Place of teaching	Lecture hall
Type of assessment	Oral answering
Pedagogical technology	Circle discussion, cluster

TECHNOLOGICAL MAP OF THE LECTURE

	Teacher	Student
Stages	1. Prepares for the content of the lecture Prepares slides for the lecture Gives the list of used literature for the theme	
1. Introduction (15 min)	1.1. Name of the lecture, key-words and plan. 1.2. Explains aims and tasks of the lecture. 1.3. Asks questions in order to recall previous knowledge.	Listens Answers to the questions

2. Main stage (50 min)	2.1.Gives the main part of the theme, demonstrates and explains all the key-words and theoretical part. 2.2. Explains the importance of CEFR 2.3. Explains descriptors in CEFR 2.4.Shows the importance of using modern model of teaching in language learning.	Listens and writes
3. Conclusion (15 min)	3.1. Answers to the students questions 3.2.Gives sources of additional information, makes conclusion.	Asks questions. Writes tasks.

Lecture 2. Common European Framework of Reference for Languages: Principles of teaching in the conditions of Uzbekistan.

- 1.Document of “Common European Framework of Reference for Languages: Learning. Teaching. Assessment”
2. Descriptors in the CEFR.
3. The modern model of teaching and learning English in Uzbekistan.

Key terms: CEFR, descriptors, learning, teaching, assessment, syllabuses, curriculum, guidelines, examination, textbooks, language proficiency, transparency of course, a single educational space, Modern languages, approach, multistage model of education, communicative competence

Document of “Common European Framework of Reference for Languages: Learning. Teaching. Assessment”

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

The CEFR document is the result of a need for a common international framework for language learning facilitated co-operation among educational institutions in different countries. It was demanded to create a single and integrated educational space in Modern languages teaching/learning and international standards of language assessment in European countries. **The main function** of this document was to provide a common basis for the elaboration of language syllabuses, curriculum, guidelines, examination, and textbooks across Europe. It also provided a method of assessing and teaching which was applied to all Modern languages in Europe.

Under the CEFR learning language proposes during a whole life as dynamic progression through all levels. That’s why the aim of the CEFR is to designate standards to be reached to subsequent stages of teaching and learning Modern languages. This document has been accepted as a standard framework to be implemented also in many other countries, i.e. in every language teaching and learning context. ;8The CEFR has been translated into at least 37 languages.

According to the CEFR, learners of every LT context should be facilitated to gain the particular proficiency level in a particular stage of learning.

Learning Modern languages through a whole life proposes six common reference levels of education:

C2	Mastery	Proficient user
C1	Effective Operational Proficiency	

B2 B1	Vantage Threshold	Independent user
A1 A2	Waystage Breakthrough	Basic user

In the CEFR the cultural context is observed in the language setting. Cultural context proposes taking into consideration the specifics of national condition of teaching and learning Modern languages, and the national-cultural features of the adjoined languages (learned and native languages). Acquiring each stage successively learners have real opportunity to communicate with people of other language contexts.

Descriptors in the CEFR

In the CEFR document the reference of six levels is given and design as illustrative descriptors (scales) in the term of “*Can Do*” statements from level A1 to C2. These scales can be used as a tool for comparing levels of ability amongst learners of FL and also offer “a means to map the progress” of learners. The common reference levels of CEFR are shown in the Table 1.

Table 1: Common Reference Levels (global)

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

The scales given in the table are global and they are not exhaustive, because they are not taking into consideration every context of language use. The CEFR describes language learners' ability in terms of "speaking, listening, reading and writing" at six reference levels. The reference levels of FL are examined through communicative tasks and activities.

Teaching and learning FL under the CEFR is based on the competence-based teaching. This approach is an educational movement that refers to the outcomes of learning in the development of language programs and language skills of students. The essence of this approach is a new content-based on forming and developing a set of learners' competences. The process of acquiring this content brings action-oriented character. Language use, embracing language learning, comprises the actions performed by learners who as individuals and as social agents develop a range of competences, both general and particular all components of the communicative competence. The main feature of this approach is orientation to results of FLT/L fixed in the State Educational Standard. For this purpose descriptors what the learners should know and can be put on the curriculum in the result are worked out.

The modern model of teaching and learning English in Uzbekistan

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

The domestic multistage model of continuous and successive FLT includes the following levels of FL given in the Table 2.

Table 2. The stages and levels of FL

Educational stage	Classes	Levels according to CEFR
Primary and secondary education	1-4 forms at school	A1
	5-9 forms at school	A2
	Language-oriented schools	A2+
Special secondary education	Academic lyceum 1-3 courses	B1
	Vocational colleges	
	Language-oriented academic lyceums	B1+
Higher education	Bachelor degree non-linguistic institutes and universities	B2
	Master degree non-linguistic institutes and universities	
	The second language in Bachelor and Master degree institutions and universities	
	Bachelor degree linguistic institutes and universities	C1
	Master degree linguistic institutes and universities	

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

study of general English and English for specific purposes, i.e. to develop both the language competency, study skills which will help them to succeed in further education and occupation/job.

The higher education provides training of qualified specialists at the Bachelor and Masters' degree departments (Pre-service FL training). The Table above does not present post-graduate education (institution of senior scientific personnel and researches) and upgrading courses of In-service teachers training and retraining to change a qualification.

The effectiveness of teachers' pedagogical activity, at first, depends on acquiring the ideas of modernization. A modernization means: 1) changing the goal and results of education; application of modern methods and technologies in practice of teaching/learning; reworking out the state standards and curriculums for EL teaching and learning. Thus, all components of methodical system of ELT should be modernized, particularly: 1) approaches and principles to EL teaching and learning; 2) goals of teaching and learning; 3) content of EL teaching and learning; 4) aids, methods and techniques; 4) ways and forms of control of the results of EL teaching and learning.

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

Questions :

1. What is the goal of the CEFR?
2. What do we mean by descriptors in the CEFR?
3. Why do we adapt the CEFR to the national context of Uzbekistan?
4. What terms are used for descriptors?
5. Can we say that we enter the international education space implementing the CEFR?

Used literature:

1. *Celce-Murcia, Marianne. (Ed.). Teaching English as a Second and Foreign Language. 3rd ed. – Boston (USA): Heinle&Heinle Publishers, 2001. –584 p.*
2. *Common European Framework of Reference for Languages: Learning. Teaching.* The Council of Europe. - Strasbourg, 1996. The final draft was published in 2001.
3. *Council of Europe (Ed.). Modern Languages: Learning, Teaching, Assessment. A Common European Framework of Reference. – Cambridge: Cambridge University Press, 2001.–260 p.*

MODEL OF TEACHING

THEME №3

Methods of teaching and learning English at school, lyceum and college

Model of teaching

Time – 2 h.

Number of students from 20 to 80

Plan of the lecture

Communicative language teaching and learning
Linguo-cultural teaching and learning
Methods of FL teaching and learning
Age groups for choice of methods in teaching process

Aim of the lecture: to give general information about communicative language teaching and learning, to show the importance of linguo-cultural teaching and learning, to explain methods of FL teaching.

Tasks of the lecture:

To define features of communicative language teaching and linguo-cultural teaching
To show different methods of FL teaching and learning
To clarify age groups in teaching process

<i>Methods of teaching</i>	Discussion, dispute
<i>Form of teaching</i>	Group
<i>Means of teaching</i>	Projector, text of lectures
<i>Place of teaching</i>	Lecture hall
<i>Type of assessment</i>	Oral answering
<i>Pedagogical technology</i>	Brainstorming, cluster

TECHNOLOGICAL MAP OF THE LECTURE

Teacher		Student
Stages	Prepares for the content of the lecture. Prepares slides for the lecture. Givesthelistof used literature.	
1. Introduction (15 min)	1.1. Name of the lecture, key-words and plan. 1.2. Explains aims and tasks of the lecture. 1.3. Asks questions in order to recall previous knowledge.	Listens Answerstothequestions
2. Main stage (50 min)	2.1.Gives the main part of the theme, demonstrates and explains all the key-words and theoretical part. 2.2. Explains features of communicative language teaching and linguo-cultural teaching 2.3. Explainsdifferent methods of FL teaching and learning 2.4.Explains the importance of the age group for choice of methods in teaching and learning	Listens and writes
3. Conclusion (15 min)	3.1. Answers to the students questions 3.2.Gives sources of additional information, makes conclusion.	Asks questions. Writes tasks.

Lecture 3. Methods of teaching and learning English at school, lyceum and college

4. Communicative language teaching and learning
5. Linguo-cultural teaching and learning
6. Methods of FL teaching and learning
7. Age groups for choice of methods in teaching process

Key terms: communicative language teaching and learning, co-teaching and co-learning, the second language personality, interactive learning, learner-centered learning, cooperative learning, content-based learning, task-based learning, age groups.

Communicative language teaching and learning

Communicative language teaching/learning (CLT/ CLL) can be interpreted in many different ways and used to describe a wide variety of classroom procedures, because it refers to a diverse set of rather general and uncontroversial principles. We sum principles pointed by J.C. Richards and basic characteristics of this approach in the Table 4. It is worth to compare their correspondence between two columns.

Table2. Principles and basic characteristics of CLT/CLL

Principles of CLT/CLL	Basic characteristics of CLT/CLL
1. The general goal of language learning is communicative competence.	1. An emphasis on learning to communicate through interaction in the target language.
2. Learners learn a language through using it to communicate.	2. The introduction of authentic texts into learning situation.
3. Authentic and meaningful communication should be the goal of classroom activities.	3. The provision of opportunities for learners focus, not only on the language but also on the learning process itself.
4. Fluency and accuracy are both important dimensions of communication.	4. An enhancement of the learner's own personal experiences as an important contributing element to classroom learning.
5. Communication involves the integration of different language skills.	5. An attempt to link classroom language learning with language activation outside the classroom.
6. Learning is a gradual process that involves trial and errors.	6. Contextualization as a basic premise and linguistic variation is a central concept in materials and methods.
	7. Fluency as acceptable language is a primary goal: accuracy is judged not in the abstract but in context.

Communicative approach is dominant one in teaching L2 and FL instruction and it emphasizes that language is best learned by using the communicative meaning, rather than focusing on explicit learning grammar and vocabulary, especially at schools.

The concept of communicativeness meets the needs of students and presents objectives, content and methods as a prevalent basis of the CEFR, being the accepted framework in the field of language teaching and learning; makes it possible to facilitate communication and interaction among students in order to promote students' mobility.

The following types of learning are associated with the Communicative Approach:

1. Interactive Learning: This concept goes right to the heart of communication itself, stressing the dual roles of "receiver" and "sender" in any communicative situation. Learning through interaction is proposed as alternative to learning through repetition and habit formation. Interaction and negotiation of meaning are seen as central of learning through tasks that require attention to meaning, transfer of information, and pushed output. The concept of interactive learning entails to be a lot of pair and group work in the classroom, as well as genuine language input from the "real world" for meaningful communication.

2. Learner-centered Learning: This kind of instruction involves the giving over of some "power" in the language learning process to the learners themselves. It also strives to allow for personal creativity and input from the learners, as well as taking into account their learning needs

and objectives. Learner-centered curricula are designed by considering the needs and interests of students, and process-oriented syllabuses which center on procedures, tasks and content.

3. Cooperative/Collaborative Learning essentially involves students learning from each other in groups. It has been comprised as a way of encouraging communicative instruction in the classroom and is seen as a stretch of the procedures of CLT. It is viewed as a learner-centered approach offering the advantages over teacher-fronted classroom methods, fostered competition rather than cooperation and favored majority of students. The concept of this type of learning stresses the "team" like nature of the classroom and emphasizes *cooperation* as opposed to *competition*. Learners share information and help, and achieve their learning goals as a group. Within this approach teachers teach students collaborative or social skills so that they can work together more effectively.

4. Content-based Learning as an instruction in which teaching is arranged around the content of information that students will acquire. It joins language learning to content/subject matter and engages them both concurrently. Special information provides natural content for language instruction. Language is seen as a tool or medium for acquiring knowledge about other things, instantly proving its usefulness. An important factor in this kind of learning is that the content itself determines what language items need to be mastered, not the other way around. When learners study math or science using English as the medium, they are more intrinsically motivated to learn more of the language.

5. Task-based Learning: This type of learning proposes tasks as useful vehicles and instruction in LT. This concept equates the idea of a "learning task" to a language learning technique in itself. This could be a problem solving activity or a project, but the task should have a clear objective, appropriate content, a working/application procedure, and a set range of outcomes. As learners work to complete a task, they have abundant opportunity to interact. During interaction they facilitate language acquisition, they get to listen to the language which may be beyond their present ability, but which may be assimilated into their knowledge of the target language for use at a later time.

As with content-based instruction, a task-based approach aims to provide learners with a natural context for language use. One way of attaining the focus on meaning is through content- or theme-based instruction, and contemporary teaching approaches such as content-based and task-based ones which are all applications of the communicative approach at vocational colleges.

Content and language integrated learning presupposes to enhance learners' linguistic competence thanks to a higher amount of a target language exposure. Among most favorably influenced by this kind of learning is the learner's lexicon. Through receiving FL input in different content subjects learners acquire more profound knowledge and specialized terminology for their future profession. But we should take into consideration that at vocational colleges we teach 1) general English and 2) specialized English. At the same time content-based instruction is aimed to use of socially oriented themes, represents an effort to link students with the world in which students live. That's why this instruction can also be used in teaching/learning English at academic lyceums too.

Methods of FL teaching

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

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

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

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

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

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

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

Age groups for choice of methods in teaching process

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

"Age" can be seen as a learner **variable**, a contextual consideration that can be rated alongside knowing "who" exactly your students are, and "where" and "why" they are learning English as EL. While it would perhaps be rash to say that this or that specific method matches this or that specific age group of learners, there are definitely general considerations for various age groups that ought to encourage teachers to be mindful/selective of the kinds of teaching *methods* and *techniques* they use according to the age of their students. Features of age groups and stages of education are presented in the Table .

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

Table 3. Age group of learners

Age groups of learners	Stage of education
1. Young Learners: It is well-known that children (ages 5-12) are very much orientated in their minds around the "here and now" and directly visible/perceivable environment. Grammatical rules/explanations are usually lost on them, as are somewhat "adult" notions of what is correct and what isn't. They develop well when given plenty of examples and patterns to follow. They tend to have a much shorter attention span and need activities that capture their immediate interest. They also need much in the way of "sensory input" - that is, they need to have many or all of their five senses stimulated at once. While generally less inhibited than adults in terms of experimenting with new language, they tend to have more fragile egos and can be very sensitive to their peers.	Pre-school and primary education. 1-6 forms.
2. Teenagers: The ages 12-18 coincide with a time of rapid transition and change, both mentally and physically. As teenagers begin to develop more cognitive ability, they can be exposed to language learning techniques that require more logical and/or abstract thinking. Attention span begins to lengthen, but there are also more distractions of an emotional nature. Probably the most important considerations for these learners are "affective" ones. Issues to do with ego and self-esteem are at their	Secondary education. 7-9 forms. Special secondary education

height, and teenagers can be incredibly sensitive to the ways others see their physical, mental and emotional development. Real or perceived errors can shatter confidence and detract from risk-taking. Teachers of teenagers need to be able to find ways to draw on and develop cognitive, analytical and logic skills, whilst being constantly mindful of feedback techniques and confidence building strategies.	-academic lyceum and vocational college students.
3. Adults: Teachers of adults need to bear in mind that these learners have longer attention spans and can handle learning that requires more cognition and abstract thinking. They tend to respond well to the teaching of grammatical rules. They may not be as willing to be "risk-takers", and generally need to feel respected and that they have a "choice-making" role in the classroom.	Higher education.

For the 1-2 class learners at school the EL is presented, practiced and learned through speaking and listening. For these learners effective classroom strategies have traditionally involved use of plays, songs, rhymes and stories with repeated language structures. One way to capture young children under 7-8 years attention and keep them engaged in activities is to supplement the activities with lots of brightly colored visuals, toys, puppets, or objects to match the stories that a teacher tells or songs that a teacher sings. These can also help make the language comprehensible and can be used for follow-up activities, such as retelling stories or guessing games. Listening and drawing the pictures (animals) is a very effective method for teaching young children EL. It is successful to move smoothly from one activity to another; one activity can be only for 5-10 minutes.

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

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

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

Questions:

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

Used literature:

- 1.Рогова Г.В. Методика обучения английскому языку. (на англ.яз.): Учебное пособие для педагогических институтов и факультетов иностранных языков. –Л.: Просвещение, 1975 . - 312 с.
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- 3.Саттаров Т. Бўлажак чет тили ўқитувчисининг услубий омилкорлигини шакллантириш технологияси (инглиз тили материалида) / Масъул муҳаррир профессор Ж.Ж.Жалолов. – Тошкент: ТДЮИ, 2003. -192 б.

MODEL OF TEACHING

THEME №4

**Professional competence of the teacher.
Up-to-date requirements to the foreign languages teachers.**

Model of teaching

Time – 2 h.	Number of students from 20 to 80
Plan of the lecture	Different types of competency. The main requirements to the FL specialists. Innovative technologies in FLT as subject
Aim of the lecture: to give information about “competent teacher”, to show main requirements of the up- to-date FL teachers, to explain innovative technologies in FLT.	
Tasks of the lecture: To define the term “competent teacher” To clarify the term “competency” To explain the importance of innovative technologies in FLT	
Methods of teaching	Discussion, dispute
Form of teaching	Group
Means of teaching	Projector, text of lectures
Place of teaching	Lecture hall;
Type of assessment	Oral answering
Pedagogical technology	Expert list, brainstorming.

TECHNOLOGICAL MAP OF THE LECTURE

Teacher		Student
Stages	Prepares for the content of the lecture. Prepares slides for the lecture. Givesthelistofused literature.	
1. Introduction (15 min)	1.1. Name of the lecture, key-words and plan. 1.2. Explains aims and tasks of the lecture. 1.3. Asks questions in order to recall previous knowledge.	Listens Answerstothequestions
2. Main stage (50 min)	2.1.Gives the main part of the theme, demonstrates and explains all the key-words and theoretical part. 2.2. Explains features competency 2.3. Names main requirements for up-to-date FL teachers 2.4.Explainsimportance of using innovative technologies during the FLT	Listens and writes
3. Conclusion (15 min)	3.1. Answers to the students questions 3.2.Gives sources of additional information, makes conclusion.	Asks questions. Writes tasks.

Lecture 4. Professional competence of the teacher. Up-to-date requirements to the foreign languages teachers.

4. Different types of competency.
5. The main requirements to the FL specialists.
6. Innovative technologies in FLT as subject

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

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 behaviour 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 behaviour 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 behaviour 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 characterised 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. According to Dr. Garza, 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 area—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?* According to Dr. Abrams, 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, phonetic); 2) communicative (speaking, listening, reading, writing); 3) linguo-cultural; 4) social-cultural; 5) subjective (informative-thematic, conceptual) and 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.

Innovative technologies in FLT as subject

The problem of FL teachers providing with modern knowledge in methods of teaching their vocational field led to coming into existence the science of Innovative technologies in FLT and implementation into educational process this as subject.

The effectiveness in the process of teaching depends much on the language proficiency of a teacher, grasping of professional knowledge and innovative technologies.

The **purpose** of this subject is acquiring the theoretical and practical matters of innovative technologies for the conducting pedagogical activity at schools, lyceum and college. Within this subject some concepts are described and analyzed, and a set of practices are covered and the obtained knowledge are widely applicable for effective pedagogical activity.

The **subject** of the study is the essence, functions and types of innovative technologies as well as the ways of their implementation in the ET process.

This subject has gone out the Didactics and is in the close interrelation with Methodology of FLT, Psychology, Linguistics, Computer study and solves its issues in conformity with their backgrounds.

It is very important for efficiency to choose correct forms, methods, aids and ways of teaching in accordance with the purpose of teaching. The teacher should be able to choose and use the methods corresponding to the purpose of teaching. Didactics is one of the basic subjects for methodology of FLT and didactic principles are used in organizing FLT and learning process.

Here are the main didactic principles used in innovative technologies:

- importing knowledge and developing language subskills and skills are closely related on the character of the teaching material;
- the results of teaching depends on the professional quality of the teacher and also methods used by him/her;
- the results and efficiency of organizing teaching process are proportional to duration of teaching;
- clearness and relevance of the aims and content of teaching to the learners;
- the efficiency of teaching and learning English is depended on the motivation, quality and appropriateness of the teaching material and means.

Psychological factors greatly influence on the efficiency of teaching. That is why they should be taken into account in organizing teaching process.

In innovative technological approach the following psychological principles will help to improve the efficiency of teaching a foreign language by forming interest and motivation for learning a target language:

1. Efficiency of teaching is depended on the activity, interest, personal or individual abilities of the pupils. They are especially meaningful for learner-centered teaching.

2. Efficiency of teaching is depended on the teachers' ability and professional skills of a teacher.

3. Efficiency of forming and developing communicative competence is dependent on the degree of acquisition of language knowledge and skills and on degree of creative thinking. Besides the professional qualities to establish the relationship with learners, to have intuition, to

conduct management and monitoring the teaching process are important factors influencing on the result of teaching.

In conclusion the following points can be formulated:

1. Using innovative technologies require profound knowledge on pedagogies, psychology, methodology, linguistics, pedagogies and practical experience of implementing information communicative technologies into practice.

2. Proficiency of a teacher in using techniques of pedagogical communication.

3. The main factors of efficiency include the aim of teaching, content of teaching, the quality of teaching.

4. Didactics is one of the basic subjects for methodology of teaching \English and didactic principles are widely used in method of teaching.

5. Psychological factors are also very important and they help to form motivation in the learners.

Questions:

1. What are the modern requirements to the specialist of FL?
2. Why are the information and cultural literacy important for specialistsofFL nowadays?
3. How do you understand “professional literacy”?
4. What a skillful teacher should be able to do?
5. What are the main factors of efficiency of FLT?

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MODEL OF TEACHING

THEME №5

Tasks and techniques of classroom management.

Model of teaching

Time – 2 h.	Number of students from 20 to 80
Plan of the lecture	Different view points on classroom management. Classroom-management strategies. Classroom Management Techniques.
Aim of the lecture: to differentiate view points on classroom management, to show importance classroom –management strategies, to explain classroom management techniques	
Tasks of the lecture: To explain the term “classroom management” To analyse different view points on classroom management To clarify aims of classroom management	
Methods of teaching	Discussion, dispute
Form of teaching	Group

Means of teaching	Projector, text of lectures
Place of teaching	Lecture hall
Type of assessment	Oral answering
Pedagogical technology	Circle discussion, expert list

TECHNOLOGICAL MAP OF THE LECTURE

Teacher		Student
Stages	Prepares for the content of the lecture Prepares slides for the lecture Givesthelistofused literature.	
1. Introduction (15 min)	1.1. Name of the lecture, key-words and plan. 1.2. Explains aims and tasks of the lecture. 1.3. Asks questions in order to recall previous knowledge.	Listens Answerstothequestions
2. Main stage (50 min)	2.1.Gives the main part of the theme, demonstrates and explains all the key-words and theoretical part. 2.2. Explains the term “classroom management” 2.3. Analyses different view points on classroom management 2.4. Explains classroom-management techniques.	Listens and writes
3. Conclusion (15 min)	3.1. Answers to the students questions 3.2.Gives sources of additional information, makes conclusion.	Asks questions. Writes tasks.

Lecture 5.Tasks and techniques of classroom management.

4. Different view points on classroom management.
5. Classroom-management strategies.
6. Classroom Management Techniques.

Key terms: classroom-management strategies, effective criteria, set of rules, self-regulation, correct misbehavior, social-emotional learning.

Classroom management refers to the wide variety of skills and techniques that teachers use to keep students organized, orderly, focused, attentive, on task, and academically productive during a class. When classroom-management strategies are executed effectively, teachers minimize the behaviors that impede learning for both individual students and groups of students, while maximizing the behaviors that facilitate or enhance learning. Generally speaking, effective teachers tend to display strong classroom-management skills, while the hallmark of the inexperienced or less effective teacher is a disorderly classroom filled with students who are not working or paying attention. Analyses of different view points on this problem show that control the process of teaching, discipline at the lesson and classroom management play a very important role in achieving efficiency in teaching.

Moskowitz and Hayman stress that if a teacher loses control in the class then it will be more difficult for him to manage the teaching process.

The other specialists in this area Berliner in 1988 and Brophy and Good in 1986 argue that the time a teacher has to take to correct misbehavior caused by poor classroom management skills results in a lower rate of academic engagement in the classroom. This shows that if classroom management is effective then it involves the learners into active work and clear communication in classroom activities. Here much depends on the teacher and how he/she is able to motivate the learners and the effective classroom management used by the teacher at the lesson because classroom management is closely linked to motivation, discipline and respect. If a teacher processes high authority in the class it will help the teacher to manage the teaching process. So, the authority of a teacher is also one of the main factors relating to classroom management.

The other effective criteria of classroom management is the teacher's personal knowledge regarding to educational psychology. A large part of traditional classroom management involves behavior modification.

Some teachers prefer to establish special rules of behavior at the beginning of a school year.

According to Goodman such procedures and rules give the students concrete direction and guarantee discipline and effective classroom management and the teachers try to be consistent in enforcing these rules and procedures. But when these rules are not followed there appear negative consequences which cause difficulties in classroom management. And the teachers spent much time to keep discipline in the classroom and this shows poor classroom management which leads to (or brings to) lower rate of learning. If the learners are involved in active work by motivating and clear management skills they are inspired and show good clear management behavior. This of course leads to good academic results in learning a foreign language.

Creating good speech atmosphere (environment) in the class is also one of the main factors in classroom management. When there is a favourable speech atmosphere in the class learners show activity and successful results by their own efforts. By creating such good speech atmosphere teacher gives the learners chance to express what they want act freely without the fear of making mistakes and being laughed at their friends. This involves them into active conversation. In other words this transforms a classroom into a community of well-behaved and self directed learners.

Effective classroom management is being to **implement and maintain classroom discipline** in an effective manner. Let's take a look at what you can do as a teacher or leader to help maintain discipline and management in your classroom.

1. Have rules: It is important to have a basic set of rules for students to follow. These regulations will help maintain classroom management and discipline. These rules do not have to be anything advanced; they can be as simple as making sure that all students adhere to timely attendance and making sure that everyone knows the consequences of missing or late assignments.
2. Have expectations: If your students know what you want from them, they are more likely to exhibit the type of behavior you want. Start out the day with explaining what you expect from your students and how they are expected to behave. Be detailed and positive.
3. Make students aware of the rules: Every school has its own disciplinary rules that students should be expected to follow. Make sure that your students are aware of the rules and the consequences if the rules are not adhered to.
4. Make the rules known to parents as well: Student's parents should also be aware of the management techniques that you are implementing in the classroom. You should ask parents to go over these rules with the students at home so that everyone is on the same page, and so that students know that their parents expect this behavior from them as well.
5. Review rules regularly: The thing with children is that you need to be consistent. Remind your students regularly about the rules and expectations for their behavior to aid in proper classroom management. Ask them if they have any questions and allow them to voice their opinions.

6. **Be firm and consistent:** When you make your rules to manage your classroom, make sure that they are realistic and void of any inconsistencies. Approach the rules in a positive manner so that students do not associate any negativity with it. Feel free to reward students for their positive behavior when you see that they are contributing to effective classroom management.
7. **Be professional:** An effectively managed classroom is conducted with professionalism and adequate structure. Students who are presented with a good authority figure who has a plan and follows it will fit in to the structure nicely.
8. **Have a printed packet:** In case you are unable to attend class one day, make sure that you have a printed packet of your classroom management techniques handy for a substitute. Your classroom should be aware that, even in your absence, they should still be able to manage themselves wisely and that all rules still apply. If students show structure and compliance in your absence, it will make both you and your classroom look well-managed and efficient.
9. **Deal with troublemakers:** No matter how great your plan or classroom management techniques are, there are always going to be students that want to disrupt your class or not follow rules. Speak with these students early on and discuss plans of action with higher authority, such as school administrators or principals. Early detection and dealing with these types of students will make the rest of the classroom know that you mean business.

Classroom Management Techniques

- **Keep the class interested:** Students who are interested in the material that what is going on in the class will be less likely to cause any disruption, as their attention will be focused on their lesson.
- **Practice fairness:** If you have kids, you would know that they have a tendency to get jealous very easily. Also, they can easily detect when injustices are occurring. As a teacher, you need to be fair and make sure that you keep your word and follow up with anything you commit to. Also remember to never play favorites in a classroom.
- **Practice humor:** Creating a positive environment where there is laughter and happiness is key into keep students interested and engaged in their work, and more likely to comply with any rules.
- **Do not threaten:** Threatening students can weaken a teacher's credibility in a classroom. Be careful when you use threats, if any. Instead, try to practice positive reinforcement.
- **Lead by example:** If one of your rules is to have students show up to class on time every day, make sure that you practice those same rules yourself. If you are late, then you risk setting a bad example for your students.
- **Do not get angry:** If you have a temper, leave it at the door. Teachers who lose their temper will eventually lose their credibility in the classroom and create an unfavorable learning environment for their students.
- **Give students opportunities:** Giving students the reigns with certain things in the classroom will make them feel trusted and responsible. By showing students that you have confidence in their abilities, they will feel like the overall management and flow of the classroom is up to them to uphold as well.
- **Do not humiliate:** Humiliating students will only cause teachers to lose their authority in the classroom and contribute to psychological damage in children, as well as fear and resentment.
- **Be alert:** Teachers who are always aware of what is going on in their classroom are less likely to have a controlled and managed class. Be sure to move around your class often and take time to interact with each student.

There is another type of discipline without stress, punishment or reward. Such discipline is described and developed by Dr. Marvin in his book "Discipline without Stress, Punishment or rewards". This approach aims to educate young people about the value of internal motivation. To improve the feeling of responsibility and self-discipline are the main tasks of this approach.

Discipline without stress is non-coercive and at the same time non permissive. It takes opposite approach to Skinnerian behaviorism that relies on external sources for reinforcement. In the psychological, pedagogical and methodological literature there are different viewpoints on

classroom management. Evertson and Weinstein characterize the classroom management as process of the actions taken to create an environment that supports and facilitates academic and social-emotional learning. According to this teachers must develop caring, supportive relationship with the students. Teachers should work out instructions on organizing teaching process and clarify students opinions about the ways of organizing teaching and also use group management methods to encourage students.

Evertson and Weinstein argues that teachers must promote the development of students' social skills and self-regulation and use appropriate interventions to assist students

Classroom management time includes the total time which is given to teaching, learning and routine classroom procedures attendance and announcements. The pupils' time schedule helps the pupils in effective using of time.

When classroom procedures are completed a teacher usually gives the learners instructions. It's called instructional time and within this time teaching and learning activity tasks take place.

The time given to do the task is called engaged time. During the engaged time the learners participate actively in learning activities. In engaged time they do oral and write work: ask questions and answer the questions put by the teacher or by their classmates, complete worksheets and exercises, make presentations and etc. They also distinguish academic learning time which helps to improve effective classroom management. During this time learners participate actively and are successful in learning activities.

In order to keep discipline punishment is needed. For many years corporal punishment has been used widely as a means of controlling disruptive behavior. But it is not used now any longer. Only in rare cases it is still advocated by some people. The best way of preventing the undesired behavior in the class is preventive approach in classroom management. Such approach involves creating a positive classroom community between a teacher and learners. When a teacher uses preventive approach to classroom management he or she should offer warmth, acceptance and support.

Fair rules and consequences established in the classroom management give the learners (pupils and students) frequent and consistent feedback regarding to their behavior. It is useful for both: teachers and learners to make (or have) a classroom contract. In the contract teachers and students decide and agree on how to treat one another in the classroom. The learners should understand and know that if there is a violation of the contract they will be punished according to the establishment rules.

Preventive techniques also involve the strategic use of praise and rewards to inform students about their behavior rather than as a means of controlling student behavior. Teachers must emphasize the value of the behavior that is rewarded and also explain to the learners the specific skills they demonstrated. Teachers should encourage the learners in using the target language as freely and communicatively as they can. Here the objective for the learners is not to focus on language construction or practice specific bits of language as grammar patterns, particular vocabulary and etc but for them to use the language which is appropriate for a given situation. Here it is advisable to use activate exercises. They offer the learners a chance to try out real language use as a kind of rehearsal before using the target language in real life situations. These exercises include role-playing, advertisement design, debate, discussion, describe and draw exercises, story writing and etc.

It should be stressed that sometimes teachers make the problems regarding to maintain discipline in the class. For example sometimes teachers define the problem behavior without considering its function.

Intervention is more likely effective when it is individualized to address the specific function of the problem behavior because two students with similar looking misbehavior may require different intervention strategies on regarding to the function of the behavior. Here it is advisable for the teachers to change the strategies because children change from year to year and they have different characters of behavior.

That is why teachers need to be flexible.

The other common mistake made by the teachers in classroom management is that the teachers often become frustrated and negative when their approach is not working. During the lesson the teacher may raise his/her voice in an effort to make the approach to work. Instead of this it is better to simply try a new approach.

Questions:

1. What is the classroom management?
2. What view points on classroom management do you know?
3. What factors influence on positive classroom management?
4. What is the role of discipline in behavior management?
5. What are the functions preventive techniques in class management?
6. How do teachers maintain discipline in the process of teaching a foreign language?

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1. Сысоев П.В., Евстигнеев М.Н. Методика обучения иностранному языку с использованием новых технологий: Учебно-методическое пособие для учителей, аспирантов и студентов. - Ростов-на-Дону: Феникс; Москва: Глосса пресс, 2010. -182 с.
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MODEL OF TEACHING

THEME №6	Methodics of teaching FL in higher educational establishments. Ways of giving lectures, seminars, their types and peculiarities.
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Model of teaching

Time – 2 h.	Number of students from 20 to 80
Plan of the lecture	Ways of organizing educational process in high school. Lecturing as a form of organizing teaching. Seminars: types and objectives.
Aim of the lecture: to give general information about ways of organizing educational process in high school, to explain how to organize lectures, to show types and objectives of seminars	
Tasks of the lecture: To define innovative ways of organizing educational process in high school To show types and forms of lecturing To clarify types and aims of seminars	
Methods of teaching	Discussion, dispute
Form of teaching	Group
Means of teaching	Projector, text of lectures
Place of teaching	Lecture hall

Type of assessment	Oral answering
Pedagogical technology	Expert list, brainstorming.

TECHNOLOGICAL MAP OF THE LECTURE

Teacher		Student
Stages	Prepares for the content of the lecture. Prepares slides for the lecture. Givesthelistofused literature.	
1. Introduction (15 min)	1.1. Name of the lecture, key-words and plan. 1.2. Explains aims and tasks of the lecture. 1.3. Asks questions in order to recall previous knowledge.	Listens Answerstothequestions
2. Main stage (50 min)	2.1.Gives the main part of the theme, demonstrates and explains all the key-words and theoretical part. 2.2. Explains methodics of teaching FL in higher education establishment 2.3. Explainsways of giving lectures and seminars 2.4.Showsdifferent ways and techniques of teaching FL in higher education establishment	Listens and writes
3. Conclusion (15 min)	3.1. Answers to the students questions 3.2.Gives sources of additional information, makes conclusion.	Asks questions. Writes tasks.

Lecture 6.

Methodics of teaching FL in higher educational establishments. Ways of giving lectures, seminars,their types and peculiarities.

4. Ways of organizing educational process in high school.
5. Lecturing as a form of organizing teaching.
6. Seminars: types and objectives.

Key terms:innovative approach, principles of learning in higher education, scientific and educational work, cognitive activity.

It was mentioned that modern development of the society brings new innovative approach to education and also into the activity both teachers and students.

Within our course *innovation* means the introduction of something new, a novel idea, method or device into FLT and learning process. This new trend in education appeared in the 60th last century. Innovative activity has been investigated in the works by T.N.Gonobolin, B.A. Slastenin and others. Some matters of management of innovative activity have been discussed in the works by D. Admilton, R. Karlson, Dj. Basset and others.

It's necessary to deal with the matter of organizing teaching to show how well planned lesson influence on the efficiency of FLT and efficiency of warming-up stage influences on the further stages of the lesson. It was said, "a good beginning leads to good child". That's right if the teacher is able to organize language learning process productively the good results in teaching are guaranteed.

At present time the teacher should avoid of old traditional ways of imparting knowledge and forming/developing language subskills and skills. The traditional ways of organizing teaching is based on the information giving method. In this case learners believe that teacher's information is the only correct one. And there is no desire for them to think, to discuss and to express their point of

view on the material being presented. They are passive learners; there is lack of motivation and no creative thinking.

Here teaching process is oriented on the whole group in other words this is class oriented teaching. And the learners tasks are to listen, understand, repeat this information and tell it back again at the next lesson.

The innovative approach of organizing teaching process is different from this. Within innovative approach at the beginning of the lesson teacher should explain the aim and objectives of the lesson and the expected result at the end of the lesson, motivate them during the lesson with the help of material and different tools. In this case the learners acquire knowledge actively with interest and can ask questions or express their ideas on the material being presented. And the teacher keeps their activity by motivating, inspiring them and using active method and technical aids. Teacher gives the chance for the learners to create atmosphere for discussion and expressing their ideas freely without hesitation and thread of making errors.

When you highlight the principles of learning in higher education take into account the peculiarities of the educational process of universities. For example, in high school they study science, not the principles of science. Here there is a convergence of independent work of students and the research work of teachers. The activity of high school teachers combine scientific and educational work. In this regard principles are formulated by learning, reflecting;⁸ the peculiarities of the educational process in higher education, such as the maintenance of unity in the scientific and educational activity of students; professional orientation and professional mobility; problematical; emotionality and all major learning process. On the basis of synthesis of these principles, we may distinguish some principles of learning in higher education:

- > Focus on the development of higher education of the future specialist
- > Correspondence of the content of higher education with current and foreseeable trends in the development of science (technology) and production (technologies);
- > Optimal combination of general, group and individual forms of organization of educational process in high school;
- > Rational application of modern methods and means of education in various stages of training;
- > Relevance of the training of specialists requirements of a particular area with their professional activities, ensuring their competitiveness.

The educational process, the activity of the teacher and students learning outcomes in higher education depends on the methods as a way of learning the organization of cognitive activity. In the scientific literature there are five methods of learning. Their classification is constructed in such a way that each successive method increases the degree of activity and independence of students.

1. The explanatory and illustrative method is that students acquire knowledge on the lectures of educational, methodical literature in the "ready" state. In high school, this method involves the transfer of a large number of student information.
2. Reproductive techniques include the use of the studied sample, or on the basis of the rules. Students in the learning process acting on the instructions, rules, similar, similar to the model shown situations.
3. The method of presentation of the problem is the use of a teacher a variety of sources and resources. Before presenting the material, the teacher poses the problem, formulate a cognitive task, and then by comparing the point of view of the different approaches, shows the way to solutions. Students thus become participants in scientific research. This approach is widely used in high school practice.
4. Partial exploratory or heuristic (from the Greek. Heurisko - retrieves, open), the method used in the process of opening a new one. Its essence lies in the organization of the teacher actively seeking solutions put forward in the training (or self-formulated) cognitive tasks. Finding the solution may take place under the supervision of a teacher, or on the basis of heuristic programs and guidance. This method helps to activate thinking, stimulation of interest in knowledge at seminars.
5. The research method is that after analyzing the material, setting challenges, briefing, students independently study the literature sources are monitoring and perform other actions exploratory

nature. This method promotes the development of students' initiative, independence, creativity in research activities.

Methods of academic work directly grow into methods of scientific research.

Classes in high schools are of two main types: lectures and tutorials (in various forms, e.g. laboratory sessions, 'seminar' sessions). The former tends to have fairly large group sizes while the latter operates with smaller numbers. The former also tends to be more monologic: the lecturer delivers a lecture with little input and participation from students. Consequently, the lecture has come to be synonymous with lecturing when, in effect, a lecture could consist of more than straight lecturing and involve more learner-centred activities.

Lecturing: a mode of transferring what is in the lecturer's notes to the student's notebook without it passing through the brain of either.

—Anon

;2

Lecture is one of the forms of organizing teaching at the Higher Education Establishments. It is oriented to imparting theoretical knowledge. There are different types and forms of lecture which are distinguished by G.Makhkamova.

Table 4. Types and forms of the lecture

Types	Forms
Introductory lecture	Problem-solving lecture
Informative lecture	Discussion-lecture
Review lecture	Visualization-lecture
	Slide-lecture
	Analytical lecture
	Instructive lecture
	Press-conference -lecture
	Lecture with the planned in advancemistakes.
	Video-lecture
	Multimedia lecture

Some consider lecturing an art; others contend that it is a science. It is arguably both. The lecturer is both a performer and an educator, and a lecture should, ideally, delight as well as instruct. Achieving these objectives within the constraints inevitable in this imperfect world is by no means easy. Becoming a good lecturer requires conscious effort. It is a demanding, sometimes daunting but ultimately rewarding experience.

Styles of lecturing may vary across disciplines and from individual to individual. There is no single, best model but it may be useful to be aware of some basic styles. The methodologists identify five common ones—the oral, the visual, the exemplary, the eclectic and the amorphous lecturer. In time, you will evolve your own style guided by native good sense and personal experience of what works for you and your students.

Some Dubious Assumptions. Look through and give your opinion.

- Lecturers are born, not made.
- If the content is interesting, that will be sufficient to capture students' attention.
- Students in general are aural learners.
- Students are adequately equipped for lectures (e.g. equipped with note-taking skills, necessary background knowledge and vocabulary to follow the lecture).
- Students can monitor their own comprehension.
- Students will let you know if and when they do not understand.

- Students learn by watching you do it (e.g. analysing a text, solving a problem).
 - Students would learn less if you do not speak for the entire lecture period.
- It is impossible to involve students in active/interactive learning in large-group teaching situations.

Seminars: Aims&Objectives

In a small-group situation, it is easier to encourage participative and student-centred learning. The group provides both support as well as peer pressure which motivate members to perform better. Group work focuses on active/interactive learning and enhances the ability to think critically, innovatively and independently, to analyse, evaluate, predict and solve problems. It helps students to:

- observe the tutor's modelling of the processes of evaluating and generating ideas;
- gain practice in thinking for themselves, in framing and solving problems;
- receive timely and frequent feedback on their performance;
- be stimulated by other group members.

Encouraging Participation

Group work is only as effective as its members are willing/able to participate. A frequent complaint is that our students tend to be reticent. What should tutor do?

- ***Clarify students' expectations of the course.***

At the outset, find out what students expect, either through a short discussion or the use of a short questionnaire. The outcome may influence you in shaping the course, or you may have to persuade students to revise their expectations, but in either case, it will facilitate the matching of teacher and learner efforts.

- ***Clarify course expectations of students.***

At the first meeting, make clear to students what is expected of them: course objectives, assignments, testing procedures, final grades, amount of work expected, attendance policies and so on. 'Ground rules' or a 'learning contract' may be drawn up to provide the class with reference points throughout the term. Spell out specific goals and tasks at each meeting and keep these more or less in focus (e.g. mastery of a certain subject, solving given problems, evaluating particular ideas).

- ***Clarify prior knowledge.***

Do not assume homogeneity in students. Bring the less knowledgeable in the group up to the level of the more knowledgeable (e.g. through peer teaching) or group members are likely to have difficulty working in tandem.

The most important single factor influencing learning is what the learner already knows. Ascertain this and teach him accordingly.

—Ausabel

Train students to prepare

- Change students' attitude from dependency on the tutor as provider or taskmaster to acceptance of responsibility for their own learning.
- Avoid forgiving non-preparation. If students are unprepared or ill-prepared, it may be better to reschedule the tutorial.

Reward rather than punish

- Recognise and reward participation. Acknowledge what has been said and give credit wherever possible.
- Ensure that criticism is constructive and humane.

Problematic students (e.g. those who are uncooperative, inactive, domineering, late) cannot be ignored. Ideally, the group members should be encouraged to take disciplinary action. But usually they will find it easier to reject or accept these elements rather than confront them, in which case the tutor will have to resort to other measures.

- Appoint a dominant student to be ‘secretary’ to make notes of the discussion; this, hopefully, will curb undue loquacity.
- Delegate specific responsibilities to inactive or uncooperative students (e.g. to report on reading, comment on discussion).
- Speak privately to the obstructive student(s) and ask for cooperation.
- Bring the problem into the open. Present it as neutrally as possible and as a collective concern. Concentrate on identifying causes and solutions rather than attributing blame. Never humiliate a student, however problematic.

Introduce participatory activities

▪ ***Buzz group***

This is one of the most effective and versatile techniques which can be used with various group sizes. Pose a question or set a task and ask students to talk about it with an immediate neighbour for a specified period of time (e.g. 5–10 minutes). Thereafter, students can recombine for general discussion or they may snowball (c.f. below).

Buzzing can be introduced at any point in group work. But to be effective, it has to be used discriminately and purposefully. It is important that:

- students are briefed on its purpose and procedure;
- the task is clearly defined;
- timekeeping is quite precisely maintained.

▪ ***Snowball***

After buzzing, one pair joins another to pool resources (again for a specified period of time) and then each group of four links up with another. In the last stage, the tutor can move among the groups to listen in on the discussions or the groups may report back through their chosen representatives.

Snowballing is useful with large numbers; but too many re-groupings may become unwieldy, and as the groups get larger, individual participation is proportionately reduced.

▪ ***Brainstorming***

A problem is stated and students volunteer spontaneous responses in quick succession while the tutor writes these down on the board or on transparencies without questioning. Any suggestion is acceptable; the suggestions are evaluated only after the period of intensive brainstorming (e.g. 5–10 minutes).

▪ ***Role playing***

This is particularly suitable for teaching interpersonal and behavioural skills (e.g. in management and sociology). Situations relevant to the area of study and drawn from practical, real world experiences are defined and students are asked to assume specific roles within that scenario. They then address a particular problem to attempt a solution.

▪ ***Simulation***

Models approximating real life situations are used to examine the dynamics of a system or phenomenon, and for learning to respond to its continually changing conditions. Students are provided with relevant data and acquainted with the objectives of the exercise and asked to work through a problem or activity (e.g. predicting consequences, making decisions, correcting errors).

Try different approaches

Different approaches may be used to start off a seminar. Below are some suggestions:

- Devote the first ten minutes to a buzz group activity, brainstorming or role playing. The idea is to create interest and get students involved right from the start.
- Begin by asking each group member to make one statement. Even if the statements are unremarkable they will serve to break the ice. Experience shows that if students say something in the first 10–15 minutes, they have overcome a critical psychological barrier.
- Set students to work individually for the first ten minutes, writing down ideas and solutions. These are transferred onto the board or overhead projector and systematically examined to find the 'best' solution or 'better' ideas.
- Ask a student to prepare a short presentation and either assign another student to critique it or ask the rest of the group to each contribute a comment.

Include some formal assignments

Formal assignments (e.g. essays, projects, quizzes) reinforce learning as well as provide regular feedback to students on their progress. This will help to reduce some of the anxieties that may arise out of the more fluid nature of group work.

Questions:

1. What technology can be used in the classroom? Enumerate all of them and tell about their advantages.
2. What forms of organizing teaching have you learned?
3. Speak about the core of the traditional and untraditional lessons.
4. Say about disadvantages of the group work in the classrooms?
5. Describe the role of teacher and learners within innovative approach.

Used literature:

1. *Юцынов Ў.Қ.* Contrastive linguistics of the English and Uzbek languages. -Тошкент: Akademnashr, 2013. -288 b.
2. *Ahmedova L.T., Narmuratova V.I.* English Teaching Practicum. – Tashkent: UWED. –163 p.
3. *Brumfit Ch.T.* Communicative Methodology in Language Teaching. – Cambridge: Cambridge University Press, 1990. –176 p.

MODEL OF TEACHING	
THEME №7	Innovative technologies within communicative teaching.
Model of teaching	
Time – 2 h.	Number of students from 20 to 80
Plan of the lecture	Learner-centered teaching Community language learning The techniques and activities of community learning.
Aim of the lecture: to give general information about innovative technologies, to explain the difference between learner- centred teaching and community language teaching, to show connection of techniques and activities of community learning.	

Tasks of the lecture: To define features of innovative technologies To explain different technologies of teaching FL To clarify aims of innovative technologies	
Methods of teaching	Discussion, dispute
Form of teaching	Group
Means of teaching	Projector, text of lectures
Place of teaching	Lecture hall
Type of assessment	Oral answering
Pedagogical technology	Expert list, cluster

TECHNOLOGICAL MAP OF THE LECTURE

Teacher		Student
Stages	1.Prepare for the content of the lecture. 2.Prepare slides for the lecture. 3.Gives the list of used literature.	
1. Introduction (15 min)	1.1. Name of the lecture, key-words and plan. 1.2. Explains aims and tasks of the lecture. 1.3. Asks questions in order to recall previous knowledge.	Listens Answers to the questions
2. Main stage (50 min)	2.1.Gives the main part of the theme, demonstrates and explains all the key-words and theoretical part. 2.2. Explains features of innovative technologies 2.3. Explains ways of teaching different innovative technologies during the lesson 2.4.Shows difference of learner –centred teaching and community language teaching.	Listens and writes
3. Conclusion (15 min)	3.1. Answers to the students questions 3.2.Gives sources of additional information, makes conclusion.	Asks questions. Writes tasks.

Lecture 7. Innovative technologies within communicative teaching.

4. Learner-centered teaching
5. Community language learning
6. The techniques and activities of community learning.

Key terms: innovative materials, learner-centered teaching, mutual-learning and teaching FL,

Tandem-method.

Nowadays, 'Learning English' including its four skills i.e. Listening, Speaking, Reading and Writing has been the top priority of any student. In Intermediate level and especially in Graduation level we can see the never dying attitude of students to get English Language and Communication skills. Every innovative thought bringing us an innovative method to learn this language by the English teachers has done a lot to all the learners of this language. Due to tremendous progress in information and communication technology, the scenario of contemporary teaching techniques is entirely changed. The teacher of 21 century should shed traditional concepts and techniques of classroom teaching and should adopt the recent and innovative teaching techniques. English language teachers must be innovative, imaginative, and resourceful and have thorough knowledge of the subject and adopt new techniques to change socio, economic status of the country. Due to globalization the world is changing rapidly, hence a teacher has to improve and update knowledge of innovative techniques to meet the demands of changing era. Various innovative materials and strategies will assist for the betterment of students.

Learner-centered teaching

Many of scientists deal with the technologies of teaching as one of the ways for realization of the learner-centered approach, thanks to which the learners become the active creative persons in the teaching process.

In learner-centered teaching, we center our planning, teaching, and assessment around needs and abilities of the learners. The main idea behind the practice is that learning is the most meaningful when topic are relevant the learners' lives, needs, and interests and when the learners themselves are actively engaged in creating, understanding, and connecting to knowledge. Learners will have a higher motivation to learn when they feel they have a real stake in their own learning. Instead of the teacher being the sole, infallible source of information, then, the teacher shares control of the classroom and learners are allowed to explore, experiment, and discover on their own. The learners are not just memorizing information, but they are allowed to work with and use the information alone or with peers. Their diverse thoughts and perspectives are necessary input to every class. The learners are given choices and are included the decision-making processes of the classroom where focus on options, rather than uniformity, takes play. Learners are treated as co-creators in the learning process, as individuals with ideas and issue that diverse attention and consideration.

Community language learning

Counseling learning which was developed by Charles Curran in early seventieth is the base of the Community language learning. According to Curran's philosophy, students are "clients" and teacher is a "counselor" who should take into consideration students needs. Within this technology the affective factors and interpersonal relations during the interaction the members of the group (class) are paramount in the learning. Teachers and learners join together to facilitate learning in a context of valuing and prizing each individual in the group.

Community language learning as a technology is based on idea of students' interaction and interrelation and mutual-learning and teaching FL. All students as a group are responsible for the solving teaching objectives and result, they help to each other. The technology intents to creation of conditions for cooperative learning of FL in the system "learner- teacher - group".

This conception had a practical realization in some variations and oriented to creation of conditions of the active joint students' activity in the various learning situations suggested by the teacher. One of the variants of this technology is tolerant to the using the native language to develop an interpersonal relationship based on trust with the other students. The student attempts to repeat the English word after the teacher. Translation and imitation is used over a consideration period of time, until students are able to apply words in the new language without translation.

The student are divided into small groups (3-4 students), the task and conditions of its

realization is given and explained by the teacher for the each group. In this case all members of the group are responsible for the process and result of the joined activity. The group should be mixed where more successful students help to weak ones. The teacher evaluates the group work.

The techniques and activities of community learning are realized by play or other simulations. Language acquisition is conducted through communication in the groups work. Goal-oriented activity in the group increases the motivation for speech practice.

Tandem-method

This method presupposes self-study of FL which conducts between two partners one of them is a native speaker. The goal of tandem is to acquire FL by the help of real or virtual interaction with the native speaker. The virtual communication has the following advantages: 1) extending the bounders of communication, because tandem-partner can be from any country of the world; 2) partners communicate through e-mail or chatting that contributes to develop writing, reading and interpretation skills;

Project-methods

Project method as one of the innovative technologies of FLT is based on the modeling of social interaction in a small group. It presupposes using learner-centered approach and developing research and reflexive skills. By the project is meant a self-planning and self-realizing research work. The key idea of this technology is an interaction of the student with the group, and an interrelated study of some material, where all students are responsible for the result of the project. That's why they help to each other to achieve the concrete result.

The project presupposes solving a task or a problem and during this solution acquiring the new knowledge and practical skills. It is a long-term, problematic assignment with the aim to develop language and communicative skills. Project is differentiated according to the themes, but their results are concrete and visual.

For the realization of the project students must acquire the following skills:

- intellectual skills (to work with the information/text, to analyze information, to summarize, to evaluate information);
- creative skills (to generalize the ideas, to find many variants of solving problem, to forecast the effect of the solving);
- communicative skills (to make discussion, to listen to the partner, to express own opinion using arguments, to come to compromises, to express laconically own ideas).

According to character of final product there the following types of project:

- 1) Constructive-practical projects (design of notice-diary, situations);
- 2) Role-playing projects (dramatization, writing a play);
- 3) Informative and research projects (on chosen topic);
- 4) Publishing projects (writing an article for the newspaper);
- 5) Scenario projects (designing the program of the party);
- 6) Survey project (sociological questionnaire or interview);
- 7) Creative projects (essay; translation of a text)

The process of conducting the project includes the following stages:

- 1) preparation stage: choice of a problem or topic; making hypothesis and discussion in the group the ways of problem-solving;
- 2) project-carrying stage: searching the information or material for the problem-solving; opening the theme on the basis of analysis and classification of the selected material; writing a presentation);
- 3) presentation stage: presentation and defense of the project to the audience; evaluation of the project.

The survey project is described by us for illustration.

Survey project is the information-gathering activity. Students are divided into groups (4 or 6 students), each group uses a survey instrument to investigate a topic. The teacher selects the topic that resonate with what is important in students' lives and prepares a set of ready questions to help to student to conduct interview on the given by the teacher topic. Each group decides how to proceed when interviewing respondents. The aim of this activity is to compile interesting

information and report it in English, including numbers and percentages in the form of the table or charts. After interviewing each group presents their results to the teacher outside of class and receives feedback and suggestions. Then one of the representatives of the group presents the research to audience (class). Students ask questions to the reporter.

Game-method

Games are used frequently in Communicative language learning. The students find them enjoyable, and if they are properly designed, they give students valuable language and communicative practice. Besides game or play is the form of organization in the conditional situations directed to recreation and acquiring experience in which forming and developing individuals' behaviour. Many of the games have the following signs:

- free developing activity with the persons wish and for the pleasure, not only for the result;
- creative, improvised and active character of this activity;
- emotional activity, competitiveness, attraction;
- direct and indirect rules, reflected the content of the play, logical and temporal sequence of its conducting.

Pedagogical game-method presupposes clearly the goal and appropriate to it pedagogical results which have teaching-cognitive direction.

Games are important tool of learning with a number of benefits. These are:

- games are useful for aspects in language development;
- games emphasize the use of rules;
- games can enhance knowledge;
- games develop a range of skills.

In ELT game-methods can forms:

1. Language games (phonetic, lexical, orthographic, vocabulary and grammar)
2. Communicative games (role-play, creative).

Teachers use the term 'games' to include role-playing and acting. It was said that if teachers make students act out what they read, then it becomes a game. This indicates that everything that calls for body movement is termed a 'game'.

The communicative games allow solving the following objectives:

- creation of psychological readiness of students to the communication;
- providing natural necessity of repetition of many times of the language and speech material;
- practice in selection of appropriate speech variant by students that is the preparation to the spontaneous speech.

Role-playing is considered as one of the activities used in teaching innovative methods. It is very important in Communicative language teaching because they give students an opportunity to practice communicating in different social context and in different social roles. They help teachers to improve the efficiency of teaching process. Role-playing involves the learners into active work by positively influencing on their inner activity. This creates favorable conditions for cooperative work. Such atmosphere creates their motivation, personal potentials of inner activity and helps to form practical skills and habits.

During the role-playing such skills as creativity, getting out of the difficult situations, resourcefulness, self managing are formed and improved. Role playing has not only educational aim, but also has social aims because some life situations are modeled here for teaching.

When a teacher uses role-playing method in ELT he/she should follow the below given instructions:

- Creating cordial atmosphere among the learners who take part in the play.
- Learners should feel free themselves and this will help them to play their role perfectly.
- Creating favorable conditions in the teaching process and using props.
- Taking into consideration the personal features of the learners.

Role-play can be organized according to the following principles: 1) closeness (a plot can be very close to learners' experience or distant); 2) situation (a situation can be everyday or unusual); 3) realism (the circumstances can be realistic or imaginary); 4) personality (the characters of role-play can resemble the participants themselves or be alien to them). Role-play can be controlled (the

participants are responsible for the language they use); semi-controlled (participant are partly expected to the use the prescribed language); free (participant are responsible for the message and not for the prescribed language); small-scale (lasting for a lesson or less) and large scale (lasting for more than a lesson or perhaps for the whole term).

Questions:

1. How can we organize the learner-centered teaching? Think about techniques and activities used in the frame of learner-centered approach.
2. Tell about the essence the Communicative language learning. Why is it considered innovative method?
3. Do you consider that the tandem-method is very effective nowadays?
Think about using tandem-method by you.
4. What skills are necessary to carry project?
5. What types of the project do you know?
6. How many stages are in the carrying project?

Used literature:

1. Ahmedova L.T., Narmuratova V.I. English Teaching Practicum. – Tashkent: UWED. –163p.
2. Brumfit Ch.T. Communicative Methodology in Language Teaching. – Cambridge:

MODEL OF TEACHING

THEME №8	The interactive methods and variations in TFL	
Model of teaching		
Time – 2 h.	Number of students from 20 to 80	
Plan of the lecture	1. The core of the interactive methods in FLT. 2. The interactive methods variations. 3. Problem-solving methods. 4. Case-study.	
Aim of the lecture: to give general information about interactive methods in FLT, toexplain variations of interactive method, to show the advantage of problem solving methods and case –study.		
Tasks of the lecture: To define features of interactive method To show the different interactive methods in FLT To clarify aims of problem solbving method and case- study		
Methods of teaching		Discussion, dispute
Form of teaching		Group

Means of teaching	Projector, text of lectures
Place of teaching	Lecture hall
Type of assessment	Oral answering
Pedagogical technology	Brainstorming, circle discussion

TECHNOLOGICAL MAP OF THE LECTURE

Teacher		Student
Stages	1. Prepares for the content of the lecture. 2. Prepares slides for the lecture. 3. Gives the list of used literature.	
1. Introduction (15 min)	1.1. Name of the lecture, key-words and plan. 1.2. Explains aims and tasks of the lecture. 1.3. Asks questions in order to recall previous knowledge.	Listens Answers to the questions
2. Main stage (50 min)	2.1. Gives the main part of the theme, demonstrates and explains all the key-words and theoretical part. 2.2. Explains features of interactive methods 2.3. Explains importance of using interactive methods and variations in TFL 2.4. Shows the difference between problem solving method and case-study.	Listens and writes
3. Conclusion (15 min)	3.1. Answers to the students questions 3.2. Gives sources of additional information, makes conclusion.	Asks questions. Writes tasks.

Lecture 8. The interactive methods and variations in TFL.

1. The core of the interactive methods in FLT.
2. The interactive methods variations.
3. Problem-solving methods.
4. Case-study.

Key terms: interactive teaching, critical thinking, interactive brainstorming, interpersonal communication.

The core of the interactive methods in FLT

Teaching involves an opened-minded plan for helping students meet and exceed educational goals. Teaching styles may differ from teacher to teacher, class to class and school to school. Yet every teaching objective must include a structured but flexible process for student advancement. Interactive teaching styles incorporate a multitude of goals beneath a single roof. Interactive classes are designed around a simple principle: Without practical application, students often fail to comprehend the depths of the study material.

Interactive training styles provide four basic forms of feedback:

- Measurable student accomplishments — Teachers making use of interactive teaching styles are better equipped to access how well students master a given subject material.
- Flexibility in teaching — Applying training methods that involve two-way communications enable the teacher to make quick adjustments in processes and approaches.
- Practice makes perfect — Interactive instruction enhances the learning process.
- Student motivation — Two-way teaching dispels student passivity.

Interactive methods belong to a group of methods based on the modern psychological conception of interaction. In other words it is a cooperative activity of people during interpersonal communication. The main feature of it is realization the ability of a person, to understand a partner in the process of communication and act according to the situation and construct his/her own activity.

Interactive methods of teaching are worked out according to the project “Reading and Writing for Critical Thinking” (RWCT) which is being implemented in cooperation of the teachers from many countries.

What is critical thinking? To answer this question we address to different definitions of this term.

1. D. Halpern - critical thinking is “the use of those cognitive skills or strategies that increase the probability of a desirable outcome”;

2. D.Willingham - critical thinking is “seeing both sides of an issue, being open to new evidence that disconfirms your ideas, reasoning dispassionately, demanding that claims be backed by evidence, deducing and inferring conclusions from available facts, solving problems, and so forth” is an evidence of critical thinking.

In order to make learners’ use critical thinking skills, it is needed to develop a number of qualities in them. According to D. Halpern these are:

1. Readiness to plan. It is very frequent when our thoughts emerge chaotically. It is necessary to put them in order and to line up sequence of narration.

2. Flexibility. If a learner is not ready to accept other viewpoints, he/she cannot produce his/her ideas and thoughts. The flexibility prevents from drawing inadequate or quick conclusions unless the learners have variety of information.

3.Persistence. Frequently, when we come across difficult tasks or problems, we put off until a later time. Being persistent in learning helps to reach significant results in learning process.

4.Readiness to correct own mistakes. Critically thinking person wouldn’t make excuses, he/she would draw adequate conclusion and take advantage of the mistakes.

5.Awareness. It is one of the crucial qualities where a learner should be aware of one’s own thinking, content of one’s conception and make an attempt to regulate one’s cognitive process in relationship to further learning.

6.Search of compromise. It is crucial when made decisions are also perceived by other people, otherwise they will stay as statements.

Development of critical thinking requires using appropriate methods which can unify the process of learning in step by step realization of each stage of the lesson. There are different methods and strategies used in the given stages as evocation, realization of meaning and reflection.

The interactive methods variations

Whereas students often lose interest during lecture-style teaching, interactive teaching styles promote an atmosphere of attention and participation. Make it interesting. Make it exciting. Make it fun. Telling is not teaching and listening is not learning .

Brainstorming — various techniques

Interactive brainstorming is typically performed in group sessions. The process is useful for generating creative thoughts and ideas. Brainstorming helps students learn to pull together. Lacks of criticism create favorable conditions for the learners to express the ideas freely and these of course motivate them. At the end of brainstorming activity all the expressed utterances are written and analysed.

Think, pair and share

Establish a problem or a question. Pair the students. Give each pair sufficient time to form a conclusion. Permit each participant to define the conclusion in his or her personal voice. You can also request that one student explain a concept while the other student evaluates what is being learned. Apply different variations of the process.

Incident process

This teaching style involves a case study format, but the process is not so rigid as a full case study training session. The focus is on learning how to solve real problems that involve real people. Small groups of participants are provided details from actual incidents and then asked to develop a workable solution.

Cluster

Cluster can be used at all stages of ELT for motivating the learners to the theme they are learning. For this a teacher may write a word in the centre of the blackboard and ask the learners to write around the word all what has relations with the key word, after that they exchange their ideas working in pairs. Then teacher gives a task to make up word combinations with the word “book”: my book, a good book, an interesting book, a nice book, etc. This method involves all the learners into active work and forms motivation. It can be effectively used in improving monologue speech skills.

“Labirint” technology

The aim of technology: to teach the learners to overcome different life problems, to assess the situation, find solution of the problem and to improve the skills of quick thinking and cultural communication.

Procedure of the technology:

Teacher asks the pupils to seat around the table. They may put a basket of flowers in the middle of the table and this helps to create favorable atmosphere and motivation. It's desirable to have such activities (lessons) in the nature. Teacher begins the lesson telling an interesting story or informing some interesting facts from the life of the learners. As an example the teacher presents some life situation and difficulties and ask the learners to tell the ways how to overcome them. If it is difficult for the learners the teacher presents three ways of solution the problem and ask the learners to select the best solution. Then the learners should explain why they think this solution is best?

After that teacher form small groups which consist of three members. An every member of this small group on the basis of their language experience should remember some problematic situation from their life and pick up the most interesting of them and then tell its solution. The solution of the problem may be in the form a test or it may consist of one clear answer.

Teacher fixes the time and the members of each small group will tell the problem or situation to the members of other groups. When the fixed time is over they in turn will tell the solution of the problem for example they memorize the problem of the first group and the members of the other groups will tell their solutions of the problem. After having listened to all their answers the teacher also tells his opinion. Then they pass to work on the solution the next group. And this way the discussion goes on.

Cinquaine

This word was borrowed from the French language and means five lines. It helps the learners to find out the key words from the text, learn their meaning, function and use then make short conclusion on the text. Cinquaine first worked out by American poet Adelaide Crapsey. Most methodologists believe that cinquaine is effective on working with difficult information. It helps to single out the most important parts of the information.

Cinquaine is used in the following way:

1. A word is given. It can be any word belonging to noun class of words, for example: a house.
2. An adjective is used to this word: a nice house.
3. An adjective may be redoubled: a big nice house.
4. A verb or adverb is added and a sentence is formed: we have a big nice house.
5. Learners express their attitude to the information: we like our house.

As we see the technique of extending periphery is used within this method.

3. Problem-solving methods

From the variety of innovative educational technologies the most effective is problem-solution. This method begins by asking students to look at situations around them and identify problems. This discussion should be participatory and can include pictures of both good and bad situations in the community members. The primary question begins with is, “What problem are you having?” Use the answers to work with community members to diagnose causes of the problem and identify possible solutions. Because work is done with community members, they will likely be motivated and feel empowered to bring about the desired change.

Discussion is a type of interactive method requires to study teaching material on the theme before starting discussion. At the time discussion is a simulation of reality for study purposes with problem-rising task, cooperating or challenging viewpoints of participants, polarization of opinions, decision-making and problem-resolution.

Discussion in the groups is most efficient when they follow a logical step-by-step procedure in problem solving. The most common procedure that effective groups use is the problem-solution pattern of problem solving. Following pattern, the group first analysis the problem and then moves on to the solution stage of the discussion. If all group members are familiar with this pattern, the discussion will be much more organized.

A discussion can be organized as a pyramid discussion. It means that a problem task is given to pairs of students. Once a pair has solved the problem, two pairs are put together to compare answers and to agree a joint solution to the problem. Then larger groups continue to discuss the problem and to work out the single solution. Finally a single variant for the whole of the class is worked out.

For example, after having learnt the lexico-grammatical material on the theme the learners may start discussion. This method helps to the learners consistently and logically express their ideas by presenting grounds for their utterances.

Here the learners work in small groups and this improves their activity because every member of the group may express his/her ideas and takes part in the discussion.

The forms of organizing group work are the following:

1. A theme is selected (chosen)
2. Learners must have learnt the chosen problem
3. Groups are formed
4. Teacher gives instruction and announces the time
5. Controls the activity of learners and if it is needed, helps and stimulated them.
6. At the end of the discussion one representative of each group makes information.

The aim of the technology is to teach the learners to overcome different problems they faced with and form the skills of understanding the situation and problem. To introduce the learners with some methods of solving problems are necessary to teach the learners to clear up the reasons of exiting the problem and to choose the right method of solving it.

4. Case-study

The case-study method was first introduced into social science by Frederick Le Play in 1829 as a handmaiden to statistics in his studies of family budgets(Les Ouvriers Europeans(2nd edition, 1879)) Case studies are stories. They present realistic, complex, and contextually rich situations and often involve a dilemma, conflict, or problem that one or more of the characters in the case must negotiate.

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

“the vehicle by which a chunk of reality is brought into the classroom to be worked over by the class and the instructor. A good case keeps the class discussion grounded upon some of the stubborn facts that must be faced in real life situations.” At present Case-study method occupies a leading position in education and activity used in abroad.

It is one of the most effective means of teaching and forming the skills of solving problems. Situation based teaching according to the methodology worked out in the Harvard University its intensive training of the students using video materials, computer and program providing.

Within the period of study at the University a student of Harvard has to work with hundreds of cases

Finding or creating cases

It is possible to write your own case studies, although it is not a simple task. Whatever the source, an effective case study is one that, according to Davis (1993):

- tells a “real” and engaging story
- raises a thought-provoking issue
- has elements of conflict
- promotes empathy with the central characters
- lacks an obvious or clear-cut right answer
- encourages students to think and take a position
- portrays actors in moments of decision
- provides plenty of data about character, location, context, actions
- is relatively concise

Using case studies

How you use case studies will depend on the goals, as well as on the format, of your course. If it is a large lecture course, for example, you might use a case study to illustrate and enrich the lecture material. Also in a large class you might consider breaking the class into small groups or pairs to discuss a relevant case.

While there are many variations in how case studies can be used, these six steps provide a general framework for how to lead a case-based discussion:

1. Give students ample time to read and think about the case. If the case is long, assign it as homework with a set of questions for students to consider
2. Introduce the case briefly and provide some guidelines for how to approach it. Clarify how you want students to think about the case (e.g., “Approach this case as if you were the presiding judge” or “You are a consultant hired by this company. What would you recommend?”)
3. Create groups and monitor them to make sure everyone is involved. Breaking the full class into smaller groups gives individual students more opportunities for participation and interaction. Have groups present their solutions/reasoning: If groups know they are responsible for producing something (a decision, rationale, analysis) to present to the class, they will approach the discussion with greater focus and seriousness. Write their conclusions on the board so that you can return to them in the discussion that follows.
4. Ask questions for clarification and to move discussion to another level. One of the challenges for a case-based discussion leader is to guide the discussion and probe for deeper analysis without over-directing.
5. Synthesize issues raised. Be sure to bring the various strands of the discussion back together at the end, so that students see what they have learned and take those lessons with them. The job of synthesizing need not necessarily fall to the instructor, however; one or more students can be given this task.

Some variations on this general method include having students do outside research (individually or in groups) to bring to bear on the case in question, and comparing the actual outcome of a real-life dilemma to the solutions generated in class.

Questions:

1. What do we mean by interactive technologies?
2. What types of interactive technologies can you name?
3. Can you give additional information about the problem-solving method?
4. What variations of the problem solving method do you know?

Used literature:

1. Ahmedova L.T., Narmuratova V.I. English Teaching Practicum. – Tashkent: UWED. –163 p.
2. Brumfit Ch.T. Communicative Methodology in Language Teaching. – Cambridge: Cambridge University Press, 1990. –176 p.
3. Makhkamova G., Alimov Sh. Innovative pedagogical technologies in the English language teaching. - Tashkent: UWED.-165p.

MODEL OF TEACHING

THEME №9	Distance and module technology in learning and teaching FL
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Model of teaching

Time – 2 h.	Number of students from 20 to 80
Plan of the lecture	Distance learning and teaching FL. Module teaching as innovative technology. Constructing and designing of the module program.
Aim of the lecture: to give general information about distance and module technology in teaching FLT, to explain constructing and designing of module program.	
Tasks of the lecture: To define features of distance and module teaching and learning FL To show advantages of distance and module teaching To clarify aims of distance and module teaching	
Methods of teaching	Discussion, dispute
Form of teaching	Group
Means of teaching	Projector, text of lectures
Place of teaching	Lecture hall
Type of assessment	Oral answering
Pedagogical technology	Brainstorming, cluster

TECHNOLOGICAL MAP OF THE LECTURE

Teacher		Student
Stages	1.Prepare for the content of the lecture. 2.Prepare slides for the lecture. 3.Gives the list of used literature.	
1. Introduction (15 min)	1.1. Name of the lecture, key-words and plan. 1.2. Explains aims and tasks of the lecture. 1.3. Asks questions in order to recall previous knowledge.	Listens Answerstothequestions
2. Main stage (50 min)	2.1.Gives the main part of the theme, demonstrates and explains all the key-words and theoretical part. 2.2. Explains features of distance and module teaching and learning FL 2.3. Explainsimportance of module and distance teaching and learning FL 2.4.Showsconstructing and designing module program.	Listens and writes
3. Conclusion (15 min)	3.1. Answers to the students questions 3.2.Gives sources of additional information, makes conclusion.	Asks questions. Writes tasks.

Lecture 9.Distance and module technology in learning and teaching FL

1. Distance learning and teaching FL.
2. Module teaching as innovative technology.
3. Constructing and designing of the module program.

Key terms:teaching from distance, telecommunicative nets, module teaching, self-study learning.

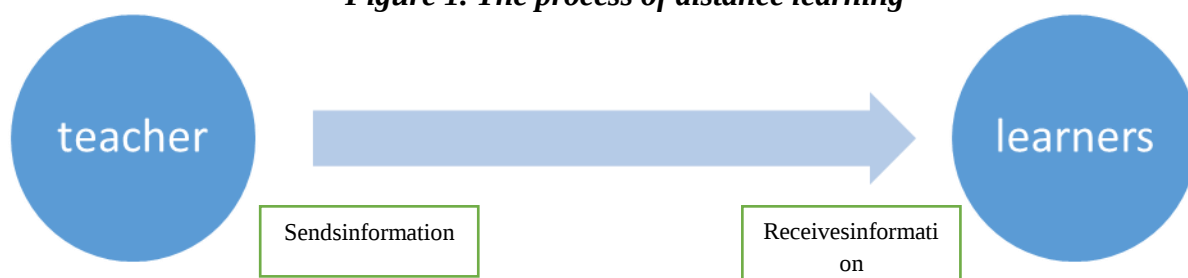
At present one are living in highly developed technical age, which gives the FL teachers the opportunity of organizing teaching from distance.

Distance teaching is a system in which a teacher teaches the students with the help of Internet sending tasks to the learners by post or e-mail.

It is carried out by using computer-telecommunicative nets enabling the learners to do the tasks independently. These objectives are usually checked up by the help of electronic post if the learners send them to the teacher and also during face to face talk with a teacher.

The major feature of distance teaching is a mediate telecommunicative talk “teacher – student” (See Figure 1).

Figure 1. The process of distance learning



The courses of distance teaching require projecting the activity of the learner carefully and in detail. And the course creates high effective feedback and interaction between a teacher and the learners.

At present in the methodological literature, one can see different variation of organizing teaching through distance.

The programs and experience in organizing teaching through distance have proved the affectivity of it. Distance teaching gives the opportunity of the worldwide cultural and educational

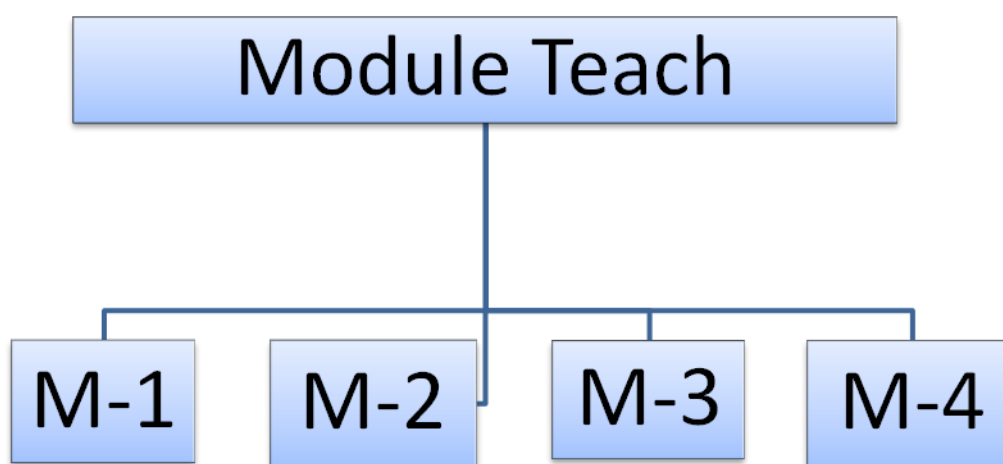
values collected in the nets of Internet. In such type of education the learners can be taught by the experienced teacher, improve their qualification and deepen their professional knowledge and these factors emphasis distance teaching and distance learning. It is one of the perspective forms of teaching and gaining knowledge using the modern technologies.

2. Module teaching as innovative technology

It is important for an English teacher to be aware of the essence of module teaching for the effective organization of the teaching process. The essence of it is in that the learners independently or under particular guidance of the teacherwork with the given teaching material and achieve required goals of cognitive activity working with modules.

According to A.V.Konisheva, content of teaching is distributed into several modules and each module is performed as a purposeful functional unit including the teaching content and technology of its acquiring. Several modules (units, blocks) are put together to make a complex a module teaching (See the Figure 2). Module can be considered as a theme which distributed into the subthemes which is fully completed.

Figure 2 Module



teaching.

It is used as the means of FLT included the program of teaching and learning activity, the bank of information and instruction for achievement teaching aims. Only the module can be used as a program of individualized teaching and is intended for self-study learning.

The main features of module teaching are given below:

1. The content of teaching is presented in the completed independent blocks (module), acquisition of which is carried out according to the aims.
2. The learners are received the teachers' instructions and advices in the written form.
3. The learners work independently and organize their work according to the required goal, and the given plan.
4. During independent work the students learn self-organizing, self-control and self-correction.

TheModule teaching has the following advantages:

- Almost all the learners work independently, achieve the requiredgoal of teaching within cognitive activity and consolidate knowledge on a certain theme.
- Working independently the learners can acquire the skills of self-organizing activity, self-control and self-correction. It help them to see their achievements, their weak and strong points and overcome their gaps and shortcomings.
- The well worked out teaching elements of the module allow students to develop critical thinking, responsibility for the result of their cognitive activity, to regulate their time and behaviour.

Difficulties ofcreation of the Module teaching. They are:

1. Creation of the module program is a hard process and takes much time.

2. It is impossible to use this method for any teaching material. For example, it gives less effect working in emotional imaginative or descriptive teaching material.

3. Constructing and designing of the module program

The learners' activity in module system of organizing independent work has some principal differentiations from traditional system of teaching. Within it the content of teaching is presented in the separate modules as a bank of information and instructions of its application.

Module teaching demands creation of the module program. Before constructing such program the teacher should single out the main ideas of the course, formulate the main goal and select the content of ELT around the main ideas for the blocks.

The EL teachers should be aware of the main principles for constructing module program. They are:

1. A set of particular goals of the teaching elements provides to achievement of each integrative goal of module.
2. The basis of managing and monitoring of the process of acquiring knowledge and skills is feedback.
3. Teaching material must be presented in an accessible, laconic and expressive way and in the form of dialogue.
4. The structure of the module should be corresponded to the logics of this or that type of Education Institution.

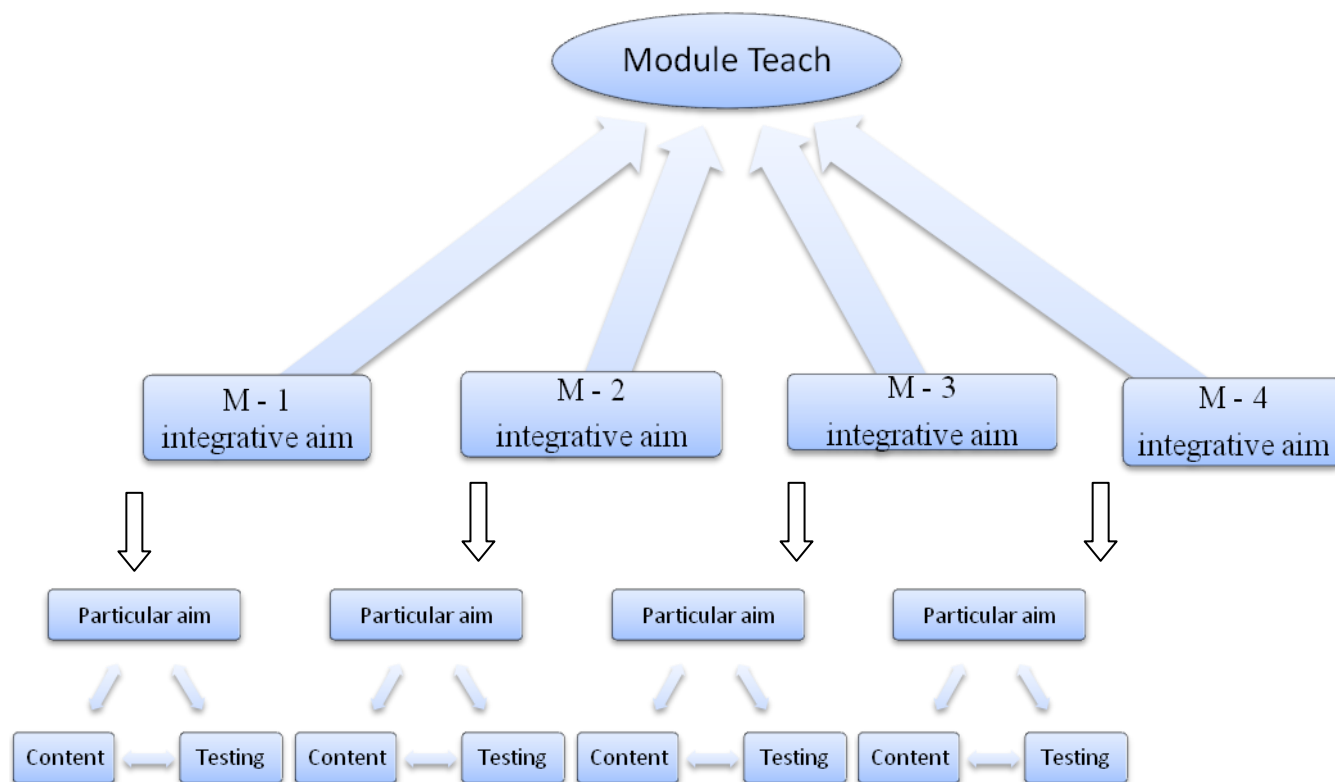
For working out the module program it must be taking into consideration the succession of acquiring knowledge and skills by the students. They concerns to:

1. Perception is defined as "catching" of the objects of learning.
2. Comprehension of knowledge occurs in the process of analytic-synthetic activity (analysis, synthesis and generalization).
3. Memorization is to cumulate knowledge in mind. There are 3 types of memorization: 1) a primary (vivid) memory. It is important for keeping a learned material in the mind for a long time; 2) involuntary memorization. It occurs in the process of operations with the subject of learning; 3) voluntary memorization. It is formed in the special organized conditions.
3. Application of knowledge connected with involving learners into activity in solving problems, and transferring knowledge into different spheres. Acquiring material means to understand, memorize and learn it in the different situations.
4. Generalization of knowledge. It is the process of transferring knowledge from single to general. The primary generalization (during perception) connected with the forming general representation of the subject. Local generalization (conceptual) related to inner core of the subject, in the result the students acquire its parts. Thematic generalization is acquiring the system of concepts and final generalization is acquiring all system of concepts.
5. Systematization of knowledge deals with the process of regulation of the learned material in the system.

The steps for constructing and designing a module:

1. Formulation of the integrative goals in each module;
2. Testing for going in (entry) control to reveal the readiness of students;
3. Determination of the particular goals and creation the teaching elements (tasks, algorithms of actions and tasks for control and correction of the material) in each module;
4. Creation of structural-logical schemes of summarizing of the material;
5. Creation of going out (output) control.

The structure of module program is presented in the Figure 3. Scheme



It is necessary to point out that constructing module always begins with formulating integrative purpose. Then the task for input control is given which aim is to reveal of students' readiness for acquiring the modules. All special purposes are defined, teaching elements are created which includes purpose arrangement, algorithms of actions and testing for control and correction obtaining knowledge and skills. The next to last module element is fulfilled with the content as resume described the steps of doing assignments.

Questions:

1. What technical aids are used for distance learning?
2. Is it effective form of education?
3. What is the module teaching
4. Give the definition of "module".
5. What principles can you name for construction of module program?
6. Is the module technology is used in our condition of education?

Used literature:

1. Ahmedova L.T., Narmuratova V.I. English Teaching Practicum. – Tashkent: UWED. –163 p.
2. Brumfit Ch.T. Communicative Methodology in Language Teaching. – Cambridge: Cambridge University Press, 1990. –176 p.
3. Makhkamova G., Alimov Sh. Innovative pedagogical technologies in the English language

MODEL OF TEACHING

THEME №10

Innovations in assessment of EL proficiency

Model of teaching

Time – 2 h.

Number of students from 20 to 80

Plan of the lecture	1. Innovative technologies in assessment of EL proficiency. 2. Approaches in the aspect of feedback and error correction. 3. Language portfolio as innovative technology.
Aim of the lecture: to give general information about innovative technologies in assessment of EL proficiency, to explain approaches in aspect of feedback and error correction, to explain language portfolio as innovative technology	
Tasks of the lecture: To define features of innovative technologies in assessment of EL proficiency To show the connection of approaches in aspect of feedback and error correction To clarify aims of language portfolio	
Methods of teaching	Discussion, dispute
Form of teaching	Group
Means of teaching	Projector, text of lectures
Place of teaching	Lecture hall
Type of assessment	Oral answering
Pedagogical technology	Expert list, brainstorming.

TECHNOLOGICAL MAP OF THE LECTURE

Teacher		Student
Stages		
	1.Pre pares for the content of the lecture. 2.Pre pares slides for the lecture. 3.Gives the list of used literature.	
1. Introduction (15 min)	1.1. Name of the lecture, key-words and plan. 1.2. Explains aims and tasks of the lecture. 1.3. Asks questions in order to recall previous knowledge.	Listens Answerstothequestions
2. Main stage (50 min)	2.1.Gives the main part of the theme, demonstrates and explains all the key-words and theoretical part. 2.2. Explains features of innovative technologies in assessment of EL proficiency 2.3. Explainsimportance of innovative technologies in assessment of EL proficiency.	Listens and writes

	2.4. To explain cognitive code-learning	
3. Conclusion (15 min)	3.1. Answers to the students questions 3.2. Gives sources of additional information, makes conclusion.	Asks questions. Writes tasks.

Lecture 10. Innovations in assessment of EL proficiency.

1. Innovative technologies in assessment of EL proficiency.
2. Approaches in the aspect of feedback and error correction.
3. Language portfolio as innovative technology.

Key terms: feedback, cognitive code-learning, portfolio,

1. Innovative technologies in assessment of EL proficiency

Assessment in the teaching EL fulfils a great role. Expending the CEFR throughout the world makes us to implement the innovative technologies in assessment too.

In the context of teaching in general, feedback is information that is given or the learner about his or her performance of a learning task, usually with the objective of improving this performance. Feedback has two main distinguishable components: assessment and correction. In assessment, the learner is simply informed how well or badly he or she has performed. The role of assessment in the educational process is essential before organizing teaching a foreign language process a teacher should be aware of the aims of assessment and what assessment is, how assessment differentiates from evaluation, why a teacher should have differentiate them. Besides these time of using assessment and benefits of it are also important education assessment is very broad term and has different meanings relating on the context and in the literature various definitions of assessment can be found.

According to Walvoord : “assessment is aimed to determine the ways of improving learning of students in their program systematic collection of information about student learning which includes using the time, knowledge, expertices and available resources in order to inform decisions about the ways of improving learning”. Another scientist Linda Suskie: from the Middle States Commission of Higher Education argues that the “Assessment is ongoing process of establishing clear, measurable expected outcomes of student learning”. She believes that students have sufficient opportunities to achieve those outcomes. By systematically working and gathering information analyzing and interpreting them it’s possible to get positive solution of the question. Matching the expectations and working on the information can be resulted in improving student learning in the context of teaching a foreign language at school the ultimate aim of assessment is to improve pupils’ learning a target language.

As it is stressed above assessment has different meanings which can be defined depending on the context. If a psychologist administrates a test to determine personality characters it means that he is engaging in assessment. But in the context of education the focus of assessment is learning process. It should be stressed that even within education there exist various definitions of assessment. The main purpose of assessment is to improve student learning. Assessment allows for evidence-based decision making about curriculum, pedagogy, advising and student support. At the program level, assessment provides program faculty evidence that allows them to improve program outcomes. At the course level assessment helps instructors evaluate whether students achieved the identified course objects and provides information to improve the course. Program assessment and procedure assessment are differentiated in the pedagogical literature. Program assessment is ongoing process of identifying goals and objectives collecting and analyzing data, and making modifications. Programs need not assess every goal and objective every year, but the program should have a plan for periodically assessing all aspects. A program might choose to adopt a process of rotating through the goals and objectives or a regular schedule. It might also opt to initially prioritize and target particular goals. Program assessment can provide data that will help course instructors, programs and departments to make informed decisions in terms of the program

strengths and areas for improvement. In addition, the data collected for assessment can also be used for other purposes such as annual reviews. A good way to start the program assessment process is to appoint an assessment coordinator or committee. The committee can then begin by identifying program goals there are two ways to identify goals. One way is to gather examples from other programs and edit them and the second I that you might review course syllabi and identify themes, common expectations of a student learning, or sequential expectations that all students are expected to meet upon program completion. Once you have identified broad goals, the next step is to write measurable objectives that will address those goals. Assessment is sometimes confused with evaluation, but it is important to differentiate them. Evaluation means to think carefully about something before making judgment about its value, importance and quality. They both assessment and evaluation use similar methods but have different ultimate goals. Like assessment there is no one consistent definition of evaluation according to Goldman and Zakkel "Evaluation is the analysis and use of data by faculty judgments about student performance. Evaluation includes the determination of a grade or a decision regarding pass/fail for an individual assignment or for a course". For example you may assign a research paper in your course that is designed to determine. Now well students can search and summarize a body of literature. Using a rubric, you "evaluate" the papers and assign grades that reflect the level at which an individual student performs the assignment. In this case, you are comparing the work to a standard in order to determine a grade. You can use the same rubric to determine what aspects of the assignment the students, as a group, do well with and what aspects they are less proficient at. When you use this information to change your teaching methods, for example in attempt to improve student performance on this paper the next time you teach the course, you are doing "assessment".

2.Approaches in the aspect of feedback and error correction

Different opinions according to the audio-lingualism humanistic methodologies and skill theory can be distinguished in the context of assessment and defining its peculiarities. Audio-linguism supposes that negative assessment is to be avoided as far as possible since it functions as "punishment" and may inhibit or discourage learning. Positive assessment provides reinforcement of correct responses, and promotes learning.

According to humanistic methodologies a crucial function of the giving of assessment is to preserve and promote a positive self-image of the learner as a person and language learner. Assessment therefore should be positive or non-judgmental.

In skill theory the main attention is focused on for successful acquisition of a skill, the learner needs feedback on how well he/she is doing; hence the importance of the provision of constant and honest assessment.

In the feedback the correction of mistakes is needed. Here also exist different opinions on this question. They are the opinions of audio-linguism. Learner mistakes are, in principle, avoided by the limiting of progress to very small, controlled steps; hence there should be little need for correction the latter is, in any case, not useful for learning; people learn by getting things right in the first place and having their performance reinforced.

Cognitive code-learning

Mistakes are regrettable, but an unavoidable part of learning; they should be corrected whenever they occur to prevent them occurring again;

Interlanguage

Mistakes are not regrettable, but an integral and important part of language learning; correcting them is a way of bringing the learner's "Interlanguage" closer to the target language.

Communicative approach

Not all mistakes need to be corrected: the main aim of language learning is to receive and convey meaningful messages, and correction should be focused on mistakes that interfere with this aim, not on inaccuracies of usage.

Monitor theory

Correction does not contribute to real acquisition of the language, but only to the learner's conscious monitoring of speech or writing. Hence the main activity of the teacher should be to provide comprehensible input from which the learner can acquire language, not to correct.

3. Language portfolio as innovative technology

The basic idea of a portfolio is to provide a much wider range of evidences of the language skills of a student. It involves analyzing and evaluating multiple examples of a student's work and assessing a student's proficiencies and problem areas. Portfolio involves scoring a wide range of student's work based on predetermined criteria. All students can have benefits from this type of self-assessment, because portfolios offer students the opportunity to demonstrate what they have learned and experienced with the target language. It can include the whole range of language evidences reflecting a much wider range of skills. It might include tests, readings, written work, essay plans, feedback and reflections.

The process of actually developing and finding content for the portfolio often means that both the teachers and the students play a role in the form they take. For example, it may be left to the student to decide what examples of writing or reading to include in the portfolio. In doing this the students 'own' their portfolios and learn and reflect from the process of actually choosing the content for the portfolio itself.

Language portfolio was created under framework of Council of Europe and it included three components:

1. The language passport, which is a record of language learning both inside and outside the classroom. This has personal information like any passport, plus a grid which provides information about the languages that the person speaks and their level, using the Common European Framework of Reference.

2. The language biography which is a diagnostic self-assessment of FL, or L2 skills. It is done through a series of 'can do' statements where the student ticks check boxes to demonstrate what s/he can and can't do in a given language.

3. Finally, there is a language dossier/file. It is here where the students provide actual evidence of their language ability through a variety of artifacts.

Questions:

1. How do you conduct the assessment during the listening activity.
2. Tell what criteria you would yourself use in assessing learners performance.
3. If you combine a different criteria would you take into account learners' effort, motivation and progress in deciding on your final grade. Write some examples.
4. Read and remember:

Spoken errors: When students are doing controlled practice, we are usually concerned with accuracy; so we need to correct important errors as they occur. When students are involved in freer activity (e.g. discussion, role play), we want them to develop fluency; so it is better not to interrupt by correcting too often, but to remember common errors and deal with them afterwards. Possible techniques for correction errors:

- give the correct form; the student repeats it;
- indicate where the errors are, but let the student correct himself or herself;
- pass the question on to another student, then give the first student a chance to repeat the correct form.

To help students develop a positive attitude to errors; encourage them, focusing on what they have got right, and praise them for correct and partly correct answers, so they feel they are making progress.

Written errors: to avoid too much correction of written work, give simple writing tasks which will not lead to many mistakes and which can be corrected in class.

Correcting work in class:

- go through the answers, writing on the board only if spelling is a problem.
- let students correct their own work or exchange books and correct each other's.
- more round the class to check what they are doing.

5. You teacher gave you a much lower grade for a class presentation than you expected. What do you do?

- a) Do nothing. Work harder on your next presentation.
- b) Complain to someone in authority.
- c) During class, ask the teacher explain your grade.
- d) Make an appointment to speak with your teacher outside of class.

Used literature:

1. *Ahmedova L.T., Narmuratova V.I.* English Teaching Practicum. – Tashkent: UWED. –163 p.
2. *Brumfit Ch.T.* Communicative Methodology in Language Teaching. – Cambridge: Cambridge University Press, 1990. –176 p.
3. *Makhkamova G., Alimov Sh.* Innovative pedagogical technologies in the English language teaching. - Tashkent: UWED. -165p.

СЕМІНАР МАШФУЛЮТЛАРИ

Seminar № 1

Duration of the lesson: 80 minutes

Form of the lesson: Practical lesson

Theme: Connection of the subject with other sciences. Aims and content of teaching and learning English.

Key terms: curricular subject, features of the subject, linguo-cultural context, language education, multilingualism, polyculturalism, language education diversity/variety

Aim of the seminar:

- to give general information about subject
- to show connection of methodic with other subjects
- to reveal aims of teaching and learning English.

Means of teaching: blackboard, chalk, cards, schedules, etc.

Chronological map of the lesson:

Stages	Form of teaching	Time (by minutes)
1. Introduction	Oral	2
2. Naming the seminar and short description of it	Oral	3
3. Students' answers according to the plan: 1. Features of a foreign language as a curricular subject. 2. Connection of methodic with other subjects. 3. Aims of teaching and learning English.	Oral answer	30
4. Discussion of the theme by using pedagogical technology "Brainstorming"	Oral answer	10
5. Cross-questioning for the following questions (Appendix __) and improve students' knowledge by pedagogical technology "Expert list"	Oral answer	10
6. Giving students their themes for individual work (tables, schemes, notes, self-study, etc.)	In written or printed form	10
7. Intellectual game concerning to the topic of the lesson (2 teams)	Oral answer	10
8. Assessment of students, giving the next seminar topic with source of literature	In oral and written forms	5
9. Conclusion	-	-

Seminar № 2

Duration of the lesson: 80 minutes

Form of the lesson: Practical lesson

Theme: The importance of FL learning in Uzbekistan

Key terms: social value, personal-oriented value, human resources, liberal arts, divergent, polycultural society

Aim of the seminar:

- to give general information FL learning in Uzbekistan
- to show the importance of FL learning in Uzbekistan
- to reveal social and personal-oriented values.

Means of teaching:blackboard, chalk, cards, schedules, etc.

Chronological map of the lesson:

Stages	Form of teaching	Time (by minutes)
1. Introduction	Oral	2
2. Naming the seminar and short description of it	Oral	3
3. Students' answers according to the plan: 1. The importance of FL teaching and learning in Uzbekistan. 2. Personal-oriented value of FL education. 3. Development of multilingualism in Uzbekistan.	Oral answer with notes	30
4. Discussion of the theme by using p.d. technology "Brainstorming"	Oral answer	10
5. Cross-questioning for the following questions (Appendix __) and improve students' knowledge by p.d. technology "Cluster"	Oral answer	10
6. Giving students their themes for individual work (tables, schemes, self-study, etc.)	In written or printed form	10
7. Intellectual game concerning to the topic of the lesson (2 teams)	Oral answer	10
8. Assessment of students, giving the next seminar topic with source of literature	In oral and written forms	5
9. Conclusion	-	-

Seminar № 3

Duration of the lesson: 80 minutes

Form of the lesson: Practical lesson

Theme: Common European Framework of Reference for Languages: Principles of teaching in the conditions of Uzbekistan

Key terms: CEFR, descriptors, learning, teaching, assessment, syllabuses, curriculum, guidelines, examination, textbooks, language proficiency, transparency of course, a single educational space, Modern languages, approach, multistage model of education, communicative competence.

Aim of the seminar:

- to give general information about CEFR
- importance of CEFR in Uzbekistan

-to give information about CEFR levels

-to explain the modern model of teaching English.

Means of teaching: blackboard, chalk, cards, schedules, etc.

Chronological map of the lesson:

Stages	Form of teaching	Time (by minutes)
1. Introduction	Oral	2
2. Naming the seminar and short description of it	Oral	3
3. Students' answers according to the plan: 1. Document of "Common European Framework of Reference for Languages: Learning. Teaching. Assessment" 2. Descriptors in the CEFR. 3. The modern model of teaching and learning English in Uzbekistan.	Oral answer	30
4. Discussion of the theme by using ped. technology "Brainstorming"	Oral answer	10
5. Cross-questioning for the following questions (Appendix __) and improve students' knowledge by ped. technology "Expert list"	Oral answer	10
6. Giving students their themes for individual work (tables, schemes, self-study, etc.)	In written or printed form	10
7. Interactive game concerning to the topic of the lesson	Oral answer	10
8. Assessment of students, giving the next seminar topic with source of literature.	In oral and written forms	5
9. Conclusion	-	-

Seminar № 4

Duration of the lesson: 80 minutes

Form of the lesson: Practical lesson

Theme: Theoretical problems content of teaching English. Methods of teaching and learning English at school, lyceum and college.

Key terms: communicative language teaching and learning, co-teaching and co-learning, the second language personality, interactive learning, learner-centered learning, cooperative learning, content-based learning, task-based learning, age groups.

Aim of the seminar:

- to give general information about communicative language teaching and learning

-to show the importance of linguo-cultural teaching and learning

-to explain methods of FL teaching.

Means of teaching: blackboard, chalk, cards, schedules, etc.

Chronological map of the lesson:

Stages	Form of teaching	Time (by minutes)
1. Introduction	Oral	2
2. Naming the seminar and short description of it	Oral	3
3. Students' answers according to the plan: Communicative language teaching and learning Linguo-cultural teaching and learning Methods of FL teaching and learning Age groups for choice of methods in teaching process	Oral answer	30
4. Discussion of the theme by using ped. technology "Brainstorming"	Oral answer	10
5. Cross-questioning for the following questions (Appendix __) and improve students' knowledge by ped. technology "Expertlist"	Oral answer	10
6. Giving students their themes for individual work (tables, schemes, self-study, etc.)	In written or printed form	10
7. Intellectual game concerning to the topic of the lesson	Oral answer	10
8. Assessment of students, giving the next seminar topic with source of literature	In oral and written forms	5
9. Conclusion	-	-

Seminar № 5**Duration of the lesson:** 80 minutes**Form of the lesson:** Practical lesson**Theme:** Professional competence of the teacher.**Key terms:** competency in science, competent teacher, teaching competency, designing curricula**Aim of the seminar:**

- to give information about "competency"
- to give information about "competent teacher"
- to explain aspects of teaching competency.

Means of teaching: blackboard, chalk, cards, schedules, etc.**Chronological map of the lesson:**

Stages	Form of teaching	Time (by minutes)
1. Introduction	Oral	2
2. Naming the seminar and short description	Oral	3

of it		
3. Students' answers according to the plan: Different types of competency. The main features of competent teacher. Basic aspects of teaching competency.	Oral answer with notes	30
4. Discussion of the theme by using pped. technology "Brainstorming"	Oral answer	10
5. Cross-questioning for the following questions (Appendix __) and improve students' knowledge by pped. technology "Cluster"	Oral answer	10
6. Giving students their themes for individual work (tables, schemes, notes, self-study, etc.)	In written or printed form	10
7. Intellectual game concerning to the topic of the lesson (2 teams)	Oral answer	10
8. Assessment of students, giving the next seminar topic with source of literature	In oral and written forms	5
9. Conclusion	-	-

Seminar № 6

Duration of the lesson: 80 minutes

Form of the lesson: Practical lesson

Theme: Professional literacy of FL teachers. Language portfolio as innovative technology.

Key terms: cultural and professional literacy, humanitarian approach.

Aim of the seminar:

- to give information about main requirements to the FL specialists
- to show main professional literacy of FL teachers
- to explain main didactic principles used in innovative technologies.

Means of teaching: blackboard, chalk, cards, schedules, etc.

Chronological map of the lesson:

Stages	Form of teaching	Time (by minutes)
1. Introduction	Oral	2
2. Naming the seminar and short description of it	Oral	3
3. Students' answers according to the plan: Professional literacy of FL teachers. The main requirements to the FL specialists. Innovative technologies in FLT as subject.	Oral answer with notes	30
4. Discussion of the theme by using pped. technology "Circle discussion"	Oral answer	10

5. Cross-questioning for the following questions (Appendix __) and improve students' knowledge by ped. technology "Cluster"	Oral answer	10
6. Giving students their themes for individual work (tables, schemes, notes, self-study, etc.)	In written or printed form	10
7. Interactive game concerning to the topic of the lesson	Oral answer	10
8. Assessment of students, giving the next seminar topic with source of literature	In oral and written forms	5
9. Conclusion	-	-

Seminar № 7

Duration of the lesson: 80 minutes

Form of the lesson: Practical lesson

Theme: Up-to-date requirements to the foreign languages teachers.

Key terms: up-to-date requirements, humanitarian approach, community of practice.

Aim of the seminar:

- to give information about main up-to-date requirements to the FL specialists

- to explain different approaches to the FL specialists.

Means of teaching: blackboard, chalk, cards, schedules, etc.

Chronological map of the lesson:

Stages	Form of teaching	Time (by minutes)
1. Introduction	Oral	2
2. Naming the seminar and short description of it	Oral	3
3. Students' answers according to the plan: Up-to-date requirements to the FL teachers. Dr. Graza's approach to the FL teachers. Dr. Abrams' approach of "community of practice".	Oral answer with notes	30
4. Discussion of the theme by using ped. technology "Brainstorming"	Oral answer	10
5. Cross-questioning for the following questions (Appendix __) and improve students' knowledge by ped. technology "Circle discussion"	Oral answer	10
6. Giving students their themes for individual	In written or printed	10

work (tables, schemes, notes, self-study, etc.)	form	
7. Interactive game concerning to the topic of the lesson	Oral answer	10
8. Assessment of students, giving the next seminar topic with source of literature	In oral and written forms	5
9. Conclusion	-	-

Seminar № 8

Duration of the lesson: 80 minutes

Form of the lesson: Practical lesson

Theme: Tasks and techniques of classroom management

Key terms: classroom-management strategies, effective criteria, set of rules, self-regulation, correct misbehavior, social-emotional learning.

Aim of the seminar:

-to differentiate tasks and techniques of classroom management

-to show importance classroom –management strategies

-to explain classroom management techniques

Means of teaching: blackboard, chalk, cards, schedules, etc.

Chronological map of the lesson:

Stages	Form of teaching	Time (by minutes)
1. Introduction	Oral	2
2. Naming the seminar and short description of it	Oral	3
3. Students' answers according to the plan: Classroom-management strategies. Classroom management techniques. Tasks of classroom management.	Oral answer with notes	30
4. Discussion of the theme by using ped. technology "Expert list"	Oral answer	10
5. Cross-questioning for the following questions (Appendix __) and improve students' knowledge by ped. technology "Cluster"	Oral answer	10
6. Giving students their themes for individual work (tables, schemes, notes, self-study, etc.)	In written or printed form	10
7. Intellectual game concerning to the topic of the lesson (2 teams)	Oral answer	10
8. Assessment of students, giving the next seminar topic with source of literature	In oral and written forms	5
9. Conclusion	-	-

Seminar № 9

Duration of the lesson: 80 minutes

Form of the lesson: Practical lesson

Theme: Different viewpoints on classroom management

Key terms: poor classroom management skills, academic engagement in the classroom, implement inconsistency.

Aim of the seminar:

-to differentiate different viewpoints on classroom management

-to show importance classroom –management strategies

-to explain effective ways of classroom management techniques.

Means of teaching: blackboard, chalk, cards, schedules, etc.

Chronological map of the lesson:

Stages	Form of teaching	Time (by minutes)
1. Introduction	Oral	2
2. Naming the seminar and short description of it	Oral	3
3. Students' answers according to the plan: Brothy and Good's classroom-management strategies. Goodman's approach to the classroom management techniques. Effective classroom management manners.	Oral answer with notes	30
4. Discussion of the theme by using ped. technology "Brainstorming"	Oral answer	10
5. Cross-questioning for the following questions (Appendix __) and improve students' knowledge by ped. technology "Expert list"	Oral answer	10
6. Giving students their themes for individual work (tables, schemes, notes, self-study, etc.)	In written or printed form	10
7. Intellectual game concerning to the topic of the lesson	Oral answer	10
8. Assessment of students, giving the next seminar topic with source of literature	In oral and written forms	5
9. Conclusion	-	-

Seminar № 10

Duration of the lesson: 80 minutes

Form of the lesson: Practical lesson

Theme: Methodics of teaching FL in higher educational establishments

Key terms: innovative approach, principles of learning in higher education, scientific and educational work.

Aim of the seminar:

- to give general information about ways of organizing educational process in high school
- to explain how to organize teaching process in higher educational establishments
- to show innovative approach of teaching FL in higher educational establishments.

Means of teaching:blackboard, chalk, cards, schedules, etc.

Chronological map of the lesson:

Stages	Form of teaching	Time (by minutes)
1. Introduction	Oral	2
2. Naming the seminar and short description of it	Oral	3
3. Students' answers according to the plan: Ways of organizing educational process in high school. Innovative approach of teaching FL. Principles of learning in higher education.	Oral answer with notes	30
4. Discussionofthethemebyusingped. technology "Circle discussion"	Oral answer	10
5. Cross-questioningforthefollowingquestions (Appendix __) andimprovestudents' knowledgebyped. technology "Cluster"	Oral answer	10
6.Giving students their themes for individual work (tables, schemes, notes, self-study, etc.)	In written or printed form	10
7. Interactive game concerning to the topic of the lesson	Oral answer	10
8. Assessmentofstudents, givingthenextseminartopic with source of literature	In oral and written forms	5
9. Conclusion	-	-

Seminar № 11

Duration of the lesson: 80 minutes

Form of the lesson:Practical lesson

Theme: Types and forms of the lecture.Tutoriallessons(seminars)

Key terms:introductory lecture, informative lecture, review lecture, group work, buzz group, role playing.

Aim of the seminar:

- to give general information about types of the lectures
- to explain how to organizelectures in higher educational establishments
- to explain how to organize seminars.

Means of teaching:blackboard, chalk, cards, schedules, etc.

Chronological map of the lesson:

Stages	Form of teaching	Time (by minutes)
1. Introduction	Oral	2
2. Naming the seminar and short description of it	Oral	3
3. Students' answers according to the plan: Lecturing as a form of organizing teaching. Seminars: types and objectives Types and forms of lecturing.	Oral answer with notes	30
4. Discussion of the theme by using ped. technology "Brainstorming"	Oral answer	10
5. Cross-questioning for the following questions (Appendix __) and improve students' knowledge by ped. technology "Expert list"	Oral answer	10
6. Giving students their themes for individual work (tables, schemes, notes, self-study, etc.)	In written or printed form	10
7. Interactive game "Competition for the best tutorial lesson"	Oral answer	10
8. Assessment of students, giving the next seminar topic with source of literature	In oral and written forms	5
9. Conclusion	-	-

Seminar № 12

Duration of the lesson: 80 minutes

Form of the lesson: Practical lesson

Theme: Forms of organizing lessons and interaction in the classroom

Key terms: cognitive activity, illustrative method, heuristic, dubious assumptions

Aim of the seminar:

- to give general information about organization of lessons
- to explain how to organize interaction in classroom
- to explain how to introduce participatory activities.

Means of teaching: blackboard, chalk, cards, schedules, etc.

Chronological map of the lesson:

Stages	Form of teaching	Time (by minutes)
1. Introduction	Oral	2
2. Naming the seminar and short description of it	Oral	3
3. Students' answers according to the plan: Form of organizing teaching process. The innovative approach of organizing teaching process. Types and forms of activities.	Oral answer with notes	30

4. Discussion of the theme by using ped. technology "Circle discussion"	Oral answer	10
5. Cross-questioning for the following questions (Appendix __) and improve students' knowledge by ped. technology "Expert list"	Oral answer	10
6. Giving students their themes for individual work (tables, schemes, notes, self-study, etc.)	In written or printed form	10
7. Interactive game concerning to the topic of the lesson (2 teams)	Oral answer	10
8. Assessment of students, giving the next seminar topic with source of literature	In oral and written forms	5
9. Conclusion	-	-

Seminar №13

Duration of the lesson: 80 minutes

Form of the lesson: Practical lesson

Theme: Innovative technologies within communicative teaching

Key terms: innovative materials, learner-centered teaching, mutual-learning and teaching FL.

Aim of the seminar:

- to give general information about innovative technologies
- to explain learner- centred teaching
- to show connection of techniques and activities of innovative technologies.

Means of teaching: blackboard, chalk, cards, schedules, etc.

Chronological map of the lesson:

Stages	Form of teaching	Time (by minutes)
1. Introduction	Oral	2
2. Naming the seminar and short description of it	Oral	3
3. Students' answers according to the plan: Learner-centered teaching. The techniques and activities of innovative technologies.	Oral answer with notes	30
4. Discussion of the theme by using ped. technology "Circle discussion"	Oral answer	10

5. Cross- questioningforthe followingquestions (Appendix __) andimprovestudents’ knowledgebyped. technology “Expertlist”	Oral answer	10
6.Giving students their themes for individual work (tables, schemes, notes, self-study, etc.)	In written or printed form	10
7. Interactive game concerning to the topic of the lesson (2 teams)	Oral answer	10
8. Assessmentofstudentsgivingthenextseminartopic with source of literature	In oral and written forms	5
9. Conclusion	-	-

Seminar № 14

Duration of the lesson: 80 minutes

Form of the lesson: Practical lesson

Theme: Community language learning

Key terms: community language learning, Curran’s philosophy, project-methods, game-method.

Aim of the seminar:

- to give general information about community language learning
- to explain Curran’s philosophy
- to show connection of techniques and activities of innovative technologies.

Means of teaching: blackboard, chalk, cards, schedules, etc.

Chronological map of the lesson:

Stages	Form of teaching	Time (by minutes)
1. Introduction	Oral	2
2. Naming the seminar and short description of it	Oral	3
3. Students’ answers according to the plan: Learner-centered teaching. The techniques and activities of innovative technologies.	Oral answer with notes	30
4. Discussionofthethemebyusingped. technology “Circle discussion”	Oral answer	10
5. Cross- questioningforthe followingquestions (Appendix __) andimprovestudents’ knowledgebyped. technology “Expertlist”	Oral answer	10
6.Giving students their themes for individual work (tables, schemes, notes, self-study, etc.)	In written or printed form	10

7. Interactive game concerning to the topic of the lesson (2 teams)	Oral answer	10
8. Assessment of students, giving the next seminar topic with source of literature	In oral and written forms	5
9. Conclusion	-	-

Seminar № 15

Duration of the lesson: 80 minutes

Form of the lesson: Practical lesson

Theme: The interactive methods and variations in TFL

Key terms: interactive teaching, critical thinking, interactive brainstorming, interpersonal communication.

Aim of the seminar:

- to give general information about interactive methods in FLT
- to explain variations of interactive method
- to show the advantage of problem solving methods.

Means of teaching: blackboard, chalk, cards, schedules, etc.

Chronological map of the lesson:

Stages	Form of teaching	Time (by minutes)
1. Introduction	Oral	2
2. Naming the seminar and short description of it	Oral	3
3. Students' answers according to the plan: 1. The core of the interactive methods in FLT. 2. The interactive methods variations. 3. Problem-solving methods.	Oral answer with notes	30
4. Discussion of the theme by using ped. technology "Brainstorming"	Oral answer	10
5. Cross-questioning for the following questions (Appendix __) and improve students' knowledge by ped. technology "Expertlist"	Oral answer	10
6. Giving students their themes for individual work (tables, schemes, notes, self-study, etc.)	In written or printed form	10
7. Intellectual game concerning to the topic of the lesson	Oral answer	10
8. Assessment of students, giving the next seminar topic with source of literature	In oral and written forms	5
9. Conclusion	-	-

Seminar № 16

Duration of the lesson: 80 minutes

Form of the lesson: Practical lesson

Theme: The case-study method

Key terms: case-study, central characters, synthesize, real-life dilemma.

Aim of the seminar:

- to give general information about case-study

-to explain how to find and create cases

-to show the advantages of case-study.

Means of teaching: blackboard, chalk, cards, schedules, etc.

Chronological map of the lesson:

Stages	Form of teaching	Time (by minutes)
1. Introduction	Oral	2
2. Naming the seminar and short description of it	Oral	3
3. Students' answers according to the plan: 1. The core of the case-study method in FLT. 2. Types of case-study. 3. Methods of using case-study at the lessons.	Oral answer with notes	30
4. Discussion of the theme by using p.d. technology "Circle discussion"	Oral answer	10
5. Cross-questioning for the following questions (Appendix __) and improve students' knowledge by p.d. technology "Brainstorming"	Oral answer	10
6. Giving students their themes for individual work (tables, schemes, notes, self-study, etc.)	In written or printed form	10
7. Interactive game concerning to the topic of the lesson (4 teams)	Oral answer	10
8. Assessment of students, giving the next seminar topic with source of literature	In oral and written forms	5
9. Conclusion	-	-

Seminar № 17

Duration of the lesson: 80 minutes

Form of the lesson: Practical lesson

Theme: Distance learning and teaching FL

Key terms: teaching from distance, telecommunicative nets, self-study learning.

Aim of the seminar:

- to give general information about distance and module technology in teaching FLT

-to explain advantages of distance learning and teaching FL.

Means of teaching: blackboard, chalk, cards, schedules, etc.

Chronological map of the lesson:

Stages	Form of teaching	Time (by minutes)
1. Introduction	Oral	2
2. Naming the seminar and short description of it	Oral	3
3. Students' answers according to the plan: Distance learning FL. Distance teaching as innovative technology. The process of distance learning and teaching.	Oral answer with notes	30
4. Discussion of the theme by using ped. technology "Brainstorming"	Oral answer	10
5. Cross-questioning for the following questions (Appendix __) and improve students' knowledge by ped. technology "Expertlist"	Oral answer	10
6. Giving students their themes for individual work (tables, schemes, notes, self-study, etc.)	In written or printed form	10
7. Intellectual game concerning to the topic of the lesson (2 teams)	Oral answer	10
8. Assessment of students, giving the next seminar topic with source of literature	In oral and written forms	5
9. Conclusion	-	-

Seminar № 18

Duration of the lesson: 80 minutes

Form of the lesson: Practical lesson

Theme: Constructing and designing of the module program.

Key terms: self-study learning, module program, module teaching, analytic-synthetic activity.

Aim of the seminar:

- to give general information about module technology in teaching FLT
- to explain constructing and designing of module program
- to explain advantages of module teaching and learning FL.

Means of teaching: blackboard, chalk, cards, schedules, etc.

Chronological map of the lesson:

Stages	Form of teaching	Time (by minutes)
1. Introduction	Oral	2
2. Naming the seminar and short description of it	Oral	3
3. Students' answers according to the plan: Module teaching as innovative technology. Constructing and designing of the module program.	Oral answer with notes	30

4. Discussion of the theme by using ped. technology "Expert list"	Oral answer	10
5. Cross-questioning for the following questions (Appendix __) and improve students' knowledge by ped. technology "Brainstorming"	Oral answer	10
6. Giving students their themes for individual work (tables, schemes, notes, self-study, etc.)	In written or printed form	10
7. Interactive game concerning to the topic of the lesson	Oral answer	10
8. Assessment of students, giving the next seminar topic with source of literature	In oral and written forms	5
9. Conclusion	-	-

Seminar № 19

Duration of the lesson: 80 minutes

Form of the lesson: Practical lesson

Theme: Innovative technologies in assessment of EL proficiency

Key terms: feedback, proficiency, assessment, portfolio

Aim of the seminar:

- to give general information about innovative technologies in assessment of EL proficiency
- to explain language portfolio as innovative technology.

Means of teaching: blackboard, chalk, cards, schedules, etc.

Chronological map of the lesson:

Stages	Form of teaching	Time (by minutes)
1. Introduction	Oral	2
2. Naming the seminar and short description of it	Oral	3
3. Students' answers according to the plan: 1. Innovative technologies in assessment of EL proficiency. 2. Language portfolio as innovative technology.	Oral answer with notes	30
4. Discussion of the theme by using ped. technology "Cluster"	Oral answer	10

5. Cross-questioning for the following questions (Appendix __) and improve students' knowledge by ped. technology "Expertlist"	Oral answer	10
6. Giving students their themes for individual work (tables, schemes, notes, self-study, etc.)	In written or printed form	10
7. Intellectual game concerning to the topic of the lesson	Oral answer	10
8. Assessment of students, giving the next seminar topic with source of literature	In oral and written forms	5
9. Conclusion	-	-

Seminar № 20

Duration of the lesson: 80 minutes

Form of the lesson: Practical lesson

Theme: Approaches in the aspect of feedback and error correction

Key terms: feedback, error correction, humanistic methodology, audio-linguism.

Aim of the seminar:

- to give general information about feedback and error correction
- to explain approaches in aspect of feedback and error correction.

Means of teaching: blackboard, chalk, cards, schedules, etc.

Chronological map of the lesson:

Stages	Form of teaching	Time (by minutes)
1. Introduction	Oral	2
2. Naming the seminar and short description of it	Oral	3
3. Students' answers according to the plan: 1. Approaches in the aspect of feedback and error correction. 2. Advantages of feedback and error correction.	Oral answer with notes	30
4. Discussion of the theme by using ped. technology "Brainstorming"	Oral answer	10

5. Cross- questioning for the following questions (Appendix __) and improve students' knowledge by ped. technology "Circle discussion"	Oral answer	10
6. Giving students their themes for individual work (tables, schemes, notes, self-study, etc.)	In written or printed form	10
7. Interactive game concerning to the topic of the lesson (2 teams)	Oral answer	10
8. Assessment of students, giving the next seminar topic with source of literature	In oral and written forms	5
9. Conclusion	-	-

Баҳолаш меъзони

“Тасдиқлайман”
Ўқув ишлари бўйича проректор
доц.Ф.Ш. Рузикулов _____

“Чет тили ўқитиш методикаси”

фани бўйича талабаларнинг билим даражасини аниқлашда
қуйидаги талаблар қўйилади:

Балл	Баҳо
86-100	“аъло”(1 ЖН)

Чет тили ўқитиш методикаси фани бўйича талаба 10 (6 та маъруза 4 амалий) соатдан кейин; методика фани чет тили ўқитиш назариясидир; чет тили ўқитиш методикасининг бошқа фанлар билан алоқаси; Инглиз тили ўқитишнинг мақсади каби мавзулар бўйича биринчи жорий назоратни (оғзаки) топширади. Назорат бўйича талаба юқорида кўрсатилган мавзулар бўйича чуқур билимга эга бўлиши, эгаллаган билимларини амалда қўллай олиши, назарий билимларнинг моҳиятини тушуниши, мустақил мушоҳада юрита олиши, аниқ тасаввурга эга бўлиши, фикрни лўнда иборалар билан баён қила олиши, жавобида мантикий кетма-кетликка амал қилиши, мустақил қарор чиқариши ва хулоса қила олиши керак. Агар талаба мавзуни баён қилишда битта ёки иккита талаффузга оид ҳамда грамматик хатоларга йўл қўйса унга 86-100 балл. (5 баҳо) 17.2 – 20 гача рейтинг бали қўйилади.

Балл	Баҳо
71-85	“яхши”

Чет тили ўқитиш методикаси фани бўйича талаба 10 (6 та маъруза 4 амалий) соатдан кейин; методика фани чет тили ўқитиш назариясидир; чет тили ўқитиш методикасининг бошқа фанлар билан алоқаси; Инглиз тили ўқитишнинг мақсади каби мавзулар бўйича биринчи жорий назоратни (оғзаки) топширади. Назорат бўйича етарли билимларга эга бўлиши, билимларни етарлича қўллай олиши, билимлар моҳиятини маълум маънода тушуниши, мустақил фикр юритишга уриниши, мантиқан қисман тўғри жавоб бера олиши, мустақил хулоса чиқара олиши назарда тутилади. Агар талаба юқорида кўрсатилган мавзулар бўйича оғзаки назоратда учтадан бештагача талаффузга оид ҳамда грамматик хатоларга йўл қўйса унга 71-85 балл (4 баҳо) 14.2 – 17.1 гача рейтинг бали қўйилади.

Балл	Баҳо
55-70	“қониқарли”

Чет тили ўқитиш методикаси фани бўйича талаба 10 (6 та маъруза 4 амалий) соатдан кейин; методика фани чет тили ўқитиш назариясидир; чет тили ўқитиш методикасининг бошқа фанлар билан алоқаси; Инглиз тили ўқитишнинг мақсади каби мавзулар бўйича биринчи жорий назоратни (оғзаки) топширади. Назорат бўйича талаба маълум даражада, лекин етарли бўлмаган билимга эга бўлиши, билимларни амалда қўллашга қийналиши, билимлар моҳиятини етарли даражада тушунмаслиги, мустақил фикр юритишга қийналиши, фикрларни ғализ жумлаларда, пойма-пой баён қилиши, мустақил хулоса чиқара олмаслиги, маълум даражада, лекин анча ноаниқ тасаввурга эга бўлиши назарда тутилади. Агар талаба юқорида кўрсатилган мавзулар бўйича оғзаки назоратда олтидан тўққизтагача талаффузга оид ҳамда грамматик хатоларга йўл қўйса унга 55-70 балл (3 баҳо) 11.2 – 14.1 гача рейтинг бали қўйилади.

Балл	Баҳо
55 дан паст	“қониқарсиз”

Чет тили ўқитиш методикаси фани бўйича талаба 10 (6 та маъруза 4 амалий) соатдан кейин; методика фани чет тили ўқитиш назариясидир; чет тили ўқитиш методикасининг бошқа фанлар билан алоқаси; Инглиз тили ўқитишнинг мақсади каби мавзулар бўйича

биринчи жорий назоратни (оғзаки) топширади. Назорат бўйича талабанинг билими меъёрдан паст бўлади, ёки билими бўлмайди. Билимларни деярли амалда қўллай олмайди, фикрларни тўғри баён қила олиш имкониятига эга эмас. Мустақил фикрлай олиш қобилияти йўқ.. Хулоса қилиш кўникмасига эга эмас. Мавзу тўғрисида аниқ бир тушунчага эмас, ёки умуман тасаввур қила олмайди. Ана шундай ҳолатларда, талаба юқорида кўрасатилган мавзулар бўйича оғзаки назоратда ўнтадан ортиқ талаффузга оид ҳамда грамматик хатоларга йўл қўйса унга 55 балдан паст (2 баҳо) 0- 11.1 гача рейтинг бали қўйилади.

“Чет тили ўқитиш методикаси”

**фани бўйича талабаларнинг билим даражасини аниқлашда
қуйидаги талаблар қўйилади:**

Балл	Баҳо
86-100	“аъло”(2 ЖН)

Чет тили ўқитиш методикаси фани бўйича талаба 10 (4 та маъруза 6 амалий) соатдан кейин; Инглиз тили ўқитиш мазмуни; Инглиз тили ўқитиш методлари ва тамойиллари; Инглиз тили ўқитиш воситалари каби мавзулар бўйича иккинчи жорий назоратни (ёзма) топширади. Назорат бўйича талаба юқорида кўрсатилган мавзулар бўйича чуқур билимга эга бўлиши, эгаллаган билимларини амалда қўллай олиши, назарий билимларнинг моҳиятини тушуниши, мустақил мушоҳада юрита олиши, аниқ тасаввурга эга бўлиши, фикрни лўнда иборалар билан баён қила олиши, жавобида мантикий кетма-кетликка амал қилиши, мустақил қарор чиқариши ва хулоса қила олиши керак. Агар талаба мавзунини баён қилишда битта ёки иккита талаффузга оид, пунктуцион, орфографик ҳамда грамматик хатоларга йўл қўйса унга 86-100 балл. (5 баҳо) 17.2 – 20 гача рейтинг бали қўйилади.

Балл	Баҳо
71-85	“яхши”

Чет тили ўқитиш методикаси фани бўйича талаба 10 (4 та маъруза 6 амалий) соатдан кейин; Инглиз тили ўқитиш методлари ва тамойиллари; Инглиз тили ўқитиш воситалари каби мавзулар бўйича иккинчи жорий назоратни (ёзма) топширади. Назорат бўйича етарли билимларга эга бўлиши, билимларни етарлича қўллай олиши, билимлар моҳиятини маълум маънода тушуниши, мустақил фикр юритишга уриниши, мантиқан қисман тўғри жавоб бера олиши, мустақил хулоса чиқара олиши назарда тутилади. Агар талаба юқорида кўрасатилган мавзулар бўйича оғзаки назоратда учтадан бештагача талаффузга оид, пунктуцион, орфографик ҳамда грамматик хатоларга йўл қўйса унга 71-85 балл (4 баҳо) 14.2 – 17.1 гача рейтинг бали қўйилади.

Балл	Баҳо
55-70	“қониқарли”

Чет тили ўқитиш методикаси фани бўйича талаба 10 (4 та маъруза 6 амалий) соатдан кейин; Инглиз тили ўқитиш методлари ва тамойиллари; Инглиз тили ўқитиш воситалари каби мавзулар бўйича иккинчи жорий назоратни (ёзма) топширади. Назорат бўйича талаба маълум даражада, лекин етарли бўлмаган билимга эга бўлиши, билимларни амалда қўллашга қийналиши, билимлар моҳиятини етарли даражада тушунмаслиги, мустақил фикр юритишга қийналиши, фикрларни ғализ жумлаларда, пойма-пой баён қилиши, мустақил хулоса чиқара олмаслиги, маълум даражада, лекин анча ноаниқ тасаввурга эга бўлиши назарда тутилади. Агар талаба юқорида кўрасатилган мавзулар бўйича оғзаки назоратда олтидан тўққизтагача талаффузга оид, , пунктуцион, орфографик ҳамда ҳамда грамматик хатоларга йўл қўйса унга 55-70 балл (3 баҳо) 11.2 – 14.1 гача рейтинг бали қўйилади.

Балл	Баҳо
55 дан паст	“қониқарсиз”

Чет тили ўқитиш методикаси фани бўйича талаба 10 (4 та маъруза 6 амалий) соатдан кейин; Инглиз тили ўқитиш методлари ва тамойиллари; Инглиз тили ўқитиш воситалари каби мавзулар бўйича иккинчи жорий назоратни (ёзма) топширади. Назорат бўйича талабанинг билими меъёрдан паст бўлади, ёки билими бўлмайди. Билимларни деярли амалда

қўллай олмайди, фикрларни тўғри баён қила олиш имкониятига эга эмас. Мустақил фикрлай олиш қобилияти йўқ.. Хулоса қилиш кўникмасига эга эмас. Мавзу тўғрисида аниқ бир тушунчага эмас, ёки умуман тасаввур қила олмайди. Ана шундай ҳолатларда, талаба юқорида кўрасатилган мавзулар бўйича оғзаки назоратда ўнтадан ортиқ талаффузга оид, пунктуцион, орфографик ҳамда грамматик хатоларга йўл қўйса унга 55 балдан паст (2 баҳо) 0- 11.1 гача рейтинг бали қўйилади.

“Чет тили ўқитиш методикаси”

фани бўйича талабаларнинг билим даражасини аниқлашда қуйидаги талаблар қўйилади:

Балл	Баҳо
86-100	“аъло”(ОН)

Чет тили ўқитиш методикаси фани бўйича талаба 10 (6 та маъруза 4 амалий) соатдан кейин;Инглиз тили ўқитиш методикаси тарихи; Лексикани ўргантиш; грамматик материални ўргатиш каби мавзулар бўйича оралиқ назоратни (оғзаки) топширади. Назорат бўйича талаба юқорида кўрсатилган мавзулар бўйича чуқур билимга эга бўлиши, эгаллаган билимларини амалда қўллай олиши, назарий билимларнинг моҳиятини тушуниши, мустақил мушоҳада юрита олиши, аниқ тасаввурга эга бўлиши, фикрни лўнда иборалар билан баён қила олиши, жавобида мантикий кетма-кетликка амал қилиши, мустақил қарор чиқариши ва хулоса қила олиши керак. Агар талаба мавзунини баён қилишда битта ёки иккита талаффузга оид ҳамда грамматик хатоларга йўл қўйса унга 86-100 балл. (5 баҳо) 25.8-30 гача рейтинг бали қўйилади.

Балл	Баҳо
71-85	“яхши”

Чет тили ўқитиш методикаси фани бўйича талаба талаба 10 (6 та маъруза 4 амалий) соатдан кейин;Инглиз тили ўқитиш методикаси тарихи; Лексикани ўргантиш; грамматик материални ўргатиш каби мавзулар бўйича оралиқ назоратни (оғзаки) топширади. Назорат бўйича етарли билимларга эга бўлиши, билимларни етарлича қўллай олиши, билимлар моҳиятини маълум маънода тушуниши, мустақил фикр юритишга уриниши, мантиқан қисман тўғри жавоб бера олиши, мустақил хулоса чиқара олиши назарда тутилади. Агар талаба юқорида кўрасатилган мавзулар бўйича оғзаки назоратда учтадан бештагача талаффузга оид, пунктуцион, орфографик ҳамда грамматик хатоларга йўл қўйса унга 71-85 балл (4 баҳо) 21.3- 25.7 гача рейтинг бали қўйилади.

Балл	Баҳо
55-70	“қониқарли”

Чет тили ўқитиш методикаси фани бўйича талаба талаба 10 (6 та маъруза 4 амалий) соатдан кейин;Инглиз тили ўқитиш методикаси тарихи; Лексикани ўргантиш; грамматик материални ўргатиш каби мавзулар бўйича оралиқ назоратни (оғзаки) топширади. Назорат бўйича талаба маълум даражада, лекин етарли бўлмаган билимга эга бўлиши, билимларни амалда қўллашга қийналиши, билимлар моҳиятини етарли даражада тушунмаслиги,мустақил фикр юритишга қийналиши, фикрларни ғализ жумлаларда, пойма-пой баён қилиши, мустақил хулоса чиқара олмаслиги, маълум даражада, лекин анча ноаниқ тасаввурга эга бўлиши назарда тутилади. Агар талаба юқорида кўрасатилган мавзулар бўйича оғзаки назоратда олтидан тўққизтагача талаффузга оид, , пунктуцион, орфографик ҳамда ҳамда грамматик хатоларга йўл қўйса унга 55-70 балл (3 баҳо) 16.8-21.2 гача рейтинг бали қўйилади.

Балл	Баҳо
55 дан паст	“қониқарсиз”

Чет тили ўқитиш методикаси фани бўйича талаба талаба 10 (6 та маъруза 4 амалий) соатдан кейин;Инглиз тили ўқитиш методикаси тарихи; Лексикани ўргантиш; грамматик материални ўргатиш каби мавзулар бўйича оралиқ назоратни (оғзаки) топширади. Назорат бўйича талабанинг билими меъёрдан паст бўлади, ёки билими бўлмайди. Билимларни деярли

амалда қўллай олмайди, фикрларни тўғри баён қила олиш имкониятига эга эмас. Мустақил фикрлай олиш қобилияти йўқ.. Хулоса қилиш кўникмасига эга эмас. Мавзу тўғрисида аниқ бир тушунчага эмас, ёки умуман тасаввур қила олмайди. Ана шундай ҳолатларда, талаба юқорида кўрасатилган мавзулар бўйича оғзаки назоратда ўнтадан ортик талаффузга оид, пунктуцион, орфографик ҳамда грамматик хатоларга йўл қўйса унга 55 балдан паст (2 баҳо) 0-16.7 гача рейтинг бали қўйилади.

Талабаларга бериладиган топшириқ турлари

Талабаларга бериладиган топшириқ турлари: маърузани ўқиб жавоб бериш, маъруза ва амалий машғулотлар юзасидан саволлар мажмуаси, амалий машғулотдаги матнлар юзасидан машқлар, назорат саволлари, тақдиротлар, Чет тили ўқитиш методикаси ҳақида маълумотлар тўплаш, дунё мамлакатлари, пойтахтлари ва халқи ҳақида маълумот тўплаш, талабанинг ижодий фикрлаш қобилиятини, сиёсий онгини янада такомиллаштирадиган оғзаки ва ёзма топшириқ ва ишлар, турли соҳага оид информатив характерга эга матнлар таржималаридан иборат.

Фанни ўқитилишида қўлланадиган воситалар, усуллар ва технологиялар

Талаба учун Чет тили ўқитиш методикаси фанига мўлжалланган дастур, ишчи режа, маърузалар матни, инглизча ва ўзбекча газета ва журналлар, радио ва теле дастурлар, ББС янгилик дастурлари таркатма материаллар, техник воситалар (компьютер, радио, телевидение, электрон дарсликлар, аудио ва видео ёзувлар) дан фойдаланиш.

Чет тили ўқитиш методикаси фани бўйича талабаларнинг МУСТАҚИЛ ўрганишини рейтинг тизими асосида баҳолаш мезонлари

Баҳо Талабаларнинг билим даражаси

86-100 Чет тили ўқитиш методикаси фани бўйича талаба чуқур билимга эга бўлади, эгаллаган билимларини амалда қўллай олади, назарий билимларнинг моҳиятини тушунади, мустақил мушоҳада юрита олади, аниқ тасаввур қила олади, аниқ ва лўнда иборалар билан мавзунини баён қила олади, жавобида мантикий кетма-кетликка амал қилади, мустақил қарор чиқаради ва хулоса қила олади.

71-85 Чет тили ўқитиш методикаси фани бўйича талаба етарли билимларга эга бўлади, билимларни етарлича қўллай олади, билимлар моҳиятини маълум маънода тушунади, мустақил фикр юритишга уринади, мантиқан қисман тўғри жавоб бера олади, мустақил хулоса чиқара олади.

56-70 Чет тили ўқитиш методикаси фани бўйича талаба маълум даражада, лекин етарли бўлмаган билимга эга бўлади, билимларни амалда қўллашга қийналади, билимлар моҳиятини етарли даражада тушунмайди мустақил фикр юритишга қийналади, фикрларни ғализ жумлаларда, пойма-пой баён қилади, мустақил хулоса чиқара олмайди, маълум даражада, лекин анча ноаниқ тасаввурга эга бўлади.

54 баллдан паст “қоникарсиз” Чет тили ўқитиш методикаси фани бўйича талаба билими меъёрдан паст бўлади, ёки билими бўлмайди. Билимларни деярли амалда қўллай олмайди, фикрларни тўғри баён қила олиш имкониятига эга эмас. Мустақил фикрлай олиш қобилияти йўқ.. Хулоса қилиш кўникмасига эга эмас. Мавзу тўғрисида аниқ бир фикрга эмас, ёки умуман тасаввур қила олмайди.

“METHODICS OF TEACHING SPECIAL COURSES”

фанидан мустакилиш мавзулари

Мустакил иш- талабаларнинг маъруза ва семинар машгулотларда олган билимларини мустахкамлаш ва узлари мустакил равишда билим ва куникмаларини ривожлантириш учун йуналтирилган. Мустакил иш уз ичига фанга таълуқли барча адабиётларни уқиб урганиш ҳамда Power Point дастурида презентациялар тайёрлашни камраб олган.

№	Мустакилиш мавзулари	Мустакилиш шакли
1	Aims of teaching and learning English	Презентация, маъруза
2	Common European Framework of Reference for Languages: Learning. Teaching. Assessment in the conditions of Uzbekistan	Презентация, маъруза
3	Means of teaching foreign language	Презентация, маъруза
4	Professional competence of the teacher. Up-to-date requirements to the foreign languages teachers.	Презентация, маъруза
5	Tasks and techniques of classroom management	Презентация, маъруза
6	Innovative technologies within communicative teaching	Презентация, маъруза
7	The interactive methods and variations in TFL.	Презентация, маъруза
8	Distance learning and teaching FL Constructing and designing of module programme	Презентация, маъруза
9	Innovative technologies in assessment of EL proficiency.	Презентация, маъруза
10	Different view points on classroom management.	Презентация, маъруза
11	Methodics of teaching FL in higher educational establishments.	Презентация, маъруза
12	Forms of organizing lessons and interaction in the classroom.	Презентация, маъруза
13	The case-study method.	Презентация, маъруза
14	Approaches in the aspect of feedback and error correction.	Презентация, маъруза
15	Community language learning.	Презентация, маъруза

SamDChTI ingliz filologiyasi fakulteti “Methodics of teaching special courses” fanidan 2-kurs magistratura bo’limi uchun yakuniy nazorat savollari

1. What is the connection of "Methodics of teaching foreign language" subject with other subjects? Show the points of connection.
 2. Approaches in the aspect of feedback and error correction.
 3. Give a plan of speaking lesson at school.
 4. Language portfolio as innovative technology
 5. What are the tasks of the cultural aim of teaching English?
 6. Give a plan of vocabulary lesson at school.
 7. What are the main aims of teaching English?
 8. What do we mean by descriptors in the CEFR?
 9. Describe a lesson of grammar for intermediate learners
 10. What types of components content of teaching English do you know?
 11. Why do we adapt the CEFR to the national context of Uzbekistan?
 12. Describe a vocabulary lesson at school.
 13. What advices for effective teaching can you give?
 14. Describe the stages model of continuous and successive FLT and their levels.
 15. Give a plan of vocabulary lesson in for upper intermediate learners.
 16. Methods of FL teaching
 17. What is the goal of the CEFR?
 18. Describe a reading lesson in college.
 19. Task-based Learning What are the modern requirements to the specialist of FL?
 20. What are the main factors of efficiency of FLT?
 21. What view points on classroom management do you know?
 22. Why are the information and cultural literacy important for specialists of FL nowadays?
- Classroom Management Techniques.
23. Classroom-management strategies.
 24. Ways of organizing educational process in high school.
 25. Describe a reading lesson in college.
 26. What technology can be used in the classroom? Enumerate all of them and tell about their advantages.
 27. Lecturing as a form of organizing teaching.
 28. Seminars: types and objectives.
 29. Speak about disadvantages of the group work in the classrooms?
 30. Describe a reading lesson in college
 31. Tell about the essence the Communicative language learning. Why is it considered as innovative method?
 32. The interactive methods variations.
 33. The types of plans. Give a plan of vocabulary lesson in primary school.
 34. Project work. What skills are necessary to carry project?
 35. Case-study

Якуний назорат саволлари

1.The importance of FL learning in Uzbekistan

Key-words: The Decree of President, means of communication, multilingualism, educational process, global information space

2.Common European Framework of Reference for Languages: Principles of teaching in the conditions of Uzbekistan.

Key-words: international framework, function, reference levels, descriptors, competence-based teaching

3.Methods of teaching and learning English at school, lyceum and college

Key-words: Communicative language teaching/learning, Interactive Learning, Learner-centered Learning, Content-based Learning, Age groups

4.Professional competence of the teacher.

Key-words: professional skills, teaching competency, professional literacy, the efficiency of teaching, cultural literacy

5.Tasks and techniques of classroom management.

Key-words: classroom-management strategies, effective criteria, set of rules, self-regulation, social emotional learning.

6. Methodics of teaching FL in higher educational establishments.

Key-words: innovative approach, principles of learning in higher education, scientific work, cognitive activity, lectures and tutorials

7.Innovative technologies within communicative teaching.

Key-words: innovative materials, learner-centered teaching, Tandem-method, Project method, pedagogical game-method

8.The interactive methods and variations in TFL.

Key-words: interactive teaching, critical thinking, interactive brainstorming, interpersonal communication, Case-study

9.Distance and module technology in learning and teaching FL

Key-words: teaching from distance, telecommunicative nets, module teaching, self-study learning, designing a module

10.Innovations in assessment of EL proficiency.

Key-words: feedback, cognitive code-learning, portfolio, Communicative approach, evidence-based decision

TEST FOR FINAL EXAM

1. When was established the Decree of President Islam Karimov "On measures for further improvement of foreign languages learning"?
 - a) December 10, 2012
 - b) December 12, 2010
 - c) December 13, 2008
 - d) December 8, 2010
2. Where can be defined micro level teaching FL?
 - a) at colleges
 - b) at schools
 - c) at higher establishments
 - d) at extra classes
3. What kind of values has FL education?
 - a) Social
 - b) Cultural
 - c) Social, pragmatical
 - d) Social, personal-oriented
4. Methodology is associated with the following sciences...
 - a) linguistics, psychology, politics, didactics, pedagogy
 - b) linguistics, psychology, paralinguistics, didactics, pedagogy
 - c) linguistics, psychology, psycholinguistics, didactics, pedagogy
 - d) linguistics, psychology, cognitive linguistics, didactics, pedagogy
5. What is "didactics"?
 - a) theory of education and training
 - b) theory of education
 - c) theory of training
 - d) theory of teaching
6. What is the aim (aims) of English language teaching?
 - a) Practical, cultural (bringing up), educational, developmental
 - b) Practical
 - c) Cultural (bringing up)
 - d) Educational, developmental, cultural
7. What is the main function of "CEFR document"?
 - a) to create a single and integrated educational space in Modern languages teaching
 - b) co-operation among educational institutions in different countries
 - c) to provide a common basis for the elaboration of language syllabuses, curriculum, guidelines, examination, and textbooks across Europe
 - d) to provide a method of assessing
8. At least into how many languages has been translated the CEFR?
 - a) 48
 - b) 25
 - c) 38
 - d) 65
9. What types of learning are associated with the Communicative Approach?
 - a) Interactive Learning, Task-based Learning:
 - b) Learner-centered Learning, Content-based Learning
 - c) Cooperative/Collaborative Learning
 - d) all answers are correct
10. What is "competent teacher"?
 - a) teacher who has professional skills

- b) teacher who deploy his/her knowledge, abilities, skills, talents, values, attitudes and behaviour patterns to meet the challenge of educating his/her students
 - c) teacher who tend to respond well to the teaching of grammatical rules
 - d) teacher who is able to find ways to draw on and develop cognitive, analytical and logic skills, whilst being constantly mindful of feedback techniques and confidence building strategies
11. How many aspects of teaching competency can be distinguished?
- a) 15
 - b) 7
 - c) 4
 - d) 12
12. What is “Competency in innovation and improvement”?
- a) 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
 - b) The conscious use of one's own knowledge, abilities, skills, talents, values, attitudes and behaviour patterns, in order to resolve issues and problems, overcome challenges, fulfilling one's duties and achieving the aims proposed
 - c) 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
 - d) Competency in managing group dynamics means their conscious use of their abilities, knowledge, values, attitudes and behaviour 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
13. What are main requirements to the FL specialists?
- a) the information, cultural and professional literacy
 - b) psychological, educational, social literacy
 - c) communicative, cultural, social literacy
 - d) creativity, professional, communicative literacy
14. According to Dr. Garza should aim to acquire beginning teachers?
- a) A knowledge of the spoken and written language
 - b) A knowledge of how language in general is put together
 - c) A knowledge of pedagogy
 - d) all answers are correct
15. Who coined the term “*community of practice*”?
- a) Dr. Abrams
 - b) Lave and Wenger
 - c) Kisslinger and Wilkin
 - d) Dr.Ganza
16. What does mean “**Classroom management**”?
- a) the wide variety of skills and techniques that teachers use to keep students organized, orderly, focused, attentive, on task, and academically productive during a class
 - b) executed effectively, teachers minimize the behaviors that impede learning for both individual students and groups of students, while maximizing the behaviors that facilitate or enhance learning
 - c) analyse of different view points on the problem that controls the process of teaching, discipline at the lesson
 - d) maximizing the behaviors that facilitate or enhance learning
17. What is “Effective classroom management”?
- a) discipline
 - b) implement and maintain classroom discipline

- c) interactive games used during the lesson
 - d) set of rules for students
18. What is “engaged time”?
- a) time given to explain new theme
 - b) time given to assessment
 - c) time given to do the task
 - d) time given to have a rest
19. When did appear a new trend “innovation “ in education
- a) in the 60th last century
 - b) in the 90th last century
 - c) in the 80th last century
 - d) in the 70th last century
20. How many are the methods of learning in the scientific literature?
- a) 4
 - b) 8
 - c) 5
 - d) 2
21. What does reproductive techniques include?
- a) the use of the studied sample, or the basis of the rules
 - b) presentation of the problem
 - c) illustrative method
 - d) learning process
22. How we call in methodics “the method used in the process of opening a new one”?
- a) Illustrative
 - b) Reproductive
 - c) Partial exploratory
 - d) Explanatory
23. Find suitable definitionn for the term “Lecture”.
- a) Lecture is the most important form of organizing teaching at the Higher Education Establishments.
 - b) Lecture is not suitable form of organizing teaching at the Higher Education Establishments.
 - c) Lecture is one of learner-centered form of organizing teaching at the Higher Education Establishments.
 - d) Lecture is one of the forms of organizing teaching at the Higher Education Establishments.
24. What is “Problematic student”?
- a) student who is uncooperative, inactive, domineering, late
 - b) student who is cooperative, active, domineering
 - c) student who is uncooperative, active, domineering
 - d) student who is cooperative, inactive, late
25. What is “Brainstorming”?
- a) Situations relevant to the area of study and drawn from practical, real world experiences are defined and students are asked to assume specific roles within that scenario.
 - b) Models approximating real life situations are used to examine the dynamics of a system or phenomenon, and for learning to respond to its continually changing conditions.

- c) Useful with large numbers
 - d) 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 .
26. What skills does include 'Learning English' include?
- a) Listening, Speaking, Reading and Writing
 - b) Listening, Speaking, Grammar, Reading and Writing
 - c) Listening, Speaking, Cognitology, Reading and Writing
 - d) Listening, Speaking, Discourse analyse, Reading and Writing
27. What is " learner-centered teaching"?
- a) group teaching
 - b) planning, teaching, and assessment around needs and abilities of the learners
 - c) having a higher motivation to learn FL
 - d) sharing control of the classroom
28. Who developed "Counseling learning"?
- a) L.Rogers
 - b) I.Galperin
 - c) O. Maskalskaya
 - d) Ch. Curran
29. According to whose philosophy, students are "clients" and teacher is a "counselor"?
- a) Ch. Curran's
 - b) M. Boyle's
 - c) M. Macmillan's
 - d) L. Rogers'
30. What is "Tandem-method"?
- a) This method presupposes self-study of FL which conducts between two partners one of them is a native speaker
 - b) The techniques and activities of community learning are realized by play or other simulations
 - c) The virtual communication
 - d) This method presupposes using learner-centered approach and developing research and reflexive skills
31. What does mean "project"?
- a) a self-planning and self-realizing research work
 - b) key idea of the technology
 - c) using learner-centered approach
 - d) model of the lesson
32. Which method presupposes solving a task or a problem and during this solution acquiring the new knowledge and practical skills?
- a) Tandem-method
 - b) Project method
 - c) Brainstorming
 - d) Snowball
33. Which method students find enjoyable, and if they are properly designed, they give students valuable language and communicative practice?
- a) Tandem-method
 - b) Game method
 - c) Project method
 - d) Role-playing
34. What is "Interactive teaching styles" ?

- a) student's motivation
 - b) flexibility in teaching
 - c) measurable student accomplishments
 - d) incorporate a multitude of goals beneath a single roof
35. Which method was worked out according to the project "Reading and Writing for Critical Thinking"?
- a) game method
 - b) interactive methods
 - c) learning centred method
 - d) method of communication
36. What is "critical thinking" by D. Halpern?
- a) seeing both sides of an issue, being open to new evidence that disconfirms your ideas, reasoning dispassionately, demanding that claims be backed by evidence, deducing and inferring conclusions from available facts, solving problems, and so forth
 - b) the use of those cognitive skills or strategies that increase the probability of a desirable outcome
 - c) critical thinking skills, it is needed to develop a number of qualities in them
 - d) development of critical thinking
37. What is the aim of "Labirint" technology?"
- a) to involve all the learners into active work and forms motivation
 - b) to involve a case study format, but the process is not so rigid as a full case study training session
 - c) to teach the learners to overcome different life problems, to assess the situation, find solution of the problem and to improve the skills of quick thinking and cultural communication
 - d) to establish a problem or a question
38. What is "Distance teaching"?
- a) highly developed technique
 - b) a system in which a teacher teaches the students with the help of Internet sending tasks to the learners by post or e-mail
 - c) using computer-telecommunicative nets for essays
 - d) teacher's the opportunity of teaching
39. What is assessment according to Walvoord?
- a) is aimed to determine the ways of improving learning of students in their program systematic collection of information about student learning which includes using the time, knowledge, expertises and available resources in order to inform decisions about the ways of improving learning
 - b) is ongoing process of establishing clear, measurable expected outcomes of student learning
 - c) is matching the expectations and working on the information can be resulted in improving student learning in the context of teaching a foreign language at school the ultimate aim of assessment is to improve pupils' learning a target language
 - d) is student's sufficient opportunities to achieve outcomes
40. What is "evaluation" according to Goldman and Zakkel?
- a) is thinking carefully about something before making judgment about its value, importance and quality
 - b) assessment and evaluation use similar methods
 - c) positive assessment
 - d) is the analysis and use of data by faculty judgments about student performance.

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.**Conditional speech 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, 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 a joint speech activities if necessary to transfer or receive 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 units of the educational standard is its structure, content , academic load , 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 contribute 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 to solve a foreign language extralinguistic 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 a 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.

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