

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

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

Ingliz tilini o‘qitishda onlayn platformalar

MODULI BO‘YICHA

O‘QUV-USLUBIY MAJMUA

Buxoro – 2024

Modulning o`quv-uslubiy majmuasi Oliy ta'lim, fan va innovatsiyalar vazirligining 2023 yil 25 avgustdagi 391-sonli buyrug'i bilan tasdiqlangan o`quv dasturi va o`quv rejasiga muvofiq ishlab chiqilgan.

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O`quv -uslubiy majmua Buxoro davlat universiteti Ilmiy Kengashining qarori bilan nashrga tavsiya qilingan (2023 yil "28 " dekabrda 5 -sonli bayonnoma)

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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

Ushbu kursda ingliz tilini o'qitish mahoratini rivojlantirishning masofaviy shakllari, onlayn o'qitishning ijobiy va salbiy tomonlarini ochib berish, tinglovchilarga ish paytida nimalarga e'tibor qaratish kerakligi haqida gap boradi. Onlayn platformalar turlari va shu platformalar asosida o'qitishning ijobiy tomonlariga o'zgaruvchanlik, ishning ko'lami, talabalardagi mustaqillik va tashkilotchilik ko'nikmalarini rivojlantirish kiradi, o'qituvchi uchun odatiy (offline)

o'qitish usullarini masofaviy formatda va ushbu usullardan foydalanishning turli texnologiyalaridan foydalanish zarurligi masalasi ham ko'rib chiqilib, topshiriqlar misollar bilan tushuntiriladi.

Shuningdek, dars jarayonida talabalar bilan ishlashning har xil turlari, masalan, juftlik Quizes, guruh yoki jamoaviy ish Kahoot, Zoom kabilar ochib beriladi. Shu bilan bir qatorda, masofaviy ta'limda qo'llaniladigan psixologiyaga oid matnlar misolida o'qish ko'nikmasini shakllantirish va rivojlantirish uchun kommunikativ usullardan foydalanib, talabalar ixtisosligi bo'yicha matnlar bilan ishlashning har xil amaliy turlari bayon etildi. Matnlar bilan ishlashning kommunikativ usullari sifatida voqealar zanjiri, tarix xaritasi, sabab-oqibat munosabatlarini anglab, o'qitishning afzalliklarini saqlagan holda masofaviy ta'lim jarayonini takomillashtirish va optimallashtirish imkonini beradi.

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
			Jami	Jumladan:			
				Amaliy mashgʻulot	Seminar	Koʻchma mashgʻulot	
1	Ingliz tilini Oʻqitish mahoratini rivojlantirisning masofaviy shakllari. Onlayn platformalar turlari.	2	2		2		
2	Offline oʻqitish usullarini masofaviy formatda va turli texnologiyalaridan foydalangan holda oʻtish yoʻllari (Zoom, Google Classroom)	2	2	2			
3	Talabalardagi mustaqillik va tashkilotcbilik ko'nikmalarini onlayn platformalar orqali rivojlantirish yoʻllari.Talabalar bilan ishlashning har xil turlari (Quizes, Kahoot)	2	2	2			
	Jami:	6	6	4	2		

SEMINAR MASHG'ULOTLAR MAZMUNI

1-mavzu. Ingliz tilini o'qitish mahoratini rivojlantirishning masofaviy shakllari va ularning mohiyati o'rganiladi. Ushbu tushunchalarning ahamiyati haqida suhbat-munozara o'tkaziladi. Onlayn platformalar turlari haqida ma'lumot beriladi.

AMALIY MASHG'ULOTLAR MAZMUNI

1-mavzu. Offline o'qitish usullarini masofaviy formatda va turli texnologiyalaridan foydalangan holda o'tish yo'llari (Zoom, Google Classroom) mashqlar orqali tushuniladi va tahlil qilinadi. Zoom, Google Classroom platformasi orqali taqdimotlar yaratish va o'tkazish amaliy mashqlar orqali o'rganiladi.

2-mavzu. Talabalaridagi mustaqillik va tashkilotchilik ko'nikmalarini onlayn platformalar orqali rivojlantirish yo'llari hamda ular bilan ishlashning har xil turlari (Quizes, Kahoot)ni yaratish, ularni amalda tadbiq qilish turli topshiriq va amaliy mashqlar orqali o'rganiladi. Onlayn o'qitishning ijobiy va salbiy tomonlari muhokama qilinadi.

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I. NAZARIY MATERIALLAR

Lecture 1. Distance Learning Forms for Developing English Teaching Skills. Types of Online Platforms

The development of English teaching skills has significantly changed in the digital era. Traditional face-to-face teacher training is now complemented by distance learning and online education. These modern approaches provide flexible, accessible, and individualized opportunities for professional growth. Distance learning allows teachers and students to improve language and teaching competencies regardless of time and location.

Distance Learning in English Teaching. Distance learning refers to an educational process in which teaching and learning take place without physical presence in the classroom. In English language teaching, it is widely used for developing linguistic competence, methodological skills, and digital teaching abilities.

One of the main advantages of distance learning is flexibility. Learners can access materials at any time and study at their own pace. This is especially useful for English teachers who need continuous professional development while working.

Another important feature is accessibility. Teachers from different regions can participate in international courses, webinars, and training programs without traveling. This expands opportunities for professional collaboration and global experience exchange.

Distance learning also encourages autonomy. Teachers take responsibility for their own learning process, select resources, and manage their progress independently, which strengthens lifelong learning skills.

Forms of Distance Learning in English Teaching. Distance learning in English teaching can be organized in several forms.

One common form is online courses offered through educational platforms. These courses may focus on language skills development, teaching methodology, or

classroom management strategies. They often include video lectures, quizzes, and assignments.

Another form is webinars and virtual workshops, where teachers participate in live sessions with experts. These sessions allow real-time interaction, discussion, and question-and-answer activities.

Massive Open Online Courses (MOOCs) are also widely used. These courses are offered by international universities and institutions and provide structured learning materials for large numbers of participants.

In addition, blended learning combines online education with traditional classroom instruction. This approach is especially effective in teacher training programs, as it combines theoretical knowledge with practical application.

Self-paced learning is another form, where teachers independently study materials such as videos, articles, and online exercises without strict schedules.

Types of Online Platforms for English Teaching Development. Online platforms play a key role in supporting distance learning and professional development in English teaching.

Learning Management Systems (LMS) such as Moodle, Google Classroom, and Canvas are widely used in education. These platforms allow teachers to organize courses, upload materials, assign tasks, and assess students' progress.

MOOC platforms like Coursera, edX, and FutureLearn provide access to high-quality courses from international universities. These platforms are especially useful for professional development in teaching English as a second language.

Language learning platforms such as Duolingo, BBC Learning English, and British Council LearnEnglish focus on improving language skills through interactive exercises, videos, and practice activities.

Video conferencing platforms such as Zoom, Microsoft Teams, and Google Meet are essential for live online teaching, webinars, and virtual classrooms. They support real-time communication, screen sharing, and group discussions.

Collaborative tools like Padlet, Miro, and Jamboard are used to support interactive learning activities, brainstorming, and group projects in online environments.

Advantages of Distance Learning in English Teaching. Distance learning offers several important advantages. It provides flexibility in time and place, allowing learners to study according to their own schedules. It also supports individualized learning paths, enabling teachers to focus on their specific professional needs.

Moreover, it enhances digital competence, which is essential for modern educators. Through online learning, teachers also gain access to global educational resources and international professional communities.

Challenges of Distance Learning. Despite its benefits, distance learning also has challenges. One major issue is the lack of direct face-to-face interaction, which may reduce communication quality. Another challenge is the need for strong self-discipline and motivation.

Technical problems such as unstable internet connection or lack of digital skills can also affect learning effectiveness. Additionally, not all online resources are equally reliable or pedagogically strong.

Distance learning and online platforms have become essential tools in developing English teaching skills. They provide flexible, accessible, and innovative opportunities for professional growth. However, successful implementation requires proper digital literacy, motivation, and effective use of appropriate platforms. In combination with traditional methods, distance learning creates a powerful environment for continuous professional development.

Lecture 2. Ways to Conduct Offline Teaching Methods in Distance Format Using Technologies (Zoom, Google Classroom)

Traditional offline teaching methods such as lectures, discussions, demonstrations, group work, and presentations are widely used in classroom education. However, with the development of digital technologies, these methods can now be effectively adapted into a distance learning format. Platforms such as Zoom and Google Classroom allow teachers to maintain interaction, structure lessons, and ensure active student participation even in online environments.

Transforming Offline Methods into Online Format

Offline teaching methods do not lose their effectiveness when transferred to online learning if they are properly adapted. The key principle is not changing the method itself, but changing its delivery format using digital tools.

For example, a traditional lecture can be conducted online through live video sessions in Zoom. Instead of passive listening, teachers can integrate questions, polls, and short discussions to maintain student engagement. Similarly, classroom discussions can be organized through breakout rooms, allowing students to work in small groups just as they would in physical classrooms.

Using Zoom for Interactive Teaching Methods

Zoom is one of the most widely used platforms for online teaching due to its interactive features.

In online lectures, teachers can use screen sharing to present slides, documents, or multimedia materials. This allows the continuation of traditional lecture-based teaching in a digital format.

For group discussions and collaborative learning, Zoom breakout rooms are very effective. Students can be divided into small groups to discuss topics, solve problems, or prepare presentations. After group work, they return to the main session to share their results.

Zoom also supports real-time communication through chat, voice, and video. Teachers can use these tools to ask questions, conduct oral practice, or check

understanding during the lesson. In addition, features like polls and reactions help make lessons more interactive and engaging.

Using Google Classroom for Structured Learning

Google Classroom is mainly used for organizing learning materials, assignments, and communication outside live sessions.

Teachers can upload lecture materials, reading resources, and instructions for students, which helps replace traditional printed handouts used in offline classrooms. Assignments can be given and submitted online, making the learning process more organized and transparent.

One important feature of Google Classroom is feedback and assessment. Teachers can comment directly on student work, provide corrections, and assign grades. This replicates traditional classroom evaluation in a digital environment.

Google Classroom also supports continuous learning. Students can access materials anytime, review lessons, and complete tasks at their own pace, which is especially useful for independent study.

Adapting Specific Offline Methods to Online Format

Traditional discussion methods can be conducted through Zoom by using structured questions and breakout rooms. After discussions, students present their ideas in the main session.

Lecture methods are adapted through live streaming combined with visual presentations and interactive questioning.

Pair and group work is implemented using breakout rooms in Zoom and collaborative tools such as shared Google Docs or Jamboard.

Demonstration methods, especially in language teaching, can be conducted through screen sharing, video examples, and interactive exercises.

Advantages of Using Zoom and Google Classroom

The combination of Zoom and Google Classroom creates a complete digital learning environment. Zoom provides real-time interaction, while Google Classroom supports organization and continuous learning.

These platforms make it possible to maintain student engagement, support active learning, and provide flexible access to educational materials. They also develop students' digital literacy skills, which are essential in modern education.

Challenges and Limitations

Despite many advantages, there are also challenges. Technical issues such as internet instability can affect lesson quality. Some students may lack digital skills or access to devices. In addition, maintaining discipline and active participation in online environments can be more difficult than in face-to-face classrooms.

Teachers also need training to effectively use digital tools and adapt their teaching methods to online formats.

Offline teaching methods can be successfully adapted to distance learning environments using technologies such as Zoom and Google Classroom. When used effectively, these platforms allow teachers to preserve the structure and effectiveness of traditional methods while adding flexibility, interactivity, and accessibility. The combination of pedagogical knowledge and digital tools is essential for modern education.

Lecture 3. Developing Students' Independence and Organizational Skills Through Online Platforms: Working with Students Using Quizizz, Kahoot, and Other Digital Tools

The rapid development of digital technologies has transformed modern education and created new opportunities for teaching and learning. Online platforms have become an essential part of higher education, enabling students to learn independently, collaborate effectively, and manage their academic responsibilities. In addition to supporting knowledge acquisition, digital learning environments help students develop important twenty-first-century skills such as self-regulation, time management, critical thinking, communication, and organization.

The integration of online platforms into educational practice allows teachers to create interactive, student-centered learning experiences that encourage active participation and responsibility for learning outcomes.

Understanding Independence and Organizational Skills. Student independence refers to the ability to take responsibility for one's own learning. Independent learners can set goals, seek information, solve problems, evaluate their progress, and make decisions without constant guidance from instructors. Such learners demonstrate initiative, self-motivation, and confidence in managing academic tasks.

Organizational skills involve planning, prioritizing, and managing tasks effectively. Students with strong organizational skills can schedule their activities, meet deadlines, monitor progress, and coordinate their work with others. These skills are essential for academic success and lifelong learning.

Online platforms provide an ideal environment for developing both independence and organizational competence because they require students to manage learning activities, monitor deadlines, and engage with learning materials outside traditional classroom settings.

The Role of Online Platforms in Developing Independent Learning. Digital platforms provide students with access to learning resources at any time and from any location. This flexibility encourages learners to take control of their educational journey and develop autonomous learning habits.

Online learning environments support independence by:

- Providing self-paced learning opportunities;
- Offering immediate feedback on performance;
- Allowing students to revisit learning materials when needed;
- Encouraging self-assessment and reflection;
- Supporting individualized learning pathways.

Platforms such as Google Classroom, Moodle, Microsoft Teams, and Canvas enable students to access assignments, submit coursework, communicate with instructors, and track their academic progress independently.

Enhancing Organizational Skills Through Online Learning Environments. Online platforms require students to organize their learning activities systematically. Features such as calendars, notifications, assignment

trackers, and progress reports help learners develop effective time-management strategies.

Students improve organizational skills when they:

- Create study schedules;
- Prioritize academic tasks;
- Monitor assignment deadlines;
- Manage collaborative projects;
- Keep digital records of completed work.

Teachers can further strengthen these skills by providing structured learning plans, weekly task lists, and project timelines through learning management systems.

Quizizz as a Tool for Student Engagement and Independence. Quizizz is a game-based learning platform that allows teachers to create interactive quizzes, assessments, and review activities. Students can participate individually or in groups using computers, tablets, or smartphones.

Educational Benefits of Quizizz

- Encourages self-directed learning;
- Provides instant feedback;
- Promotes healthy competition;
- Increases motivation and engagement;
- Supports formative assessment.

Classroom Applications

Vocabulary Practice

Students complete vocabulary quizzes independently and receive immediate feedback on their performance.

Grammar Review

Grammar concepts can be reinforced through multiple-choice questions and error-correction tasks.

Reading Comprehension Assessment

Students answer questions related to reading passages and analyze their understanding of key concepts.

Homework Assignments

Teachers can assign quizzes for completion outside class, encouraging independent study habits.

Kahoot as a Gamification Tool

Kahoot is an interactive learning platform that transforms assessment into a competitive and engaging activity. The platform uses game elements such as points, rankings, and timed responses to motivate students.

Educational Benefits of Kahoot

- Increases classroom participation;
- Improves student motivation;
- Promotes collaborative learning;
- Provides immediate feedback;
- Creates an enjoyable learning atmosphere.

Classroom Applications

Knowledge Checks

Teachers can assess students' understanding of recently taught material through live quizzes.

Warm-Up Activities

Kahoot quizzes can activate prior knowledge at the beginning of a lesson.

Review Sessions

Students participate in competitive review games before examinations.

Group Competitions

Teams collaborate to answer questions, promoting communication and teamwork skills.

Other Digital Tools for Student Development

Google Classroom

Google Classroom serves as a central platform for managing coursework and communication.

Students can:

- Access learning materials;

- Submit assignments;
- Receive feedback;
- Monitor deadlines;
- Participate in discussions.

The platform supports both independent learning and organizational development by providing a structured digital learning environment.

Microsoft Teams

Microsoft Teams facilitates communication, collaboration, and project management.

Students can:

- Participate in virtual meetings;
- Work collaboratively on projects;
- Share documents;
- Communicate with peers and instructors.

Padlet

Padlet is an online collaborative board that enables students to share ideas, resources, and reflections.

Possible activities include:

- Brainstorming sessions;
- Collaborative research projects;
- Reflection journals;
- Peer feedback activities.

Mentimeter

Mentimeter allows teachers to collect student opinions and responses in real time.

Common applications include:

- Polls;
- Surveys;
- Word clouds;
- Interactive presentations.

Trello and Notion

These platforms support project management and organizational skill development.

Students can:

- Plan tasks;
- Set deadlines;
- Track progress;
- Coordinate group projects.

Types of Student Activities Using Online Platforms

Individual Learning Activities

Students work independently to:

- Complete quizzes;
- Conduct research;
- Write reflections;
- Create presentations;
- Maintain digital portfolios.

These activities encourage self-regulation and responsibility.

Pair Work Activities

Students collaborate with a partner to:

- Solve problems;
- Complete digital tasks;
- Peer-review assignments;
- Discuss case studies.

Pair work promotes communication and accountability.

Group Learning Activities

Students participate in collaborative projects, discussions, and presentations using online tools.

Benefits include:

- Teamwork development;
- Leadership practice;

- Problem-solving skills;
- Shared responsibility.

Project-Based Learning

Digital platforms support long-term projects that require planning, research, collaboration, and presentation.

Students learn to manage complex tasks and organize resources effectively.

Reflective Activities

Students evaluate their learning through:

- Online journals;
- Self-assessment forms;
- Reflection essays;
- Digital portfolios.

Reflection strengthens independent learning habits and critical thinking skills.

Strategies for Teachers

Teachers can maximize the effectiveness of online platforms by:

- Setting clear learning objectives;
- Providing detailed instructions;
- Offering timely feedback;
- Encouraging self-assessment;
- Using a variety of digital tools;
- Incorporating gamification elements;
- Monitoring student participation and progress.

A balanced combination of independent, collaborative, and interactive activities helps students develop both academic competence and essential life skills.

Online platforms play a significant role in fostering students' independence and organizational skills. Tools such as Quizizz, Kahoot, Google Classroom, Microsoft Teams, Padlet, and Mentimeter create engaging learning environments that encourage responsibility, self-management, collaboration, and active participation. By integrating these technologies into teaching practice, educators can

prepare students for academic success and lifelong learning in a rapidly evolving digital world.

SEMINAR MASHG'ULTOLARI

Distance Learning Forms for Developing English Teaching Skills. Types of Online Platforms

These practical tasks are designed for undergraduate and graduate students studying English language teaching, TESOL, or foreign language education. The activities focus on developing digital teaching competencies, lesson planning skills, online classroom management, and effective use of educational technologies.

Task 1. Exploring Online Learning Platforms

1. Explore three online learning platforms:
 - o Google Classroom
 - o Moodle
 - o Microsoft Teams
2. Create a comparison table that includes:
 - o Main features
 - o Advantages
 - o Disadvantages
 - o Suitable teaching situations

Expected Outcome

Students develop awareness of the strengths and limitations of different online learning environments.

Task 2. Designing an Online English Lesson

Instructions

Design a 40-minute online English lesson for secondary school students.

Include:

- Lesson topic
- Learning objectives
- Digital platform
- Learning activities

- Assessment method

Students learn to organize and structure online lessons effectively.

Task 3. Creating a Quizizz Activity

Create a Quizizz quiz containing:

- 10 vocabulary questions
- 5 grammar questions
- 5 reading comprehension questions

After creating the quiz, write a short reflection on:

- Student engagement
- Motivation
- Assessment benefits

Expected Outcome

Students gain practical experience using digital assessment tools.

Task 4. Kahoot-Based Learning Activity

Prepare a Kahoot game for teaching English vocabulary related to education.

Requirements:

- Minimum 15 questions
- Include images where possible
- Set time limits for responses

Afterward, explain:

- How Kahoot increases participation
- Potential challenges during implementation

Expected Outcome

Students understand the role of gamification in language learning.

Task 5. Developing a Google Classroom Course

Instructions

Create a sample Google Classroom course.

Include:

- Course title
- Weekly schedule

- Learning materials
- Assignments
- Assessment criteria

Task 6. Conducting an Online Speaking Lesson

Using Zoom or Microsoft Teams:

1. Plan a 15-minute speaking lesson.
2. Create discussion questions.
3. Organize breakout room activities.
4. Prepare feedback techniques.

Sample Topic

"The Impact of Social Media on Education"

Expected Outcome

Students practice managing online speaking activities.

Task 7. Evaluating Online Teaching Platforms

Evaluate one online platform according to the following criteria:

- Ease of use
- Student engagement
- Assessment options
- Communication tools
- Accessibility
- Mobile compatibility

Report Length

500–700 words

Task 8. Creating a Video Lesson

Record a 5–10 minute video lesson on an English language topic.

Suggested topics:

- Past Simple Tense
- Modal Verbs
- Academic Vocabulary
- Pronunciation Practice

Requirements:

- Clear explanations
- Visual support
- Interactive elements

Reflection

Discuss:

- Difficulties encountered
- Benefits of video-based instruction

Expected Outcome

Students gain experience in asynchronous teaching.

Task 9. Online Collaborative Project

Instructions

Work in groups of 3–4 students.

Create a presentation on: “The Future of Distance Language Learning.”

Use:

- Google Slides
- Canva
- Microsoft PowerPoint Online

The presentation should include:

- Current trends
- Emerging technologies
- Challenges
- Recommendations

Expected Outcome

Students develop collaboration and digital communication skills.

Task 10. Digital Teaching Portfolio

Create a digital teaching portfolio using Google Sites, Padlet, or Canva.

Include:

- Teaching philosophy
- Sample lesson plans

- Digital materials
- Assessment samples
- Reflection journal

Expected Outcome

Students document and evaluate their professional growth.

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

1. Interactive Lecture (Lecture–Discussion Format)

Instead of a traditional lecture, the teacher introduces key concepts of pedagogical innovation while continuously involving students through questions, short opinions, and mini-reflections. This method helps students not only receive information but also process and apply it immediately. For example, after explaining “innovative activity,” students are asked to give real classroom examples

2. Brainstorming Sessions

Brainstorming is used at the beginning of topics to activate prior knowledge and generate ideas freely. Students are encouraged to suggest any ideas related to innovation in education without fear of mistakes. This method is especially effective when discussing concepts like “What makes teaching innovative?” or “Why is innovation necessary?”

3. Group Discussion and Debate

Students are divided into small groups to discuss key issues such as the advantages and challenges of pedagogical innovation. In some cases, debates are organized (e.g., “Traditional teaching is more effective than innovative teaching”). This method develops critical thinking, argumentation skills, and academic communication.

4. Case Study Analysis

Real or simulated educational situations are provided for students to analyze. For example, a school implementing digital learning tools may be presented, and

students identify what innovative methods are used and whether they are effective. This helps connect theory with real practice.

5. Problem-Based Learning (PBL)

Students are given educational problems such as low student engagement or resistance to new teaching methods. They must analyze the problem, identify causes, and propose innovative solutions. This method develops analytical and creative thinking skills.

6. Project-Based Learning

Students work on longer tasks where they design their own innovative teaching model or lesson plan. For example, they may create a blended learning lesson for teaching translation skills. The final product is presented and discussed in class.

7. Role Play and Simulation

Students act out real educational roles such as teacher, student, administrator, or curriculum designer. For example, one student presents an innovation proposal while others act as skeptical school board members. This method improves communication and professional skills.

8. Flipped Classroom Approach

Students study theoretical materials (readings, videos, lecture notes) at home, and classroom time is used for discussion, problem-solving, and practical tasks. This approach increases active learning and allows deeper understanding during class interaction.

9. Peer Teaching (Student-as-Teacher Method)

Students are assigned topics and asked to teach them to their classmates. For example, one group may explain “types of pedagogical innovations” or “stages of innovation process.” This method enhances understanding through teaching practice.

10. Reflection and Feedback Activities

At the end of each session, students reflect on what they learned, what was difficult, and how they can apply it in teaching practice. This can be done through short written reflections, exit tickets, or oral feedback.

GLOSSARY

Pedagogical Innovation. The introduction and practical application of new or improved teaching methods, strategies, or tools aimed at enhancing the quality of education and learning outcomes.

Educational Reform. Systematic changes in the education system, including policies, curricula, and teaching practices, designed to improve effectiveness and meet modern societal needs.

Innovation Process. A continuous cycle that includes identifying educational needs, developing new ideas, implementing them in practice, evaluating results, and improving methods.

Innovative Activity. Practical actions carried out by teachers or institutions to design, test, and apply new educational approaches in teaching and learning.

Teaching Methodology. A set of principles, strategies, and techniques used by teachers to organize and deliver instruction effectively.

Learning Strategy. The techniques and approaches used by learners to acquire, process, and retain knowledge effectively.

Student-Centered Learning. An educational approach that places students at the center of the learning process, encouraging active participation, autonomy, and responsibility.

Teacher-Centered Learning. A traditional instructional approach where the teacher is the main source of knowledge and students play a more passive role.

Competency-Based Education. An approach to education focused on developing specific skills and competencies rather than simply completing a set amount of instructional time.

Blended Learning. A learning model that combines traditional face-to-face instruction with online or digital learning activities.

Flipped Classroom. A teaching model in which students study theoretical content at home and use classroom time for discussion, practice, and problem-solving.

Digital Learning Tools. Technological resources such as learning platforms, applications, and multimedia tools used to support teaching and learning.

Technological Integration. The use of digital technologies in the teaching and learning process to improve educational effectiveness.

Creativity in Education. The ability of teachers and students to generate original ideas, approaches, and solutions in the learning process.

Critical Thinking. The ability to analyze, evaluate, and interpret information logically and make well-reasoned decisions.

Collaboration. Working together with others (teachers, students, or institutions) to achieve common educational goals.

Evaluation (in Education). The process of assessing the effectiveness of teaching methods, learning outcomes, and educational innovations.

Feedback. Information provided by students or teachers used to improve teaching methods and learning processes.

Professional Development. Continuous training and learning activities aimed at improving teachers' knowledge, skills, and teaching competence.

Instructional Design. The systematic planning and organization of learning materials and teaching activities to achieve specific educational outcomes.

Didactic Principles. Fundamental rules guiding teaching and learning, such as accessibility, scientificity, visualization, activity, and systematicity.

Accessibility (Didactic Principle). Ensuring that learning content and methods are appropriate for students' level, age, and abilities.

Visualization (Didactic Principle). Using visual materials (images, diagrams, videos, models) to improve understanding of learning content.

Systematicity (Didactic Principle). Organizing learning content in a logical and structured sequence from simple to complex.

Active Learning. A teaching approach that actively engages students in the learning process through discussion, problem-solving, and participation.

Lifelong Learning. Continuous acquisition of knowledge and skills throughout a person's life for personal and professional development.

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