"CHET TILIO'QITISH METODIKASINING ZAMONAVIY TENDENSIYALARI"

"CHET TILI O'QITISH METODIKASINING ZAMONAVIY TENDENSIYALARI"

moduli bo'yicha
"Filologiya va tillarni o'qitish:ingliz tili" yo'nalishi

O'QUV-USLUBIY MAJMUA

Farg'ona – 2026

Modulning ishchi dasturi Oliy ta'lim, fan va innovatsiyalar vazirligining 2024-yil 27 dekabrdagi 485-sonli buyrug'i bilan tasdiqlangan oliy ta'lim muassasalari rahbar kadrlarini qayta tayyorlash va malaka oshirish yo'nalishlari o'quv reja va dasturlariga muvofiq ishlab chiqilgan.

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Ishchi o'quv dasturi FarDU Ilmiy Kengashining qarori bilan tasdiqqa tavsiya qilingan
(2025 yil 27 dekabrdagi 5- sonli bayonnoma).

MUNDARIJA

I. ISHCHI DASTUR

KIRISH

Mazkur ishchi o'quv dasturi O'zbekiston Respublikasi Prezidentining 2019-yil 27-avgustdagi "Oliy ta'lim muassasalari pedagog kadrlarining uzluksiz malakasini oshirish tizimini joriy etish to'g'risida"gi PF–5789-son, 2019-yil 8-oktyabrdagi "O'zbekiston Respublikasi oliy ta'lim tizimini 2030 yilgacha rivojlantirish konsepsiyasini tasdiqlash to'g'risida"gi PF–5847-son va 2022-yil 28-yanvardagi "2022-2026 yillarga mo'ljallangan Yangi O'zbekistonning taraqqiyot strategiyasi to'g'risida"gi PF-60-son Farmonlari, 2017-yil 27-iyuldagi "Oliy ma'lumotli mutaxassislar tayyorlash sifatini oshirishda iqtisodiyot sohalari va tarmoqlarining ishtirokini yanada kengaytirish chora-tadbirlari to'g'risida"gi PQ-3151-son, 2019-yil 3-maydagi "Ma'naviy-ma'rifiy ishlar samaradorligini oshirish bo'yicha qo'shimcha chora-tadbirlar to'g'risida"gi PQ-4307-son va 2021-yil 26-martdagi "Ma'naviy-ma'rifiy ishlar tizimini tubdan takomillashtirish chora-tadbirlari to'g'risida"gi PQ-5040-son qarorlari, shuningdek Vazirlar Mahkamasining 2018-yil 17-sentyabrdagi "Ta'lim tizimida ma'naviy-ma'rifiy ishlar samaradorligini oshirish chora-tadbirlari to'g'risida"gi 736-son va 2019-yil 23-sentyabrdagi "Oliy ta'lim muassasalari rahbar va pedagog kadrlarining malakasini oshirish tizimini yanada takomillashtirish bo'yicha qo'shimcha chora-tadbirlar to'g'risida"gi 797-son qarorilarida belgilangan ustuvor vazifalar mazmunidan kelib chiqqan holda tuzilgan bo'lib, ta'lim-tarbiya jarayonlarida ma'naviy-ma'rifiy muhit barqarorligini ta'minlash, tinglovchilarning davlat va jamiyat hayotida amalga oshirilayotgan islohotlardan xabardorligini va daxldorlik tuyg'ularini oshirish, Yangi O'zbekistonning taraqqiyot strategiyasi va jamiyatning ma'naviy asoslari bo'yicha bilim va ko'nikmalarini yanada rivojlantirishni maqsad qiladi.

Modulning maqsadi va vazifalari

"Chet tili o'qitish metodikasining zamonaaviy tendensiyalari" modulining maqsadi pedagog kadrlarni qayta tayyorlash va malaka oshirish kursi tinglovchilariga mutaxassislikning boshqa fanlari bilan integrallashgan holda o'qitish

va ularning chet tili bo'yicha kommunikativ kompetentligini (kognitiv lingvistik, lingvomadaniyatshunoslik (madaniyatlararo muloqot) va pragmalingvistik) rivojlantirishdan iborat.

Kursning **vazifalariga** quyidagilar kiradi:

- "Filologiya va tillarni o'qitish (ingliz tili)" yo'nalishida pedagog kadrlarning kasbiy bilim, ko'nikma, malakalarini rivojlantirish va takomillashtirish;

- pedagoglarning ijodiy-innovatsion faollik darajasini oshirish;

-pedagog kadrlar tomonidan zamonaviy axborot-kommunikatsiya texnologiyalari, zamonaviy ta'lim va innovatsion texnologiyalar sohasidagi ilg'or xorijiy tajribalarning o'zlashtirilishini ta'minlash;

- o'quv jarayonini tashkil etish va uning sifatini ta'minlash borasidagi ilg'or xorijiy tajribalar, zamonaviy yondashuvlarni o'zlashtirish;

- fan va ishlab chiqarishdagi innovatsiyalar bilan o'zaro integratsiyasini ta'minlash.

Kurs yakunida tinglovchilarning bilim, ko'nikma va malakalari hamda kompetensiyalariga qo'yiladigan talablar:

"Chet tili o'qitish metodikasining zamonaaviy tendensiyalari" moduli bo'yicha tinglovchilar quyidagi yangi bilim, ko'nikma, malaka hamda kompetensiyalarga ega bo'lishlari talab etiladi: Tinglovchi:

• Davlat ta'lim standartlari, ta'lim yo'nalishlari va magistratura mutaxassisliklarining Malaka talablari, o'quv rejalari, fan dasturlari va ularga qo'yiladigan talablarni, o'quv yuklamalarini rejalashtirish va ularning bajarilishini nazorat qilish usullarini;

• zamonaviy ta'lim tizimida sun'iy intellekt (AI) ning ahamiyatini;

• ta'limda sun'iy intellektningdan foydalanish istiqbollari va xavflarini;

• bilimlarni sinash va baholashning aqlli tizimlarini;

• jahonda oliy ta'lim rivojlanish tendensiyalari: umumiy trendlar va strategik yo'nalishlarni;

• baholash turlari,tamoyillari va mezonlarini;

• lingvistik va madaniyatlararo kompetensiyalami baholashni;

• ta'lim jarayonida nutq kommunikatsiyasi elementlari, sotsiolingvistik elementlar, pragmatik elementlar, baholashning asosiy turlarini;

• ingliz tilida insho yozish mahorati va analiz qilish masalalarini;

• til o'qitishda eshitish ko'nikmasining ahamiyatini;

• til o'rgatish jarayonida kuzatishning ahamiyatini;

• darslarni kuzatish orqali o'qituvchining til o'qitish mahoratni oshirish masalalarini;

• til o'qitishda dars ishlanma tuzish va uning ahamiyatli jihatlarini **bilishi** kerak..

Tinglovchi:

• zamonaviy tadbirkorlik universiteti modeli tamoyillarini o'zlashtirish;

• pedagoglar kasbiy kompetensiyalarini rivojlantirishning innovatsion texnologiyalarini qo'llash;

• o'qituvchi faoliyatida pedagogik texnikaning axamiyatini yoritib berish;

• tinglovchilar diqqatini o'ziga tortish usullaridan foydalanish;

• kasbiy kompetentsiyalarni shakllantirish va rivojlantirish yo'llarini tahlil etish;

• kasbiy kompetensiyalarni rivojlantirish jarayonida uchraydigan to'siqlar, qiyinchiliklar va ularni bartaraf etish;

•talabalarning o'quv auditoriyadagi faoliyatini baholash;

•talabalarning kurs ishi, bitiruv malakaviy ishi, o'quv-malakaviy amaliyot (mehnat faoliyati)ini nazorat qilish;

•baholashning miqdor va sifat tahlilini amalga oshirish;

•talabalarning kurs ishi, bitiruv malakaviy ishi, o'quv-malakaviy amaliyot (mehnat faoliyati)ini nazorat qilish;

•mavzuga oid olimlar tomonidan bildirilgan fikrlarni tahlil qilish va baholash;

•chet tilí darslarida gramatikani matn asosida o'qitish;

•ingliz tili darslarida baholash va baholash turlarini qo'llash;

•bilimlar tuzilmalari va axborotning aks ettirilishi yo'llarini o'rganishga qaratilgan kognitiv metodlardan foydalanish **ko'nikmalariga** ega bo'lishi lozim.

Tinglovchi:

• oʻquv jarayoni ishtirokchilarini bir-birlari bilan tanishtirish, samimiy doʻstona munosabat va ijodiy muhitni yuzaga keltirish, tinglovchilarning ijodiy imkoniyati va shaxsiy sifatlarini ochish, tinglovchilarning hamkorlikda ishlashlari uchun qulay sharoitni vujudga keltirish;

• tinglovchilarning kasbiy kompetensiyalarini oʻrganish, tanishish;

• kasbiy kompetetnsiyalarni rivojlantirish jarayonida pedagogik deontologiyaning roli, ahamiyatini ochib berish;

• taʼlim sifatiga taʼsir etuvchi omillar (moddiy-texnik baza, professor-oʻqituvchilarning salohiyati va oʻquv-metodik taʼminot)ni tahlil etish va baholash;

• talabalarning oʻquv auditoriyadan tashqari faoliyatini baholash;

• talabalarning oʻquv auditoriyadan tashqari faoliyatini baholashda oʻquv topshiriqlari (reproduktiv, produktiv, qisman-izlanishli, kreativ (ijodiy) murakkablik)ni ishlab chiqish metodikasidan samarali foydalanish;

• lingvistik va madaniyatlararo kompetensiyalarni baholash;

• an'anaviy va zamonaviy tahlil metodlari asosida lisoniy va madaniy tuzilmalarning oʻzaro munosabatini aniqlash va tahlil oʻtkazish;

• ingliz tili darslarini fanlararo bog'liqlikka asoslanib oʻqitish;

• chet tili oʻqitish jarayonida muammoli vaziyatlardan foydalanish***malakalariga*** ega boʻlishi zarur.

Tinglovchi:

• raqamli taʼlim resurslari va dasturiy mahsulotlarini oʻquv jarayoniga faol tatbiq etilishini tashkil etish;

• sunʼiy intellektning asosiy xususiyatlarini asoslab berish;

• OTMlarda talim, ilmiy va innovatsion faoliyatni rivojlantirish, ilmiy tadqiqot natijalarni tijoratlashtirish yoʻllarini tahlil etish va amaliyotga tadbiq etish;

• pedagogning kasbiy kompetensiyalarini rivojlantirishning nazariy asoslarini amaliyotga tadbiq etish;

• talabalarning taʼlimiy (oʻquv predmetlari), tarbiyaviy (maʼnaviy-maʼrifiy

tadbirlar) va rivojlantiruvchi (ilmiy-tadqiqot ishi, start-up loyihalar) maqsadlarini baholash;

- o'quv maqsadlari va kutilayotgan natijalarni to'g'ri belgilay olish,baholash, fikr-mulohazaga asoslangan baholash mexanizmini mustaqil holda tashkil etish;
- an'anaviy va zamonaviy tahlil metodlarì asosida lisoniy va madaniy tuzilmalarning o'zaro munosabatini aniqlash va tahlil o'tkazish;
- ingliz tili darsida topshiriqlarning osondan murakkablikka o'sish holati ahamiyatlarini ochib berish;
- ingliz tilini o'yin va rolli o'yinlar orqali tashkillashtirish *kompetensiyalariga* ega bo'lishi lozim**.**

Modulning o'quv rejadagi boshqa modullar bilan bog'liqligi va uzviyligi

"Chet tili o'qitish metodikasining zamonaaviy tendensiyalari" moduli
bo'yicha tasavvur, bilim, ko'nikma, malaka va kompetensiyalariga ega bo'lishi lozim. Modul mazmuni o'quv rejadagi " Pedagogik faoliyatda raqamli kompetensiyalar" , "Pedagogning kasbiy kompetensiyalarini rivojlantirish", "Ta'lim sifatini ta'minlashda baholash metodikalari", "Chet tillarni o'rgatishda tenglik, xilma-xillik va inklyuzivlikni ta'minlash" o'quv modullari bilan uzviy bog'langan holda pedagoglarning kasbiy pedagogik tayyorgarlik darajasini orttirishga xizmat qiladi.

Modulning o'quv rejadagi boshqa modullar bilan bog'liqligi va uzviyligi

"Chet tili o'qitish metodikasining zamonaaviy tendensiyalari" moduli mazmuni o'quv rejadagi mutaxassislik o'quv modullarining barcha soxalari bilan uzviy bog'langan holdaprofessor-o'qituvchilarning umumiy Chet tili o'qitish metodikasining zamonaaviy tendensiyalari kasbiy tayyorgarlik darajasini oshirishga xizmat qiladi.

MODUL BO'YICHA SOATLAR TAQSIMOTI

№	Modul mavzulari	Tinglovchining o'quv yuklamasi, soat				
		Xammasi	Auditoriya o'quv yuklamasi			Mustaqil ta'lim
			Jami	жумладан		
				Nazariy	Amaliy mashg ulot	
1.	Chet tili fanini o'zlashtirishning nazariy va amaliy asoslari	2	2	2		
2	Chet tili o'qitish texnikasi va uning asosiy tamoyillari	2	2	2		
3.	Til o'qitish jarayonida sun'iy intellektning ahamiyati	2	2	2		
4	Chet tili o'qitishning zamonaviy yondashuv va metodlari	4	4	2	2	
5	Til ta'limida kompetensiya va ularning asosiy komponentlari	2	2		2	
6	Nutq faoliyati turalri va ularni integratsiyalashtirib o'qitish jarayoni	2	2		2	
7	Chet tili o'qitish jarayonini rejalashtirsh va tashkil etish	2	2		2	
	Jami: 16 soat	16	16	8	8	

Chet tili o'qitish metodikasining zamonaaviy tendensiyalarimodulimohiyati. Chet tili o'qitish amaliyotiga oid fundamental ma'lumotlarni berish, jahon olimlarninig ushbu sohasga oid ilmiy izlanishlarva tadqiqot ishlari bilan tanishtirish.

Metodikaning zamonaviy tendensiyalari. Chet tili o'qitishda zamonaviy yondashuvlar, metodlar va texnikalar.Chet tili o'qitishning asosiy maqsadlari. Chet

tili o'qitish tamoyillari. Mashq va topshiriqlar yaratish mexanizmi.Darsni rejalashtirish va tashkil etish bosqichlari. Baholash mezonlari.

NAZARIY TA'LIM SOATLARI MAZMUNI

1-MAVZU: CHET TILI FANINI O'ZLASHTIRISH NAZARIY VA AMALIY ASOSLARI

Chet tili o'qitish metodikasi faniga kirish.Chet tili o'qitishning lingvodidaktik asoslari, Konsept- metodikaning asosiy tushunchasi sifatida.Chet tili o'qitish metodikasining predmeti.Metodikadagi asosiy tushunchalar. Umumiy, xususiy, qiyosiy metodika. Metodika fanining ilmiy tadqiqot metodlari.

2-MAVZU: CHET TILI O'QITISH TEXNIKASI VA UNING ASOSIY TAMOYILLARI

Til texnikasi tushunchasi. Chet tili qoidasi. Metodikani boshqa fanlar bilan aloqasi,Chet tili o'qitish faninig maqsadlari.Chet tili o'qitish mazmuni. Chet tili o'qitish tamoyillari:didaktik,psixologik va metodik.

3-MAVZU: TIL O'QITISH JARAYONIDA SUN'IY INTELLAKTNING AHAMIYATI

Sun'iy intellect konsepsiyasi. Sun'iy intellektning chet tili o'qitishdagi maqsad va vazifalari.Sun'iy intellekt tushunchasi va uning asosiy tamoyillari. Sun'iy intellekt va chet tili o'qitish metodikasining bog'liqligi,Chet tili o'qitishda sun'iy intellektning metodik imkoniyatlari.Sun'iy intellekt yordamida til o'rganishni tashkil qilish.Sun'iy intellekt vositalari orqali til o'qitish samaradorligini oshirish.

AMALIY MASHG'ULOTLAR MAZMUNI

1-AMALIY MASHG'ULOT: CHET TILI O'QITISHNING ZAMONAVIY YONDASHUV VA METODLARI

Til ta'limida yondashuvva metod so'zlarining mazmun-mohiyati. Kommunikativ yondashuv. Shaxsga yo'naltirilgan yondashuv. Eklektik yondashuv. Integrativ yondashuv, Kompetensiyaviy yondashuv. To'g'ri metod, Tabiiy metod, Kommunikativ metod, Post Era metod.

2-AMALIY MASHG'ULOT: TIL TA'LIMIDA KOMPETYENSIYA VA ULARNING KOMPONENTLARI

Kompetensiya so'zining mazmun-mohiyati. Kommunikativ kompetensiya va ularning asosiy komponentlari.Kompetensiyani chet tili o'qitishdagi o'rni. Lingvistik kompetensiya. Pragmatik kompetensiya. Diskursiv kompetensiya, Sociolingvistik kompetensiya, ijtimoiymadaniy kompetensiya. Strategik kompetensiya.

3-AMALIY MASHG'ULOT: NUTQ FAOLIYATI TURLARI VA ULARNI INTEGRATSIYALASHTIRIB O'QITISGH JARAYONI

Nutq faoliyati turlari integratsiyasi, Nutq faoliyati turlaridagi asosiy qiyinchilik va imkoniyatlar. Tinglab tushunishni o'rgatish va ularga doir kommunikativ mashqlar, Gapirishni o'rgatish va ularga doir kommunikativ mashqlar,O'qishni nutq faoliyati sifatida o'rgatish va ularga oid mashqlar sistemasi, Yozuvni o'rgatish va ularga doir mashqlar.

4-AMALIY MASHG'ULOT: CHET TILI O'QITISH JARAYONININI REJALASHTIRISH VA TASHKIL ETISH

Darsning maqsadi. Dars bosqichlari: boshlang'ich bosqich, o'rta bosqich, yuqori bosqich. Dars rejasi. Dars turlari. O'qitish jarayonini bosqichlarga ajratish.Darsni tashkil etish. Dars jarayonidagi muammolar va ularni yechimlari.

O'QITISH SHAKLLARI

Mazkur modul bo'yicha quyidagi o'qitish shakllaridan foydalaniladi:

- noan'anaviy o'qitish (interaktiv, konferensiya, debat);

- davra suhbatlari (muhokama etilayotgan muammo va uning yechimi bo'yicha mantiqiy xulosalar chiqarish);

-bahs va munozaralar (loyihalar yechimi bo'yicha dalillar va asosli raqamlar taqdim qilish, eshitish va muammolar yechimini topish qobiliyatini rivojlantirish).

II. MODULNI O'QITISHDA FOYDALANILADIGAN INTERFAOL TA'LIM METODLARI

II. MODULNI O'QITISHDA FOYDALANILADIGAN INTERFAOL TA'LIM METODLARI

"Tushunchalar tahlili" metodi

Metodning maqsadi: mazkur metod talabalar yoki qatnashchilarni mavzu buyicha tayanch tushunchalarni o'zlashtirish darajasini aniqlash, o'z bilimlarini mustaqil ravishda tekshirish, baholash, shuningdek, yangi mavzu buyicha dastlabki bilimlar darajasini tashhis qilish maqsadida qo'llaniladi. Metodni amalga oshirish tartibi:

- ishtirokchilar mashg'ulot qoidalari bilan tanishtiriladi;
- o'quvchilarga mavzuga yoki bobga tegishli bo'lgan so'zlar, tushunchalar nomi tushirilgan tarqatmalar beriladi (individual yoki guruhli tartibda);
- o'quvchilar mazkur tushunchalar qanday ma'no anglatishi, qachon, qanday holatlarda qo'llanilishi haqida yozma ma'lumot beradilar;
- belgilangan vaqt yakuniga yetgach o'qituvchi berilgan tushunchalarning to'g'ri va to'liq izohini o'qib eshittiradi yoki slayd orqali namoyish etadi;
- har bir ishtirokchi berilgan to'g'ri javoblar bilan o'zining shaxsiy munosabatini taqqoslaydi, farqlarini aniqlaydi va o'z bilim darajasini tekshirib, baholaydi.

"Moduldagi tayanch tushunchalar tahlili"

Tushunchalar	Sizningcha bu tushuncha qanday ma'noni anglatadi?	Qo'shimcha ma'lumot
Kognitsiya		
Konsept		
Konseptual tuzilma		
Kognitiv modellashtirish		

Xulosalash» (Rezyume, Veyer) metodi

Metodning maqsadi: Bu metod murakkab, ko'ptarmoqli, mumkin qadar, muammoli xarakteridagi mavzularni o'rganishga qaratilgan. Metodning mohiyati shundan iboratki, bunda mavzuning turli tarmoqlari bo'yicha bir xil axborot

beriladi va ayni paytda, ularning har biri alohida aspektlarda muhokama etiladi. Masalan, muammo ijobiy va salbiy tomonlari, afzallik, fazilat va kamchiliklari, foyda va zararlari bo'yicha o'rganiladi. Bu interfaol metod tanqidiy, tahliliy, aniq mantiqiy fikrlashni muvaffaqiyatli rivojlantirishga hamda o'quvchilarning mustaqil g'oyalari, fikrlarini yozma va og'zaki shaklda tizimli bayon etish, himoya qilishga imkoniyat yaratadi. "Xulosalash" metodidan ma'ruza mashg'ulotlarida individual va juftliklardagi ish shaklida, amaliy va seminar mashg'ulotlarida kichik guruhlardagi ish shaklida mavzu yuzasidan bilimlarni mustahkamlash, tahlili qilish va taqqoslash maqsadida foydalanish mumkin.

Metodni amalga oshirish tartibi:
trener-o'qituvchi ishtirokchilarni 5-6 kishidan iborat kichik guruhlarga ajratadi;
trening maqsadi, shartlari va tartibi bilan ishtirokchilarni tanishtirgach, har bir guruhga umumiy muammoni tahlil qilinishi zarur bo'lgan qismlari tushirilgan tarqatma materiallarni tarqatadi;
har bir guruh o'ziga berilgan muammoni atroflicha tahlil qilib, o'z mulohazalarini tavsiya etilayotgan sxema bo'yicha tarqatmaga yozma bayon qiladi;
navbatdagi bosqichda barcha guruhlar o'z taqdimotlarini o'tkazadilar. Shundan so'ng, trener tomonidan tahlillar umumlashtiriladi, zaruriy axborotlr bilan to'ldiriladi va mavzu vakunlanadi.

Kognitiv tilshunoslik yo'nalishlari					
Kognitiv semantika		Kognitiv grammatika		Kognitiv stilistika	
afzalligi	kamchiligi	afzalligi	kamchiligi	afzalligi	kamchiligi
Xulosa:					

«FSMU» metodi

Texnologiyaning maqsadi: Mazkur texnologiya ishtirokchilardagi umumiy fikrlardan xususiy xulosalar chiqarish, taqqoslash, qiyoslash orqali axborotni o'zlashtirish, xulosalash, shuningdek, mustaqil ijodiy fikrlash ko'nikmalarini shakllantirishga xizmat qiladi. Mazkur texnologiyadan ma'ruza mashg'ulotlarida, mustahkamlashda, o'tilgan mavzuni so'rashda, uyga vazifa berishda hamda seminar mashg'ulot natijalarini tahlil etishda foydalanish tavsiya etiladi.

Texnologiyani amalga oshirish tartibi:

- qatnashchilarga mavzuga oid bo'lgan yakuniy xulosa yoki g'oya taklif etiladi;

- har bir ishtirokchiga FSMU texnologiyasining bosqichlari yozilgan qog'ozlarni tarqatiladi:

F	• fikringizni bayon eting
S	• fikringizni bayoniga sabab ko'rsating
M	• ko'rsatgan sababingizni isbotlab misol keltiring
U	• fikringizni umumlashtiring

- ishtirokchilarning munosabatlari individual yoki guruhiy tartibda taqdimot qilinadi.

FSMU tahlili qatnashchilarda kasbiy-nazariy bilimlarni amaliy mashqlar va mavjud tajribalar asosida tezroq va muvaffaqiyatli o'zlashtirilishiga asos bo'ladi.

Fikr: Kontsept kognitiv tuzilma hisoblanadi

Topshiriq: Mazkur fikrga nisbatan munosabatingizni FSMU orqali tahlil qiling.

Venn Diagrammasi metodi

Metodning maqsadi: Bu metod grafik tasvir orqali o'qitishni tashkil etish shakli bo'lib, u uchta o'zaro kesishgan aylana tasviri orqali ifodalanadi. Mazkur metod turli tushunchalar, asoslar, tasavurlarning analiz va sintezini turli aspekt orqali ko'rib chiqish, ularning umumiy va farqlovchi jihatlarini aniqlash, taqqoslash imkonini beradi.

II. NAZARIY MATERIALLAR

THEME 1
THEORETICAL AND PRACTICAL ASPECTS OF TEACHING FOREIGN LANGUAGES

PLAN

1. Introduction to the subject TFLM
2. Methodology as a science
3. Types of Methodology
4. Links of TFLM with other sciences

Key words: educational standards, teaching FL, methodology, methodological science, general methodology, special methodology, private methodology, historical methodology, modern methods, and teaching technologies.

Methodology (M) is considered as a young and boarder science because it is based on the links with many sciences from one side and methodology uses its own conceptions and theoretical decisions. M as a science has been originated in the end of 19th and beginning 20th century, that's why its achievements are not so grateful as in other sciences.

Methodology in professional sense has 3 main notions:

1. Methodology as a subject

2. Methodology as set or system of methods, principles, and rules for regulating a given discipline, as in arts or sciences

3. Methodology as a theory of teaching and a science.

TFLM is a science researching aims, content, methods, approaches, strategies, systems of teaching and upbringing based on the materials of foreign languages.

Essence of methodological science is investigation leading to discovering and grounding consequences of teaching, discovering objective structure and essence of researching feature. As a result research leads to creating theoretical grounds of scientifically proved methodical recommendations.

In modern methodical literature methods of investigation are subdivided into basic and supplementary.

Basic methods of investigation:

- Critical literature analyses;

- Studying and generalizing positive experience of the best teachers;

- Scientifically fixed observation;

- Probative teaching;

- testing teaching;

- Experimental teaching.

Supplementary methods of investigation:

- Questionnaire;

- Testing;

- Talking;

- Chronometrical;

- Interview.

There are 3 functionally different types of methodology:

1. General methodology.

2. Private methodology.

3. Special methodology.

General methodology	deals with studying consequences and peculiaritiesof the teaching foreign languages process despite which foreign language is studied.
Private methodology	studies features of teaching concrete foreign language (English, French etc.)
Special methodology	tries separate aspects of teaching theorywhich are of special importance forrealizing foreign language teaching and upbringing process (ex. System of exercises for teaching English).
Historical methodology	(history of teaching methods), experimental methodology (theory of experiment while researching teaching process), comparative methodology (fixing peculiarities of teaching foreign languages in different regions) are recognized also

.

Teaching foreign languages Methodology is separate pedagogical science and it links with many other sciences.

Teaching foreign languages Methodology (TFLM)   studies issues aimed at teaching and upbringing   learners through means of the subject that's why its links are varied and they may be divided into 3 groups:

First of all TFLM is   based on data and laws of   Linguistics because language is a subject of Linguistics.

Secondly, TFLM closely connected with Psychology, and this connection is realized in 2 directions:

1. Links with psychology of speech (ex. oral and written speech).

2. Links with pedagogical psychology deals with ways of developing knowledge and skills alongside realizing higher psychological functions in teaching process.

3. Thirdly TFLM is based on general provisions of Didactics and theory of upbringing because based on the common положениях didactics and theory of education, Didactics and theory of upbringing form principles and rules of teaching but Methodology concretizes these provisions concerning specific subject such as foreign language.

Thus Linguistics, Pedagogy and Psychology are closer sciences to the TFLM than others dealing with speech and processes of transition of information. That's why these sciences are considered basic sciences for TFLM.

TFLM also deals with Psycholinguistics, Physiology, Theory of information and communication.

Linguistics and Psycholinguistics study speech as process of sending and getting information through language codes. Physiology deals with age features of people.

Modern methods of teaching and ICT are implemented into teaching foreign language process nowadays successfully. TFLM deals also with such sciences as Literature, Geography, and History of the countries which languages are studied.

Questions for discussion

1.What are the tasks of Teaching English Methodology at school?

2.What is methodological basis of TEM?

3.What do you think about the fact that Methodology started its development in 19th century? Remember history.

4.What research methods are there in methodology?

5.What other sciences are connected with **TFLM** and why?

THEME 2
TECHNIQUES AND PRINCIPLES OF TEACHING FOREIGN LANGUAGES

PLAN:

1. Approach, method and technique
2. Principles in teaching FL
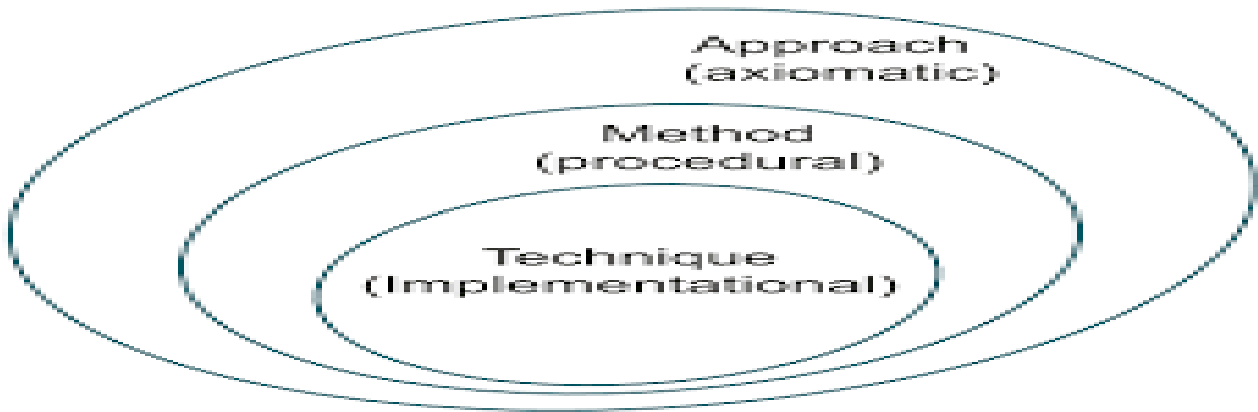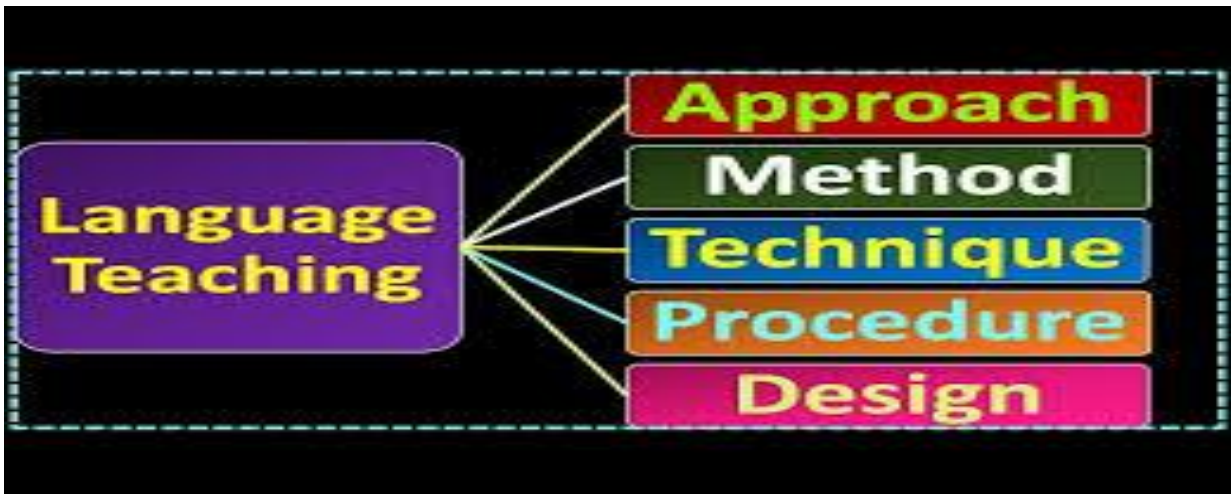3. Aims of teaching
4. Content of teaching

Key terms: content, principles,approach, method, technique, cultural; developmental; skill; subskill; language units; motivation; performance.

The methodology of teaching foreign languages is a system of knowledge about the laws of the process of teaching a foreign language and about ways of influencing this process in order to optimize it. The methodology of teaching a foreign language reveals and substantiates the patterns of teaching a foreign language. uage.

The basic concepts that make up the foundation of the methodology include: process, goals, content, principles, methods, techniques, means and organizational forms of training. The basic categories of the technique are considered to be:

Method as a system of purposeful actions of the teacher, on the one hand, and educational actions of students, on the other. Technique - an elementary methodical act aimed at solving specific problems at a certain stage of the lesson. The method is implemented in a system of techniques. The communication-oriented teaching method is implemented in the following techniques: - Technique of role-based communication - Technique of the formation of the approximate ability of students - Techniques for teaching speech interaction - Techniques for systematizing speech knowledge - Techniques for deepening and expanding content - Increasing the intensity of independent work - Techniques for stimulating speechthinking activity. - Techniques for standardized control. The approach is a common starting position, starting from which the researcher considers most of his other positions. The question of the relationship between the method and the approach remains controversial. Domestic methodologists and most foreign researchers believe that the approach to teaching plays a fundamental role and is the

dominant idea on which the new method is built. The method and approach are interrelated and interdependent, they are characterized by constant interaction.

According to Rogers and Richard:

APPROACH	METHOD	TECHNIQUE
• the act of getting close to • way, path, road	way of doing sth	technical or mechanical skills
In language teaching, approach is a set of assumptions dealing with the nature of language teaching and learning. It describes the nature of language & language learning.	Method is an overall plan for the orderly presentation of language material, no part of which contradicts, and all of which is based upon, the selected approach. Theory is put into practice.	A technique is implementational– that which actually takes place in a classroom. It is a particular trick, procedure to accomplish an immediate objective. Techniques must be consistent with a method, and therefore in harmony with an approach as well.

E. Antony[1] identified three levels of conceptualization and organization, which he named ***approach, method and technique***. According to his model: *approach* is the level at which assumptions and beliefs about language and language learning are specified; *method* is the level at which theory is put into practice and at which choices are made about particular skills to be taught, the content to be taught, and the order in which the content will be presented; *technique* is a level at which classroom procedures are described.

*Approach*is considered to be the theory about the feature of language and language learning that stands as the source of practices and principles in language teaching. J.C. Richards and Th. S. Rodgers present linguistic and psycholinguistic aspects of *approach*, as follows: a) theory of language which has three different theoretical views of language and nature of language proficiency: the structural, functional and interactional view; b) theory of language learning which associates with a method at the level of approach emphasizing either one or both of these dimensions: process oriented and condition oriented theories[2]. The second level at which approaches and methods are treated is a design and it is a dimension specially developed for an instructional system which leads an approach to a method. At this level of method analysis objectives, language content, learning tasks and teaching activities, role of students, role of teachers and role of instructional materials are designated. And the third level of approach and methods analysis-procedure is concerned with how the tasks and activities are integrated into lessons and used as a basis for teaching and learning.

Thus, ***methods***are held to be fixed in teaching systems with prescribed techniques and practices, whereas ***approaches*** represent language teaching philosophies that can be interpreted and applied in a variety of different ways in the classroom. Method can be distinguished according to the teaching and learning context and it is used in wide context (Communicative language teaching) and narrow context (project work, problem-solving, brainstorming). Approach and method are based on the ***principles*** as initial

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[1]**Antony (1963:63-67), cited in the book: Richards J.C., Rodgers Th. S. Approaches and Methods in Language Teaching. Second ed. -Cambridge: CUP, 2002.**
[2]**Richards J.C., Rodgers Th. S. Approaches and Methods in Language Teaching. Second ed. -Cambridge: CUP, 2002. -P.19.**

theoretical points. Procedure itself includes task, techniques and activities. Tasks and activities can be considered as exercises. Technique is a way for a teacher to organize a learner's activity. Through techniques we develop in learners productive, receptive and interactive skills that are necessary for effective communication.

The principle is the guiding idea. It is customary to single out the following general didactic, general methodological, particular methodological principles. K.V. MinyarBeloruchev in his research identifies the following principles of teaching: the principle of a differentiated approach, the principle of managing the learning process, the principle of isolating specific landmarks, the principle of an integrated approach to motivation in teaching a foreign language.

Teaching principles

Teaching principles are tried as important part of methodology.The term "principle" means starting position for teaching and upbringing learners.

Teaching process in educational establishments is realized on the basis of didactic principles. These principles are aimed at achieving effective education, acquiring basis of knowledge and developing skills to apply obtained knowledge in real life.

The most recognized principles are:

1. Visual principle.
2. Scientific principle.
3. Systematic principle.
4. Principle of accessibility.
5. Principle of considering learner's individual abilities.
6. Cognitive principle.

Teaching foreign language Methodology based on general didactic principles has created methodical principles:

1. Communicative (speech) approach to teaching foreign language.
2. Consideration of native language peculiarities.
3. Prevailing role of exercises on the all stages and in all spheres of foreign language acquisition.

Content of teaching foreign language

Everything that is aimed at teaching learners is traditionally understood as content of teaching.

Content of teaching includes following components – language materials (phonetics, grammar, vocabulary), knowledge and skills, topics, texts, language notions that native language doesn't have (article), skills to use dictionaries and literature, ICT, etc.

Content of teaching is never fixed and it changes due to the aims and time.

Nowadays selection of the Content of teaching is based on 2 basic principles:

1. Principle of necessity and sufficiency of the content.

2. Principle of ability and accessibility of the content.

First principle means that the content of teaching must cover those language means, texts and etc. which are not only necessary for achieving aims but sufficient for realizing those aims of teaching.

Second principle supposes real abilities of learners for acquisition of the selected materials.

Any kind of aim comes out according to the need. Aim is the plod of the planned result and consequence of imagination. If one asked why English is taught at school it may be answered that it is taught according to practical, educational, cultural and developmental aims. Educational aims are the social order-task and it is oriented to formation and bringing up comprehensive intelligent person. Aims ofteaching English have always been under discussion in different methodological works. In the second half of the last century the terms practical, educational and cultural aim of teaching and learning English have been explained according to requirements of society. In the 80s another term developmental aim of teaching appeared. Detailed analyses of this term was given by the great methodist G.V.Rogova .

Aims of the English language teaching are influenced by the tasks of allround 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.

The idea of the *practical aim* is to provide a sufficient level of knowledge and speech habits and skills (in reading, writing, speaking, listening) as well as some experience of independent work so that to enable school leavers to go on with their studies on their own.

According to the syllabus, practical command of a foreign language is specified in two aspects:

1) to teach a foreign language as a means of communication within the limits of the situations determined by the syllabus;

2) to read texts without a dictionary and more difficult ones – with the help of a dictionary

As we know education and bringing up have always been in common. **Cultural aim** (bringing up) makes a substantial contribution: - to the developing pupils' linguistic outlook, as they get acquainted with some phenomena which are not typical of their mother-tongue (e.g. tenses, articles, EL word order); - to developing the pupils' communicative abilities; - to widening the pupils' communicative vision of the world, as it makes them acquainted with the life, customs and traditions of the people whose language they study; - to imply developing the pupils' intellect, his voluntary and involuntary memory, his imaginative abilities, logical thinking, etc.The cultural aim is realized within: - critical, patient and creative attitudes to yourself and others, to a new culture, event, knowledge; - the development of different character traits, outlooks, beliefs, moral-esthetic and emotional experience, different kinds of motivation and the abilities to use them to contribute successfully into the process of real and pedagogical communication; - the development of the awareness of the new activities, new people civilizations; - the development of the desire to cooperate and socialize; - the keeping cultural traditions of your own country and understanding and respect others'; to compare different cultures, to express a personal point of view on other cultures, problems as well as to use the knowledge, got from learning other subjects.

Educational aim promotes formation of such features of character as diligence and abilities for independent work, persistence, concentration, inquisitiveness. Educational aims are also realized within the process of achieving practical aims and presuppose to contribute to: - all-round development of a personality; - widening the pupils; world outlook; - moral education. Educational aims can be achieved by means of: - selection of language material; - correct organization and conduction of English language lesson and effective combination of its main components; - choice of visual aids; - the teacher's

manners and appearance; 37 - teaching the pupils to work with books on their own, e.g. independently.

Developmental aim of teaching English language is recently admitted as a scientific category in methodology of teaching foreign languages. However, it is very difficult to find, relevant methodic materials related to this objective. There is brief information about the developmental aim in the book written by G.V. Rogova and I.N. Vereshagina. The main idea of the developmental aim is how to teach a learner: - to develop his creativity, intellectual and cognitive abilities; - to develop different types of memory (visual/audio, short/long-termed, voluntary/involuntary), attention, skills, necessary for creative activities; - to develop mechanisms of anticipation, predicting, guessing, etc.;

Questions for discussion

1. What is the role of methodology in language teaching ?

2. What is the main differences between approach, method and technique?

3. How do you explain the term —aim of teaching and learning?

4. What are the main aims of teaching English?

5. What is content of teaching foreign languages?

THEME 3

THE ROLE OF ARTIFICIAL INTELLEGENCE IN TEACHING FOREIGN LANGUAGES

PLAN:

1. The notion of artificial intelligence.
2. Specific AI tools and platforms
3. Benefits of using AI in teaching FL
4. Challenges of AI in teaching FL

Key words: Intellegence, tool, platform, benefits, term,acquisition , science, enhance,terminology.

In today's digital age, the integration of artificial intelligence (AI) into various fields has revolutionized the way we learn and communicate. One such area where artificial intelligence is having a significant impact is the teaching and learning of foreign languages. With advancesin artificial intelligence technology, language learners now have access to innovative tools and resources that enhance the language acquisition process. This article explores the role of artificial intelligence in foreign language teaching and its benefits for teachers and students

Artificial Intelligence (AI), a term coined by emeritus Stanford Professor John McCarthy in 1955, was defined by him as "the science and engineering of making intelligent machines". Much research has humans program machines to behave in a clever way, like playing chess, but, today, we emphasize machines that can learn, at least somewhat like human beings do

AI tools are those which use algorithms in order to personalize and adjust the learning experience based on learner's progress. Under this category Duolingo was the most mentioned one, due to different reasons such as its gamification technique, the competitive learning environment that makes the learner more engaged, and the adaption of the materials based on the learner abilities, making it available for all levels (Fitria, 2021a; Kannan & Munday, 2018).

AI-powered tools and platform are sorted into the following categories: adaptive learning, translation, chatbots, voice assistants, pronunciation, lesson design and content creation, quiz/assessment, feedback, and online platforms.

Adaptive learning AI tools are those which use algorithms in order to personalize and adjust the learning experience based on learner's progress. Under this category Duolingo was the most mentioned one, due to different reasons such as its gamification technique, the competitive learning environment that makes the learner more engaged, and the adaption of the materials based on the learner abilities, making it available for all levels (Fitria, 2021a; Kannan & Munday, 2018).

Translation AI tools translate text or speech from one language to another. Many translators were remarked, like Google Translator, DeepL or Translator Online. These tools seem to be useful for learners, promoting self-directed learning and improving their

knowledge and language skills, despite their questionable outputs. However, from the teacher's perspective, it is important to guide learners on ways to use MT tools effectively, making them aware of their possibilities and limitations (Pokrivcakova, 2019; Yiang, 2022).

Chatbots utilize natural language processing (NLP) engage in conversations and offer instant feedback, simulating an intelligent human interaction (Pokrivcakova, 2019; Sharifuddin & Hashim, 2024). ChatGPT, Rosetta Stone or Mondy are some of the chatbots regarded.

Voice assistants use speech recognition and respond to spoken questions or commands, offering assistance and answers to queries. Examples of the most mentioned voice assistants are Amazon Alexa, Google Assistant or Siri (Underwood, 2017; Fitria, 2021b).

Pronunciation AI tools analyze and provide feedback on users' speaking skills through speech recognition. ELSA and Orai are two AI tools that can be found in this category. ELSA (English Language Speech Assistant) is a mobile application that helps learners with their pronunciation. It analyses the spoken words or sentences, comparing it to voicedata from English speakers (with different accents) and providing scores from zero to 100 along with suggestions to improve (Bajaj & Bose, 2020; Fitria, 2021a)

Lesson design and contentcreation AI tools are those that facilitate teachers the development of instructional materials and curriculum (although these materials may need to be reviewed by teachers and adapted). Twee comes up as one of this AI tools, specifically designed to aid teachers elaborate activities for their classes easily. One of the functions it provides are creating questions and activities about any topic and for any level (Mogunova, 2023).

Quiz/assessment, there are AI tools that help to create resources to assess students' progress, such as tests, and quizzes that take place in the classroom. Fobizz, Quizgecko, Conker and Kahoot are the AI tools found in this category (Kannan & Munday, 2018; Mogunova, 2023)

Feedback AI tools help teachers give more individual and personalized feedback or automatically evaluate students' productions, like GradeScanner, GotFeedback or GotLearning (Mogunova, 2023). These tools can benefit EFL teaching by saving time, both for teachers and learners, but it is necessary to be aware of its limitations and its impossibility of replacing teachers (Jiang, 2022).

Online platforms offer English courses, including text, audio, videos, etc. MyEnglishLab is an adaptive tool created by Pearson which aims to provide a complete English course. The platform provides hands-on exercises covering various content areas, resembling a dynamic and interactive workbook that integrates multiple skills. It delivers immediate feedback tailored to each task, encompassing tasks involving text production, interpretation, audio and video comprehension, and speaking practice. MEL is suitable for self-directed learners as well as traditional and language schools alike (Delgado et al., 2020).

AI-powered Tools and Platforms

Category	Tool/Platform
Adaptive learning	-Duolingo -Genie Tutor -NEO
Translation	-Google translator -Translator online -Microsoft Translator -Web Trance -Deepl
Chatbots	-Rosetta Stone -Andy -Mondly -Memrize -ChatGPT -Virtual Talk App
Voice assistants	-Amazon Alexa -Siri -Google voice search -Cortana -Google Assistant
Pronunciation	-ELSA -Orai -Speaker Coach -Glossika
Lesson design and content creation	-Twee -Educational Copilot -Lessonplans.ai

	Curipod
	Gamma.app
Quiz/test	-Fobizz
	-Quizgecko
	-Conker
Feedback	-GradeScaner
	-GotFeedback
	-Essay Grader
	-Pigai
Online platform	-MyEnglishLab

Benefits of implementingAI into English Teaching

Teachers' point of view	Learners' point of view
Immediate and individual feedback.	Individualized and personalized learning
Group formation	Engaging learning.
Diagnose errors and patterns.	Enhance interest of students
Design specific lesson plans	Good learning atmosphere.
Improve and adopt teaching methods and strategies.	Increases interaction
Audio-visual aid	Complementary practice
Creating materials easily	Improve outcomes.

As it has been seen, integrating AI into English teaching has many benefits. However, this transformation is not without its challenges. From concerns surrounding data privacy and bias, to questioning the role of AI in education and whether it would replace teachers.

Data privacy and security

Algorithmic Bias

Roles of teachers/Teacher replacement

Lack of training and support to teachers

Lack of technical infrastructure in schools

Integration with existing systems

Limited teachers' involvement in the development of AI tools

Context-dependent

Reliability and accuracy

Accessibility

Questions for discussion

1. Who originated the term AI?

2. What kind of tools and platforms do you know?

3.What kind of challenges and benefits can you say of using AI in teaching process?

4. What is the main role of AI in teaching and learning foreign languages?

5. What kind of competences will be developed?

III. AMALIY MAShG'ULOTLAR

PRACTICAL LESSON 1

APPROACHES AND METHODS IN LANGUAGE

Time: 80 min

Aim of the lesson:

to improve the learners ' knowledge of the methods used in English teaching

to develop their ability to integrate different methods and approaches in their classrooms

to enable the teachers to design the lessons creativity and be competent in reaching the aims

Warm up: 5 mins (Names and adjectives)

The instructor tells the name and the adjective with the first letter of the name and asks to continue the learners to say their names and the adjectives with the first letter of their names turn by turn

Activity #1: Question -Answer(5min)

1. What kind of methods do you apply in your teaching experience?

2. Is it effective to use several methods in one lesson? Why? Why not?

3. What's eclectic approach? Can we put this approach into practice?

Activity #2 Ppt demonstration (15 min)

Teacher plays ppt and discusses each slide with the teachers.

Activity 3: Video demonstration (20 min)

The teacher plays the video about eclectic approach and asks the learners to tell what methods were used in the presented lesson. Then they discuss the advantages and disadvantages of the eclectic approach
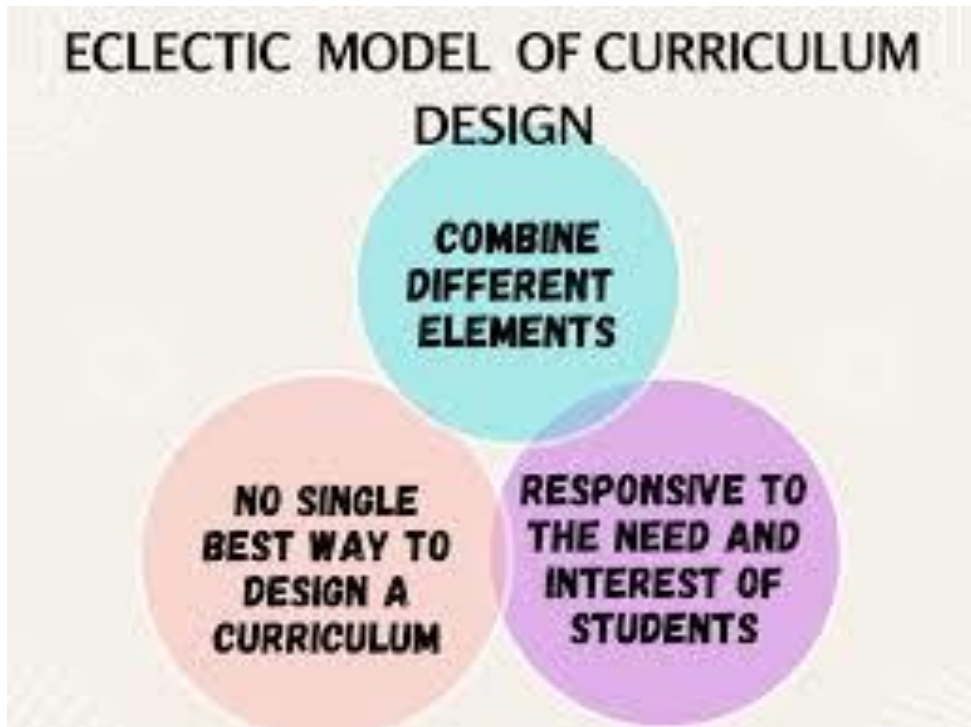
Activity 4: Material designing: (40min)

Teacher divides the class into two groups and gives them the texts to design tasks applying different methods.

The end of the lesson: (5min)

Teacher summarises the topic and concludes the lesson by giving home assignment: to the article on the topic.

Handouts

Eclectic approach is a method of language education that combines various approaches and methodologies to teach language depending on the aims of the lesson and the abilities of the learners.Different teaching methods are borrowed and adapted to suit the requirement of the learners. It breaks the monotony of the class. In addition, it is a conceptual approach that does not merely include one paradig mora set of assumptions. Instead, eclectic is madherestoorisconstituted from several theories, styles, and ideas in order to gain a thorough in sight about the subject,and draw supon different theories in different cases. "Eclecticism" is common in many field sof study such as psychology, martialarts, philosophy, religion and drama.

Approaches and Methods Used

There are varied approaches and methods used for language teaching. In eclectic approach, the teacher can choose from these different methods and approaches:

Grammar-translation Method: It is a method of teaching languages by which students learn grammatical rules and then apply those rules by translating between the target language and the native language.

Direct Method: In this method the teacher refrains from using the students' native language.The target language is directly used for teaching all the four skills —Listening, Speaking, Reading and Writing.

Structural-situational Approach: In this approach, the teacher teaches language through a careful selection, gradation and presentation of vocabulary items and structures through situation based activities.

Audio-lingual/Audio-visual Method:In this style of teaching students are taught through a system of reinforcement. Here new words and grammar are directly taught without using the students' native language.However, unlike direct method,audio-lingual method does not focus on vocabulary.Instead, the teacher focuses on grammar through drill and practice.

Bilingual Method: The word' bilingual' means two languages. In bilingual method, the teacher teaches the language by giving mother tongue equivalents of the words or sentences. This method was developed by C.J. Dodson.

Communicative Language Teaching: This approach lays emphasis on oral method of teaching. It aims to develop communicative competence in students.

Total-Physical Response: It is based on the theory that memory is enhanced through association with physical response.

The Silent Way: In this method the teacher uses a combination of silence and gestures to focus students' attention. Many good teachers use it proudly as a tag to describe their teaching, wearing it almost as a bad ge of honor. The study is purely qualitative in both primary and secondary data.The eclectic approach as born out of realization that each of individual method had strength and weakness and no method respond to dynamic classroom context. Kumar(2013)It can also be viewed as principled eclectic is implying that the approach is characteristically desirable, coherent and pluralistic to language

teaching. Gao(2011)states that principles of eclectic is challenges teacher to ensure that every decision about classroom activities based on the though holistic understand in go fall learning theories and related pedagogies in term of the purpose.Wali(2009) summarizes this proposition when hestated "Thus,teachers should feel free in choosing techniques and procedures inside the classroom.There's no ideal approach in language teaching and learning.Each one has its merits and demerits.

According to Weidemann(2001)Justification for the use of eclectic is as an approach to language teaching is its fashionable, so many teachers use it proudly as at to describe their teaching,wearing it always like badge of honor.

What are the features of Eclectic approach?

* Teachers are given a chance to choose different kinds of teaching techniques in each class period to reach th eaim.

* There is flexibility of choosing any aspect of method that teachers think suitable for teaching inside classroom.

* Learners can see different kinds of teaching techniques, using different kinds of teaching aids.

* Solving difficulties that may emerge that results from presentation of textbook material.

* It saves both time and effort.

Role of teacher learners and teachers?

Learners are the center of the class.They have multiple roles.Learner is the source of the input and part of support system. It is mixed and it is based on the learners and it allows the learner to practice and you can easily see if the learner has grasped what he has learned.

LI(2012) suggested that" the responsibility of error correction can be assumed by the students rather than the teachers that they will learn from mistakes.

What teaching materials are used?

They can use realia, chats, textbooks, magazines, newspapers, radio, film, music, maps, pictures and computers.Both visual and linguistic material will be used.

What are the advantage of Eclectic approach?

* It is easier for learners to understand the language of the text in its cultural context.

* It blends listening, speaking, reading and writing.

*Helps teacher to teach effectively by drawing on the strength of various methods and avoiding their weaknesses.

* Learning is easy due to the use of realistic situations in the classroom.

What are the disadvantages ?

* It discourage teacher to respond on their teaching, they work on every thing which can obtain results.

* Teacher may fall victim of methodology.

* A mixed bag can lead to all kinds of conflicts.

TEACHER'STASK1

1:Read through this unit of classroom materials as if you were preparing to use them for a group of high intermediate to advanced learners and decide how you would need to adapt the materials.

2:If appropriate adapt and use these materials with your students. After using the   materials think about these questions:

-Which goals do I think the materials achieved?

-Which goals do I think the materials fail to achieve?

-Did I notice students doing any thing differently with these materials than with other materials I've been using?

-Did my students have a positive, negative or in different response to the materials?

-Did I,as a teacher,do any thing differently using the sematerials?

-Did I,as a teacher,have a positive,negative or in different reaction to these materials?

Away Day

The only time I ever bunked off school, I was thirteen years old. It was break time and I hadn't done my history homework. The Grant brothers convinced me to go with them.The Grants were twins and were always in trouble with the teachers.We went to the bike sheds at the back of the play ground.The twins took two shiny new bikes and I took a rusty old bike,which was lying on the floor.We go to the bikes and headed straight for the school gates. I pedaled as fast as I could to keep up with the twins, but my bike was so big form I had to pedalstanding up.My heart was pounding,partlyfrom the pedaling but mostly because I was scared of getting caught.We rode through the neighbouring housing state. We raced between grey concrete houses with broken windows and graffitiwalls, around broken bottles and overripped magazines. It was the beginning of summer. The sky was clear,the sun had been out for days and the housing state was quiet. We came out the other side of the estate onto an arrow country road.I'd never been this far from school or home on a bike before and I'd never been on this road.

After about half an hour,were ached the River Lea.I didn't know what we were doing here or where we were going.I was just following the twins.We hardly spoke and we definitely didn't discuss what we were going to do.TheRiver Leaends in London and flows into the Thames.

That was common knowledge. Mark led the way down to the river bed. The long hot summer had completely dried the river. Older people said it was the hottest July they could remember.

By lunch time we were hungry. The twins hadn't brought any lunch,so I offered to share mine. They took my melting Mars bar and left me with as weaty cheese and tomato sandwich.The only thing I hated more than cheese was tomato.

We explored the river, finding dead frogs, crushed beer can sand empty cigarette boxes,until we got bored. Mark go to his bike saying,"Let's find London."Off he went with us in his wake. He rode the left edge of the river bed beside the grassy bank and I an rode the right edge. Irode straight down

the middle.I don't know why I didn't just go home.I had no idea how long it would take to get to London,but I was sure it was along way and I knew I was going to get in trouble.

Time flew by, I was getting tired and the sun was setting.We didn't seem to be any closer to London.As it got darker,the twins started to disappear ahead of meand I was beginning to forget what they looked like.Terrible thoughts entered my head.What would happen when I finally got back home. I could seemy Mum screaming at me,pulling me by the hair and my Dad's angry face,very angry face. I couldn't see the twins any longer. Iwas becoming more and more frightened of being lost in the middle of nowhere than of my mum and dad. I began to hate the twins forget ing mein to this trouble al though I knew it was really myown fault.

The sun had set when I reached T ring, as mall town I had never hear d of. I could see the twins had stopped. They were talking to a couple out walking their dog.To my surprise seeing the twins was comforting. My panic began to disappear.

We were in the couple's living room having an ice hot cup of tea when the police rang the door bell. They were serious and treated us like suspects."What are your names? Where do you live? Do your parents know where you are?"They telephoned our parents and drove us home. As the police talked to my mum and dad, I quietly slipped up to my bedroom. I heard the police drive a way and myMum thumping up the stairs towards my room. I gots lapped three times with the soleo fher shoe.Three times.That wasit.Then she left my room. She never said aword.

My Best Friend Kyle

One day, when Iwas a first year in high school, I saw a kid from my class walking home from school. His name was Kyle. It looked like he was carrying all of his books and I thought to myself,"Why would any one bring home all his books on a Friday? Hemust really beanerd."Ihad quite a week end planned (parties and a football game with my friends tomorrow afternoon),so I shrugged my shoulders and went on.

As I was walking, I saw a bunch of kids running toward him.They ran at him,knocking all his books out of his arms and tripping him so helanded inthedirt.His glasses went flying, and I saw them land in the grass about ten feet from him.He looked up and I saw this terrible sadness in his eyes.

My heart went out to him. So, I jogged over to him and as he crawled around looking for his glasses,I saw a tearing his eye. As I handed him his glasses, I said,"Those guys are jerks.They really should get lives. "He looked at meand said,"Hey thanks!"There was a big smile on his face.It was one of those smiles that showed real gratitude.

I helped him pick up his books, and asked him where he lived. A sit turned out, he lived near me, so I asked him why I had never seen him before.He said he had gone to private school before now.

I would have never hung out with a private school kid before, but we talked all the way home, and I carried some of his books. He turned out to be a pretty cool kid.I asked him if he wanted to play a little football with my friends. He said yes.We hung out all weekend and the more I got to know Kyle,the more I liked him, and my friends thought the same of him.

Monday morning came, and there was Kyle with the huge stack of books again. I stopped him and said, "Boy, you are gonna really build some serious muscles with this pile of books everyday! "He just laughed and handed me half the books.

Over the next four years, Kyle and I became best friends. When we were seniors, we began to think about college. Kyle decided on George town, and I was going to Duke. I knew that we would always be friends, that the miles would never be a problem. He was going to be a doctor,and I was going for business on a football scholarship.

Kyle was valedictoriano four class and he had to prepare a speech for graduation. I was so glad it wasn't me getting up there to speak. On graduation day, I saw Kyle. He looked great.He was one of those guys that really found himself during high school. He filled out and actually looked good in glasses.

He had more dates than I had and all the girls loved him. Boy,sometimes I was jealous.

Today was one of those days. I could see that he was nervous about his speech. So, I smacked him on the back and said, "Hey, bigguy, you'll be great! "He looked at me with one of those looks (the really grateful one)and smiled.

"Thanks,"he said.

As he started his speech, he cleared his throat, and began."Graduation is a time to thank those who helped you make it through those tough years.Your parents, your teachers, your siblings, may be a coach, but mostly your friends. I am here to tell all of you that being a friend to someone is the best gift you can give them. I am going to tell you a story."

Ijustlookedatmyfriendwithdisbeliefashetoldthestoryofthefirstdaywemet .Hehadplannedtokillhimselfovertheweekend.Hetalkedofhowhehadcleanedout hislocker,sohisMomwouldn'thavetodoitlater,andwascarryinghisstuffhome.Hel ookedhardatmeandgavemealittlesmile.

"Thank fully,I was saved.Myfriend saved me from doing the unspeakable."

I heard the gasp go through the crowd as this hand some, popular boy told us all a bou this weakest moment. I saw his momand dad looking at meand smiling that samegrateful smile. Not until that moment did I realize its depth.

2)https://youtu.be/VnfUlb1_kNY?si=7wfc1l1QslDh5PBA

3)Articleforreading:EJ1374636.pdf

Aims of the lesson:

1)to raise the teachers' awareness of the language learning competence

2)to help the learners' to differentiate different language competences

3)to develop their ability to practice the language competences into their teaching process

Warm up:(5min)Guess the tech

The teacher plays the video about technology and the learners have to guess it.

Activity#1Question-Answer(10min)

1)What is called competency?

Competencies are the knowledge, skills, abilities, and behaviors that contribute to individual and organizational performance.

2)What is basic language competence?

Reading, writing, listening and speaking are four essential skills that comprise basic language competency.While communicating, people usually use a combination of theses kills simultaneously.

3)What are the four components of communicative competence?

It requires that four competence are asaremet to assure fluency: linguistic (grammar understanding), sociolinguistic (culture knowledge), discourse(abilitytocarryaconversation),and strategic(ability to maintain controlover languagegaps).

4)What is the difference between linguistic competence and sociolinguistic competence?

It also involves the ability to form words, known as Morphology; the ability to structure sentences, known as Syntax; and ability to comprehend the meaning of the text, known as Semantics.On the other hand, sociolinguistic competencies the capacity to use and respond to language appropriately.

Activity#2Posterpresentation(30min)

Dividethelearnersintosmallgroupsandaskthemtopresenttheirideasaboutfourcomponentsoflanguagecompetence:linguistic,discourse,sociolinguisticandstrategiccompetence

Activity#3Video demonstration(15min)

Teacher plays the video about communicative competence and asks about 5components of it:
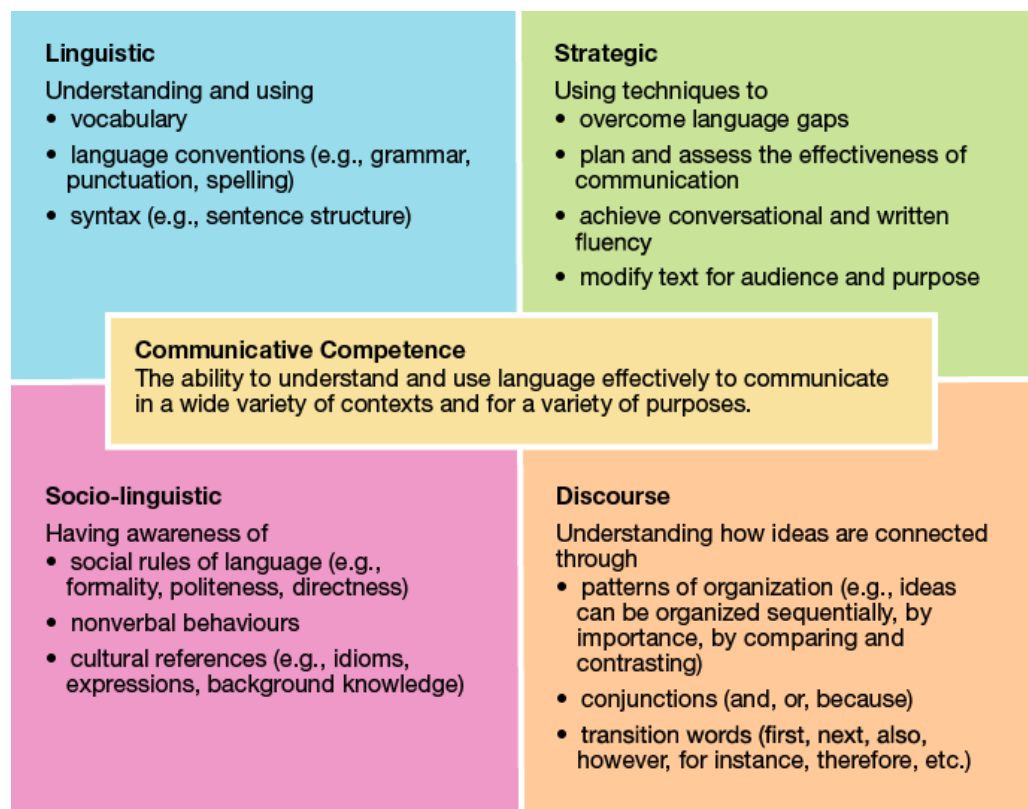
Accuracy

Fluency

Complexity

Appropriacy

Capacity

Activity#4Ppt demonstration(15min)

The teacher plays ppt by discussing each slide with the teachers and provides examples to explain the topic.

The end of the lesson:(5 min)

The teacher summarises the topic and gives home assignment to article about the given topic

Linguistic
Understanding and using
- vocabulary
- language conventions (e.g., grammar, punctuation, spelling)
- syntax (e.g., sentence structure)

Strategic
Using techniques to
- overcome language gaps
- plan and assess the effectiveness of communication
- achieve conversational and written fluency
- modify text for audience and purpose

Communicative Competence
The ability to understand and use language effectively to communicate in a wide variety of contexts and for a variety of purposes.

Socio-linguistic
Having awareness of
- social rules of language (e.g., formality, politeness, directness)
- nonverbal behaviours
- cultural references (e.g., idioms, expressions, background knowledge)

Discourse
Understanding how ideas are connected through
- patterns of organization (e.g., ideas can be organized sequentially, by importance, by comparing and contrasting)
- conjunctions (and, or, because)
- transition words (first, next, also, however, for instance, therefore, etc.)

Communicative Competence

The communicative competence definition is the capacity to utilize language in a grammatically correct way in different and appropriate social settings.The model of communicative competence deals with the functional parts of communication. It similarly deals with the correct use of the linguistic system. When both sides are balanced, language fluency comes in to play.Simply put, communicative competence refers to how effectively one can communicate with someone else.

Dell Hymes initially coined the termin 1966 when reacting against the perceived deficiency of Noam Chomsky's contrast between performance and competence. Chomsky was an American linguist famous for his analysis of the English language. Hymes dived into the ethnographic exploration of communicative competence to address the abstract notion of competence. He discovered that people speak differently in unique situations, which is a fact that most should accept as positive. Hymes' use of the term has evolved into what it is today.

Communicative Competence Examples

Communicative competence solely depends on a person's age, skill set range, and over all intelligence. It can vary from age to age and from person to person. Below are two different examples of communicative competence.

Michael Canale and Merrill Swain developed a model of communicative competence that consists off four distinct components: linguistic, sociolinguistic, discourse, and strategic. Respectively, competence in each area refers to one's ability to understand language and grammar, understand cultural knowledge, have competent conversational skills, and maintain control over language gaps. Depending on the person, one may be communicatively competent in two or three of these components or in all four. A person must be competent in at least one of these components to be considered for Canale and Swain's model.

Linguistic Competence

Linguistic competence refers to a person's grammatical competence when producing written communication. From the earlier example, Paula did not have

linguistic competence because her text message to Johnny was basically illegible. However, if she had said that same sentence to him in person, he likely would have understood, and she might have demonstrate do the raspects of the communication competence model.

Linguistic competence relates other understanding of grammar, vocabulary, and syntax.This includes punctuation, spelling, and pronunciation as well. This style of communicative competence is mainly used in schools.Students need to know the rules that govern word formation, tenses, sound interactions, collocations, word phrases, meanings, and sentence structure in order to pass most English classes. Syntax, semantics,phonology, and phonetics are additional aspects of linguistic competence.To construct grammatically correct sentences, people need to have at least a low-level mastery of each of these aspects.

Sociolinguistic Competence

Sociolinguistic competence refers to the rules that control appropriate language. This includes using terms of politeness and formality when required and understanding that one does not speak the same in all situations. For example, a teacher might speak differently to her students during the day than she does to her husband at the end of the night.Similarly,a teenager understanding that they may speak differently to their friends than to their elderly grandmother is an example of sociolinguistic competence.

Communicative Competence

The communicative competence model is used to teach and learn foreign languages and is the resul to multiple linguists efforts.The development of the communicative competence model started with Chomsky in the 1960s when he used grammatical competence as a theoretic ground for teaching, learning, and testing languages.Shortly after, Hymes expanded his concept so performance and competence by adding that communicative competence should include the ability to use grammatical structures in different situations to convey and interpret messages and to negotiate meanings. Many other linguists after ward put efforts to further develop the concept of communicative competence. Some of the most distinguished

contributors to the development to the model include Widdowson, Canale and Swain, Savignon, and Bachman and Palmer.

The communicative competence model we know and use today represents the ability to use language correctly to communicate appropriately and effectively in a variety of social situations. Currently, the communicative competence model is constructed of four competence areas: linguistic, sociolinguistic, discourse, and strategic. Two of them focus on the functional aspect of communication, and the other two reflect the use of the linguistic system.

Linguistic and Sociolinguistic competence

The linguistic competence deals with grammar. It includes vocabulary, spelling, punctuation, and pronunciation. Students have to know rules that governs entence structure,word formation, tenses, sound interactions, word and phrase meanings,and collocations.In other words, syntax, morphology, semantics, phonology, and phonetics are all subjects of interest to the linguistic competence area.Students have to be moving towards mastery of each one of them to construct grammatically correct sentences.

The sociolinguistic competence is concerned with culture and social rules that govern appropriate language use. For instance, this includes knowing in what setting do we need to be more formal, how we express politeness, how we address people correctly, how we treat certain topics, any taboos, and what terms are politically correct. Addressing such area tells us how to use language and how to respond in a conversation appropriately rather than just grammatically correct.Mastering this competence reveals a more advanced level of language fluency.

Discourse and Strategic competence

The discourse competence is our knowledge of what patterns of organization and cohesive devices we can use to connect sentences. We organize words, phrases,and sentences and produce and comprehend conversations, articles, messages, and literature.We can speak, write, read, and listen to information of various types. We know how to build sentences, how to use them, and how to connect them in a communication setting.

Strategic competence suggests that we can also overcome language gaps and modify messages with regard to audience and purpose; it shows we are fluent and effective.We know how to repair and sustain communication in case of communication break downs and how to keep the communication channel open. We can paraphrase, use gestures,or explain unfamiliar words;we can ask for clarification,repetition,and slower speech.

1)https://youtu.be/RpGvWYPL7cU?si=7xevM09csgT5w0lU

2)Articleforreading:Fulltext.pdf

PRACTICAL LESSON 3
THE PROCESS OF INTEGRATING LANGUAGE SKILLS

Time:80min

Aims of the lesson:

To develop the teachers' awareness of the notion of content based and task based instructions;

To create the ability to design the lessons by integrating approaches, methods and techniques;

To share them the strategies and techniques to motivate students by promoting the integration of listening, reading, speaking, and writing, as well as the associated skills of syntax, vocabulary;

Warm up activity:What I like about you(5min)

Learners work in small groups. One member of the group should remain silents while other members of the group have 30 second stop as many compliments as they can to that person beginning with:What I like about you is...

Lead in:Filling the caption(5min)

Activity#2:Video demonstration(30min)

The teachers watch the video about the history of coffee and in small groups design the speaking, listening, reading and writing tasks.

Activity#3Peer feedback(15min)

The teachers give feedback to each other and discuss the aims, procedures step by step and benefits of integration of all language skills

Activity#3: Ppt demonstration(15min)

The end of the lesson:5min

The teacher summarises the lesson and gives them to read an article as a home assignment.
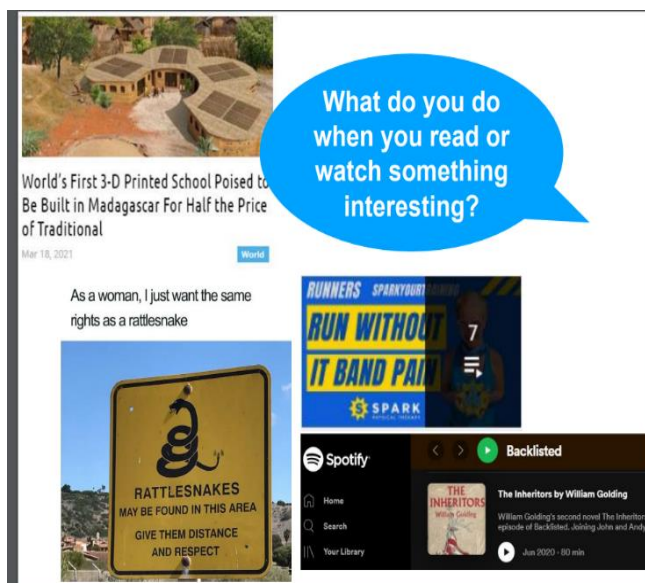
Handouts

1.Look at the sepictures and share your opinions:

Running dictation

1. Stick short texts around the classroom.
2. Group students. They choose a runner and a writer.
3. The runner runs, reads, tries to remember the text, tells their group. The writer writes.
4. Repeat until the runners have dictated all the text.
5. Groups check their text against the original.

What skills does this practice?

https://www.flickr.com/photos/vfowler/1454929632

'Stop and think' planning

https://unsplash.com/photos/VL9ugqp_mko

A CLIL lesson is therefore nota language lesson neither is it a subject lesson transmitted in a foreign language. According to the 4Cs curriculum (Coyle1999),a successful CLIL lesson should combine elements of the following:

Content -Progression in knowledge, skills and understanding related to specific elements of a defined curriculum

Communication-Using language to learn whilst learning to use language

Cognition-Developing thinking skills which link concept formation (abstract and concrete),understanding and language

Culture-Exposure to alternative perspectives and shared understandings, which deepen awareness of otherness and self.

In a CLIL lesson, all four language skills should be combined.The skills are seen thus:

Listening is an or malinputactivity,vital for language learning

Reading,using meaningful material,is the major source of input

Speaking focuses on fluency.Accuracy is seen as subordinate

Writing is a series of lexical activities through which grammar is recycled.

For teachers from an ELT background, CLIL lessons exhibit the following characteristics:

Integratel anguage and skills, and receptive and productive skills

Lessons are often based on reading or listening texts/ passages

The language focus in al esson does not consider structural grading

Language is functional and dictated by the context of the subject

Language is approached lexically rather than grammatically

Learner styles are taken into account in task types.

In many ways, then, a CLIL lesson is similar to an ELT integrated skills lesson,except that it includes exploration of language, is delivered by a teacher versed in CLIL methodology and is based on material directly related to a content based subject. Both content and language are explored in a CLIL lesson. A CLIL'approach' is not far

removed from humanistic, communicative and lexical approaches in ELT, and aims to guide language processing and supports language production in the same way that an ELTcourse would by teaching techniques for exploiting reading or listening texts and structures for supporting spoken or written language.

Lesson framework

A CLIL lesson looks at content and language in equal measure,and often follows a four-stage frame work.

Processing the text

The best texts are those accompanied by illustrations so that learners can visualize what they are reading. When working in a foreign language, learners need structural markers in texts to help them find their way through the content.These markers may be linguistic (headings,sub-headings) and/ or diagrammatic. Once a'core knowledge' has been identified, the organization of the text can be analysed.

Identification and organization of knowledge

Texts are often represented diagrammatically. These structures are known as'ideational frameworks' or' diagrams oft hinking',and are used to help learners categorise the ideas and information in a text. Diagram types include tree diagrams for classification, groups, hierarchies, flow diagrams and time lines for sequenced thinking such as instructions and historical information, diagrams describing people and places, and combinations of these. The structure of the text is used to facilitate learning and the creation of activities that focus on both language development and core content knowledge.

Language identification

Learners are expected to be able to reproduce the core of the text in their own words. Since learners will need to use both simple and more complex language,there is no grading of language involved,but it is a good idea for the teacher to highlight usefull language in the text and to categorise it according to function. Learners may need the language of comparison and contrast,location or describing a process,but may also need certain discourse markers, adverb phrases or prepositional phrases.Collocations,semi-fixed expressions and set phrases may also be given attention as well as subject-specific and academic vocabulary.

Tasks for students

There is little difference in task-type between a CLIL lesson and a skills-based ELT lesson.Avariety of tasks should be provided,taking into account the learning purpose and learner styles and preferences. Receptive skill activities are of the' read/ listen and do' genre.

Amenu of listening activities might be:

*Listen and label a diagram/picture/map/graph/chart

*Listen and fill in a table

*Listen and make notes on specific information (dates,figures,times)

*Listen and reorder information

*Listen and identify location/speakers/places

*Listen and label the stages of a process/instructions/sequences of a text

*Listen and fill in the gaps in a text

Tasks designed for production need to be subject-orientated, so that both content and language are recycled. Since content is to be focused on,more language support than usual in an ELT lesson may be required.

Typical speaking activities include:

*Question loops-questions and answers, terms and definitions, halves of sentences

*Information gap activities with a question sheet to support

*Trivia search-'things you know' and' things you want to know'

*Word guessing games

*Class surveys using questionnaires

*20 Questions-provide language support frame for questions

PRACTICAL LESSON 4
THE LESSON PLANING IN LANGUAGE TEACHING

Time:80 min

Aim of the lesson:

To develop the teachers' awareness of the importance of designing a lesson plan

To show them the step sof making a lesson plan by using different methods and techniques

To help the teachers' to put smart objectives to their activities and explain them to achieve the outcomes

1. Warm up: Story construction(10min)

Students write a fairy story in groups.

i)Students are put in to groups.Where possible, they should be of equal numbers.

ii)On a piece of paper they write the following sentence: «Once upon a time there was a beautiful princess who lived in a large castle at the edge of a forest»

iii)The students are then instructed to continue the story by writing the next sentence.

iv)Then they are told to give their piece of paper to the student on their left.They should now continue the(new) story they have in front of them by writing the next sentence.The procedure is repeated until the papers have gone round the group but one.The teacher then tells the students to write the concluding sentence.

v)The stories are now turned to their originators. Students can read the resulting tallest otherest of the class.

Lead in 5min)

Answerthequestions:

1)What's lesson planning?

2)Do you design lesson plans regularly?

3)What are the main aspects of lesson planning?

4)How do you formulate your objectives while planning a lesson?

5)What are the ABCD learning objectives?

The ABCD method of writing objectives is an excellent way to structure instructional objectives.In this method,"A" is for audience, "B" is for behavior,"C"for conditions and "D" is for degree of mastery needed.

Activity#1:Jigsaw reading(30min)

The teacher divides the class into 4 groups and distributes them texts to read.The teachers read the text safter they swap their groups and retell their text to the new members of the group.Each member shares their own texts.

Activity#2: Poster presentation:Design a lesson plan(30min)

The teacher asks them to choose topics and gives them posters for designing the lesson plans.Staying in their small groups the teachers design lesson plan so in different topics that they have chosen. After each team demonstrates their lesson plans explaining every detail of it.Other groups ask questions and give feedback to each other.

The end of the lesson:(5min)

The teacher summarises the lesson and reflects on each part of by asking questions.

Handouts for the lesson

What is a LessonPlan?

A lesson plan is a teacher's daily guide for what students need to learn, how it will be taught andhow learning will be measured.

Lesson plans help teachers be more effective in the classroom by providing detailed outline to follow each class period.

This ensures every bit of class time is spent teaching new concepts and having meaningful discussions—not figuring it out on the fly!

The most effective lesson plans have six key parts:

Lesson Objectives

Related Requirements

Lesson Materials

Lesson Procedure

Assessment Method

Lesson Reflection

Because each part of al esson plan plays a role in the learning experience of your students, it's important to approach them with a clear plan in mind.

Let's start with the first part of every lesson plan—the lesson objectives!

1.Lesson Objectives

Lesson objectives list what students will be able to do after completing the lesson.

These objectives let you easily tellify our lesson has effectively taught your students new concepts and skills.

It can feel overwhelming to pind own specific take aways for a lesson. But when you break the process into steps,you can make lesson planning simple and effective.

First, it's best to view your lesson objectives as goals for your class and students.

One of the most popular goal-setting strategies is the"SMART"criteria,which ensures goals are focused.

In the context of lesson planning, you can use the SMART criteria to determine your lesson objectives:

Is the objective specific?

Is the objective measurable?

Is the objective attainable by all students?

Is the objective relevant to your class and students?

Is the objective time-based to align with your syllabus?

For each objective, it's important to start with an action that relates to what students should be able to do after the lesson. Depending on what topic you're teaching and the level of knowledge your students have,the sections will vary.

For example, when teaching brand new concepts, you may define actions likede fine,identify, explain, and determine. However, if your lesson involves more advanced tasks,the objectives may include actions like create,use,perform,or measure.

To see these phrases in context, let's look at examples that a computer teacher might choose when teaching Microsoft Word.

For an introductory lesson about Microsoft Word,objectives could be:

Identify parts of the ribbon menu

Determine methods of selecting text in a document

Define font sand font styles

In a more advanced class, objectives might include:

Insert a document header

Use document themes

Add a page border

When creating your lesson objectives, keep in mind that it's easier to measure student success when you have specific goals.

Once you've put your lesson objectives together,it's time to tie them in with the next part of your lesson plan—the related requirements!

2.Related Requirements

Related requirements are national, state, or school standards that dictate what you need to teaching a class.

If you teach a CTE course you likely need to tie your lessons to certification requirements as well.

Every lesson you teach should help you hit those requirements. Listing them in your lesson plans helps you satisfy those requirements while focusing on the end goal of your class!

On top of that, some administrat or srequire teachers to distinctly show how they will teach course standards in each lesson. If you put them on your lesson plans, you've go ta quick reference to prove you're on the ball!

When listing course standards or certification items on your lesson plan,it's smart to use the exact organizational system found on your standards to make sure your class aligns.

If you don't have the specific outline for your course standards, ask another teacher or your administrator where you can find them.

To get detailed certification requirements, check the certification provider's website for an exam outline or test plan.

Laying out teach lesson plan according to your requirements can be tedious work, but it will help you stay organized and aligned with what you're supposed to teach!

Ultimately, customizing your instruction to meet your course standards helps ensure you're meeting your requirements every class day.

3.Lesson Materials

The third section on your lesson plan is the list of materials that you need to teach the lesson and measure student outcomes.

This section prepares you to delivery our lessons every day. Without this list, you may accidentally forget to print an important document or sign out the shared laptop cart!

Common types of less on materials include:

Student handouts

Text books

Visual aids

Grading rubrics

Activity packets

Computers/Tablets

The list of materials for each lesson depends on what you plan to teach,how you'll teach it,and how you'll measure lesson objectives.

Because of this, many teachers compile their list of lesson materials intandem with their lesson procedure!

4.Lesson Procedure

Your lesson procedure is an in-depth explanation of how the lesson will progress in the classroom.

The lesson procedure is essentially step-by-step instructions that walk you through everything from the time students enter the classroom until the bell rings at the end of the period.

It's smart to be very detailed in this portion of your lesson plan.Afterall,there will be cases when another teacher or substitute needs to fill in for you!

When writing your lesson procedure, you need to choose the type of activities that will help students meet the lesson objectives.

To do that, you can answer a list of questions, including:

How will you introduce the topic?

What's the best way to teach this in formation to your students?

How can you incorporate problem solving and critical thinking?

What real-life scenarios relatet this topic?

Does this topic lend itself to group work?

It's also a great idea to find out how other teachers address the topics in the classroom. You can do this by talking to coworkers, joining an online community,or searching for lesson ideas one educational blogs.

After writing out a rough draft of your lesson procedure, many teachers outline it according to aspecific teaching strategy.

As an example, you might consider planning what exercise students will complete when they enter the class, how they'll proceed in learning the main content of the class period,and how you'll encourage students to reflecton what they've learned.You'll also want to plan how you'll reinforce learning at the end of class and in future class periods.

To accomplish the lessons, teachers use a variety of methods, from lectures to multimedia presentations, as well as both individual and group activities.Which methods you'll want to use will often vary depending on the type of material your teaching, the amount of time you have to coverit,and the particular knowledge and skills you want to emphasize in accordance with your standards.

Finally, you'll want to gaugeify our students have achieved the lesson objectives through formative and summative assessments.

5.Assessment Method

The assessment method measures whether your students learned a lesson's in formation and met your lesson objectives. The methods listed on your lesson plan will most often be formative assessments and vary from lesson to lesson.To start,there are dozen sof ways to measure student learning through formative assessments.

Some of the most common assessment options include:

Quizzes

Hands-on activities

Writing assignments

Group presentations

Exit slips

Class journal entries

In addition, your assessment method may be an in-class assignment or homework for students' to complete prior to the next class.

When choosing your assessment method, it's important to incorporate your lesson objectives.

If an objective was related to understanding a concept, consider an assessment that requires students to explain that concept. If an objective was for students to demonstrate a skill, design an assessment to confirm they can do that skill.

Also,while many assessments receive grades in a class,formative assessments don't always need to be graded!

Ultimately, the purpose of this assessment is to measure how well your students learned a lesson's material based on the way you presented information.This measurement will help you wrap up each lesson plan with the lesson reflection.

6.Lesson Reflection

The lesson reflection portion of a lesson plan encourages teachers to take notes on how to improve a lesson after it has been completed.

By this point, your lesson has clear objectives, a plan for teaching, and away to assess student learning. But if you don't critically consider whether you succeeded,you're doing a disservice to your future students!

When completing your lesson reflection, ask your self questions like:

Did a part of the lesson take longer than expected?

Was there apportion that students asked for a lot of help with?

Did students breeze through the information with no problem?

Were students engaged and interested in the lesson?

Were the objectives met by most (orall) of the students?

Essentially, you want to noteany part of your lesson that didn't go as expected.

In addition, it's smart to recordideas for improvement or adjustments in this section as well.That way, when you go,you have all of the information for improvement in one place!

Lessons Are Just the Beginning

Lesson plans are the first steps in creating a full-fledged curriculum for a class.

They dig into the details that ensure you teach the right information to your students at the right time, and they simplify your career by giving you a road map to follow each and every day.

But what about the big picture? This is one of the hardest part soft eaching for educators through out the world.It's not just the individual lessons that need your attention—it's the class as a whole!

V. GLOSSARIY

In English
FL (Foreign Language)
M (Methodology)
TFLM (TeachingForeignLanguageMethodology)
ICT (Information Communicative techology)
EL–(English Language)
AI–(Artificial Intellegence)
NLP–(Natural Language Processing)
ELSA- (English Language Speech Assisstant)
MEL–(My English Lab)
CLIL - (Content and Language Integrated Learning)
ELT - (English Language Teaching)
SMART - (specific, measurable, attainable, relevant, time-based)
ABCD method - ("A" is for audience, "B" is for behavior, "C" for conditions and "D" is for degree of mastery needed
CTE -(career technical education)
4Cs curriculum - (Content, Communication, Cognition, Culture)

VI. TOPSHIRIQLAR BANKI

V.KEYSLAR BANKI
VI.Topshiriqlar

Task # 1:Eclectic Approach. Read the article and answer the questions below:

1. What are the advantages of using the eclectic approach compared to traditional methods?

2. How is the eclectic method applied in practice in the educational process? How effective is it?

3. What are teachers' opinions on the proposed approach and their attitudes toward its implementation in the classical educational program?

Task # 2: Communicative Competence. Read the article "Communicative Competence in Language Teaching" by Zainuddin and justify your ideas on four models of communicative competence(linguistic, sociolinguistic, discourse, strategic) M.Canale(1983)

Task # 3: The process of Integrated teaching of language learning skills. Read the article "Integrated Skills in the ESL/EFL Classroom" by Rebecca Oxford and answer the questions:

1. What is Segregated-Skill instruction?

2. What are two forms of Integrated –Skills instruction?

3. What are the advantages of Integrated-Skill approach?

4. What are the disadvantages of Integrated-Skill approach?

Mustaqil ta'lim mavzulari:

1. Methodology and it's types

2.Aim of teaching foreign language methodology

3.Approaches, methods and techniques

4. Content of teaching foreign languages

5. Methods of teaching and learning

6.Use of Innovative technologies in teaching foreign language classroom

7.Teaching English language material

8.Teaching grammafr, vocabulary and pronunciation

9. Teaching communicative skils in English

10. Organization of the English teaching process

11. Designing the language learning tasks

12. Task evaluation and the language learning tasks

13. Teaching language skills

14. Goals and problems of teaching reading, writing, listening and speaking

15. Functions and types of assessments

16. The role of CLIL in language teaching

17.Blended learning and Flipped learning

18. Communicative skills

19. Classroom interaction and discipline

20.Designing lesson plans and lesson observation.

NAZORAT SAVOLLARI

Control questions

1.   What was the original purpose of concordances in the 13th century?

2.   What does the Latin root of the word "concordance" mean?

3.   Who developed the first electronic concordance, and when was it completed?

4.   What was one of the first electronic corpora, and what did it contain?

5.   What significant technological advancements in the 1980s and 1990s impacted corpus linguistics?

6.   What is a general corpus designed to represent?

7.   What type of corpus is designed to track changes in language over time?

8.   What does Data-driven Learning (DDL) involve in language teaching?

9.   Which of the following is NOT a benefit of using a corpus in language teaching?

10.   Why is corpus-based language pedagogy considered innovative?

11.   What is the primary focus of Cognitive Linguistics?

12.   Which scholar is often credited with revolutionizing Cognitive Linguistics?

13.   When did Cognitive Linguistics emerge as a distinct field of study?

14.   What is the primary aim of the conceptual metaphor analysis?

15.   In the theory of frames, what is the term for the elements related to a specific knowledge structure or situation?

16.   What is the relationship between frames and conceptual world picture?

17.   Which theory in Cognitive Linguistics emphasizes the role of background knowledge in interpreting language?

18.   What is one of the key problems in Cognitive Grammar?

19.   Which concept refers to the common features that appear in both the source and target domains of a metaphor?

20.   What does the theory of mental spaces address in Cognitive Linguistics?

21.   What does the Cognitive Linguistic approach suggest about the nature of language meaning?

22.   Which of the following is a significant characteristic of Cognitive Linguistics?

23.   Which cognitive model is used to explain the conceptualization of actions, such as "pouring" or "filling"?

24.   What does the "image schema" theory deal with in Cognitive Linguistics?

25.   What is a key component of Cognitive Linguistics' view of linguistic knowledge?

26.   What role does the human factor play in the study of language according to the anthropocentric paradigm?

27.   Which scholar is associated with the Moscow school of linguocultural analysis?

28.   What is the primary focus of linguocultural lexicography?

29.   How do cultural dictionaries impact the understanding of specific cultures?

30.   Reflecting on your own experiences, how important do you think cultural context is in language learning?

31.   If a cultural dictionary includes 15,000 cultural entries, how does this enhance its value as a resource?

32.   How does the Longman Dictionary of English Language and Culture contribute to understanding cultural phenomena?

33.   Based on the text, how does mistletoe function in British Christmas traditions?

34.   What is a common misconception about Franklin D. Roosevelt's presidency?

35.   Which of the following statements accurately describes the cultural context of paid holidays in the US and the UK?

36.   What does the term 'cultural dictionaries' refer to in the context of contemporary lexicography?

37.   Based on the interdisciplinary nature of linguoculturology, which of the following disciplines contributes methods to its analysis?

38.   In what way are borrowed methods in linguoculturology modified?

39.   What is the primary focus of componential analysis in linguoculturology?

40.   How does etymological analysis contribute to linguocultural studies?

41.   Which method in linguoculturology is primarily concerned with the classification of linguistic units based on shared characteristics?

42.   Based on the methods discussed, which approach would best help in understanding cultural connotations of a word?

43.   What is the significance of the method of associative field in linguoculturology?

44.   How does conceptual analysis relate linguistic units to cognitive structures?

45.   Which of the following best describes cross-cultural analysis in linguoculturology?

46.   What is the primary aim of the choice of methods in linguoculturology?

47. Reflecting on your own experiences, how has the use of corpus linguistics influenced your understanding of language?

48. Based on the advancements in corpus linguistics, how might future research evolve?

49. What is the primary focus of Data-driven Learning (DDL) in language education?

50. Which of the following best describes the challenges teachers face when integrating corpora into language instruction?

51. What is a key skill required for reading KWIC concordance lines in DDL?

52. What is the significance of the English Profile project in relation to the CEFR?

53. How does the integration of corpus-informed materials impact language teaching practices?

54. What is a common misconception about the use of corpora in language teaching?

55. Which statement accurately reflects the relationship between Conversation Analysis (CA) and Corpus Linguistics (CL)?

56. What misconception might someone have about the role of CL in discourse analysis?

57. How does Corpus-Based Language Pedagogy (CBLP) differ from traditional language teaching methods?

58. What is a significant advantage of using authentic language data in language learning?

59. Based on the principles of CBLP, how might a teacher approach grammar instruction?

60. What is a key benefit of using corpora in language learning according to CBLP?

VII.   ADABIYOTLAR RO'YXATI

ADABIYOTLAR RO‘YXATI

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