

O‘zbekiston Respublikasi oliy ta’lim, fan va innovatsiyalar vazirligi

Oliy ta’lim tizimi kadrlarini qayta tayyorlash va malakasini oshirish instituti

**Qoraqalpoq davlat universiteti huzuridagi pedagog kadrlarni qayta
tayyorlash va ularning malakasini oshirish mintaqaviy markazi**

**“Chet tilini o‘qitish metodikasining zamonaviy
tendentsiyalari”**

O‘QUV-USLUBIY MAJMUUA

Nukus – 2026

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«Tasdiqlayman»

Mintaqaviy markaz direktori

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«__»____2026

“Chet tili o‘qitish metodikasining zamonaviy tendentsiyalari”

O‘QUV-USLUBIY MAJMUUA

Nukus – 2026

Modulning o‘quv-uslubiy majmuasi Oliy ta’lim, fan va innovatsiyalar vazirligining 2024-yil 27-dekabrdagi 485-sonli buyrug‘i bilan tasdiqlangan o‘quv dasturi va o‘quv rejasiga muvofiq ishlab chiqilgan.

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O‘quv-uslubiy majmua Qoraqalpoq davlat universiteti kengashining qarori bilan
nashrga tavsiya qilingan
(“__” _____ 2025-yildagi ____ -sonli bayonoma)

I. ISHCHI DASTUR

KIRISH

Mazkur dastur rivojlangan xorij davlatlarining o'rta maxsus sohasida erishgan yutuqlari hamda orttirgan tajribalari asosida qayta tayyorlash va malaka oshirish yo'nalishlari uchun tayyorlangan namunaviy o'quv reja hamda dastur mazmunidan kelib chiqqan holda tuzilgan bo'lib, u zamonaviy talablar asosida qayta tayyorlash va malaka oshirish jarayonlarining mazmunini takomillashtirish hamda akademik litsey pedagog kadrlarining kasbiy kompetentligini muntazam oshirib borishni maqsad qiladi.

Shu bilan birga, hozirgi vaqtda akademik litseylarda davr talabiga javob beradigan mutaxassislarni faqat nazariy bilimlarni chuqur o'rgangan holda emas, balki ayni vaqtda buyuk insoniy fazilatlariga ega bo'lgan, muomalaga kirisha oladigan, o'z ishini puxta egallagan mohir mutaxassis bo'lishlariga katta e'tibor qaratilmoqda. Ayniqsa, hozirgi davrning bu talabi ta'lim muassasalaridagi barcha o'qituvchilarni yuksak pedagogik mahorat va texnika ko'nikmalari bilan qurollangan, o'z pedagogik faoliyatiga kreativ yondosha oladigan, kompetentli va madaniyatli shaxs sifatida bo'lishlarini yana bir bor ta'kidlab bermoqda.

Modulning maqsadi va vazifalari

- “Chet tili o'qitish metodikasining zamonaviy tendensiyalari” modulining maqsadi: pedagog kadrlarni qayta tayyorlash va malaka oshirish kurs tinglovchilarini innovatsion ta'lim texnologiyalariga doir bilimlarini takomillashtirish, innovatsion texnologiyalarni o'zlashtirish, joriy etish, ta'lim amaliyotida qo'llash va yaratish ko'nikma va malakalarini tarkib toptirishdan iborat.
- “Chet tili o'qitish metodikasining zamonaviy tendensiyalari” modulining vazifalari:
- - innovatsion ta'lim texnologiyalarining o'ziga xosliklari va qo'llanilish sohalarini aniqlashtirish;

- - tinglovchilarda innovatsion ta'lim texnologiyalaridan samarali foydalanish ko'nikma va malakalarini rivojlantirish.
 -
 - Modul bo'yicha tinglovchilarning bilimi, ko'nikmasi, malakasi va kompetentsiyalariga qo'yiladigan talablar
 - “Chet tili o'qitish metodikasining zamonaviy tendensiyalari”kursini o'zlashtirish jarayonida amalga oshiriladigan masalalar doirasida:
 - Tinglovchi:
 - •
- akademik litsey va kolledjlarda o'quv jarayonini tashkil etishning innovatsion shakl, metod va vositalari;
- xorij mamlakatlari ta'lim tizimidagi zamonaviy yondashuvlar;innovatsion ta'lim texnologiyalarining funktsiyalari;
 - innovatsion ta'lim texnologiyalarining turlari va qo'llanilish sohalari haqidagi bilimlarga ega bo'lishi;
- Tinglovchi:
- aniqlashtirilgan o'quv maqsadlarini shakllantirish;
 - interfaol ta'lim texnologiyalariga asoslangan o'quv mashg'ulotlarini loyihalash va rejalashtirish;
 - interfaol ta'lim texnologiyalarini akademik litsey ta'lim amaliyotiga samarali tatbiq etish ko'nikmalarini egallashi;
- Tinglovchi:
- innovatsion ta'lim texnologiyalari asosida o'quv jarayonini “jonli”, ijodiy tashkil etish;
 - innovatsion faoliyatni tashkil etish;
 - innovatsion tafakkur yuritish orqali ta'lim jarayonida ijodiy muhitni yaratish;
 - innovatsion ta'lim texnologiyalarining oqilona tanlab olish;
 - innovatsion ta'lim texnologiyalarini ishlab chiqish va ommalashtirish malakalarini egallashi;

Tinglovchi:

- innovator, tʻyutor, ingilator va fasililatorlik faoliyatini samarali amalga oshirish;
- innovatsion ta'lim muhitini boshqarish;
- talabalarning izlanishli-ijodiy faoliyatga jalb etish kompetentsiyalarni egallashi lozim.

Modulni tashkil etish va oʻtkazish boʻyicha tavsiyalar

“Chet tili oʻqitish metodikasining zamonaviy tendensiyalari” modulini oʻqitish jarayonida quyidagi innovatsion ta'lim shakllari va axborot-kommunikatsiya texnologiyalari qoʻllanilishi nazarda tutilgan:

- zamonaviy axborot texnologiyalari yordamida interfaol ma'ruzalarni tashkil etish;
- virtual amaliy mashgʻulotlar jarayonida keys, loyiha va assisment texnologiyalarini qoʻllash nazarda tutiladi.

Modulning oʻquv rejadagi boshqa modullar bilan bogʻliqligi va uzviyligi

“Chet tili oʻqitish metodikasining zamonaviy tendensiyalari” moduli boʻyicha mashgʻulotlar oʻquv rejasidagi “Ilgʻor ta'lim texnologiyalari va pedagogik mahorat” oʻquv modulining “Pedagogik mahorat” submoduli hamda “Ta'lim jarayonlarida axborot-kommunikatsiya texnologiyalarini qoʻllash” oʻquv moduli bilan uzviy aloqadorlikda olib boriladi.

Modulning oʻrta-maxsus ta'limidagi oʻrni

Modulni oʻzlashtirish orqali tinglovchilar innovatsion ta'lim texnologiyalarini oʻzlashtirish, joriy etish va amaliyotda qoʻllashga doir proyektiv, kreativ va texnologik kasbiy kompetentlikka ega boʻladilar.

“Chet tili o‘qitish metodikasining zamonaviy tendensiyalari”moduli
bo‘yicha soatlar taqsimoti

MODUL BO‘YICHA SOATLAR TAQSIMOTI

(ja‘mi 16 soat: 8 soat nazariy, 8 soat amaliy)

	Modul mavzulari	Auditoriya o‘quv yuklamasi		
		jami	jumladan	
			Nazariy	Amaliy
1.	Modern methods and approaches to teaching English and their principles. Problem based learning	4	2	2
2.	Flipped classroom. Integrate skills	4	2	2
3.	Project based learning. Competency based learning	4	2	2
4.	Cooperative Learning. Blended learning	4	2	2
	Jami:	16	8	8

Nazariy va amaliy mashg‘ulotlar mazmuni (2 soat)

1-ma'ruza. Modern methods and approaches to teaching English and their principles

Tinglovchilar bilan ingliz tili fanidagi zamonaviy yondashuvlar, ularning asosiy tamoyillari: ta'limga ongli, faol, ijodiy faoliyat sifatida qarash, ingliz tiliga faol kommunikativ muloqat vositasi sifatida yondashish, ingliz tiliga axborot olish va uzatish muloqot vositasi sifatida yondashish, kasbiy faoliyatda ingliz tilidan erkin qo‘llay olish yo‘llari bo‘yicha ma'lumotlar tahlil qilinadi.

2-ma'ruza. Flipped classroom

(2 soat)

Ta'lim jarayoni ishtirokchilari munosabatlarning faol shakllariga asoslangan ta'lim jarayonini tashkil etish tamoyillari. Tinglovchilar bilan shaxsga yo'naltirilgan yondashuv, ta'lim jarayonining ishtirokchilari munosabatlarning faol shakllariga asoslangan ta'lim jarayonini tashkil etish tamoyillari mazmuni tahlil qilinadi.

3-ma'ruza. Project based learning

(2 soat)

Tinglovchilarga integral yondashuv va kompetentsiya haqida, kommunikativ, lingvistik, sotsio-lingvistik, diskursiv, strategik, kasbiy, umummadaniy kompetentlikni integrallash tamoyili va ularning dars jarayonida qo'llanilishi borasida ma'lumotlar beriladi.

4-ma'ruza. Cooperative Learning

(2 soat)

Tinglovchilar bilan ilg'or pedagogik texnologiyalar, zamonaviy pedagogik texnologiyalar va innovatsion texnologiyalar to'g'risidagi ma'lumotlar tahlil qilinadi, o'quv jarayonini faollashtirishda innovatsiyalar, o'quv jarayonini faollashtirish mezonlari: natijaviylik, samaradorlik, motivatsiya, ilg'or texnologiyalar va yangiliklarni o'rganish va amaliyotga joriy etish yo'llari borasida ma'lumot beriladi

Amaliy mashg'ulot mazmuni

1-ma'ruza. Problem based learning

(2 soat)

Amaliy mashg'ulotda tinglovchilarga ingliz tili fanidagi turli yondashuvlar, ularning tamoyillari, o'quv jarayonini faollashtirishda innovatsiyalar hamda o'quv jarayonini faollashtirish mezonlari: natijaviylik, samaradorlik, motivatsiya haqida,

ingliz tili fani o'qituvchisi ilmiy metodik tayyorgarligining tarkibiy qismlari, o'quvchilarning bilish faoliyatini faollashtirish metodikasi, loyixalashtirish.

2-ma'ruza. Integrate skills

(2 soat)

Modul texnologiyalari, Keys-stadi, Venn diagrammasi, Insert, Aqliy hujum, Klaster, Freym singari texnologiyalardan va dars jarayonida informatsion texnologiyalardan foydalanishning samarali usullari va individual, juftlikda va kichik guruhlarda bajariladigan ijodiy topshiriq turlari tahlil qilinadi.

3-ma'ruza. Competency based learning

(2 soat)

Amaliy mashg'ulotlar o'quv jarayoni va o'quv-uslubiy faoliyatni modellashtirish hamda pedagogika va psixologiya, elektron pedagogika asoslari, ta'lim texnologiyalari va pedagogik mahorat, xorijiy tillarni o'qitishning dolzarb muammolari, lingvistika (tillar bo'yicha), mutaxassislik fanlarining didaktik ta'minoti, mutaxassislik fanlarini o'qitishdagi innovatsiyalar, ilg'or xorijiy tajribalar mavzulari doirasida olib boriladi.

4-ma'ruza. Blended learning

(2 soat)

Kurs qatnashchilari o'zaro fikr almashish, muammoli vaziyatlarni taxlil qilish, tasavvurdagi dars mashg'ulotlariga birgalikda vazifa va topshiriqlar ishlab chiqish hamda ularni taqdim etish orqali o'z bilim va ko'nikmalarini mustahkamlab boradilar.

Mustaqil tayyorgarlik mazmuni

Tinglovchi mustaqil ishni muayyan modullar xususiyatlarini hisobga olgan holda quyidagi shakllardan foydalanib bajaradi:

- taqdimot (tanlangan mavzu asosida namunaviy darsning taqdimot tayyorlanadi);

- o'quv-didaktik materiallar tayyorlash.
- mashg'ulot ishlanmalarini loyihalash.
- darajali testlar bankini yaratish.
- ijodiy topshiriqlar ishlab chiqish.
- yakuniy test;

O'QITISH SHAKLLARI

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

- ma'ruzalar, amaliy mashg'ulotlar (ma'lumotlar va texnologiyalarni anglab olish, aqliy qiziqishni rivojlantirish, nazariy bilimlarni mustahkamlash);
- davra suhbatlari (ko'rilayotgan loyiha yechimlari bo'yicha taklif berish qobiliyatini oshirish, eshitish, idrok qilish va mantiqiy xulosalar chiqarish);
- bahs va munozaralar (loyihalar yechimi bo'yicha dalillar va asosli argumentlarni taqdim qilish, eshitish va muammolar yechimini topish qobiliyatini rivojlantirish).

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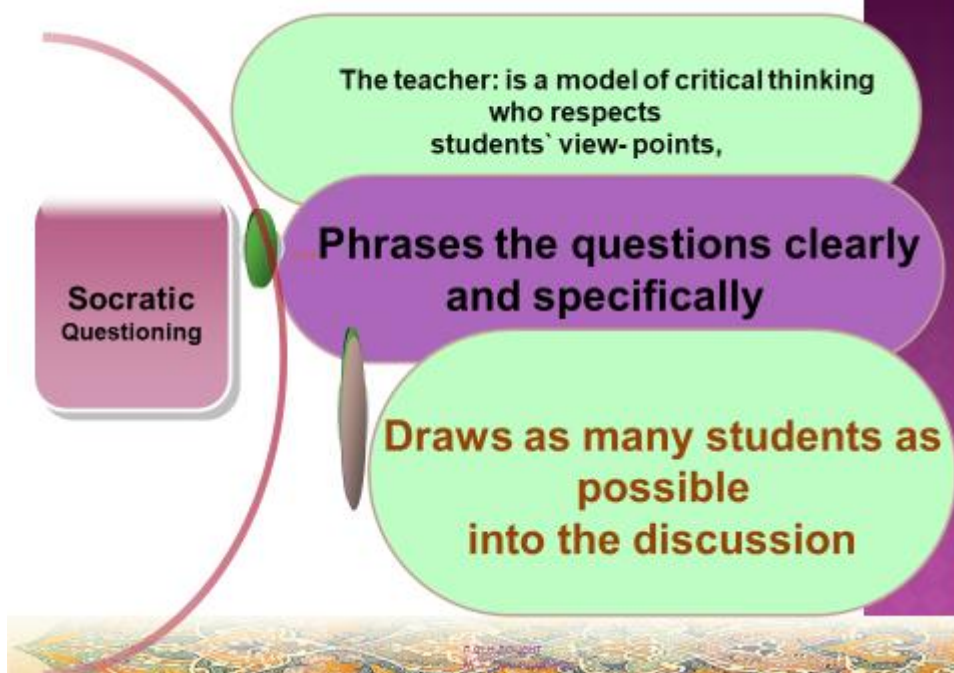
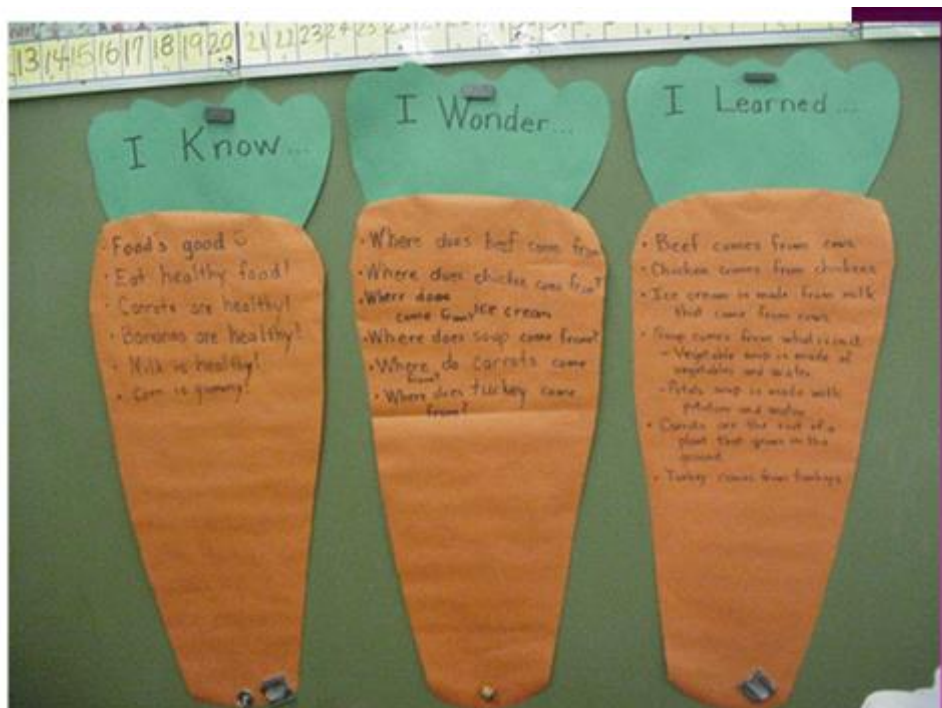
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3. Ala-Mutka K., Punie Y., Redecker C. (2008a). Digital Competence for Lifelong Learning: <http://ftp.jrc.es/EURdoc/JRC48708.TN.pdf>.

II. MODULNI O'QITISHDA FOYDALANILADIGAN INTERFAOL TABLIM METODLARI.



CINQUAIN

- Line 1: 1 word title (noun)
- Line 2: 2 adjectives
- Line 3: 3 words that express action (-ing)
- Line 4: a phrase about the sentence
- Line 5: 1 **synonym** for the title

“SWOT-таҳлил” методи.

Методнинг мақсади: мавжуд назарий билимлар ва амалий тажрибаларни таҳлил қилиш, таққослаш орқали муаммони ҳал этиш йўлларни топишга, билимларни мустаҳкамлаш, такрорлаш, баҳолашга, мустақил, танқидий фикрлашни, ностандарт тафаккурни шакллантиришга хизмат қилади.

S – (strength)	• кучли томонлари
W – (weakness)	• заиф, кучсиз томонлари
O – (opportunity)	• имкониятлари
T – (threat)	• тўсиқлар

Намуна: Анъанавий ва интерфаол таълимнинг SWOT таҳлилини ушбу жадвалга туширинг.

S	интерфаол таълимнинг кучли томонлари	талабанинг билим олишга қизиқишини кучайтириш, мустақил фикрлашга ўргатиш, бевосита амалий фаолият орқали малака ва тажрибага эга бўлиш....
W	интерфаол таълимнинг кучсиз томонлари	Аудиторияда шовқин кўтарилиши,
O	интерфаол таълимнинг имкониятлари (ички)	Мустақил фикрлаш, фикрни ифода этиш ва исботлаш, малака ва тажрибага эга бўлиш...
T	Тўсиқлар (ташқи)	Замонавий техника билан жиҳозланган аудитория, парталарнинг ноанъанавий жойлашуви ва ўқув қуролларнинг етишмаслиги

“Кейс-стади” методи

«Кейс-стади» - инглизча сўз бўлиб, («case» – аниқ вазият, ҳодиса, «study» – ўрганмоқ, таҳлил қилмоқ) аниқ вазиятларни ўрганиш, таҳлил қилиш асосида ўқитишни амалга оширишга қаратилган метод ҳисобланади. Мазкур метод дастлаб 1921 йил Гарвард университетида амалий вазиятлардан иқтисодий бошқарув фанларини ўрганишда фойдаланиш тартибида қўлланилган. Кейсда очиқ ахборотлардан ёки аниқ воқеа-ҳодисадан вазият сифатида таҳлил учун фойдаланиш мумкин. Кейс ҳаракатлари ўз ичига қуйидагиларни қамраб олади: Ким (Who), Қачон (When), Қаерда (Where), Нима учун (Why), Қандай/ Қанақа (How), Нима-натижа (What).

“Кейс методи” ни амалга ошириш босқичлари

Иш босқичлари	Фаолият шакли ва мазмуни
1-босқич: Кейс ва унинг ахборот таъминоти билан таништириш	✓ якка тартибдаги аудио-визуал иш; ✓ кейс билан танишиш(матнли, аудио ёки медиа шаклда); ✓ ахборотни умумлаштириш; ✓ ахборот таҳлили; ✓ муаммоларни аниқлаш
2-босқич: Кейсни аниқлаштириш ва ўқув топшириғни белгилаш	✓ индивидуал ва гуруҳда ишлаш; ✓ муаммоларни долзарблик иерархиясини аниқлаш; ✓ асосий муаммоли вазиятни белгилаш

III. NAZARIY MASHG'ULOT MATERIALLARI

LESSON 1. MODERN METHODS AND APPROACHES TO TEACHING ENGLISH AND THEIR PRINCIPLES

What is the best teaching method for learning English?

According to academic research, linguists have demonstrated that there is **not one single best method for everyone** in all contexts, and that no one teaching method is inherently superior to the others.

Also, it is not always possible – or appropriate – to apply the same methodology to all learners, who have different objectives, environments and learning needs.

Applying the most appropriate method for that learner's specific objectives, learning style and context.

An experienced professional language teacher always adopts the **Principled Eclecticism** approach, deciding on the most suitable techniques and applying the most appropriate methodology for that learner's specific objectives, learning style and context.

Methods of teaching English have developed rapidly, especially in the previous 40 years. As a language learner, training manager, or teacher, it is important to understand the various methods and techniques so that you are able to navigate the market, make educated choices, and boost your enjoyment of learning a language.

An Overview

Each teaching method is based on a particular vision of understanding the language or the learning process, often using specific techniques and materials used in a set sequence.

The main methodologies are listed below in the **chronological** order of their development:

- **Grammar Translation** – the classical method
- **Direct Method** – discovering the importance of speaking
- **Audio-lingualism** – the first modern methodology
- **Humanistic Approaches** – a range of holistic methods applied to language learning
- **Communicative Language Teaching** – the modern standard method
- **Principled Eclecticism** – fitting the method to the learner, not the learner to the method

LESSON 2 LEARNER CENTRED APPROACH

Learner-centered Teaching

Introduction

In learner-centered teaching, the focus is on the student as learner, on improving student learning and success, rather than on the transmission of information. The articles and websites below first introduce and define learner-centered teaching. The following links present the theory and

research that support the learner-centered approach and offer classroom strategies to achieve it. The final two articles approach learner-centered teaching from an institutional perspective, as a paradigm shift throughout the university.

Definition and Principles to Guide Practice

Learner-centered Teaching and Education (A University of Southern California Resource for Faculty).

Scan down to “What is Learner-centered Teaching?” for a definition applicable to higher education. This is a section of a larger document that covers many issues and concerns in adapting to this “paradigm shift in university teaching.”

http://cet.usc.edu/resources/teaching_learning/docs/LearnerCentered_Resource_final.pdf

Teacher-Centered vs. Learner-Centered Paradigms.

Two neat little charts, the first one laying out the attributes of each paradigm, and the second one applying these principles to instruction.

<http://www.assessment.uconn.edu/docs/TeacherCenteredVsLearnerCenteredParadigms.pdf>

Learner-Centered Psychological Principles (American Psychological Association).

Fourteen principles pertaining to learners and the learning process. Includes cognitive and metacognitive factors, motivational and affective factors, developmental and social factors, and individual differences.

<http://www.apa.org/ed/governance/bea/learner-centered.pdf>

"Navigating the Bumpy Road to Student-Centered Instruction," Richard M. Felder (North Carolina State University) and Rebecca Brent (East Carolina State University).

Discusses the inevitable "bumps" in trying to institute student-centered instruction from both the student and faculty point of view. Provides responses to faculty concerns over this approach to teaching and learning with specific suggestions for overcoming them.

<http://www4.ncsu.edu/unity/lockers/users/f/felder/public/Papers/Resist.html>

"Review and Summary of Learner-Centered Teaching by Maryellen Weimer," Bill Peirce, Coordinator of Reasoning across the Curriculum.

This site provides a complete summary of Weimer's 2002 publication by Jossey-Bass. Describes her five key changes to practice, principles to guide instructors who wish to move toward learner-centered teaching, challenges, strategies, and assessment issues.

<http://academic.pg.cc.md.us/~wpeirce/MCCCTR/weimer.htm>

"Five Characteristics of Learner-Centered Teaching," Maryellen Weimer, *Faculty Focus: Higher Ed Teaching Strategies from Magna Publications*, August 8, 2012.

Here is an article by Weimer describing the five characteristics of teaching that she proposes make it learner-centered.

<http://www.facultyfocus.com/articles/effective-teaching-strategies/five-characteristics-of-learner-centered-teaching/>

Strategies for Learner-Centered Teaching

Learner-Centered Education & Instruction (University of Southern California, Center for Excellence in Teaching).

Comprehensive lists of resources for learner-centered instruction, including the use of technology, assessment, and institutional approaches. Many items have Internet links.

http://cet.usc.edu/resources/teaching_learning/learnercentered/index.html

LESSON 3. INTEGRATED SKILLS APPROACH TO TEACHING ENGLISH AS A FOREIGN LANGUAGE.

A. The Contributions of the Communicative Movement

1. Goal of Language Teaching: Communicative Competence that can best serve the needs of the learner.

Communicative Competence (Canale and Swain, 1980)		
Grammatical Competence	Sociolinguistic Competence	
(knowledge of lexical items and of rules of morphology, syntax, sentence- grammar semantics, and phonology)	Sociocultural Competence (knowledge of the relation of language use to its non-linguistic context)	Discourse Competence (knowledge of rules governing cohesion and coherence)
	Strategic Competence (verbal and non-verbal communication strategies that may be called into action to compensate for breakdowns in communication due to performance variables or to insufficient competence)	

2. A New Type of Syllabus: Notional/Functional Syllabus

A notional/function syllabus is one "in which the language content is arranged according to the meanings a learner needs to express through language and the functions the learner will use the language for... A notional syllabus contains (a) the meanings and concepts the learner needs in order to communicate (eg time, quantity, duration, location) and the language needed to express them. These concepts and meanings are called notions. (b) the language needed to express different functions or speech acts (eg requesting, suggesting, promising, describing)." (Richards, Platt, and Weber, 1985, p. 196)

3. A New Category of Classroom Activities: Meaning Focused Activities

1) Information transfer -- is a type of communicative activity that involves the transfer of information from one medium (eg., text) to another (eg form, table, diagram). Such activities are intended to help develop the learner's communicative competence by engaging them in meaning-focused communication.

Example 1: Listen to the story and then add names to the family tree (explanations of the symbols omitted).

I'd like to tell what I know about Ed and Mary's family. Ed and Mary first met at college. Both of them were 19 at the time and they started dating in their third year at college. They got married soon after they graduated from college. Two years after their marriage, their first child was born. It was a boy. They name him Frank. A year later, they had another child. This time, it was a girl.

LESSON 4 INNOVATION AND INNOVATIVE APPROACHES TO TEACHING ENGLISH.

Ten innovations that have changed English language teaching

English language teaching is evolving all the time, particularly alongside advances in technology. Photo © Mat Wright.

What innovations in English language teaching (ELT) have had the biggest impact on your teaching? Chia Suan Chong, who will be blogging from the live-streamed ELTons awards for innovations in ELT on 2 June 2016, lists her top ten.

English language teaching is evolving all the time, particularly alongside advances in technology. But what changes have had the biggest impact on teachers in recent years? I took the question to my global PLN (personal learning network – see the third point below). Here are what appear to be the top ten innovations for teachers, in no particular order.

1. Digital platforms

When we discuss innovation, we often immediately think of the internet and what we can now do online. Facebook and especially Edmodo, which creates a safe online environment for teachers, students and parents to connect, are popular with teachers.

Cloud-based tools like Google Docs have also become indispensable. For teacher Tyson Seburn, it's 'where I've moved so much of individual and (because of its functionality) collaborative writing with students...'

The list of digital platforms is extensive and growing all the time. A multimedia manual like Digital Video by Nik Peachey (nominated for an ELTons award for innovations in teacher resources) can help teachers navigate the complicated, and sometimes overwhelming, world of digital resources, enabling teachers to create activities, lessons and courses from a range of digital tools.

2. Online corpora

The use of corpora – large text collections used for studying linguistic structures, frequencies, etc. – used to be the privilege of lexicographers. But with most corpora now available online, and quite a few for free, teachers now have access to information about the way language is used in authentic texts and speech.

Teachers no longer have to panic when students ask them about the difference between 'trouble' and 'problem'. And it's not just teachers who benefit. To find out if more people say 'sleepwalked' or 'sleptwalk' (for example), students can simply search the words on Google, which uses the internet as its corpus.

3. Online CPD (continuous professional development) and the global staffroom

The advent of the internet and the growth of social media have certainly allowed teachers of English from all over the world to form online communities that act like a huge global staffroom. Twitter and ELT blogging, for example, have 'opened up a network of people who can offer

АМАЛИЙ МАШҒУЛОТ МАТЕРИАЛЛАРИ

LESSON !

This lesson you will share your ideas about the language that you use in the classroom. You will identify your own strengths and weaknesses and make plans for further development of your classroom language.

- Task 1 Think about your language difficulties in the classroom as a teacher and which part of the lesson can be challenging for you to express yourself.
- Task 2 Ask your colleague to videotape your lesson. Watch the video with your colleague and discuss it in order to find strengths and weaknesses in your classroom language.
- Task 3 Complete the table using the video. In the last column write some tips for your further improvement.

	Strengths	Weaknesses	Example /evidence	Further plans for improvement
Giving task instruction				
Questioning				
Keeping order				

- Task 4 For Entry1 write a reflective report on your strengths and weaknesses, supporting it with examples, and write your further plans to develop your classroom language. Use 250 words.
- Task 5 Submit your report to the platform.

LESSON 2

This lesson you will learn useful tips for improving your classroom language, including informal and formal classroom language, vocabulary and some ideas for practising.

- Task 1 Read the list of instructions given in “Classroom language for starting lessons” written By Alex Case for UsingEnglish.com

English Teacher’s Classroom Language:

Coming into the room.

The teacher coming into a room full of students

"Can someone hold the door open for me?"

"Morning. Not many people here yet? / Where is everyone?"

The students coming in

"Hi. Come in. Take a seat/ Sit anywhere you like". "Can you sit near the front?"

"We're going to do pairwork, so you need to sit closer to each other" (gesture two hands pressing something together).

Greetings

"Good morning class/ Good morning boys and girls/ Good morning students

"Okay, sit down, please"

Introductions

"My name is Mr/Mrs/Ms Kim. I'm your English teacher this year".

"I'll just introduce myself first". "I've got five lessons with you each lesson."

"Your last teacher told me you are the best class, so I hope that is true!"

"Can you tell me and the rest of the class two or three things about the person sitting next to you?"

"Let's introduce ourselves, shall we?"

Taking the register (= roll call)

"Oh, Rustam's away. Does anyone know why? Is he ill?"

"What's the matter with Kamol today? What's wrong with Mubina today?"

"Any idea why Igor is absent?" "So everyone is here except..." "So, only two people away."

"Let's take the register."/ "Let's check to see who is here."

"There are a few empty chairs. Who is missing?"

"Not many people here today. Is there a bug going round?"

Initial chitchat

"How are we all today?"/ "How are you (today)?"/ "How are things?"/ "How's life?"

"I see we have a few new faces. Can you briefly introduce yourselves to the class?"

"Are you (all) feeling better today?" "I was sorry to hear about..."

"Are you looking forward to...?" "I can hear quite a lot of sniffing/ sniffing. Is there a cold going round/ does everyone have a cold?"

Waiting to start

"I'm waiting for you to be quiet/ to settle down/ We won't start until everyone is quiet." (cross arms and look impatient, maybe tapping foot)

"Please stop talking and be quiet" / "Can everyone please settle down so we can start." (arms out with palms down, moving slowly up and down)

"Okay, I'm glad you're excited, but let's calm down a little, shall we?"

"They'll be plenty of time for speaking/ games once the class has started."

Getting started/ getting down to business

"So, let's get started, shall we?" (maybe clapping hands together once)

"English time! (No more Uzbek/Russian!)" (point at poster or those words written on the board if you have them)

"I hope you are all ready for your English lesson."

"Can anyone remember what we did last lesson / in the last lesson/ this morning?"

"I told you to prepare something for the beginning of this lesson, didn't I? It looks like some people have completely forgotten about it. Oh well, your loss. The people who did do it will find the next part really easy" "One point to Aziz for being active"

Stating your aims

"Now I'd like you to continue asking and answering questions about your lesson end/ your hobbies, but using the structure on the board/ but as a game"

"I'd like to start the lesson by revising what we did last lesson/ seeing how much you remember from last lesson "

Model 4

Two Groups: Two Teachers Teach Same Content

Model 1

One Group: One Lead Teacher and One Teacher "Teaching on Purpose"

MODELS

(Vaugh, Schumm, & Arguelles, 1997; Honigsfeld & Dove, 2008).

- **MODEL 1:** One Group of Students
One Lead Teacher and One Teacher "Teaching on Purpose"
- **MODEL 2:** One Group of Students
Two Teachers Teach Same Content
- **MODEL 3:** One Group of Students
One Teaches, One Assesses
- **MODEL 4:** Two Groups of Students
Two Teachers Teach Same Content
- **MODEL 5:** Two Groups of Students
One Teacher Pre-teaches, One Teacher Teaches Alternative Information
- **MODEL 6:** Two Groups of Students
One Teacher Re-teaches, One Teacher Teaches Alternative Information
- **MODEL 7:** Multiple Groups
Two Teachers Monitor/Teach

Bird's Eye View of the Curriculum

September	Key Ideas (Content Goals)	Most Challenging Concepts (Language Goals)
Week 1		
Week 2		
Week 3		
Week 4		

The Importance of School Culture

Video Viewing Guide

Model and Its Strengths	Connection to ESL Models	Personal Reactions, Concerns & Questions

1-вазият

Янги гуруҳда дарс бошладингиз. Биринчи дарсданоқ 3-қаторда ўтирган ўқувчи луқма ташлаб ўртоқларини кулдира бошлайди. Сиз унга танбех берасиз. У узр сўрайди, лекин бироздан сўнг яна бошқа ҳаракатлар билан ўртоқлари эътиборини тортади. Унинг қилиқлари шахсан сизга қаратилмаган бўлса-да, дарснинг боришига салбий таъсир қилади. Сабр косангиз тўлиб уни дарсдан чиқариб юборасиз. У индамай чиқиб кетади.

Кейинги ҳафтадаги дарсингизда ҳудди шундай ҳолат юз беради. Сиз раҳбариятга талаба устидан шикоят ёзасиз ва ҳудди шу кун газеталарнинг бирида “Ўқувчиси устидан шикоят қилган ўқитувчи ўз касбининг устаси эмас” деган фикрни ўқиб қоласиз. Бу фикр сизни ўйлантиради. Ўзингиз чора излашга ҳаракат қиласиз. Талабангиз ҳақида суриштирасиз. У оиласининг

VI. МУСТАҚИЛ ТАЪЛИМ МАВЗУЛАРИ

Мустақил ишни ташкил этишнинг шакли ва мазмуни

Тингловчи мустақил ишни муайян модулни хусусиятларини ҳисобга олган ҳолда қуйидаги шакллардан фойдаланиб тайёрлаши тавсия этилади:

- меъёрий хужжатлардан, ўқув ва илмий адабиётлардан фойдаланиш асосида модул мавзуларини ўрганиш;
 - тарқатма материаллар бўйича маърузалар қисмини ўзлаштириш;
 -
- махсус адабиётлар бўйича модул бўлимлари ёки мавзулари устида ишлаш;
- амалий машғулотларда берилган топшириқларни бажариш.

Мустақил таълим мавзулари

1. Педагогик технологиянинг таснифи, қонуниятлари, тамойиллари ва мезонлари.
2. Таълим-тарбия жараёнини технологиялаштириш асослари.
3. Таълим инновациялари ва уларнинг моҳияти.
4. Таълим инновацияларининг турлари.
5. Новация ва инновация: улар ўртасидаги фарқлар.
6. Инновацион фаолият мазмуни.
7. Педагогнинг инновацион фаолияти.
8. Таълим инновацияларини педагогик жараёнга татбиқ этиш.
9. Шахсга йўналтирилган таълим технологиялари.
10. Талабаларнинг билиш фаоллигини оширувчи инновацион таълим шакллари.
11. Амалий ўйинлар ва уларнинг дидактик аҳамияти.
12. Муаммоли ўқитиш моҳияти.
13. Интерфаол дарслар ва уларни самарали ташкил этиш шартлари.
14. Модулли-кредит тизими.
15. Масофали ўқитишнинг афзалликлари ва муаммолари.
16. Blended learning (аралаш ўқитиш) моҳияти.
17. Маҳорат дарслари ва уларни ташкил этиш технологияси.
18. Интерфаол методлар ва улардан таълим жараёнида фойдаланиш.
19. “Case-study” (Кейс-стади) моҳияти.
20. “Ассесмент” методининг дидактик имкониятлари.
21. Таълим жараёнида қўлланиладиган инновацион воситалар.
22. Ўқув лойиҳаларини ишлаб чиқиш.
23. Талабалар портфолиолари ва уларни шакллантириш.

•

VII. ГЛОССАРИЙ

GLOSSARY

1. Andragogy

The study and practice of teaching methods appropriate to working with adults

2. Anticlockwise

In the opposite direction to the movement of the hands of a clock

3. Applied linguistics

- i. the study of second and foreign language acquisition and learning
- ii. the study of language and linguistics in relation to practical problems, such as *lexicography, translation, speech pathology* etc

4. Assessment

The measurement of the ability of a person or the quality or success of a teaching course etc

Assessment may be by test, interview, questionnaire, observation etc

5. Authentic task

A task which replicates or resembles a real-life task, e.g. scanning an article for particular information; this may be contrasted with a task which is specifically designed for, and only relevant in, the classroom

6. Authentic text

Texts which are taken from newspapers, magazines, etc., and tapes of natural speech taken from ordinary radio or television programmes etc

When a teacher prepares texts or tapes for use in the classroom, he/she often has to use simplified texts as opposed to authentic texts.

7. Authenticity

The degree to which language teaching materials have the qualities of natural speech or writing

8. Autonomous learning

The process of learning without being controlled by anyone else

9. Autonomy

The ability to act and make decisions without being controlled by anyone else

10. Brainstorming

i. (in language teaching) a group activity in which learners have a free and relatively unstructured discussion on an assigned topic as a way of generating ideas. Brainstorming often serves as preparation for another activity.

ii. (in teaching writing) a form of prewriting in which a student or group of students write down as many thoughts as possible on a topic without paying attention to organization, sentence structure or spelling. Brainstorming serves to gather ideas, viewpoints, or ideas related to a writing topic and is said to help the writer produce ideas.

11. Building rapport

Building friendly classroom relationships with and between learners

12. Challenge

A new or a difficult task that tests somebody's ability and skill

13. Clockwise

Moving around in the same direction as the hands of a clock

14. CLT

Communicative language teaching also (communicative approach)

An approach to foreign or second language teaching which emphasizes that the goal of language learning is communicative competence. The communicative approach has been developed particularly by British applied linguists as a reaction away from used with a communicative approach often

- a. teach the language needed to express and understand different kinds of functions, such as requesting, describing, expressing likes and dislikes, etc.
- b. are based on a notional syllabus or some other communicatively organized syllabus
- c. emphasize the processes of communication, such as using language appropriately in different types of situations; using language to perform different kinds of tasks, e.g. to solve puzzles, to get information etc; using language for social interaction with other people

15. Comprehensible input

Input language which contains linguistic items that are slightly beyond the learner's present linguistic competence

16. Context

The ideas or content which occurs before and/or after a word, a phrase or even a longer utterance or text. The context often helps in understanding the particular meaning of the word, phrase, etc. For example, the word *loud* in *loud music* is usually understood as meaning "noisy" whereas in *a tie with a loud pattern* it is understood as "unpleasantly colourful". The context may also be the broader social situation in which a linguistic item is used. For example, in ordinary usage, *spinster* refers to an older unmarried woman but in a legal context it refers to *any* unmarried woman.

17. Co-operative learning (also collaborative learning)

An approach to teaching and learning in which classrooms are organized so that students work together in small co-operative teams. Such an approach to learning is said to increase students' learning since

- a) it is less threatening for many students,
- b) it increases the amount of student participation in the classroom,
- c) it reduces the need for competitiveness, and d) it reduces the teacher's dominance in the classroom.

18. Elicitation

(in language teaching) Techniques or procedures which a teacher uses to get learners to actively produce a response

19. Evaluation

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