O’ZBEKISTON RESPUBLIKASI OLIY VA O’RTA MAXSUS TA’LIM VAZIRLIGI

OLIY TA’LIM TIZIMI PEDAGOG VA RAHVAR KADRLARNI QAYTA TAYYORLASH VA ULARNING MALAKASINI OSHIRISHNI TASHKIL ETISH BOSH ILMIY – METODIK MARKAZI

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

«TILSHUNOSLIKDA TADQIQOTIAR OLIB BORISHNING TIZIMLI YONDASHUVLARI»

moduli bo’yicha

O’ Q U V – U S L U B I Y M A J M U A

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MAZMUNI

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Kirish

Dastur O’zbekiston Respublikasi Prezidentining 2015 yil 12 iyundagi “Oliy ta’lim muassasalarining rahbar va pedagog kadrlarini qayta tayyorlash va malakasini oshirish tizimini yanada takomillashtirish chora-tadbirlari to’g’risida”gi PF-4732-sonli, 2017 yil 7 fevraldagi “Ozbekiston Respublikasini yanada rivojlantirish bo’yicha Harakatlar strategiyasi to’g’risida”gi PF-4947-sonli, 2019 yil 27 avgustdagi “Oliy ta’lim muassasalari rahbar va pedagog kadrlarining uzluksiz malakasini oshirish tizimini joriy etish to’g’risida”gi PF-5789-sonli Farmonlari, shuningdek 2017 yil 20 apreldagi “Oliy ta’lim tizimini yanada rivojlantirish chora-tadbirlari to’g’risida”gi PQ–2909-sonli qarorida belgilangan ustuvor vazifalar mazmunidan kelib chiqqan holda tuzilgan bo’lib, u oliy ta’lim muassasalari pedagog kadrlarining kasb mahorati ham da innovatsion kompetentligini rivojlantirish, sohaga oid ilg’or xorijiy tajribalar, yangi bilim va malakalarni o’zlashtirish, shuningdek amaliyotga joriy etish ko’nikmalarini takomillashtirishni maqsad qiladi.

Dastur mazmuni oliy ta’limning normativ-huquqiy asoslari vaqonunchilik normalari, ilg‘or ta’lim texnologiyalari va pedagogik mahorat, ta’lim jarayonlarida axborot-kommunikatsiya texnologiyalarini qo‘llash, amaliy xorijiy til, tizimli tahlil va qaror qabul qilish asoslari, maxsus fanlar negizida ilmiy va amaliy tadqiqotlar, texnologik taraqqiyot va o‘quv jarayonini tashkil etishning zamonaviy uslublari bo‘yicha so‘nggi yutuqlar, pedagogning kasbiy kom’etentligi va kreativligi, global Internet tarmog‘i, multimedia tizimlari va masofadan o‘qitish usullarini o‘zlashtirish bo‘yicha bilim, ko‘nikma va malakalarini shakllantirishni nazarda tutadi.

Dastur doirasida berilayotgan mavzular ta’lim sohasi bo‘yicha pedagog kadrlarni qayta tayyorlash va malakasini oshirish mazmuni, sifati va ularning tayyorgarligiga qo‘yiladigan umumiy malaka talablari va o‘quv rejalari asosida shakllantirilgan bo‘lib, bu orqali oliy ta’lim muassasalari pedagog kadrlarining sohaga oid zamonaviy ta’lim va innovatsiya texnologiyalari, ilg‘or xorijiy tajribalardan samarali foydalanish, axborot-kommunikatsiya texnologiyalarini o‘quv

jarayoniga keng tatbiq etish, chet tillarini intensiv o‘zlashtirish darajasini oshirish hisobiga ularning kasb mahoratini, ilmiy faoliyatini muntazam yuksaltirish, oliy ta’lim muassasalarida o‘quv-tarbiya jarayonlarini tashkil etish va boshqarishni tizimli tahlil qilish, shuningdek, pedagogik vaziyatlarda optimal qarorlar qabul qilish bilan bog‘liq kompetensiyalarga ega bo‘lishlari ta’minlanadi.

Qayta tayyorlash va malaka oshirish yo‘nalishining o‘ziga xos xususiyatlari hamda dolzarb masalalaridan kelib chiqqan holda dasturda tinglovchilarning maxsus fanlar doirasidagi bilim, ko‘nikma, malaka hamda kompetensiyalariga qo‘yiladigan talablar o‘zgartirilishi mumkin.

Modulning maqsadi va vazifalari

Modulning maqsadi - tinglovchilarning amaliy lingvistika va metodika fanidan tadquqotlar olib borish, ingliz tili tilshunosligi va o’qitish metodikasi fanidan tadqiqot metodlarini o’rganish.

Vazifalari -Amaliy lingvistika, metodika fanlaridan etakchi tadqiqotlarni topish va tahlil qilish. Jahon olimlarining tilshunoslik fani sohasida yaratgan muhim nazariy tadqiqotlarini tahlil qilishga o‘rgatish, ularni dars jarayoniga samarali tatbiq etishga o‘rgatish.

Modul mavzu va topshiriqlari

Fanning umumiytadqiqotmetodlari. Amaliy lingvistika. Amaliy lingvistika ning boshqa fanlar bilan aloqasi. Tilshunoslikda ilmiy faoloyat yuritish. Amaliy lingvistika fani doirasida dars kuzatish. Ilmiy maqolani o’qish, taxlil qilish va yozish. Ilmiy eks’eroment va uning turlari. Abstract yozish. Ilmiy maqola saralash va namunaviy ilmiy maqola saralash. Ilmiy metodlar ba ularning turlari.

Modul bo‘yicha tinglovchilar quyidagi yangi bilim, ko‘nikma, malaka hamda kompetensiyalarga ega bo‘lishlari talab etiladi:

Tinglovchi:

- Amaliy lingvistika ilmiy faoloyat mazmuni va muximligi;
- Amaliy lingvistika yo’nalishlari sohalararo fanlar ekanligi va boshqa fanlar bilan chambarchas bog’liqligi va munosabatlari;

- Amaliy lingvistika yo’nalishlari fanining nazariy va amaliy yutuqlari;
- Amaliy lingvistika yo’nalishlaridagi turli nazariy qarashlar va yetakchi kontseptsiyalar;
- amaliy lingvistika yonalishida o’tqazilgan ilmiy ish taxlili;
- til bilim olish va saqlash, uni amalda qo’llash va uzatish manbai, tafakkurni va insonning dunyoqarashini shakllantiruvchi vosita ekanligi;
- o’zga va ona vatan ilmiy ishlarini farqlari va o’xshashliklari;
- amaliy lingvistika yo’nalishlari sohasida amalga oshiriladigan ilmiy-tadqiqotlarga qo’yilgan xalqaro standart talablari;
- amaliy lingvistik yo’nalishlari sohasida bajarilgan tadqiqotlarda ilmiylik va manbalarga asoslanib fikr yuritish talablari haqida;
- amaliy lingvistika tadqiqotlar olib borishning metodologik printsiplari,
- o’rganilayotgan fanlarning terminologik apparati, qonuniyatlari va asosiy tushunchalari;
- amaliy lingvistika yo’nalishlarining asosiy tamoyillari va ularning xususiyatlari;
- amaliy lingvistika yo’nalishlarining asosiy tushunchalari haqida **bilimga** ega bo’lishi kerak

Tinglovchi:

- Peer-reveiwed jurnal tushunchasi va unda maqola nashr etish jarayyoni;
- lingvistika fani doirasida tadqiqotlar olib borish;
- lingvistika fanining amaliy aspektlarini sharhlash;
- lingvistika manbalari bilan ishlash;
- lisoniy material bilan ishlash;
- muayyan nazariy masalalarga oid fikrlarni bayon etishi, ayni fikrlarga nisbatan tanqidiy munosabatini shakllantirish va ifodalash;
- lingvistika vositalarini tilshunoslik nuqtayi nazaridan tahlil qilish;
- amaliy lingvistika yo’nalishlarining asosiy tushunchalariga ilmiy izoh bera olishni va ushbu tushunchalarini o’z ilmiy tadqiqotlarida qo’llay olish;
- lingvistika tadqiqiga yangi ma’lumotlarni kiritish **ko’nikmasiga** ega bo’lishi

Tinglovchi:

- chet tilini o‘qitishning xorijiy metodikasi tajribasini tahliliy o‘rganish, umumlashtirish, ularning yutuqlaridan ta’lim jarayonida foydalanish;
- eksperimentuchunmetodnianiqlash vainstrumentlarni tanlash;
- ilmiy maqola va uning sifat va samaradorligini aniqlash mezonlari ishlatish **malakalari**ga ega bo’lishi;

Modulni tashkil etish va o‘tqazish bo‘yicha tavsiyalar

“Tilshonoslikda tadqiqotlar olib borishning tizimli yondashuvlari” kursi nazariy va amaliy mashg‘ulotlar shaklida olib boriladi.

Kursni o‘qitish jarayonida ta’limning zamonaviy metodlari, axborot-kommunikatsiya texnologiyalari qo‘llanilishi nazarda tutilgan:

- darslarda zamonaviy kompyuter texnologiyalari yordamida taqdimot va elektron-didaktik texnologiyalardan;
- o‘tkaziladigan amaliy mashg‘ulotlarda texnik vositalardan, ekspress-so‘rovlar, test so‘rovlari, aqliy hujum, guruhli fikrlash, kichik guruhlar bilan ishlash, kollokvium o‘tkazish, va boshqa interaktiv ta’lim usullarini qo‘llash nazarda tutiladi.

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

“Tilshonoslikda tadqiqotlar olib borishning tizimli yondashuvlari” moduli mazmuni o‘quv rejadagi metodika va zamonaviy lingvistika o‘quv moduli bilan uzviy bog‘langan holda pedagoglarning til ko‘nikmalarini talab darajasida qo‘llay olish malakasini orttirishga xizmat qiladi.

Modulning oliy ta’limdagi o‘rni

Modulni o‘zlashtirish orqali tinglovchilar ilmiy maqola va tezislarni o’qib tahlil qilish malakasi va kasbiy salohiyatlarini rivojlantiradilar.

Modul bo‘yicha soatlar taqsimoti

№	Modul mavzulari	Tinglovchining o‘quv yuklamasi, soat					
		Auditoriya o‘quv yuklamasi				Ko’chma mashg’lot	Mustaqil ta’lim
		Jami	jumladan				
			Masofaviy	Nazariy	Amaliy mashg‘ulot		
1.	Defining primary research. Understanding the research process. Working on 5 propositions.	2		2			
2.	Understanding research article’s framework. Finding primary research.	2			2		
3.	Understanding research methods	2			2		
	жами	6		2	4		

O’QUV MATERIALLARI MAZMUNI

1. Mavzu: Defining primary research. How do we improve teaching? Reflection cycle. What is something you want to improve your class? Systematicity involved in research. Definition of research. Brown and Roger’s activities. Grounded analysis.Different definitions of the research. Coming with new definition of the research. Four phases of the process and their discussion**.** What kind of questions can we investigate with research?Reading abstracts. Find research question in them. Where from do the research question come from? What kind of question can be asked? Activity Reflective writing.

2. Mavzu:Understanding research article’s framework. Review. Talk about Literature review as a part of research not the research itself.Internet search. Working

with computers (Google Scholar, ERIC, etc). Research questions, reviewing constructs, activities on how to do searches online.

3. Mavzu: **Understanding research methods.** Review research article framework group race**.** Review each section (e.g. requirements) and participants share their findings**.** Importance of methods section. Qualitative, quantitative, mixed methodology. **S**ample. Research design.Define construct, Review/ analyze your articles/exemplar articles. Data collection. Categorization of the tools. Relationship between data and tool.

O‘qitish shakllari

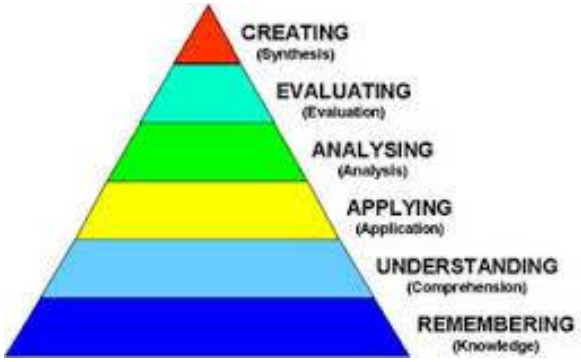
Mazkur modul bo‘yicha quyidagi o‘qitish shakllaridan foydalaniladi:

- noan’anaviy o‘qitish (interaktiv, konferensiya, debat);
- davra suhbatlari (muhokama etilayotgan muammo va uning yechimi bo‘yicha mantiqiy xulosalar chiqarish);

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

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

Bloom's taxonomy



"Taxonomy" simply means "classification", so the well-known taxonomy of learning objectives is an attempt (within the behavioral paradigm) to classify forms and levels of learning. It identifies three "domains" of learning (see below), each of which is organized as a series of levels or pre-requisites. It is suggested that one cannot effectively — or ought not try to — address higher levels until those below them have been covered (it is thus effectively serial in structure). As well as providing a basic sequential model for dealing with topics in the curriculum, it also suggests a way of categorizing levels of learning, in terms of the expected ceiling for a given program. Thus in the Cognitive domain, training for technicians may cover *knowledge, comprehension* and *application*, but not concern itself with *analysis* and above, whereas full professional training may be expected to include this and *synthesis* and *evaluation* as well.

Knowledge (list, define, tell, describe, identify, show, label, collect, examine, tabulate, quote, name, who, when, where, etc.)	➤ observation and recall of information ➤ knowledge of dates, events, places ➤ knowledgeofmajorideas ➤ masteryofsubjectmatter
Comprehension (summarize, describe, interpret, contrast, predict, associate, distinguish, estimate, differentiate, discuss, extend)	➤ understandinginformation ➤ graspmeaning ➤ translateknowledgeintonewcontext ➤ interpretfacts, com'are, contrast ➤ order, group, infercauses ➤ predictconsequences
Application (apply, demonstrate, calculate, complete, illustrate, show, solve,	➤ useinformation ➤ use methods, concepts, theories in new situations

examine, modify, relate, change, classify, experiment, discover)	➢ solve problems using required skills or knowledge
Analysis (analyze, separate, order, explain, connect, classify, arrange, divide, compare, select, explain, infer)	➢ seeingpatterns ➢ organizationof ‘arts ➢ recognitionofhiddenmeanings ➢ identificationofcomponents
Synthesis (combine, integrate, modify, rearrange, substitute, plan, create, design, invent, what if?, compose, formulate, prepare, generalize, rewrite)	➢ use old ideas to create new ones ➢ generalize from given facts ➢ relate knowledge from several areas ➢ predict, draw conclusions
Evaluation (assess, decide, rank, grade, test, measure, recommend, convince, select, judge, explain, discriminate, support, conclude, compare, summarize)	➢ compare and discriminate between ideas ➢ assess value of theories, presentations ➢ make choices based on reasoned argument ➢ verifyvalueofevidence ➢ recognizesubjectivity

2. Message boards

Have the students continue the discussion on a message board within Blackboard, on a class blog, or using Twitter. This will give them room to reflect on their positions, and allow you to track their discussions over time (pyatt, 2006).

Evaluation. Each time you include a new case in a course, it is important to assess what the students have learned, and if there are ways to make it better. If you are new to teaching case studies or if you want to switch up your method, only try one or two new techniques at a time, then evaluate again (Garvin, 2004).

It can be difficult to see the success or failures of case method right away, but there are some ways to track if a particular case is having positive outcomes. During the course, judge if the students are making substantive headway into the material without having to be led by the hand.

Are they engaged with the issues and enthusiastic about the discussion? In subsequent classes, assignments, and exams, are they applying what they learned in the original discussion.

Having students, complete assignments based on the case study will not only engage them with the material, but will help you determine their progress. Potential assignments include a summary of the issues, a position paper, a concept map, a reflection paper, or a research paper exploring further aspects of the case (University of Calgary).

Based on student responses, you can judge if the case needs to be "developed further, or whether more background information can or should be provided" in the future (Stanford University).

2. Ways to State Reasons: Review the Following for Linguistic Scaffolding

- Comparison: X is _____ er than Y. OR: X is more _____ than Y.
- Cause-and-effect: X causes Y. OR: If you do X, then Y will happen.

4. Generating Resolutions: The Students Generate Their Own Resolutions

- Explain that issues about which people are likely to disagree work best for debate. They can be controversial: the death 'penalty should be banned; or less divisive: love is more important than money.
- For homework or in class, the students brainstorm a list of resolutions. Students can get their ideas from topics discussed or read about in class or topics that interest them personally. Then the students hand in their list of resolutions and the teacher selects the most suitable ones which the students later choose from

III. NAZARIY MATERIALLAR

Mazvu 1. Ma'ruza.

Defining primary research. Understanding the research process. Five propositions.

Plan.

1. **Classroom research. Introduction.**
2. **Types of classroom research**
3. **Classroom observation**
4. **Mixed methods of classroom observation**

Glossary: *Applied Linguistics, empirical research, systematic process, L1, L2, EFL, qualitative method, quantitative method, mixed method*

Forms of Primary Research

Primary Research versus Secondary Research

Most students are familiar with *secondary research*, even if they do not know what it is called. Secondary research is the kind of research you do in the library or online. When one is conducting secondary research, they are looking for sources of information that *other* experts, writers, and thinkers wrote about a subject. We call this kind of research 'secondary' because it relies on others to have collected the research and written about it.

This is in contrast to *primary research.* Primary research is conducted, not in the library or online, but in the world. When conducting primary research, a research will use one or more tools, or *methods*, to collect data directly from people or the things they are studying rather than from books or texts already written about those things or people. One example of this is the kind of research a journalist does. A journalist may look up information that has been written about the news they are investigating, but they will also go out and talk directly to other people about that news seeking out actual witnesses on the scene or officials in charge. In the job of a journalist, this is especially important since their subject, the news, involves late breaking events that may not have been written about yet.

Note that although primary research and secondary research constitute different kinds of data collection, they go hand in hand. Most researchers will conduct both secondary research, collecting relevant information on their subject that has already been written and published, and primary research, collecting new data and evidence that no one else has collected before.

Primary Research Methods

Popular culture is rife with images of the solitary scientist locked up in her laboratory, combining the contents of test tubes or prodding a lab rat through a maze. Usually, such a scientist is engaged in one method of primary research called experimentation, in which a researcher will set up a series of tests or demonstrations in the controlled setting of a lab in order to test his or her hypothesis. What isn't made evident in popular culture is that scientists, scholars, and researchers can actually choose to engage in a variety of different forms of primary research, depending on their field of study and the kind of knowledge they want to discover. Other examples of primary research methods include *observation*, *interviews*, *focus groups* or *panels*, *surveys*, and *ethnography*. In this class, you will probably only conduct primary research using a couple of these methods. But learning about each of them will give you a better understanding of the kinds of research that scholars and experts might do. And since scholars and researchers also write to report their primary research, it will also help you better understand the studies, reports, and articles you find when you do secondary research.

Below some common methods of primary research are defined:

Observation

This method involves going out in the world and watching, using your five senses to collect data. This method was used in the first writing project for this class, where students examined the contents and rhetorical features of a film documentary in order to come to conclusions about the arguments made in it.

Here are other ways observation might be used:

- One might observe a group or organization, exploring how business is conducted or how people in the group communicate
- One might observe artwork or other man-made or natural objects in order to interpret that artwork.
- One might view and record observations from several people's Facebook pages to examine how this kind of social media commonly gets used.
- One might observe memorial spaces in public parks at various times in a day to record how the public makes use of those spaces.

Observation is great for inquiry in which you either can't ask questions (for instance, a monument or painting won't talk back) or because you want to collect information on how something works without interfering by participating yourself or asking questions for which you may or may not receive the best answers. At the same time, observation means you can only observe one or a few examples, thus it is hard to say that anything you observed is true for most or all situations.

Planning Observational Research

The plans a research makes to conduct observation depends on the kind of data she or he wants to collect. Observational data can be *qualitative* or *quantitative*.

For **qualitative** data, you describe, in words, what you see, taste, touch, hear, and/or smell as well as what these observations may mean. One common way to do such qualitative observational research is to use the DIE method – Describe, Interpret, Evaluate.

1. *Describe* means that you watch, using your five senses, and write down everything you see, taste, feel, hear, or smell. You do not make any assumptions or come to any conclusions about what you are describing, but simply record what is physically observed.
2. You *interpret* only afterward, figuring out after careful observation and description who, what, where, when, why, and how based on what you have observed.
3. After that, you can *evaluate*, determining how the things you observed relate to the ideas you are investigating and, in particular, to your research question(s).

This strategy allows you to carefully distinguish between what is actually being observed, the reasons the phenomena you are observing are happening, and what you think it all means.

Another strategy to conduct qualitative observational research, which can be used alone or in conjunction with the DIE method is a dual-entry notebook. On each page of a dual-entry notebook, you create two parallel columns. In the left column, you describe what you observe (remember the five senses), and in the right column, you analyze and interpret what that descriptive data might mean. This allows you to jump back and forth between description and analysis, while distinguishing between what is actually being observed and what the significance of it all might be.

Quantitative observation usually involves *tallying* – simply making a mark every time the phenomena you are observing happens. This allows you to calculate the frequency or number of anything being observed. To do this, you must select periods of time in which to collect data and decide beforehand a certain set behaviors or phenomena you will count during each observation period. After that, of course, you must observe and tally those behaviors or phenomena. After you collect these numerical results you can interpret the data and evaluate it in terms of your research question(s).

Whichever kind of observation you perform, it will require you to make a plan with to decide what kinds of things you will look for when you observe (what kind of phenomena fits the bill for the research question you're trying to answer). It will also often require that you plan certain times and/or place in which to do your observations. This is especially the case when you plan to observe things that happen a different times or day and/or in various locations.

When doing observational research, it can often be useful to record what you are observing, either photographing or video-recording it. This is useful because it allows you to look at it again and again. Keep in mind, though, that if a researcher records people in a way that would make them identifiable by others, they must gain permission to use those images or footage from the individuals recorded.

Interviewing

Interviews involve one-on-one sessions with individuals, in which you ask open-ended questions. You collect their broad, open-ended answers much like you do with observation, without coming to conclusions or assumptions about what the person is saying. Only afterward do you analyze the questions and relate it to the subject and your research question(s).

Interviews come in a couple different varieties. One version is a *representative* interview, in which you interview people who are affected by or experience a certain problem or issue. Another version is an *expert* interview, in which you interview people who are experts, scholars, professors, or professionals in a field related to your topic of research.

It is even possible to combine interviews with observation, by asking interview respondents to view something (like a video or a set of images) and then ask questions about what they think or noticed about the phenomena or artifacts they viewed.

Interviews are quintessentially *qualitative*, leading to complex understandings and viewpoints of one or a small group of people. Generally, the answers are in depth and nuanced because the respondent has some time to construct his or her answers carefully and add clarification if needed. Another good thing about interviews is that they allow you develop specific questions tailored to the individuals you are interviewing and to change your questions or come up with new questions based on the respondent's previous answers. In this way, the interview becomes sort of a conversation; the information you collect adjusts and changes according to what you discover at that moment. Other the other hand, interviewing limits the number of people from whom you can collect information, so it isn't as good for coming to conclusions about what most or all people think.

Planning Interview Research

You can conduct interviews in person or via writing (email, chat, instant message, etc.). Interview data can be collected via the interview respondent's writing, by written notes you take as the interviewer, or sound-recording or video-recording. Part of planning an interview requires you to decide how you'll conduct the interview and how you'll collect the answers.

In general, an interview is conducted face-to-face or live over the phone. This approaching to interviewing allows you to adjust questions and come up with new ones as the conversation proceeds and new ideas emerge. It can be challenging when it comes to collect data, though. Will you take notes to record the respondent's answers? If so, you may need to halt the interview at times to get the information recorded or ask the respondent to confirm what they said. Will you record the interview? In this case, you must get permission from the respondent to do so and you must take time to listen to the interview later in order to take notes on it. Something similar can also be done via a teleconferencing tool like Skype or even through instant messaging.

Interviews can also be conducted via email, where you send the set of questions to the respondent and they answer them on their own time. This eliminates the need to plan a time to meet and talk to the respondent. It might also lead to longer, more in-depth answers since the respondent will have the time to think about and write down their responses. What's more, once the respondent replies, all the data is already collected in the email they send back. On the other hand, an email interview does not allow an interviewer to rephrase questions or add new ones. If a respondent didn't understand a question, there isn't a way to rephrase to get a better answer.

To conduct interviews of multiple respondents, you also will need to come up with a common set of questions to ask each person so that the same kind of information can be collected and compared. These questions must be phrased in such a way that they are understandable to the people you are interviewing. In addition, you must plan ahead by contacting participants to interview, set up times and places to meet them, etc.

Surveys

Surveys involve developing a series of short, easy to answer, multiple choice or multiple answer questions that are distributed to a large number of people. Usually, surveys are used to collect *quantitative* data; a researcher will total up each kind of answer for each question and calculate the mean (average), median (middle), and mode (most common) of those answers. As well, other statistical analysis can be done on survey data to mathematically determine how significant or remarkable certain answers are. In any case, the numerical data collected from a survey is then interpreted, looking for answers they provide to research question(s).

Surveys are great for collecting information about large groups of people, since you can distribute surveys widely, collect them as a group, quickly total up answers, and do calculations. Because of this, you can begin to make conclusions based on how representative your survey sample is of the larger group you are investigating. A good survey sample means that you can assume that even people you did not survey will likely answer in the same way as those you did survey.

On the other hand, you cannot collect very complex information through a survey since the people who take the survey are automatically limited in the kinds of answers they can give and the questions and answers have to remain general enough to refer to and be understandable by all people.

Planning Survey Research

Surveys will require a set of survey questions applicable to the research question(s), identification of a sample population, a way to get surveys out to that sample population, and time to collect returned surveys and calculate the data.

It can actually be quite tricky to phrase the questions and answers in a survey effectively. Since all the question need to be understandable to a large number of people, a researcher must be careful to phrase the questions in simple terms and provide explanations for more complex ideas or terms that respondents might not

understand. Since most questions in a survey are multiple choice, researcher also needs to be sure they have provided all the possible answers respondents may want to give to each question, or even have an "Other" option in case the answer a respondent might give isn't listed. Some of the questions asked might be demographic questions – questions about respondents' age, gender, race, political or religious affiliation. These questions help a researcher determine whether the people they are surveying matches they population they want to collect data on.

There are various ways to distribute surveys: a paper form that is passed out and collected, an in-person survey in which questioned are asked and responses are collected face-to-face, or an online form that is distributed via email or some other digital media. If using online tools to write and distribute a survey, you can use tools like freeonlinesurveys.com or surveymonkey.com.

Below is a table breaking down on each method of primary research and their major features? (Appendix 1)

Qualitative vs. Quantitative analysis

Criteria	Qualitative	Quantitative
Purpose	Understand and interpret social interactions	Test hypotheses, check the cause and effect. Develop predictions for the future
Studied group	Small, selected intentionally	Larger and selected randomly
Data type	Words, images, objects	Numbers and statistics
Data form	Open-ended responses, interviews, participant observations, field notes	Precise measurements using structures and validated instruments for data collection.
Type of data analysis	Patterns, features, themes identification.	Statistical relatioships identification
Researcher's role	Researcher may be known to participants in the study and participants's characteristics may be known to the researchers.	Researcher and their biases are not known to the participants in the study. Participant characteristics are hidden.
Results	Particular findings, less generalizable	Generalizable findings, can be applied to the other populations.

Discussion questions:

1. How do we improve our teaching?
2. What`s something you want to improve in your class?
3. How do you know?
4. What is research?
5. What is your reflection on research?
6. What kind of question can we investigate in the research?

IV. AMALIY MASHG'ULOTLAR MATERIALLARI

2. Amaliymashg'ulot.

THEME: Understanding research article's framework. Finding primary research.

Plan:

1. Jigsaw on five Propositions
2. Research process (Video)
3. Reading and analysis of exemplar abstracts
4. Distinguishing between primary research and secondary research
5. Class presentation

Keywords: primary research, secondary research, action plan, article framework, abstract, method, sample, data collection, question, variable, construct.

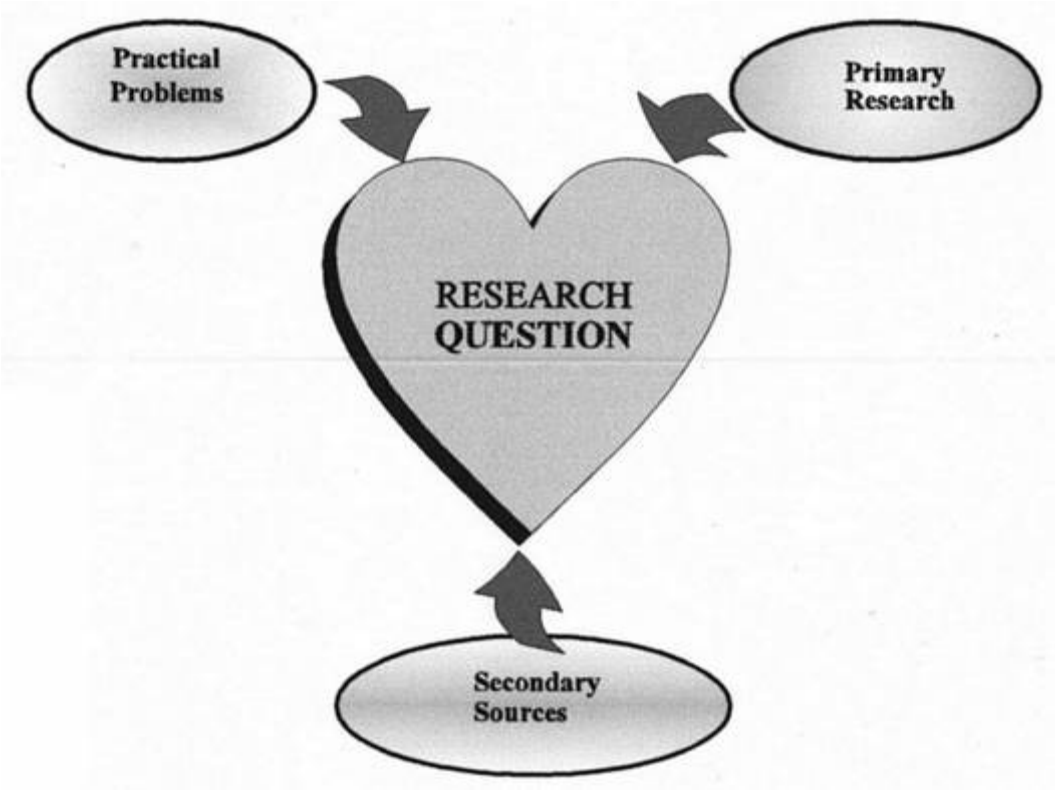
1. *Jigsaw reading. Listeners are working on five propositions (Freeman)*
2. *Discussion. What is research?*

Listeners are given slips of papers. They should brainstorm their reflection on the research. Teacher collects papers.

3. *Discussion. Listeners watch video on research process and try to pull pout four phases of the process.*
4. *Discussion. What kind of question can we investigate with research? How do you know?*

Listeners are given time to think of the questions that are testable. Then with the whole group, teacher and listeners are discussing the questions.

5. *Discussion. What could be the sources for research question?*



6. Questions for discussion.

What kind of questions do you want to investigate?

What some questions do you come across in your class?

7. Activity: Reflective writing.

Teacher provides listeners with several questions. In pairs, they choose the question for their analysis. Listeners are given time to think and reflect (Freeman, 56, Exercise).

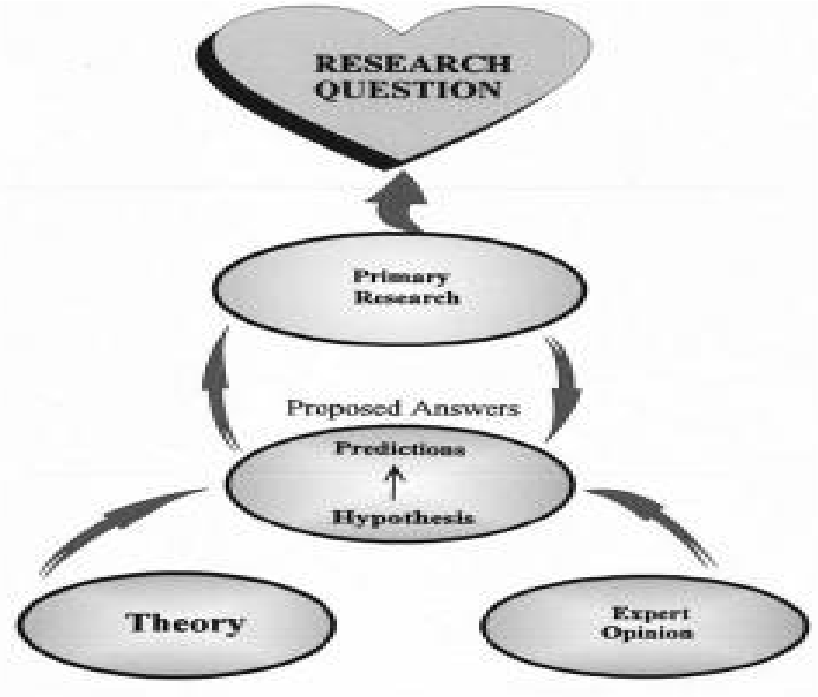


FIG. 1.2. Sources for answers to research questions.

8. Working on article.

Listeners are distributed an article by Pica. They should find some research questions in it. The group is divided into small groups, each group pick one question. Brainstorm what they think the answers are and why, then they go to Pica and find the sections, discuss if there are differences. Class presentation. (Appendix 2)

9. Discuss the following questions

3.Amaliy mashg'ulot

THEME: Research article framework.Understanding research methods.

Plan:

1. Research article framework
2. Qualitative, quantitative, mixed methodology.
3. **S**ample.
4. Data collection
5. Research design

Keywords: *construct, data collection, Qualitative, quantitative, mixed methodology, tool*

The Review of research article framework (group race)**.** Review each section (e.g. requirements) and participants share their findings**.** Importance of methods section. Qualitative, quantitative, mixed methodology. **S**ample. Research design.Define construct, Review/ analyze your articles/exemplar articles. Data collection. Categorization of the tools. Relationship between data and tool.

1. Running dictation.

Teacher sticks the slips of papers with different information on different parts of the room. The group is divided into several smaller groups. The subgroups come with the article framework in the end. Check. Requirements (Lee & Wallace, Perry)

Title
Abstract
Previous research
Method
Discussion
Results
Conclusion
References

2. Activity. Analysis of the article

Teacher distributes an exemplar article to the group. They analyze each part and discuss in pairs.

3. Activity. Working with computer.

Teacher explains how to make a search for scholarly article and explains the difference between peer-reviewed and predatory sources. Basing the search on the construct listeners make their search. Some do in pairs, some individually. (examples of the websites in Perry)

4. Jigsaw reading. Research methods

Research Methods

Research methods is a broad term. While methods of data collection and data analysis represent the core of research methods, you have to address a range of additional elements within the scope of your research.

The most important elements of research methodology expected to be covered in business dissertation at Bachelor's, Master's and PhD levels include research philosophy, types of research, research approach, methods of data collection, sampling and ethical considerations.

Research Design

Different textbooks place different meanings on research design. Some authors consider research design as the choice between qualitative and quantitative research methods. Others argue that research design refers to the choice of specific methods of data collection and analysis. In your dissertation, you can define research design as a general plan about what you will do to answer the research question. Important elements of research design include research strategies and methods related to data collection and analysis.

Research design can be divided into two groups: exploratory and conclusive. Exploratory research, according to its name merely aims to explore specific aspects of the research area. Exploratory research does not aim to provide final and conclusive answers to research questions. The researcher may even change the direction of the study to a certain extent, however not fundamentally, according to new evidences gained during the research process.

Data collection

There are two types of data – primary and secondary. Primary data is a type of data, which never existed before; hence, it was not previously published. Primary data is collected for a specific purpose, i.e. they are critically analyzed to find answers to research question(s). Secondary data, on the other hand, refers to a type of data that has

been previously published in journals, magazines, newspapers, books, online portals and other sources.

Dissertations can be based solely on the secondary data, without a need for the primary data. However, the opposite is not true i.e. no research can be completed only using primary data and secondary data collection and analysis is compulsory for all dissertations.

Primary data collection methods can be divided into two categories: qualitative and quantitative.

The main differences between qualitative and quantitative research methods can be summarized in the following points:
Firstly, the concepts in quantitative research methods are usually expressed in the forms of variables, while the concepts in qualitative research methods are expressed in motives and generalizations.

Secondly, quantitative research methods and measures are usually universal, like formulas for finding mean, median and mode for a set of data, whereas, in qualitative research each research is approached individually and individual measures are developed to interpret the primary data taking into account the unique characteristics of the research.

Thirdly, data in quantitative research appears in the forms of numbers and specific measurements and in qualitative research data can be in forms of words, images, transcripts, etc.

Fourthly, research findings in quantitative research can be illustrated in the forms of tables, graphs and pie-charts, whereas, research findings in qualitative studies is usually presented in analysis by only using words.

Sampling

Sampling is a principle that specifies the conditions and guides the process of selecting the members of population to participate in the study and to contribute as sources for primary data. The choice of sampling method determines the accuracy of research findings, reliability and validity of the study and has immense implications on the overall quality of the study.

Ethical Considerations

Regardless of your choice of research methods, you are obliged to address ethical aspects of writing a dissertation in a proactive manner. Here you have to state

that you have avoided misconducts during that research process and your dissertation is free from contradictions on ethical grounds and this statement must be true.

Section [Length]	Purpose	Verb Tense	Elements
Abstract [200-250 words]	Mini-version of the paper	Simple-past – refers to work done	• Principal objectives • Methods used • Principal results • Main Conclusions
Introduction [500-1,000 words] **Literature Review** [1,000-2,000 words]	Provides rationale for the study	Present – refers to established knowledge in the literature	• Nature & scope of the problem • Review of relevant literature • Hypothesis • Approach (and justification for this approach • Principal results • Main conclusions
Method & Materials [500-1,000 words] • Sampling • Data Collection • Measurement	Describes what was done – experiment, model, or field study	Simple past – refers to work done	• Description of materials • Description of procedure in logical order • Sufficient detail so that procedure can be reproduced
Results [500-1,500 words] • Analysis	Presents the data, the facts – what you found, calculated, discovered, observed	Simple past – refers to what was found, observed	• Your results • Your observations during experiments/fieldwork • Your observations about the results (e.g., compare/contrast between experiments) • Results of calculations using the data, such as rates or error
Discussion [1,000-1,500 words] • Evaluation	• Shows the relationships among the facts • Puts results in context of previous research	Present – emphasis on established knowledge, present results	• Trends, relationships, generalizations shown by the results • Any exceptions, outlying data (and why) • How your results agree disagree with previous studies, and why
Conclusions	Summarizes your principal findings	Present – emphasis on what should now be accepted as established knowledge	• Conclusions should relate back to the introduction, the hypothesis • Summary of evidence supporting each conclusion • Implications, the significance of your results or any practical applications
Title [8-15 words]	Draws readers' interest		

Discussion questions:

1. What is data?
2. How do you get data?
3. From whom do you collect data?
4. What tools can be used for your questions (Lesson 2)?
5. What is the relationship between tool and data?

V. КЕЙСЛАР БАНКИ

ActivityD.

Read the following extracts and provide cognitive metaphorical analysis:

Each one of us is a prisoner in a solitary tower and he communicates with the other prisoners, who form mankind, by conventional signs that have not quite the same meaning for them as for himself (Maugham, The Happy Man);

All the world's a stage,
And all the men and women merely players;
They have their exits and their entrances;
And one man in his time plays many parts,
His acts being seven ages (W. Shakespeare)

While analysis follow the next tasks:

- identify the source and target domains of a conceptual metaphor;
- reveal the associative links of the source and target domains;
- define what knowledge structures of a source domain are projected onto the target domain;
- reveal new conceptual senses emerging in the process of metaphorization.

Activity E.

Read the following extract and provide supralinear analysis aimed at revealing implicit information:

- find the verbal signals (lexical, stylistic, syntactical) of implicit information;
- comment on the role of stylistic devices and their convergence in revealing implicit information.

Although it was so brilliantly fine - the blue sky powdered with gold and great spots of light like white wine splashed over the JardinsPubliques - Miss Brill was glad that she had decided on her fur. The air was motionless, but when you opened your mouth there was just a faint chill, like a chill from a glass of iced water before you sip, and now and again a leaf came drifting - from nowhere, from the sky. Miss Brill put up her hand and touched her fur. Dear little thing! It was nice to feel it again. She had

taken it out of its box that afternoon, shaken out the moth-powder, given it a good brush, and rubbed the life back into the dim little eyes. "What has been happening to me?" said the sad little eyes. Oh, how sweet it was to see them snap at her again from the red eiderdown! ... But the nose, which was of some black composition, wasn't at all firm. It must have had a knock, somehow. Never mind - a little dab of black sealing-wax when the time came - when it was absolutely necessary ... Little rogue! Yes, she really felt like that about it. Little rogue biting its tail just by her left ear. She could have taken it off and laid it on her lap and stroked it. She felt a tingling in her hands and arms, but that came from walking, she supposed. And when she breathed, something light and sad - no, not sad, exactly - something gentle seemed to move in her bosom (Mansfield, Miss Brill)[1]

Activity F.

Read the story "The Nightingale and the Rose" by O. Wilde and provide cognitive mapping of the concept "Love"

- define dictionary definitions of the lexeme "love";
- reveal its paradigmatic and syntagmatic links;
- analyze word-building potential of the lexeme "love";
- find and provide analysis of phraseological units and paroemia (proverbs, aphorisms) with the component "love";
- reveal additional conceptual features of the concept via analysis of its contextual links throughout the whole text;
- draw a cognitive map representing all conceptual features of the concept.

Activity G.

Read the story "Last Leaf" by O'Henry and provide its conceptual analysis fulfilling the following tasks:

- search for the implicates and identify by what linguistic means they are verbalized;
- reveal conceptual senses implicates represent;
- analyze means of foregrounding and their role in revealing conceptual information;
- find verbal signals that represent the author's modality;
- infer the implications of the title;
- establish the main concepts represented in the text.

Activity H.

[1]**Stanley Kubrick. Narrative and stylistic analysis. CamridgeUniversityPress, 2001**.

Read the next extract and provide pragmatic analysis fulfilling the following tasks:

- characterize the linguistic personality of the communicants (their age, social status, occupation, emotional state);
- comment on the vocabulary used by the teenagers (a) colloquialisms, b) slang, c) contractions, d) exclamations).

"What the hellya doing, anyway?" I said.

"Wuddaya mean what the hell am I doing? I was tryna sleep before you guys started making all that noise. What the hell was the fight about, anyhow. Wuddaya want the light for?"...

"Jesus!" he said. "What the hell happened to you?" He meant all the blood and all. "I had a little goddam tiff with Stradlater, listen, I said, do you feel like playing a little Canasta?"

"Oh, you're still bleeding, for Chrissake. You better put something on it. Yawanna play a little Canasta or don'tcha?" ... "Only around!" Ackley said. "Listen. I gotta get up and go to Mass in the morning, for Chrissake. You guys start hollering and fighting in the middle of the goddam-What the hell was the fight about, anyhow?"

"It's a long story. I don't wanna bore ya, Ackley". "Do you happen to have any cigarettes, by any chance? – Say 'no' or I'll drop dead".

"No, I don't, as a matter of fact. Listen, what the hell was the fight about?"

*I didn't answer him. "About you", I said. ... I was defending your goddam honor, he made cracks about your religion... Stradlater said you had a lousy personality. I couldn't let him get away with that stuff (*Salinger, The catcher in the Rhye)

VI. GLOSSARY

Accuracy	In survey research, accuracy refers to the match between a sample and the target population. It also indicates how close a value obtained from a survey instrument or assessment is to the actual (true) value.
Action Research	Action research conducted to solve problems, inform policy, or improve the way that issues are addressed and problems solved. There are two broad types of action research: participatory action research and practical action research.
Alternative Hypothesis	The experimental hypothesis stating that there is some real difference between two or more groups. It is the alternative to the null hypothesis, which states that there is no difference between groups.
Analysis of Covariance (ANCOVA)	Is an advanced form of ANOVA (analysis of variance). While ANOVA is used to test for differences in the means of two or more groups, ANCOVA removes the effect(s) of one or more continuous variable(s) before testing for the group differences. For example, in an analysis that examines differences in child outcomes by type of child care, the analyst may want to remove the effects of parental education.
Analysis of Variance (ANOVA)	A statistical test that determines whether the means of two or more groups are significantly different.
Anonymity	An ethical safeguard against invasion of privacy whereby the researcher is unable to identify the respondents by their responses.
Association	The relationship between objects or variables. Two variables are positively associated when the values of one increase as the values of the other increases. They are negatively associated when the values of one decrease as the values of the other increase. Income and education are usually positively associated and student absentism is generally negatively associated with student achievement.
Attrition	Attrition occurs when participants drop out of a longitudinal study or panel study over time. If particular types of study participants drop out at a higher rate than other types of participants, attrition can introduce bias that can potentially

	threaten the internal and external validity of a longitudinal study and the internal validity of an experiment with treatment and control groups.
Average	A single value (mean, median, mode) representing the typical, normal, or middle value of a set of data.
Average Treatment Effect	The average treatment effect (ATE) measures the difference in the mean (average) outcome between the individuals or other units (e.g., classrooms, schools) assigned to the treatment and those assigned to the control. For example, in a study of the effects of a preschool reading intervention, the ATE would be the difference in average reading scores for children who received the intervention (treatment group) and the average reading scores for those who did not (control group).
Applied linguistics	The application of insights from theoretical linguistics to practical matters such as language teaching, remedial linguistic therapy, language planning or whatever.
Areas of linguistics	Any of a number of areas of study in which linguistic insights have been brought to bear, for instance sociolinguistics in which scholars study society and the way language is used in it. Other examples are psycholinguistics which is concerned with the psychological and linguistic development of the child.
Case Study	An intensive investigation of the current and past behaviors and experiences of a single person, family, group, or organization.
Categorical Data	Variables with discrete, non-numeric or qualitative categories (e.g. gender or marital status). The categories can be given numerical codes, but they cannot be ranked, added, multiplied or measured against each other. Also referred to as nominal data.
Categorical Data Analysis	Categorical data classify responses or observations into discrete categories (e.g., respondents' highest level of education is often classified as less than high school, high school, college, and post-graduate). While there are many techniques for analyzing such data, 'categorical data analysis' usually refers to the analysis of one or more categorical dependent variables and the relationships to on or more predictor variables (e.g., logistic regression).
Causal Analysis	An analysis that seeks to establish the cause and effect relationships between variables.

Chi-Square Test	There are several different Chi-square tests in statistics. One of the more commonly used is the Chi-square test of independence. It is used to determine if there is a statistically significant association between two categorical variables. The frequency of each category for one variable is compared across the categories of the second variable, such as in a n x n cross tabulation. It is the null hypothesis for this test that there is no association between the two variables (i.e., the distributions of the two variables are independent of each other). The alternative hypothesis is that there is an association. For example, a Chi-square test could be used to examine whether parents' decision to delay their children's entry to kindergarten (delay vs. do not delay) is statistically significantly associated with their child's sex (male vs. female).
Cluster Analysis	Cluster analysis is a multivariate method used to classify a sample of subjects (or objects) in such a way that subjects in the same group (called a cluster) are more similar (e.g., in terms of their personal attributes, beliefs, preferences) to each other than to those in other groups (clusters).
Cluster Sampling	A type of sampling method where the population is divided into groups, called clusters. Cluster designs are often used to control costs. For example, researchers first randomly select clusters of potential respondents, and then respondents are selected at random from within the pre-identified clusters. The researcher randomly selects several counties or groups of counties and then draws a random sample of households from within the selected counties. Cluster sampling is often used in education and early childhood research. Researchers sample schools/programs and then students/children enrolled in the selected schools/programs. Clustered sampling designs necessitate the use of special variance estimation techniques.
Codebook	Information on the structure, content, and layout of a data set. The codebook typically provides background on the project, describes the study design, and gives detailed information on variable names and variable value codes. User's manuals and user's guides are examples of codebooks.
Construct Validity	The degree to which a variable, test, questionnaire or instrument measures the theoretical concept that the researcher hopes to measure. For example, if a researcher is interested in the theoretical concept of "marital satisfaction," and the researcher uses a questionnaire to measure marital satisfaction,

	if the questionnaire has construct validity it is considered to be a good measure of marital satisfaction.
Control Group	In an experiment, the control group does not receive the intervention or treatment under investigation. This group may also be referred to as the comparison group.
Convenience Sampling	A sampling strategy that uses the most easily accessible people (or objects) to participate in a study. This is not a random sample, and the results cannot be generalized to individuals who did not participate in the research.
Correlation	The degree to which two variables are associated. Variables are positively correlated if they both tend to increase at the same time. For example, height and weight are positively correlated because as height increases weight also tends to increases. Variables are negatively correlated if as one increases the other decreases. For example, number of police officers in a community and crime rates are negatively correlated because as the number of police officers increases the crime rate tends to decrease.
Data	Information collected through surveys, interviews, or observations. Statistics are produced from data, and data must be processed to be of practical use.
Data Analysis	The process by which data are organized to better understand patterns of behavior within the target population. Data analysis is an umbrella term that refers to many particular forms of analysis such as content analysis, cost-benefit analysis, network analysis, path analysis, regression analysis, etc.
Data Collection	The observation, measurement, and recording of information in a research study.
Dependent Variable	The outcome variable. A dependent variable is something that depends on other factors. Researchers often try to find out what causes changes in the dependent variable. For example, in a study of factors associated with children's scores on standardized tests, children's scores would be the dependent variable.
Descriptive Statistics	Basic statistics used to describe and summarize data. Descriptive statistics generally include measures of the average values of variables (mean, median, and mode) and measures of the dispersion of variables (variance, standard deviation, or

	range).
Extraneous Variable	A variable that interferes with the relationship between the independent and dependent variables and which therefore needs to be controlled for in some way.
Likert Scale	A Likert Scale is a type of rating scale used to measure attitudes, values, or opinions about a subject. Survey respondents are asked to indicate their level of agreement or disagreement with a series of statements. The responses are often scaled and summed to give a composite measure of attitudes or opinions about a topic.
Literature Review	A comprehensive survey of the research literature on a topic. Generally the literature review is presented at the beginning of a research paper and explains how the researcher arrived at his or her research questions.
Mean	A descriptive statistic used as a measure of central tendency. To calculate the mean, all the values of a variable are added and then the sum is divided by the number of values. For example, if the age of the respondents in a sample were 21, 35, 40, 46, and 76, the mean age of the sample would be (21+35+40+46+76)/5 = 43.6
Median	A descriptive statistic used to measure central tendency. The median is the value that is the middle value of a set of values. 50% of the values lie above the median, and 50% lie below the median. For example, if a sample of individuals are ages 21, 34, 46, 55, and 76 the median age is 46.
Mode	A descriptive statistic that is a measure of central tendency. It is the value that occurs most frequently in the data. For example, if survey respondents are ages 21, 33, 33, 45, and 76, the modal age is 33.
One-Way ANOVA	A test of whether the mean for more than two groups are different. For example, to test whether the mean income is different for individuals who live in France, England, or Sweden, one would use a one-way ANOVA.
Ordinal Data	Data that are categorical, but that can also be ranked (ordered). However, the distance between the categories is not known and may not be equal. For example, parents might rate their satisfaction with their child's child care provider as "very dissatisfied," "dissatisfied," "satisfied," and "very satisfied." using numerical values of 1, 2, 3 and 4, respectively. A parent

	with a satisfaction score of 1 is more dissatisfied than a parent with a score of 2, but not necessarily twice as dissatisfied. And the difference between scores of 1 and 2 and scores of 3 and 4 are not necessary the same.
Paired T-Test	This test, which is sometimes called the dependent sample t-test, is usually used to determine whether the mean difference between two sets of observations for the same subjects is zero. In a paired sample t-test, each participant or subject is measured twice. It is often used to determine whether an intervention brought about a change in some characteristic of respondents (e.g., respondents' math knowledge). To perform a paired t-test, respondents' math knowledge would be measured prior to the intervention, then the intervention would be performed (e.g., teaching a class on math), then respondent's math knowledge would be measured after the intervention. The change from before to after the intervention is used to assess whether the intervention was successful.
Qualitative Research	A field of social research that is carried out in naturalistic settings and generates data largely through observations and interviews. Compared to quantitative research, which is principally concerned with making inferences from randomly selected samples to a larger population, qualitative research is primarily focused on describing small samples in non-statistical ways.
Questionnaire	A survey document with questions that are used to gather information from individuals to be used in research.
Random Sampling	A sampling technique in which individuals are selected from a population at random. Each individual has a chance of being chosen, and each individual is selected entirely by chance.
Range	A measure of how widely the data (values) for a specific variable are dispersed or spread. The larger the range the more dispersed the data. The range is calculated by subtracting the value of the lowest data point from the value of the highest data point. For example, in a sample of children between the ages of 2 and 6 years the range would be 4 years. When reporting the range, researchers typically report the lowest and highest value (Range = 2 - 6 years of age).
Research	The approaches, tools, and techniques that researchers use to

Method	study a problem. These methods include laboratory experiments, field experiments, surveys, case studies, focus groups, ethnographic research, action research, and so forth.
Sample	A group that is selected from a larger group (the population). By studying the sample the researcher tries to draw valid conclusions about the population.
Statistic	A measure of the characteristics of a sample (e.g., the mean is a statistic that measures the average of a sample). It gives an estimate of the same value for the population from which the sample was selected.
Target Population	The population to which the researcher would like to generalize her or his results based on analysis of a sample. The sample is selected from a target population.
Two-Way ANOVA	A statistical test to study the effect of two categorical independent variables on a continuous outcome variable. Two-way ANOVAs analyze the direct effect of the independent variables on the outcome, as well as the interaction of the independent variables on the outcome.
Variable	A measurable attribute or characteristics of a person, group or object that varies within the sample under investigation (e.g. age, weight, IQ, child care type). In research, variables are typically classified as dependent, independent, intervening, moderating, or as control variables (See definitions elsewhere in glossary).

VII. ADABIYOTLAR RO'YXATI

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