

**BUXORO DAVLAT UNIVERSITETI HUZURIDAGI PEDAGOG
KADRLARNI QAYTA TAYYORLASH VA ULARNING
MALAKASINI OSHIRISH MINTAQAVIY MARKAZI**

BUXORO DAVLAT UNIVERSITETI HUZURIDAGI PEDAGOG

Til kompetensiyalari va baholash (assessment) tamoyillari

2024

Xodjayeva D.I. filologiya fanlari doktori
(DSc), dotsent.

O‘ZBEKISTON RESPUBLIKASI
OLIY TA’LIM, FAN VA INNOVATSIYALAR VAZIRLIGI

BUXORO DAVLAT UNIVERSITETI HUZURIDAGI PEDAGOG
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OSHIRISH MINTAQAVIY MARKAZI

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MODULI BO‘YICHA

O‘QUV-USLUBIY MAJMUA

Buxoro – 2024

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

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I. ISHCHI DASTUR

KIRISH

Dastur O'zbekiston Respublikasining 2020 yil 23-sentyabrda tasdiqlangan "Ta'lim to'g'risida"gi Qonuni, O'zbekiston Respublikasi Prezidentining 2020 yil 3- dekabrda "Iqtidorli yoshlarni saralab olish tizimi va akademik litseylar faoliyatini takomillashtirish chora-tadbirlari to'g'risida"gi PQ-4910-son hamda Vazirlar Mahkamasining 2022 yil 1-iyimdagi "Akademik litseylar rahbar va pedagog xodimlarining uzluksiz malakasini oshirish tizimini joriy etish to'g'risida"gi 296- son Qarorlarida belgilangan ustuvor yo'nalishlar mazmunidan kelib chiqqan holda tuzilgan bo'lib, u zamonaviy talablar asosida malaka oshirish jarayonlarining mazmunini takomillashtirish hamda akademik litseylar pedagog xodimlarining kasbiy kompetentligini muntazam oshirib borishni maqsad qiladi.

Dastur doirasida berilayotgan tayanch modullari mavzulari orqali akademik litseylarda faoliyat olib borayotgan pedagog xodimlarning ingliz tilidan til aspektlari amaliyotiga oid zamonaviy yondashuvlardan samarali foydalanish, madaniyatlararo muloqot kompetensiyalarini amalga oshirish, til ko'nikmalarida kommunikativ yondashuv asoslarini o'zlashtirish darajasini oshirish hisobiga ularning pedagogik mahorat va kasbiy kompetentligini muntazam takomillashtirish bilan birgalikda pedagog xodimlarning ehtiyojlari asosida tanlab olingan tanlov modullari bo'yicha bilim, ko'nikma va malakalarga ega bo'lishlari ta'minlanadi.

Kursning maqsad va vazifalari

Kurs davomida davomida tinglovchilar dastlab namunaviy darslarda "til o'rganuvchi" rolida qatnashadilar, so'ngra o'qituvchi sifatida tavsiya etilgan darslar va mashqlarni tahlil qilishadi, maxsus testlarni yechishadi, portfolio topshiriqlarini bajarishadi, namunaviy dars olib borish orqali o'zlarining til o'qitish ko'nikmalarini rivojlantirishadi. Kurs ishtirokchilaridan kasbiy malakalaridan kelib chiqqan holda chet tili o'qitishdagi dolzarb masalalarni belgilab olishlari, shuningdek, guruh a'zolari bilan darsda hamkor holda ish yuritishlari kutilmoqda. Shuningdek, pedagogik innovatsiya tushunchasi, ta'lim sohasidagi innovatsion jarayonlarning mazmuni va mohiyati, pedagogik innovatsiyalar xususiyatlarini

anglab tushunish va innovatsion uslublarni ishlab chiqish va joriy etish kabi tushunchalarga ega bo'lishadi.

Shuningdek, innovatsiya va u bilan bog'liq tushunchalarning pedagogik tavsifini tushunish; innovatsion faoliyatning muhim komponentlari va ta'lim tizimida innovatsion uslublarni ishlab chiqishning zaruriyati, shart-sharoitlarini anglash; innovatsion texnologiyalar yordamida ta'lim samaradorligini oshirish, innovatsion metodlarni ishlab chiqish va o'rganishning didaktik prinsiplarga yondashgan holda darslarni tashkil etish, kutilayotgan natijalarni belgilash malakalarini rivojlantiradilar.

Amaliy va seminar mashg'ulotlarni tashkil etish bo'yicha ko'rsatma va tavsiyalar

Amaliy va seminar mashg'ulotlarda tinglovchilar o'quv modullari doirasidagi ijodiy topshiriqlar, keyslar, o'quv loyihalari, texnologik jarayonlar bilan bog'liq vaziyatli masalalar asosida amaliy ishlarni bajaradilar.

Amaliy va seminar mashg'ulotlar zamonaviy ta'lim uslublari va innovatsion texnologiyalarga asoslangan holda o'tkaziladi. Bundan tashqari, mustaqil holda o'quv va ilmiy adabiyotlardan, elektron resurslardan, tarqatma materiallardan foydalanish tavsiya etiladi.

Dasturning axborot-metodik ta'minoti

Modulni o'qitish jarayonida ishlab chiqilgan o'quv-metodik materiallar, tegishli soha bo'yicha ilmiy jurnallar, internet resurslari, multimedia mahsulotlari va boshqa elektron hamda qog'oz variantdagi manbalardan foydalaniladi.

Modul birliklari bo'yicha soatlar taqsimoti

№	Mavzular	Tinglovchining oʻquv yuklamasi, soat				
		Hammasi	Auditoriyadagi oʻquv yuklamasi		Mustaqil tayyorgarlik	
			Jam	-i		Jumladan:

				Amaliy mashg'ulot	Seminar	Ko'chma mashg'ulot	
1	Namunaviy darslarda "til o'rganuvchi" roliga qatnashish. Tavsiya etilgan dars va mashqlarni "o'qituvchi" roliga tahlil qilish. Portfolioda beriladigan topshiriqlarni bajarish.	2	2		2		
2	Namunaviy dars olib borish orqali pedagogik mahoratni oshirish. Chet tili o'qitishdagi dolzarb masalalarni belgilab olish va ularni kichik guruhlarda muhokama qilish.	2	2	2			
3	Dars davomida guruhlarda, juftliklarda hamkorlikda ishlab interfaol usullarning samarali shakllarini ta'lim jarayoniga tatbiq qilish, fikr almashish, bir-biridan o'rganish. Ta'lim sohasida erishilgan yutuqlarni ommalashtirish.	2	2	2			
	Jami:	6	6	4	2		

SEMINAR MASHG'ULOTLAR MAZMUNI

1-mavzu. Tinglovchilar o'tkazilgan namunaviy darslarda avval "til o'rganuvchi" roliga qatnashishadi. Keyinchalik tavsiya etilgan dars va mashqlarni

“o‘qituvchi” roliga kuzatib, tahlil qilishadi. Shuningdek, dars davomida portfolioda beriladigan topshiriqlarni bajarishadi.

AMALIY MASHG‘ULOTLAR MAZMUNI

1-mavzu. Tinglovchilar namunaviy dars olib borish orqali o‘z pedagogik mahoratni oshiradi. Chet tili o‘qitishdagi dolzarb masalalarni belgilab olib, ularni kichik guruhlarda muhokama qilishadi. Ushbu dolzarb masalalar haqida suhbat-munozara o‘tkazishadi.

2-mavzu. Tinglovchilar dars davomida interfaol usullarning samarali shakllarini ta’lim jarayoniga guruhlarda, juftliklarda hamkorlikda ishlab tadbiq qilishadi va bu orqali fikr almashib, bir-biridan o‘rganishadi. Ta’lim sohasida erishilgan yutuqlarni ommalashtirishga alohida e’tibor qaratiladi.

SEMINAR MASHG‘ULOTI

1-Mavzu. Namunaviy darslarda “til o‘rganuvchi” roliga qatnashish. Tavsiya etilgan dars va mashqlarni “o‘qituvchi” roliga tahlil qilish. Portfolioda beriladigan topshiriqlarni bajarish

Seminar mashg‘ulotining maqsadi

Tinglovchilarda zamonaviy chet tili darslarini kuzatish, tahlil qilish, o‘qituvchi faoliyatini baholash hamda reflektiv fikrlash ko‘nikmalarini shakllantirish.

Kutilayotgan natijalar

Seminar yakunida tinglovchi:

- namunaviy darsni o‘quvchi nuqtai nazaridan kuzata oladi;
- darsning maqsad va vazifalarini aniqlay oladi;
- qo‘llanilgan metod va texnologiyalarni tahlil qila oladi;
- darsning kuchli va takomillashtirilishi lozim bo‘lgan jihatlarini aniqlay oladi;
- reflektiv hisobot tayyorlay oladi;
- portfolio uchun zarur materiallarni shakllantira oladi.

Nazariy ma’lumot

Kuzatuv (Observation) nima?

Kuzatuv pedagogik faoliyatni o'rganishning eng samarali vositalaridan biri hisoblanadi. Darsni kuzatish orqali o'qituvchi:

- yangi metodlarni o'rganadi;
- hamkasblar tajribasini tahlil qiladi;
- o'z faoliyatini takomillashtirish uchun g'oyalar oladi.

Zamonaviy metodikada kuzatuv passiv jarayon emas. Kuzatuvchi darsning barcha komponentlarini tahlil qilishi va refleksiya qilishi lozim.

Dars kuzatuvining asosiy mezonlari

1. Dars maqsadi

Kuzatuvchi quyidagi savollarga javob topishi kerak:

- Dars maqsadi aniq qo'yilganmi?
- Maqsad talabalarga tushuntirilganmi?
- Dars yakunida maqsadga erishilganmi?

2. Darsning tuzilishi

Dars quyidagi bosqichlarni qamrab olganmi?

- Warm-up
- Presentation
- Practice
- Production
- Feedback
- Reflection

3. O'qituvchi faoliyati

Quyidagilar tahlil qilinadi:

- instruktsiyalarning aniqligi;
- savol berish usullari;
- vaqtni boshqarish;
- talabalarni jalb qilish darajasi;
- baholash usullari.

4. Talabalar faoliyati

Quyidagilar kuzatiladi:

- faollik darajasi;
- juftlik va guruh ishlari;
- kommunikativ ishtirok;
- mustaqil fikrlash.

5. Qo'llanilgan metodlar

Masalan:

- Communicative Language Teaching;
- Task-Based Learning;
- Cooperative Learning;
- Project-Based Learning;
- Interactive Learning.

1-TOPSHIRIQ. "Til o'rganuvchi" sifatida kuzatish

Namunaviy dars davomida quyidagi jadvalni to'ldiring.

Savollar	Javob
Dars mavzusi	
Dars maqsadi	
Men nimani o'rgandim?	
Qaysi faoliyat menga qiziqarli bo'ldi?	
Qaysi faoliyat qiyinchilik tug'dirdi?	
O'qituvchi qanday yordam berdi?	
Men bu darsni qanday baholayman?	

2-TOPSHIRIQ. "O'qituvchi" sifatida tahlil

Quyidagi jadvalni to'ldiring.

Tahlil mezonlari	Izoh
Dars maqsadi	
Dars bosqichlari	

Tahlil mezonlari	Izoh
Metodlar	
Baholash usullari	
Talabalar faolligi	
Kuchli tomonlari	
Takomillashtirilishi lozim bo'lgan jihatlar	

CASE-STUDY

O'qituvchi speaking darsida 20 daqiqa davomida grammatik qoidalarni tushuntirdi. Talabalarga gapirish uchun atigi 5 daqiqa vaqt ajratildi.

Muhokama savollari

1. Darsning asosiy kamchiligi nimada?
2. Kommunikativ yondashuv nuqtai nazaridan qanday xatolar mavjud?
3. Siz ushbu darsni qanday qayta tashkil qilgan bo'ladingiz?
4. Talabalarning nutq faolligini oshirish uchun qanday topshiriqlar tavsiya qilasiz?

GURUH MUHOKAMASI

Mavzu: "Zamonaviy ingliz tili darsining eng muhim xususiyatlari"

Guruhlar quyidagi masalalarni muhokama qiladilar:

- Talabaga yo'naltirilgan ta'lim;
- Kommunikativ yondashuv;
- Interaktiv metodlar;
- Formativ baholash;
- Raqamli texnologiyalar.

PORTFOLIO TOPSHIRIG'I

Reflektiv hisobot

Tinglovchi kuzatilgan namunaviy dars bo'yicha 500–700 so'zdan iborat reflektiv hisobot tayyorlaydi.

Hisobot quyidagi qismlardan iborat bo'lishi kerak:

1. Dars haqida umumiy ma'lumot

- mavzu;
- maqsad;
- auditoriya.

2. Kuzatilgan metodlar

- qaysi metodlardan foydalanildi;
- ularning samaradorligi.

3. O'rganilgan tajriba

- o'zim uchun qanday xulosalar chiqardim;
- amaliyotimda nimalarni qo'llayman.

4. Takliflar

- darsni yanada takomillashtirish bo'yicha tavsiyalar.

AMALIY MASHG'ULOTLAR

1- Mavzu: Namunaviy dars olib borish orqali pedagogik mahoratni oshirish.

**Chet tili o'qitishdagi dolzarb masalalarni belgilab olish va ularni kichik
guruhlarda muhokama qilish**

Mashg'ulotning maqsadi

Tinglovchilarning zamonaviy chet tili darslarini loyihalash, tashkil etish va olib borish bo'yicha pedagogik mahoratini rivojlantirish, chet tillarni o'qitishning dolzarb muammolarini aniqlash hamda ularning yechimlari yuzasidan kasbiy fikr almashish ko'nikmalarini shakllantirish.

Kutilayotgan natijalar

Mashg'ulot yakunida tinglovchilar:

- zamonaviy ingliz tili darsini rejalashtira oladilar;
- mikro-o'qitish (microteaching) faoliyatini amalga oshira oladilar;
- darsning kuchli va zaif tomonlarini aniqlay oladilar;
- hamkasblar faoliyatiga konstruktiv fikr-mulohaza bera oladilar;
- chet tili o'qitishdagi dolzarb muammolarni tahlil qila oladilar;
- muammolarning amaliy yechimlarini ishlab chiqa oladilar;

- reflektiv va tanqidiy fikrlash ko‘nikmalarini rivojlantiradilar.

Nazariy ma’lumot

Pedagogik mahorat tushunchasi

Pedagogik mahorat o‘qituvchining ta’lim-tarbiya jarayonini samarali tashkil etish, o‘quvchilar faoliyatini boshqarish, zamonaviy pedagogik texnologiyalarni qo‘llash hamda kutilgan natijalarga erishish qobiliyatini ifodalaydi.

Zamonaviy chet tili o‘qituvchisining pedagogik mahorati quyidagi komponentlarni qamrab oladi:

- metodik kompetensiya;
- kommunikativ kompetensiya;
- raqamli kompetensiya;
- reflektiv kompetensiya;
- baholash kompetensiyasi;
- madaniyatlararo kompetensiya.

Mikro-o‘qitish (Microteaching)

Mikro-o‘qitish – pedagogik mahoratni rivojlantirishga qaratilgan amaliy mashg‘ulot bo‘lib, unda o‘qituvchi qisqa muddatli (10-15 daqiqalik) dars fragmentini namoyish etadi.

Mikro-o‘qitishning afzalliklari:

- o‘qituvchining o‘z faoliyatini tahlil qilishiga yordam beradi;
- amaliy tajriba almashish imkonini yaratadi;
- innovatsion metodlarni sinab ko‘rish imkonini beradi;
- reflektiv ko‘nikmalarni rivojlantiradi.

1-TOPSHIRIQ

Mikro-dars tayyorlash

Har bir tinglovchi yoki kichik guruh quyidagi mavzulardan biri bo‘yicha 10-15 daqiqalik mini-dars tayyorlaydi.

Namunaviy mavzular

- Developing Speaking Skills
- Teaching Academic Vocabulary

- Critical Reading Strategies
- Teaching Listening through Authentic Materials
- Using AI Tools in ELT
- Formative Assessment Techniques
- Developing Writing Skills

Mikro-dars talablari

Dars quyidagi qismlardan iborat bo‘lishi lozim:

Bosqich	Vaqt
Warm-up	2 daqiqa
Presentation	3 daqiqa
Practice	5 daqiqa
Feedback	2 daqiqa
Reflection	2 daqiqa

MIKRO-DARS KUZATUV VARAQASI

Mezon	Ball
Dars maqsadining aniqligi	10
Metodlarning to‘g‘ri tanlanishi	10
Tinglovchilar faolligini ta‘minlash	10
Kommunikativ yondashuv	10
Vaqtdan foydalanish	10
Refleksiya tashkil etilishi	10
Jami	60

2-TOPSHIRIQ

Hamkasb darsini tahlil qilish

Har bir tinglovchi boshqa guruhning mini-darsini kuzatib, quyidagi jadvalni to‘ldiradi.

Savollar	Javob
Darsning kuchli tomoni	
Eng samarali metod	
Takomillashtirish kerak bo'lgan jihat	
O'zim uchun olgan tajriba	

GURUH MUHOKAMASI

Chet tillarni o'qitishdagi dolzarb masalalar

Tinglovchilar 4-5 kishilik kichik guruhlariga bo'linadilar. Har bir guruh quyidagi muammolardan birini muhokama qiladi:

1-guruh: Sun'iy intellekt va akademik halollik

Muhokama savollari:

- ChatGPT va boshqa AI vositalari ta'limga qanday ta'sir ko'rsatmoqda?
- AI'dan foydalanishda qanday cheklovlar bo'lishi kerak?
- Akademik halollikni qanday ta'minlash mumkin?

2-guruh: Talabalar motivatsiyasining pasayishi

Muhokama savollari:

- Motivatsiya pasayishining asosiy sabablari nimalar?
- Qaysi metodlar motivatsiyani oshiradi?
- O'qituvchi qanday rol o'ynaydi?

3-guruh: Katta guruhlarda samarali til o'qitish

Muhokama savollari:

- Katta auditoriyalarda qanday muammolar yuzaga keladi?
- Interaktiv metodlarni qanday qo'llash mumkin?
- Baholash qanday tashkil etiladi?

4-guruh: Raqamli texnologiyalar va til o'qitish

Muhokama savollari:

- Qaysi platformalar eng samarali?
- Onlayn va an'anaviy ta'limning afzalliklari nimada?

- Raqamli vositalar kommunikativ kompetensiyani rivojlantira oladimi?

CASE-STUDY

Universitetda ingliz tili fanidan dars beruvchi o'qituvchi talabalarni faollashtirish uchun ko'plab interaktiv metodlardan foydalanadi. Biroq semestr yakunida talabalar natijalari kutilgan darajada yuqori bo'lmadi.

Muhokama savollari

1. Muammoning asosiy sabablari nimalarda bo'lishi mumkin?
2. Faollik va o'quv natijalari o'rtasidagi bog'liqlik qanday?
3. Baholash tizimi qayta ko'rib chiqilishi kerakmi?
4. Siz qanday tavsiyalar bergan bo'lardingiz?

SWOT-TAHLIL

Mavzu: Zamonaviy chet tili o'qituvchisining kasbiy faoliyati

S (Strengths)	W (Weaknesses)
O (Opportunities)	T (Threats)

Guruhlar SWOT jadvalini to'ldirib, natijalarni taqdim etadilar.

PORTFOLIO TOPSHIRIG'I

Pedagogik refleksiya

Tinglovchi "Mening zamonaviy chet tili o'qituvchisi sifatidagi kasbiy rivojlanish strategiyam" mavzusida 700–1000 so'zli reflektiv esse yozadi.

Esse tarkibi

1. Mening kuchli tomonlarim.
2. Kasbiy faoliyatimdagi muammolar.
3. O'z ustimda ishlash rejam.
4. Zamonaviy texnologiyalarni qo'llash istiqbollari.
5. Kelgusi 3 yillik kasbiy rivojlanish maqsadlarim.

Mustaqil ta'lim uchun savollar

1. Zamonaviy chet tili o'qituvchisining asosiy kompetensiyalari nimalardan iborat?

2. Mikro-o'qitishning afzalliklari va kamchiliklari nimalar?
3. Akademik halollik tushunchasini izohlang.
4. Talabalar motivatsiyasini oshirishning samarali usullarini tavsiflang.
5. Raqamli texnologiyalar chet tili o'qitish sifatiga qanday ta'sir ko'rsatadi?

2- MAVZU: Dars davomida guruhlarda, juftliklarda hamkorlikda ishlab interfaol usullarning samarali shakllarini ta'lim jarayoniga tatbiq qilish, fikr almashish, bir-biridan o'rganish. Ta'lim sohasida erishilgan yutuqlarni ommalashtirish

Seminar mashg'ulotining maqsadi

Tinglovchilarda hamkorlikda o'qitish (Collaborative Learning) va interfaol ta'lim metodlaridan samarali foydalanish ko'nikmalarini shakllantirish, tajriba almashish madaniyatini rivojlantirish hamda ta'lim sohasidagi ilg'or pedagogik yutuqlarni o'quv jarayoniga joriy etish bo'yicha amaliy tavsiyalar ishlab chiqish.

Kutilayotgan natijalar

Seminar yakunida tinglovchilar:

- interfaol ta'lim metodlarining mohiyatini tushuntira oladilar;
- juftlik va guruh ishlari samaradorligini baholay oladilar;
- hamkorlikda o'qitish texnologiyalaridan foydalana oladilar;
- ta'lim jarayoniga mos interfaol metodlarni tanlay oladilar;
- ilg'or pedagogik tajribalarni tahlil qila oladilar;
- o'zaro tajriba almashish va refleksiya olib borish ko'nikmalariga ega bo'ladilar.

Nazariy ma'lumot

Hamkorlikda o'qitish (Collaborative learning)

Hamkorlikda o'qitish – bu ta'lim oluvchilarning kichik guruhlarda birgalikda faoliyat olib borishlari, bilim almashishlari va umumiy maqsadga erishishga qaratilgan ta'lim texnologiyasidir.

Hamkorlikdagi ta'lim quyidagi tamoyillarga asoslanadi:

- o'zaro bog'liqlik;

- individual javobgarlik;
- faol ishtirok;
- o‘zaro yordam;
- refleksiya va fikr almashish.

Tadqiqotlar shuni ko‘rsatadiki, hamkorlikdagi ta’lim talabalarning kommunikativ kompetensiyasi, tanqidiy fikrlashi va muammolarni hal qilish ko‘nikmalarini rivojlantiradi.

Interfaol metodlarning afzalliklari

Interfaol metodlar:

- talabalarni dars markaziga olib chiqadi;
- mustaqil fikrlashni rivojlantiradi;
- motivatsiyani oshiradi;
- muloqot ko‘nikmalarini shakllantiradi;
- bilimlarni uzoq muddat eslab qolishga yordam beradi.

1-TOPSHIRIQ - "Think – Pair – Share" metodi

Mavzu: “XXI asr ingliz tili o‘qituvchisi qanday kompetensiyalarga ega bo‘lishi kerak?”

Bosqichlar

Think (2 daqiqa)	Har bir tinglovchi mustaqil ravishda savol ustida fikr yuritadi va o‘z javoblarini yozadi.
Pair (5 daqiqa)	Tinglovchilar juftliklarda fikr almashadilar.
Share (8 daqiqa)	Har bir juftlik o‘z xulosalarini guruh bilan bo‘lishadi.

2-TOPSHIRIQ - "Jigsaw" metodi

Mavzu: Zamonaviy chet tili ta’limidagi innovatsion yondashuvlar

Tinglovchilar 4 guruhga bo‘linadi.

1-guruh	Communicative Language Teaching
2-guruh	Task-Based Learning
3-guruh	Blended Learning
4-guruh	Flipped Classroom

Har bir guruh o'z mavzusini o'rganib chiqadi va keyinchalik boshqa guruh a'zolariga tushuntiradi.

3-TOPSHIRIQ - "Gallery Walk" metodi

Mavzu: Til kompetensiyalarini rivojlantirishning samarali usullari

Guruhlar quyidagi yo'nalishlar bo'yicha poster tayyorlaydilar:

- Speaking
- Listening
- Reading
- Writing

Posterlar auditoriyaga ilib qo'yiladi va tinglovchilar ularni navbat bilan ko'rib chiqib, fikr-mulohazalarini yozib qoldiradilar.

GURUH MUHOKAMASI

Mavzu: Oliy ta'limda ingliz tilini o'qitishning dolzarb muammolari

Muhokama uchun savollar:

1. Talabalar motivatsiyasini oshirishning samarali usullari qanday?
2. Sun'iy intellekt vositalaridan foydalanish qanday imkoniyatlar yaratmoqda?
3. Baholash jarayonidagi asosiy muammolar nimalardan iborat?
4. Akademik halollikni ta'minlashning samarali mexanizmlari qanday?
5. Raqamli texnologiyalar o'quv jarayonini qanday o'zgartirmoqda?

CASE-STUDY

Universitetda ingliz tili darslari an'anaviy ma'ruza shaklida olib boriladi. Talabalar tinglovchi rolda qolmoqda, guruh va juftlik ishlari deyarli qo'llanilmaydi. Natijada talabalar og'zaki nutq ko'nikmalarida qiyinchiliklarga duch kelmoqda.

Muhokama savollari

1. Muammoning asosiy sabablari nimada?
2. Qaysi interfaol metodlar ushbu vaziyatda samarali bo‘ladi?
3. Guruh ishlari qanday tashkil etilishi mumkin?
4. Kommunikativ kompetensiyani rivojlantirish uchun qanday tavsiyalar berasiz?

4-TOPSHIRIQ

SWOT-tahlil

Mavzu: Interfaol metodlarni oliy ta’limda qo‘llash

S (Strengths)	W (Weaknesses)
O (Opportunities)	T (Threats)

Har bir guruh SWOT jadvalini to‘ldiradi va taqdimot qiladi.

TA’LIM SOHASIDAGI ILG‘OR TAJRIBALARNI OMMALASHTIRISH

Topshiriq

Har bir guruh quyidagi mavzulardan biri bo‘yicha taqdimot tayyorlaydi:

1. CEFR asosida til o‘qitish tajribasi.
2. Moodle va Google Classroom imkoniyatlari.
3. Sun’iy intellekt vositalaridan foydalanish.
4. Formativ baholashning zamonaviy usullari.
5. Xalqaro til testlari tajribasi (IELTS, TOEFL va boshqalar).

Taqdimot talablari

- 5-7 daqiqa;
- 5-7 ta slayd;
- amaliy tavsiyalar;
- muhokama uchun savollar.

PORTFOLIO TOPSHIRIG‘I

Reflektiv hisobot

Mavzu: “Interfaol metodlardan foydalanish mening pedagogik faoliyatimni qanday takomillashtiradi?”

Hajmi: 700-1000 so‘z.

Hisobot tarkibi

1. Seminar davomida o‘rganilgan metodlar.
2. Eng samarali deb hisoblagan metod.
3. O‘z darslarimda qo‘llash rejalari.
4. Kutilayotgan natijalar.
5. Shaxsiy refleksiya.

Mustaqil ta’lim uchun savollar

1. Hamkorlikda o‘qitish texnologiyasining afzalliklari nimalardan iborat?
2. Interfaol metodlarning an’anaviy metodlardan farqi nimada?
3. “Think–Pair–Share” metodining pedagogik imkoniyatlarini tavsiflang.
4. “Jigsaw” metodini chet tili darslarida qanday qo‘llash mumkin?
5. Ta’lim sohasidagi ilg‘or tajribalarni ommalashtirishning samarali usullarini izohlang.

II. MODULNI O‘QITISHDA FOYDALANILADIGAN INTERFAOL TA’LIM METODLARI

“SWOT-tahlil” metodi.

Metodning maqsadi: mavjud nazariy bilimlar va amaliy tajribalarni tahlil qilish, taqqoslash orqali muammoni hal etish yo‘llarni topishga, bilimlarni mustahkamlash, takrorlash, baholashga, mustaqil, tanqidiy fikrlashni, nostandart tafakkurni shakllantirishga xizmat qiladi.

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

Namuna: Nanotexnologiyaning fizikaviy asoslari va amaliyotda qo'llanishi SWOT tahlilini ushbu jadvalga tushiring.

S	Nanotexnologiyaning fizikaviy asoslari va amaliyotda qo'llanishi modulini kuchli tomonlari	Nanofizika va nanotexnologiy fanlarining hamkorligi
W	Nanotexnologiyaning fizikaviy asoslari va amaliyotda qo'llanishi modulini kuchsiz tomonlari	Nanomateriallar yaratishning noyob xom-ashyolar va yangi texnologiya-larga ehtiyojining yuqori ekanligi
O	Nanotexnologiyaning fizikaviy asoslari va amaliyotda qo'llanishi modulini imkoniyatlari (ichki)	Innovatsion ishlab chiqarishning keng qo'llanishi va samaradorligi
T	To'siqlar (tashqi)	Nanomateriallar ishlab chiqarishda qo'shimcha xarajatlar paydo bo'lishi

Xulosalash (Rezyume, Veyer) metodi

Metodning maqsadi: Bu metod murakkab, ko'p tarmoqli, 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.

Методни амалга ошириш тартиби:



тренер-ўқитувчи иштирокчиларни 5-6 кишидан иборат кичик гуруҳларга ажратади;



тренинг мақсади, шартлари ва тартиби билан иштирокчиларни таништиргач, ҳар бир гуруҳга умумий муаммони таҳлил қилиниши зарур бўлган қисмлари туширилган тарқатма материалларни



ҳар бир гуруҳ ўзига берилган муаммони атрофлича таҳлил қилиб, ўз мулоҳазаларини тавсия этилаётган схема бўйича тарқатмага ёзма баён қилади;



навбатдаги босқичда барча гуруҳлар ўз тақдимотларини ўтказадилар. Шундан сўнг, тренер томонидан таҳлиллар умумлаштирилади, зарурий ахборотлар билан тўлдирилади мавзу

“Keys-stadi” metodi

«**Keys-stadi**» - inglizcha so'z bo'lib, («case» – aniq vaziyat, hodisa, «study» – o'rganmoq, tahlil qilmoq) aniq vaziyatlarni o'rganish, tahlil qilish asosida o'qitishni amalga oshirishga qaratilgan metod hisoblanadi. Mazkur metod dastlab 1921 yil Garvard universitetida amaliy vaziyatlardan iqtisodiy boshqaruv fanlarini o'rganishda foydalanish tartibida qo'llanilgan. Keysda ochiq axborotlardan yoki

aniq voqea-hodisadan vaziyat sifatida tahlil uchun foydalanish mumkin. Keys harakatlari o'z ichiga quyidagilarni qamrab oladi: Kim (Who), Qachon (When), Qayerda (Where), Nima uchun (Why), Qanday/Qanaqa (How), Nima-natija (What).

“Keys metodi” ni amalga oshirish bosqichlari

Ish bosqichlari	Faoliyat shakli va mazmuni
1-bosqich: Keys va uning axborot ta'minoti bilan tanishtirish	yakka tartibdagi audio-vizual ish; keys bilan tanishish(matnli, audio yoki media shaklda); axborotni umumlashtirish; axborot tahlili; muammolarni aniqlash
2-bosqich: Keysni aniqlashtirish va o'quv topshirig'ni belgilash	individual va guruhda ishlash; muammolarni dolzarblik iyerarxiyasini aniqlash; asosiy muammoli vaziyatni belgilash
3-bosqich: Keysdagi asosiy muammoni tahlil etish orqali o'quv topshirig'ining yechimini izlash, hal etish yo'llarini ishlab chiqish	individual va guruhda ishlash; muqobil yechim yo'llarini ishlab chiqish; har bir yechimning imkoniyatlari va to'siqlarni tahlil qilish; muqobil yechimlarni tanlash
4-bosqich: Keys yechimini yechimini shakllantirish va asoslash, taqdimot.	yakka va guruhda ishlash; muqobil variantlarni amalda qo'llash imkoniyatlarini asoslash; ijodiy-loyiha taqdimotini tayyorlash; yakuniy xulosa va vaziyat yechimining amaliy aspektlarini yoritish

Keys. Kompozit material shakllantirish uchun komponentlar tanlandi. Ularni suyuq fazaga o'tkazib aralashtirishda suyuqlanish harorati harxilgi bo'yicha muammo kelib chiqdi. Kompozit olish uchun yangicha ilmiy yondashish talab etilmoqda.

Кейсни бажариш босқчилари ва топшириқлар:

- Кейсдаги муаммони келтириб чиқарган асосий сабабларни белгиланг (индивидуал ва кичик гуруҳда).
- Мобил иловани ишга тушириш учун бажариладагина ишлар кетма-кетлигини белгиланг (жуфтликлардаги иш).

“AQLIY HUJUM” METODI

“Aqliy hujum” metodi muayyan mavzu yuzasidan berilgan muammolarni hal etishda keng qo'llaniladigan metod hisoblanadi. Bu metod o'quvchilarni muammo xususida keng va har tomonlama fikr yuritish, shuningdek, o'z tasavvurlari va g'oyalaridan ijobiy foydalanish borasida ma'lum ko'nikma va malakalarni hosil qilishga rag'batlantiradi. Ushbu metod yordamida tashkil etilgan dars jarayonida ixtiyoriy muammolar yuzasidan bir necha original yechimlarni topish imkoniyati tug'iladi.

Ushbu metoddan samarali foydalanish maqsadida quyidagi qoidalarga amal qilish lozim:

Talabalarning o'zlarini erkin xis etishlariga sharoit yaratib berish;

G'oyalarni yozib borish uchun yozuv taxtasi yoki varaqlarni tayyorlab qo'yish;

Muammo (yoki mavzu)ni aniqlash;

Mashg'ulot jarayonida amal qilinishi lozim bo'lgan shartlarni belgilash;

Bildirilayotgan g'oyalarni ularning mualiflari tomonidan soslanishiga erishish va ularni yozib olish;

Qog'oz varaqlari g'oya bilan to'lgandan so'ng ularni yozuv taxtasiga osib qo'yish;

Bildirilgan fikrlarni yangi g'oyalar bilan boyitish asosida ularni quvvatlash;
Boshqalar tomonidan bildirilgan fikrlar ustidan kulishga, kinoyali sharxlarning bildirilishiga yo'l qo'ymaslik;

Yangi g'oyalarni bildirish davom etayotgan ekan, muammoning yagona to'g'ri yechimini e'lon qilishga shoshilmaslik.

“Aqliy hujum” metodlaridan fizikadagi har bir bobni takrorlashda foydalanish samarali natija beradi. Shuningdek, yangi mavzular bayonidan so'ng shu mavzuni mustahkamlash uchun ham ushbu metodni qo'llash tavsiya

“SCORE” interfaol uslubi

(umumiy o'rta maktab, O'MKHTM, OTM talabalar va talabalari hamda malaka oshirish va qayta kurslari tinlovchilari uchun)

Uslub maqsadi: talabalarga o'zgalar fikrini hurmat qilgan holda dalillash, ishontirish, asoslash; murosaga kelish va izlash qobiliyatlarini rivojlantirish; muammoli vaziyatlarni oldindan ko'ra bilish, ularni hal qilish yo'llarini izlab topish, munozara olib borish mahorati, o'z fikrini boshqalarga o'tkaza olish, ta'sir eta olishga o'rgatish va bahslashish madaniyatini shakllantirish.

Uslubdan kutiladigan natija: talabalar mashg'ulot davomida nostandart vaziyatlarda o'zini va jamoani boshqara olish, muammoli vaziyatlarni tushuna bilish va ularning yechimini aniqlashda va o'z uslublarini topa bilish, o'z fikrlarini boshqalarga o'ztkaza olish, ta'sir eta olish usullariga hamda bahslashish madaniyatiga o'rganadilar.

Mashg'ulotni o'tkazish tartibi: mashg'ulot belgilangan vaqtda talabalarning xonaga (mashg'ulot o'tkaziladigan joyga) kirib kelishidan boshlanadi. Talabalar xonaga kirib kelishar ekan, mashg'ulotdan oldin o'qituvchi tomonidan eshikning yonidagi stol ustiga tayyorlab qo'yilgan, ingliz tilida yozilgan xarflardan (S,C,O,R,E) bittasini olib, stol atrofiga joylashadilar (stollarga ham shu harflar qo'yilgan, har bir stol atrofida talabalar soni bir xil bo'lishi hisobga olinadi). Talabalar joylashib olishgach, o'qituvchi mashg'ulotni boshlaydi.

O'qituvchi mashg'ulotni o'tkazish tartibi bilan talabalarni tanishtirishdan boshlaydi. O'qituvchi shu kunning dolzarb muammolaridan kelib chiqqan holda,

mashg'ulotga talabalar bilan birgalikda mavzu yoki muammo tanlaydi va guruhlardan ularning har biri tanlangan mavzu yoki muammoni bir tomonini o'rganishlarini (stollarga shu guruh tomonidan umumiy muammoning qaysi jihatlari haqida so'z yuritishlari kerakligini ko'rsatuvchi belgi yoki yozuvli material qo'yiladi), so'ngra, munozara yuritib, o'zlarining fikrlarini yozma (og'zaki) bayon qilishlari kerakligini tushuntiradi. Vazifa uchun vaqt belgilaydi. Guruhlarining ishlari tayyor bo'lgach, ular birin-ketin o'rtaga chiqib, ishlarini taqdimot qiladilar. Taqdimot avval muammoning –bedgisi (S), keyin uning –sababi (S), so'ngra –natijasi (O), manbai (R) va samarasi (Ye) tartibda olib boriladi. Boshqa guruh a'zolari taqdimot materiallari umumlashtirilib, xulosa qilinadi. O'qituvchi talabalar bilan birgalikda guruhlar faoliyatiga baho beradi, mashg'ulotga yakun yasaydi, talabalarining mashg'ulot haqidagi fikrlarini anilaydi.

“FIKRIY HUJUM” METODI

Ta'limning “Fikriy hujum” metodi o'quvchilarning dars jarayonida faolliklarini ta'minlash ularni bir xil standart tarzida fikrlashdan ozod qilish, erkin fikrlashga rag'batlantirish, muayyan mavzu yuzasidan turli- tuman g'oyalarni to'plash, ijodiy yondoshishga o'rnatish uchun xizmat qiladi.

“Fikriy hujum” metodining asosiy tamoili va sharti har bir o'quvchi tomonidan o'rtaga tashlanadigan fikrga nisbatan tanqidni mutlaqo taqiqlash, har qanday luqma va hazil mutoibalarni rag'bantlantirishlan iborat. Bundan ko'zlangan maqsad o'quvchilarning dars jarayonidagi erkin ishtirokini ta'minlashdir.

Ta'lim jarayonida ushbu metoddan samarali va muvaffaqiyatli foydalanish o'qituvchilarning pedagogik mahorati taffakur ko'lamining kengligiga bog'liq bo'ladi.

“Fikriy hujum” metodidan foydalanish chog'ida o'quvchilarning soni 15 nafardan oshmasligi maqsadga muvofiqdir. Bu metoddan fizikaning ma'lum bobini takrorlash darslarida, laboratoriya ishi yakunida, ekskursiya darslarida samarali foydalanish mumkin.

“6 X 6” METODI

“6 x 6” metodi yordamida bir vaqtning oʻzida 26 nafar oʻquvchining muayyan faoliyatga jalb etish orqali maʼlum topshiriq yoki malakani xal etish, shuningdek, guruxlarning har bir aʼzosi imkoniyatlarini aniqlash, ularning qarashlarini bilib olish mumkin. Bu metod asosida tashkil etilayotgan darsda har birida 6 nafardan ishtirokchi boʻlgan 6 ta guruh oʻqituvchi tomonidan oʻrtaga tashlangan muammoni muhokama qiladi. Belgilangan vaqt nihoyasiga yetgach, oʻqituvchi 6 ta guruhni qaytadan tuzadi. Qaytadan shakllangan guruhlarning har birida avvalgi 6 ta guruhdan bittadan vakil boʻladi. Yangi shakllangan guruh aʼzolari oʻz jamoadoshlariga avvalgi guruh tomonidan muammo yechimi sifatida taqdim etilgan xulosani bayon etib beradilar va mazkur yechimlarni birgalikda muhokama qiladilar.

“6 x 6” metodining afzallik jihatlari quyidagilardan iborat:

- guruhlarning har bir aʼzosini faol boʻlishga undaydi;
- ular tomonidan shaxsiy qarashlarning ifoda etilishini taʼminlaydi;
- guruhning boshqa aʼzolarining fikrlarini tinglay olish koʻnikmalarini hosil qilish;
- ilgari surilayotgan bir necha fikrni umumlashtira olish, shuningdek, oʻz fikrini himoya qilishga oʻrgatadi.

Eng muhimi, har bir oʻquvchi qisqa vaqt (15 – 20 minut) davomida ham munozara qatnashchisi, ham maʼruzachi sifatida faoliyat koʻrsatadi.

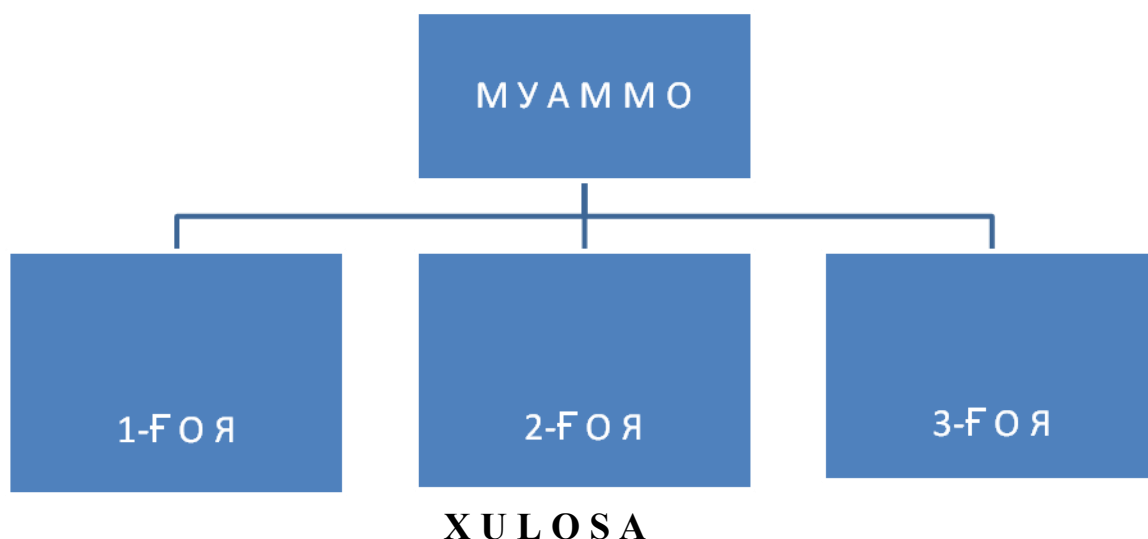
Ushbu metodni 4,5,7, 8 nafar oʻquvchidan iborat boʻlgan bir necha guruhlarda ham qoʻllash mumkin.

“XULOSALAR QABUL QILISH TEXNOLOGIYASI” METODI

Ushbu metod birmuncha murakkab mavzularni oʻzlashtirish, maʼlum muammolarni har tomonlama, puxta tahlil qilish asosida ular yuzasidan muayyan xulosalarga kelish, bir muammo xususida bildirilayotgan bir necha xulosalar orasidan eng maqbul hamda toʻgʻrisini topishga yoʻnaltirilgan texnik yonashuvdir.

“Xulosalar qabul qilish texnologiyasi” metodi, shuningdek, avvalgi vaziyatlarda qabul qilingan xulosalar mohiyatini yana bir bor tahlil qilish va uni mukammal tushunishga xizmat qiladi. Guruh talabalari ishtirokida qoʻllaniladigan

bu metod bir necha o`n nafar talabalarning bilimlari darajasini aniqlash, ularning fikrlarini jamlash va baholash imkonini beradi. Ta`lim jarayonida mazkur metodning qo`llanilishi muayyan muammo yuzasidan oqilona xulosaga kelishda talabalar tomonidan bildirilayotgan har bir variant, ularning maqbul hamda nomaqbul jihatlarini mufassal tahlil etish imkoniyatini yaratadi. Mashg`ulot jarayonida talabalar quyidagi chizma asosida tuzilgan jadvalni to`ldiradilar.



“Xulosalar qabul qilish texnologiyasi” metodi quyidagi shartlar asosida qo`llaniladi.

1.O`qituvchi mashg`ulot boshlanishidan oldin munozara, tahlil uchun mavzuga oid biror muammoni belgilaydi. Guruhlar tomonidan qabul qilingan xulosalarni yozish uchun plakatlarni tayyorlaydi.

2.O`qituvchi talabalarni 4 yoki 6 nafar talabalardan iborat guruhlariga ajratadi. Muammoning hal etilishi, bu borada eng maqbul xulosaningqabul qilishi uchun muayyan vaqt belgilanadi.

3.Xulosani qabul qilish jarayonida guruhlarining har bir a`zosi tomonidan bildirilayotgan variantlarningmaqbullik hamda nomaqbullik darajalari batafsil muhokama qilinadi.

4.Munozara uchun ajratigan vaqt nihoyasiga yetgach, har bir guruh a`zolari o`z guruhining xulosasi borasida axborot beradilar.Agarda barcha guruhlar tomonidan muammo yuzasidan bir xil xulosaga kelingan bo`lsa,o`qituvchi buning sababini izohlaydi.

“KLAster” METODI

Ushbu metod talabalarga ixtiyoriy muammolar xususida erkin, ochiq o'ylash va shaxsiy fikrlarni bemalol

“YALPI FIKRIY HUJUM” METODI

Bu metodni 30 - 40 nafar talabalardan iborat guruhlarda qo'llash. Metod o'quvchilar tomonidan yangi g'oyalarning o'rta tashlanishi uchun sharoit yaratib berishga xizmat qiladi. Har biri 5 yoki 6 nafar talabalarni o'z ichiga olgan guruhlar 15 minut ichida ijobiy hal etilishi lozim bo'lgan turli xil topshiriq yoki ijodiy ishlar beriladi. Topshiriq yoki ijodiy ishlar belgilangan vaqt ichida ijobiy hal etilgach, bu haqida guruh a'zolaridan biri axborot beradi.

Guruh tomonidan berilgan axborot o'qituvchi va boshqa guruhlar a'zolari tomonidan muhokama qilinadi va unga baho beriladi. Dars yakunida o'qituvchi berilgan topshiriq yoki ijodiy vazifalarning yechimlari orasidan eng yaxshi va o'ziga xos deb topilgan javoblarni e'lon qiladi. Dars jarayonida guruh a'zolarining faoliyatlari ularning ishtiroklari darajasiga ko'ra baholab boriladi.

III. PRACTICAL CLASSES

LESSON 1. Participating in model lessons as a language learner, analyzing lessons as a teacher and completing portfolio tasks

Introduction

Professional development is a lifelong process that enables teachers to improve their knowledge, skills, and teaching practices. One of the most effective ways of enhancing professional competence is through participation in model lessons, lesson observation, lesson analysis, and reflective portfolio development. In contemporary language teacher education, teachers are encouraged not only to teach but also to become reflective practitioners who continuously evaluate their own instructional decisions and learn from the experiences of others. Participation in model lessons allows teachers to experience learning from the perspective of students, while lesson analysis helps them critically evaluate teaching practices and identify effective instructional strategies.

This topic focuses on three interconnected components of teacher professional development:

1. Participating in model lessons as language learners;
2. Analyzing lessons and activities as teachers;
3. Completing portfolio-based reflective tasks.

Together, these components contribute to the development of pedagogical competence, reflective thinking, and assessment literacy.

1. Participating in model lessons as a language learner

The role of teachers as learners

Modern educational theories emphasize that effective teachers remain active learners throughout their careers. Experiencing a lesson from a learner's perspective helps teachers better understand students' needs, challenges, and expectations. When teachers participate in model lessons as language learners, they gain first-hand experience of:

- instructional procedures;
- classroom management techniques;
- task sequencing;
- learner engagement strategies;
- formative assessment techniques.

This experience promotes empathy and enables teachers to critically reflect on how learning occurs in real classroom situations.

According to Richards and Farrell (2005), observing and experiencing teaching practices from a learner's perspective helps teachers become more aware of instructional effectiveness and learner engagement.

Benefits of participating as a learner

Participating in model lessons allows teachers to:

Understand learner needs

Teachers can identify factors that facilitate or hinder learning.

Experience different teaching methods

Teachers become familiar with:

- Communicative Language Teaching (CLT);
- Task-Based Language Teaching (TBLT);
- Cooperative Learning;
- Project-Based Learning;
- Flipped Learning.

Observe classroom interaction

Teachers can examine:

- teacher-student interaction;
- student-student interaction;
- questioning techniques;
- feedback strategies.

Develop reflective skills

Experiencing lessons as learners encourages teachers to evaluate teaching practices critically.

2. Lesson observation and analysis

What is lesson observation?

Lesson observation is a systematic process of watching, recording, and analyzing classroom practices for professional development purposes.

Observation is not intended to criticize teachers. Instead, it serves as a tool for:

- professional growth;
- reflective practice;
- pedagogical improvement;
- sharing best practices.

Observation helps teachers understand how theoretical principles are implemented in actual teaching contexts.

Types of lesson observation

Formal observation. Conducted according to predetermined criteria and evaluation procedures.

Informal observation. Focused on specific aspects of teaching without formal assessment.

Peer observation. Teachers observe one another to exchange experiences and provide constructive feedback.

Self-observation. Teachers analyze recordings of their own lessons to identify strengths and weaknesses.

Key areas for lesson analysis

When analyzing a lesson, teachers should focus on the following aspects:

Learning objectives

- Are the objectives clear and measurable?
- Are they achieved by the end of the lesson?

Lesson structure

A well-organized lesson usually includes:

1. Warm-up
2. Presentation
3. Practice
4. Production
5. Feedback
6. Reflection

Teaching methods

Teachers should evaluate whether instructional methods are appropriate for achieving lesson objectives.

Classroom interaction

Effective lessons provide opportunities for meaningful communication and learner participation.

Assessment techniques

Observation should include analysis of:

- formative assessment;

- questioning strategies;
- peer assessment;
- feedback practices.

3. Reflective practice in teacher development

The concept of reflection

Reflection is the process of critically examining one's professional experiences in order to improve future practice.

Donald Schön (1983) introduced the concept of the "reflective practitioner," emphasizing that professionals learn through systematic reflection on their actions.

Reflection helps teachers answer questions such as:

- What worked well?
- What challenges occurred?
- Why did these challenges occur?
- How can future lessons be improved?

Reflection-in-Action and Reflection-on-Action

Reflection-in-action

Occurs during teaching when teachers make immediate adjustments.

Example:

Changing an activity because students do not understand the instructions.

Reflection-on-action

Occurs after the lesson when teachers analyze the effectiveness of their teaching. Example: Reviewing lesson outcomes and identifying areas for improvement.

4. Portfolio development in teacher education

What is a teaching portfolio?

A teaching portfolio is a systematic collection of documents that demonstrate a teacher's professional growth, achievements, and reflective practice.

Portfolios provide evidence of teaching competence and continuous professional development.

Components of a professional portfolio

A teaching portfolio may include:

Personal teaching philosophy	A statement describing beliefs about teaching and learning.
Lesson plans	Examples of instructional planning.
Teaching materials	Worksheets, presentations, and classroom resources.
Observation reports	Records of lesson observations and analyses.
Reflective journals	Personal reflections on teaching experiences.
Student feedback	Evidence of learner perceptions and learning outcomes.
Professional development records	Certificates, workshops, conferences, and training activities.

Benefits of portfolio-based learning

Portfolio development:

- promotes reflective practice;
- encourages self-assessment;
- documents professional growth;
- supports lifelong learning;
- provides evidence of teaching effectiveness.

Research shows that portfolios help teachers become more autonomous and reflective professionals.

5. The Importance of Collaborative Learning and Professional Dialogue

Professional development is most effective when teachers learn collaboratively.

Participating in discussions and sharing experiences with colleagues enables teachers to:

- exchange innovative ideas;
- solve instructional problems;
- develop professional networks;
- learn from diverse teaching experiences.

Collaborative reflection contributes significantly to teacher learning and professional growth.

Conclusion

Participating in model lessons as language learners, analyzing lessons as teachers, and completing portfolio tasks are essential components of effective teacher professional development. These activities promote reflective practice, enhance pedagogical competence, and encourage continuous professional growth. By engaging in observation, analysis, reflection, and portfolio development, teachers become more effective practitioners capable of responding to the evolving demands of modern language education. Such experiences foster a deeper understanding of teaching and learning processes and contribute to the development of high-quality educational practices.

SEMINAR CLASSES

LESSON 1. Enhancing pedagogical skills through microteaching. identifying current issues in foreign language teaching and discussing them in small groups

Introduction

The quality of education largely depends on the professional competence and pedagogical skills of teachers. In contemporary English language teaching (ELT), teachers are expected not only to possess strong subject knowledge but also to demonstrate effective classroom management, innovative teaching strategies, reflective practice, and continuous professional development.

One of the most effective approaches to improving teaching skills is microteaching, which provides teachers with opportunities to practice instructional techniques in a supportive environment. In addition, discussing current issues in foreign language education enables teachers to critically examine challenges in their professional practice and collaboratively develop solutions.

This topic focuses on two key aspects of teacher professional development:

1. Enhancing pedagogical skills through microteaching;
2. Identifying and discussing current issues in foreign language teaching.

1. Pedagogical skills in modern language teaching

The concept of pedagogical skills

Pedagogical skills refer to a teacher's ability to effectively organize, manage, and facilitate the teaching-learning process. These skills enable teachers to create productive learning environments and achieve educational objectives.

Modern foreign language teachers are expected to demonstrate:

- methodological competence;
- communicative competence;
- digital competence;
- assessment competence;
- classroom management skills;
- reflective competence.

Pedagogical skills are not innate qualities; they are developed through continuous practice, observation, reflection, and professional learning.

Characteristics of an effective language teacher

Research in language education identifies several characteristics of effective teachers. Effective teachers:

- establish clear learning objectives;
- create learner-centered environments;
- encourage communication and interaction;
- provide constructive feedback;
- motivate learners;
- adapt teaching methods to students' needs;
- engage in reflective practice.

According to Harmer (2015), successful language teachers act as facilitators, organizers, assessors, participants, and resource providers throughout the learning process.

2. Microteaching as a tool for professional development

What is microteaching?

Microteaching is a teacher training technique that allows educators to practice specific teaching skills in a controlled environment. It usually involves a short lesson segment delivered to a small group of learners or colleagues.

The concept of microteaching was first developed at Stanford University in the 1960s and has since become a widely used component of teacher education programs.

Microteaching enables teachers to:

- experiment with new instructional strategies;
- improve classroom performance;
- receive immediate feedback;
- reflect on their teaching practices.

The microteaching cycle

Microteaching typically follows a cyclical process:

1	Planning	Teachers prepare a short lesson focusing on specific objectives and teaching skills.
2	Teaching	The lesson is delivered to a small group.
3	Observation	Peers and trainers observe the lesson and collect data.
4	Feedback	Constructive feedback is provided.
5	Reflection	The teacher reflects on strengths and areas for improvement.
6	Re-teaching	The lesson may be revised and taught again.

This cycle encourages continuous professional growth and reflective learning.

Benefits of microteaching

Microteaching offers numerous advantages:

- **Safe Learning Environment** - Teachers can experiment without the pressure of a full classroom.
- **Immediate Feedback** - Constructive feedback promotes professional improvement.
- **Increased Self-Confidence** - Repeated practice enhances confidence and teaching effectiveness.
- **Development of Reflective Skills** - Teachers learn to critically evaluate their own instructional practices.

Improvement of Classroom Techniques

Teachers strengthen skills such as:

- questioning techniques;
- giving instructions;
- classroom management;
- error correction;
- lesson pacing.

3. Reflective teaching practice

The importance of reflection

Reflection is a fundamental component of professional development. Reflective teachers systematically examine their instructional decisions and teaching experiences in order to improve future practice.

Reflective teaching helps educators:

- identify successful practices;
- recognize weaknesses;
- make informed decisions;
- improve student learning outcomes.

Reflective practice transforms teaching from a routine activity into a continuous learning process.

Models of reflection

Reflection-on-	Reflection	conducted	Example:
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Action	after a lesson.	Analyzing why a particular activity was successful or unsuccessful.
Reflection-in-Action	Reflection occurring during teaching.	Example: Modifying instructions when students appear confused.
Reflection-for-Action	Reflection aimed at improving future lessons.	Example: Planning alternative activities based on previous experiences.

4. Current issues in foreign language teaching

Modern language education faces numerous challenges resulting from technological, social, and educational changes.

Understanding these issues helps teachers adapt their practices to contemporary educational realities.

Issue 1: Artificial intelligence in language education

Artificial Intelligence (AI) tools such as ChatGPT, Grammarly, Copilot, and other language technologies are increasingly influencing teaching and learning.

Opportunities

- personalized learning;
- automated feedback;
- content generation;
- language practice.

Challenges

- academic integrity concerns;
- overdependence on technology;
- reduced learner autonomy;
- ethical considerations.

Teachers must learn how to integrate AI responsibly into educational practice.

Issue 2: Student motivation

Motivation remains one of the most important factors influencing language learning success.

Common causes of low motivation include:

- lack of relevance;
- anxiety;
- limited opportunities for communication;
- monotonous teaching methods.

Teachers can increase motivation through:

- meaningful tasks;
- authentic materials;
- collaborative learning;
- positive feedback.

Issue 3: Digital transformation of education

The rapid expansion of digital technologies has transformed language education.

Teachers are expected to effectively use:

- Learning Management Systems (LMS);
- online assessment tools;
- multimedia resources;
- virtual learning environments.

Digital competence has become an essential component of teacher professionalism.

Issue 4: Assessment and academic integrity

Assessment practices are evolving in response to technological developments.

Current challenges include:

- plagiarism;
- AI-generated assignments;
- test security;
- online assessment reliability.

Teachers must develop assessment literacy and design tasks that promote authentic learning.

Issue 5: Large and mixed-ability classes

Many educational institutions face challenges associated with:

- large student numbers;
- diverse proficiency levels;
- varying learning needs.

Effective strategies include:

- differentiated instruction;
- cooperative learning;
- flexible grouping;
- formative assessment.

5. Small-group discussion as a professional learning strategy

The value of professional dialogue

Collaborative discussion provides opportunities for teachers to:

- exchange ideas;
- solve problems collectively;
- learn from colleagues' experiences;
- develop professional networks.

Professional dialogue promotes critical thinking and reflective practice.

Benefits of small-group discussions

Small-group discussions:

- encourage active participation;
- foster collaboration;
- improve communication skills;
- facilitate knowledge sharing;
- generate innovative solutions.

Such discussions are particularly valuable when addressing complex educational issues that require multiple perspectives.

6. Collaborative problem-solving in ELT

One of the primary goals of professional discussions is collaborative problem-solving.

Teachers work together to:

- identify challenges;
- analyze causes;
- generate solutions;
- evaluate alternatives;
- develop action plans.

This process contributes to evidence-based decision-making and continuous professional development.

Conclusion

Enhancing pedagogical skills through microteaching and professional discussion is an essential component of teacher development. Microteaching provides opportunities for practice, reflection, and improvement, while discussions of current issues in foreign language teaching encourage critical thinking and collaborative learning.

By engaging in reflective teaching, peer feedback, and professional dialogue, language teachers can continuously improve their instructional practices and respond effectively to the changing demands of contemporary education.

LESSON 2. Implementing effective interactive methods through pair and group work, sharing ideas, learning from one another, and disseminating educational innovations

Introduction

Contemporary language education emphasizes learner-centered approaches that actively engage students in the learning process. Traditional teacher-centered instruction, where learners primarily listen and receive information, is increasingly being replaced by interactive and collaborative teaching methods that encourage participation, communication, critical thinking, and problem-solving.

Interactive teaching methods create opportunities for learners to work together, exchange ideas, negotiate meaning, and construct knowledge collaboratively. Such approaches are particularly important in foreign language

teaching because language is learned most effectively through meaningful interaction and communication.

This topic explores the theoretical foundations and practical implementation of interactive teaching methods, collaborative learning, peer learning, and the dissemination of educational innovations in foreign language education.

1. Interactive teaching in modern education

The concept of interactive learning

Interactive learning is an educational approach in which learners actively participate in the learning process through communication, collaboration, reflection, and problem-solving activities.

Unlike traditional lecture-based instruction, interactive learning places students at the center of the educational process and encourages them to become active contributors to knowledge construction.

In foreign language teaching, interactive learning creates authentic opportunities for language use and supports the development of communicative competence.

Characteristics of interactive learning

Interactive learning is characterized by:

- active student participation;
- meaningful communication;
- collaboration and teamwork;
- learner autonomy;
- critical thinking;
- reflection and feedback;
- real-world application of knowledge.

These characteristics contribute to deeper learning and greater learner engagement.

2. Theoretical foundations of collaborative learning

Social constructivism

Collaborative learning is strongly influenced by Vygotsky's theory of social constructivism.

According to Vygotsky (1978), learning occurs through social interaction. Knowledge is constructed through communication and collaboration with others.

The concept of the **Zone of Proximal Development (ZPD)** explains that learners can achieve higher levels of performance when supported by more knowledgeable peers or teachers.

Group work and pair work provide opportunities for learners to operate within their ZPD and develop new knowledge through interaction.

Cooperative learning theory

Johnson and Johnson (1999) identified several essential elements of cooperative learning:

- **Positive Interdependence** - Group members work together toward a common goal.
- **Individual Accountability** - Each member is responsible for contributing to the group's success.
- **Face-to-Face Interaction** - Learners communicate and support one another directly.
- **Social Skills** - Students develop communication and teamwork skills.

Group Reflection

Learners evaluate their performance and identify areas for improvement.

3. Pair work and group work in language teaching

Pair work involves two learners working together to complete a task.

Advantages of pair work

- increases speaking opportunities;
- reduces learner anxiety;
- promotes cooperation;
- encourages active participation;
- develops communication skills.

Examples of pair work activities

- information gap activities;
- role plays;

- interviews;
- dialogue creation;
- peer editing.

Pair work is particularly effective for developing speaking and listening skills.

Group Work

Group work involves three or more learners working collaboratively toward a shared objective.

Advantages of group work

- promotes interaction;
- develops teamwork skills;
- enhances critical thinking;
- encourages peer learning;
- increases learner autonomy.

Examples of group work activities

- project work;
- debates;
- problem-solving tasks;
- case studies;
- presentations.

Group work enables learners to exchange perspectives and learn from one another.

4. Interactive methods in foreign language teaching

Think-pair-share

This method encourages learners to:

1. Think individually;
2. Discuss ideas with a partner;
3. Share conclusions with the class.

Benefits:

- increases participation;
- improves communication skills;
- encourages reflective thinking.

Jigsaw Technique

In the Jigsaw method:

- learners become experts on one aspect of a topic;
- they then teach their peers.

Benefits:

- promotes responsibility;
- develops collaboration;
- enhances comprehension.

Brainstorming encourages learners to generate ideas freely without immediate evaluation.

Benefits:

- stimulates creativity;
- promotes active participation;
- develops problem-solving skills.

Case Study involve analyzing real-life situations and proposing solutions.

Benefits:

- develops critical thinking;
- improves decision-making skills;
- connects theory with practice.

Role Play simulate authentic communication situations.

Benefits:

- develops communicative competence;
- improves fluency;
- increases confidence.

5. Peer learning and knowledge sharing

Learning from one another

Peer learning occurs when learners acquire knowledge and skills through interaction with their classmates.

Research indicates that peer learning:

- enhances understanding;

- promotes learner autonomy;
- increases motivation;
- develops social skills.

Students often explain concepts in ways that are easier for their peers to understand, making peer learning an effective instructional strategy.

Benefits of professional collaboration among teachers

Teachers also benefit from collaborative learning.

Professional collaboration enables educators to:

- exchange teaching strategies;
- discuss classroom challenges;
- share instructional resources;
- learn from colleagues' experiences;
- improve teaching practices.

Collaborative professional learning communities contribute significantly to educational quality.

6. Disseminating educational innovations and best practices

The importance of sharing educational achievements

Modern education evolves rapidly due to technological advancements, educational research, and innovative teaching practices.

Teachers should not only implement innovations but also share successful experiences with colleagues.

Dissemination of best practices contributes to:

- institutional development;
- professional growth;
- educational quality improvement;
- innovation diffusion.

Ways of disseminating educational innovations

- Professional Workshops

Teachers present successful teaching practices to colleagues.

- Conferences and Seminars

Educational innovations are shared within broader professional communities.

- Publications

Teachers publish articles, teaching materials, and research findings.

- Professional Learning Communities

Colleagues collaborate regularly to discuss educational practices.

- Digital Platforms

Educational innovations can be shared through:

- Moodle;
- Google Classroom;
- Microsoft Teams;
- professional blogs;
- social media communities.

7. Educational innovations in foreign language teaching

Recent innovations in language education include:

Technology-Enhanced Language Learning

Integration of digital tools into language instruction.

Blended Learning

Combining face-to-face and online learning environments.

Flipped Classroom

Students study content before class and engage in interactive activities during class.

Artificial Intelligence in ELT

Use of AI-powered tools for:

- language practice;
- assessment;
- feedback;
- lesson planning.

Gamification

Application of game elements to increase learner engagement and motivation.

8. The Role of Reflection in Collaborative Learning

Reflection enables learners and teachers to evaluate experiences and identify opportunities for improvement.

Reflective questions may include:

- What did I learn today?
- What challenges did I face?
- How did collaboration contribute to learning?
- What can I improve in future activities?

Reflection strengthens metacognitive awareness and supports continuous professional development.

Conclusion

Interactive teaching methods, collaborative learning, and professional knowledge sharing are essential components of modern foreign language education. Pair work, group work, and interactive activities create meaningful opportunities for communication and support the development of communicative competence. Furthermore, the dissemination of educational innovations and best practices promotes professional growth and contributes to the continuous improvement of educational quality. Through collaboration, reflection, and active engagement, teachers and learners become partners in the construction of knowledge and the advancement of educational excellence.

V. GLOSSARIY

Adaptive Learning – a technology-driven approach that adjusts content and difficulty based on learner performance.

Artificial Intelligence (AI) – computer systems capable of performing tasks that typically require human intelligence, such as analysis and feedback.

Asynchronous Learning – learning that occurs at different times without real-time interaction.

Authentic Materials – real-world texts and resources not originally designed for teaching purposes.

Automated Feedback – instant feedback generated by digital systems based on learner input.

Blended Learning – a combination of face-to-face and online instruction.

Collaborative Learning – learning through interaction and cooperation with others.

Communicative Competence – the ability to use language effectively and appropriately in context.

Competency-Based Approach – an approach focused on developing practical skills and abilities rather than theoretical knowledge.

Digital Pedagogy – the use of digital technologies to enhance teaching and learning processes.

Differentiated Instruction – teaching tailored to meet diverse learner needs and proficiency levels.

Flipped Classroom – a model where instructional content is studied outside class and practice occurs during class time.

Formative Assessment – ongoing assessment aimed at improving learning during the instructional process.

Gamification – the use of game elements in non-game learning environments.

Interactive Learning – learning through active engagement and participation.

Interactive Quiz – a digital assessment tool providing immediate feedback.

Learner Autonomy – the ability of learners to take responsibility for their own learning.

Learner-Centered Approach – an approach that prioritizes learners' needs, goals, and active participation.

Learning Analytics – the use of data to monitor and improve learning outcomes.

Learning Management System (LMS) – a platform for delivering, managing, and tracking educational content.

Linguistic Competence – knowledge of grammar, vocabulary, and language structures.

Microlearning – short, focused learning units designed for quick understanding.

Mobile-Assisted Language Learning (MALL) – language learning supported through mobile devices.

Multimodal Learning – learning through multiple forms such as text, audio, and visual input.

Peer-Assessment – evaluation of learners' work by other learners.

Pragmatic Competence – the ability to use language appropriately in different communicative situations.

Productive Skills – speaking and writing skills used to produce language.

Receptive Skills – listening and reading skills used to understand language.

Reflective Practice – critical evaluation of one's own teaching or learning experience.

Rubric – a set of criteria used to assess performance.

Self-Assessment – evaluation of one's own learning or performance.

Sociolinguistic Competence – the ability to use language appropriately in social contexts.

Spaced Repetition – a learning technique involving repeated review over time intervals.

Strategic Competence – the ability to use strategies to overcome communication difficulties.

Summative Assessment – evaluation conducted at the end of a learning period.

Synchronous Learning – real-time interaction between learners and teachers.

Task-Based Learning (TBLT) – an approach based on completing meaningful tasks using language.

Technology-Enhanced Language Learning (TELL) – the use of technology to support language learning.

Virtual Learning Environment (VLE) – an online system for delivering and managing education.

Vocabulary Acquisition – the process of learning and retaining new words.

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