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TADQIQOTLAR OLIB BORISHDA LINGVISTIK METOD VA YONDASHUVLAR

O’ZBEKISTON RESPUBLIKASI OLIY TA’LIM, FAN VA INNOVATSIYALAR VAZIRLIGI
BOSH ILMIY-MYETODIK MARKAZI
SAMARQAND DAVLAT UNIVERSITETI HUZURIDAGI PEDAGOG KADRLARNI QAYTA TAYYORLASH VA ULARNING MALAKASINI OSHIRISH MINTAQAVIY MARKAZI

“TASDIQLAYMAN”
Samarqand davlat universiteti huzuridagi pedagog kadrlarni qayta tayyorlash va ularning malakasini oshirish mintaqaviy markazi direktori
_____S.B.Abbasov
“_____”_____ **2023 yil**

TADQIQOTLAR OLIB BORISHDA LINGVISTIK METOD VA YONDASHUVLAR MODULINING
O’QUV-USLUBIY MAJMUASI

Qayta tayyorlash va malaka oshirish kursi yo‘nalishi: Filologiya va tillarni o‘qitish: ingliz tili

Tinglovchilar kontingenti: Oliy ta’lim muassasalari pedagog kadrlari

SAMARQAND - 2023

Modulning o‘quv uslubiy majmuasi Oliy va o‘rta maxsus ta’lim vazirligining 2020 yil “7”-dekabrdagi 648-sonli bayonnomasi bilan ma’qullangan o‘quv dasturi va o‘quv rejasiga muvofiq ishlab chiqilgan.

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O’quv-uslubiy majmua Samarqand davlat universiteti ilmiy-metodik kengashi tomonidan nashrga tavsiya etilgan (2020 yil “28” dekabrdagi 4-sonli bayonnomasi).

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I. Ishchi dastur

KIRISH

Dastur O’zbekiston Respublikasi Prezidentining 2017 yil 7 fevraldagi “O’zbekiston Respublikasini yanada rivojlantirish bo‘yicha Harakatlar strategiyasi to‘g‘risida”gi PF-4947-son, 2019 yil 27 avgustdagi “Oliy ta’lim muassasalari rahbar va pedagog kadrlarining uzluksiz malakasini oshirish tizimini joriy etish to‘g‘risida”gi PF-5789-son, 2019 yil 8 oktyabrdagi “O’zbekiston Respublikasi oliy ta’lim tizimini 2030 yilgacha rivojlantirish konsepsiyasini tasdiqlash to‘g‘risida”gi PF-5847-sonli Farmonlari, O’zbekiston Respublikasi Vazirlar Mahkamasining 2019 yil 23 sentyabrdagi “Oliy ta’lim muassasalari rahbar va pedagog kadrlarining malakasini oshirish tizimini yanada takomillashtirish bo‘yicha qo‘shimcha chora-tadbirlar to‘g‘risida”gi 797-sonli hamda O’zbekiston Respublikasi Prezidentining 2012 yil 10 dekabrdagi “Chet tillarni o‘rganish tizimini yanada takomillashtirish chora-tadbirlari to‘g‘risida”gi PQ-1875-sonli qarorlarida belgilangan ustuvor vazifalar mazmunidan kelib chiqqan holda tuzilgan bo‘lib, u oliy ta’lim muassasalari pedagog kadrlarining kasb mahorati hamda 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 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, uning mazmuni Kredit modul tizimi va o‘quv jarayonini tashkil etish, ilmiy va innovatsion faoliyatni rivojlantirish, ta’lim jarayoniga raqamli texnologiyalarni joriy etish, maxsus maqsadlarga yo‘naltirilgan ingliz tili, mutaxassislik fanlar negizida ilmiy va amaliy tadqiqotlar, o‘quv jarayonini tashkil etishning zamonaviy uslublari bo‘yicha so‘nggi yutuqlar, pedagogning kreativ kompetentligini rivojlantirish, ta’lim jarayonlarini raqamli texnologiyalar asosida individuallashtirish, masofaviy ta’lim xizmatlarini rivojlantirish, vebinar, onlayn, «blended learning», «flipped classroom» texnologiyalarini amaliyotga keng qo‘llash bo‘yicha tegishli bilim, ko‘nikma, malaka va kompetensiyalarni rivojlantirishga yo‘naltirilgan.

Kursning maqsadi va vazifalari

Oliy ta’lim muassasalari pedagog kadrlarini qayta tayyorlash va ularning malakasini oshirish kursining **maqsadi** pedagog kadrlarni innovatsion yondoshuvlar asosida o‘quv-tarbiyaviy jarayonlarni yuksak ilmiy-metodik darajada loyihalashtirish, sohadagi ilg‘or tajribalar, zamonaviy bilim va malakalarni

o‘zlashtirish va amaliyotga joriy etishlari uchun zarur bo‘ladigan kasbiy bilim, ko‘nikma va malakalarini takomillashtirish, shuningdek ularning ijodiy faolligini rivojlantirishdan iborat.

Kursning **vazifalariga** quyidagilar kiradi:

- “Filologiya va tillarni o‘qitish: ingliz tili” yo‘nalishida pedagog kadrlarning kasbiy bilim, ko‘nikma, malakalarini takomillashtirish va rivojlantirish;
- pedagoglarning ijodiy-innovatsion faollik darajasini oshirish;
- mutaxassislik fanlarini o‘qitish jarayoniga zamonaviy axborot-kommunikatsiya texnologiyalari va xorijiy tillarni samarali tatbiq etilishini ta’minlash;
- maxsus fanlar sohasidagi o‘qitishning innovatsion texnologiyalari va ilg‘or xorijiy tajribalarini o‘zlashtirish;

“Filologiya va tillarni o‘qitish: ingliz tili” yo‘nalishida qayta tayyorlash va malaka oshirish jarayonlarini fan va ishlab chiqarishdagi innovatsiyalar bilan o‘zaro integratsiyasini ta’minlash.

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

“Kredit modul tizimi va o‘quv jarayonini tashkil etish”, “Ilmiy va innovatsion faoliyatni rivojlantirish”, “Pedagogning kasbiy professionalligini oshirish”, “Ta’lim jarayoniga raqamli texnologiyalarni joriy etish”, “Maxsus maqsadlarga yo‘naltirilgan ingliz tili” modullari bo‘yicha tinglovchilarning bilim, ko‘nikma va malakalariga qo‘yiladigan talablar tegishli ta’lim sohasi bo‘yicha pedagog kadrlarni qayta tayyorlash va malakasini oshirish mazmuni, sifati va ularning tayyorgarligi hamda kompetentligiga qo‘yiladigan umumiy malaka talablari bilan belgilanadi.

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

Tinglovchi:

- til o‘qitishning umumevropa standartlari talablarini;
- chet tilini o‘qitishning nazariy va kommunikativ yondashuv asoslarini;
- tilshunoslikda tizimli tahlil etish mexanizimlarini;
- til o‘qitish tamoyillari va metodlarini;
- o‘quv materiallarining qiyinchilik darajasini aniqlash va taxlil qilishni;
- chet tili ta’limida CEFR tamoyillarining o‘rnini;
- kommunikativ kompetensiya tamoyillarini;
- kommunikativ va vazifaga asoslangan til o‘rgatishda baholash mezonlarini;
- tillarni masofaviy va ananaviy o‘rganish va o‘qitishda metodologik yondashuvlarni;
- raqamli texnologiyalarning imkoniyatlari va muammolarini;
- blended (aralash) ta’limning prinsiplari va amaliyotini;

- masofaviy va ananaviy darslarni integratsiya qilish va podkastlar, vikilar va bloglar kabi veb-texnologiyalarda o‘qish va yozish tajribasini ***bilishi*** kerak.

Tinglovchi:

- til o‘qitishga oid ilg‘or tajribalardan foydalanish;
- axborot texnologiyalarining zamonaviy vositalaridan foydalanib ilmiy-tadqiqotlarni o‘tkazish;
- til o‘rganish va o‘qitishda Web 2.0 vositalaridan samarali foydalanish;
- an’anaviy baholash va CEFRga asoslangan til kompetensiyalarini baholash tizimi o‘rtasidagi farqlarni aniqlay olish;
- o‘z ustida ishlab, fanning yangi tadqiqotlarini o‘qitish tizimini qo‘llash;
- til o‘qituvchilari malakasini oshirishda aralash ta’lim, zamonaviy qarash va yondashuvlardan foydalanish;
- pedagogik jarayonda muloqot uslublarini to‘g‘ri qo‘llay olish ***ko‘nikmalariga*** ega bo‘lishi lozim.

Tinglovchi:

- til va nutq materiallarini tanlash tamoyillari, autentik manbalar bilan ishlash;
- til o‘qitish metodikasi bo‘yicha o‘rgangan ma’lumotlarni amalda qo‘llay olish;
- tinglovchilarning bilish qobiliyatlarini baholay olish;
- o‘quv jarayonini rejalashtirish, baholash, fidbek mexanizmlarini amalga oshirish;
- tinglovchilarning o‘z-o‘zini baholashga qaratilgan portfoliosini ishlab chiqish ***malakalariga*** ega bo‘lishi zarur.

Tinglovchi:

- me’yoriy-huquqiy hujjatlar asosida ta’lim va tarbiya jarayonini tashkil etish va boshqarish;
- filologiya va tillarni o‘qitish: ingliz tili sohasida kasbiy faoliyat yuritish uchun zarur bo‘lgan bilim, ko‘nikma, malaka va shaxsiy sifatlarga ega bo‘lish;
- interaktiv multimedia vositalaridan foydalanish;
- o‘zaro darslarni kuzatish va fidbek berish;
- chet tili ta’limida ta’lim texnologiyalarni qo‘llash;
- ilg‘or axborot-texnologiyalarida ishlash;
- videodarslarni tayyorlash;
- egallangan tajribani tanqidiy ko‘rib chiqish qobiliyati, zarur bo‘lganda o‘z kasbiy faoliyatining turi va xarakterini o‘zgartira olish;
- til o‘rganish va o‘qitishda masofaviy ta’lim va platformalarda tinglovchilarni baholash;
- chet tili ta’limida baholashga oid qarorlar qabul qilish ***kompetensiyalariga*** ega bo‘lishi zarur.

Modulning oliy ta’limdagi o‘rni

Modulni o‘zlashtirish orqali tinglovchilar ilg‘or xorijiy mamlakatlarda o‘qitishni tashkil qilishning xorijiy tajribalarni o‘rganish, amalda qo‘llash va baholashga doir kasbiy kompetentlikka ega bo‘ladilar. So‘nggi yillarda xorijiy tillar sohasidagi yutuqlar va istiqbollar oliy o‘quv yurtlaridagi ta’lim jarayonining mazmunini boyitishga xizmat qiladi.

“Tadqiqotlar olib borishda lingvistik metod va yondashuvlar” modulining soatlar bo‘yicha taqsimoti

№	Modul mavzulari	Tinglovchining o‘quv yuklamasi, soat				
		Hammasi	Auditoriya o‘quv yuklamasi			Ko‘chma mashg‘ulot
			Jami	jumladan		
				Nazariy	Amaliy mashg‘ulot	
1.	Tadqiqot va tadqiqotnini tashkil etish uchun ma’lumot yig‘ish metodologiyasi: birlamchi va ikkilamchi ma’lumotlar yig‘ish va ushbu ma’lumotlarni tahlil qilish.	2	2		2	
2.	Adabiyotlar sharhining maqsadi. Tadqiqotning uslubiy ta’minoti. Namuna va uning turlari.	2	2		2	
3.	Ma’lumot to‘plash tartibi. Sifatli usul. Miqdoriy usul. Aralash usul.	2	2		2	
4.	Obekt va ulardan turli xil tadqiqot usullarida foydalanish. Amaliy ishning jarayonlari.	2	2		2	
5	Ma’lumotlarning tahlili. Ma’lumotni tahlil qilish uchun metod va yondashuvlar.	2	2		2	
6	Rejalashtirish, ma’lumotlar, vosita, tahlil o‘rtasidagi boqliqlik. Tadqiqotning ishonchliligi va asosliligi.	2	2		2	
7	Tahlil etish natijasida ma’lumot tayyorlash: maqola, kitob va dissertatsiya shakldagi tahliliy materiallar yozish.	2	2		2	

8	Scopus va Science Direct xalqaro ilmiy-texnik ma’lumotlar bazasidan foydalanish va ilmiy maqolalarni yuqori impakt-faktorga ega jurnallarda chop etish.	2	2		2	
Jami:		**16**	**16**		**16**	**0**

AMALIY MAShG’ULOTLAR MAZMUNI

1-mavzu: Tadqiqot va tasqiqotni tashkil etish uchun ma'lumot yig'ish metodologiyasi: birlamchi va ikkilamchi ma'lumitlar yig'ish va ushbu ma'lumotlarni tahlil qilish (2-soat)

Reja:

1. Importance of making investigation
2. Data collection
3. Analysing gathering data

2-mavzu: Adabiyotlar sharhining maqsadi. Tadqiqotning uslubiy ta'minoti. Namuna va uning turlari (2-soat)

Reja:

1. Purpose of literature comment
2. Methodical investigation
3. Types of samples

3-mavzu: Ma'lumot to'plash tartibi. Sifatli usul. Miqdoriy usul. Aralaah usul (2-soat)

Reja:

1. Order of Data Collection.
2. Quality and quantitative methods
3. Mixture method

4-mavzu: Obyekt va ulardan turli xil tadqiqot usullarida foydalanish. Amaliy ishning jarayonlari (2-soat)

Reja:

1.Using objects in different investigation
2.Process of practising

5-mavzu: Ma'lumotlarning tahlili. Ma'lumotni tahlil qilish uchun metod va yondashuvlar (2- soat)

Reja:

1.Data analysing

2. Methods and approaches for data analysing

6-mavzu: Rejalashtirish, ma'lumotlar, vosita, taxlil o'rtasidagi bog'liqlik. Tadqiqotning ishonchliligi va asosliligi (2- soat)

Reja:

1. Planning, information and means
2. Connection among planning, data,means and analysing.

7- mavzu: Taxlil etish natijasida ma'lumot tayyorlash: maqola, kitob va dissertatsiya shaklidagi tahliliy materiallar yozish (2-soat)

Reja:

1.Preparing writing materials such as articles, books, dissertations according to data analysing

8- mavzu: Scopus va Science Direct xalqaro ilmiy-texnik ma'lumotlar bazasidan foydalanish va ilmiy maqolalarni yuqori impakt - faktorga ega jurnallarda chop etish (2-soat)

Reja:

1. Using International science-technique research platform such Scopus and Science
2. Publishing scientific articles

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

Brainstorming	Brainstorming is a group creativity technique by which efforts are made to find a conclusion for a specific problem by gathering a list of ideas spontaneously
Prediction	A prediction (Latin præ-, "before," and dicere, "to say"), or forecast, is a statement about a future event. They are often, but not always, based upon experience or knowledge.
Group work	Group work is a form of voluntary association of members benefiting from cooperative learning, that enhances the total output of the activity than when done individually.
Pair work	Pair work is learners working together in pairs. One of the main motivations to encourage pair work in the English language classroom is to increase the opportunities for learners to use English in the class.
Reflection	Reflection is the process of reflecting on your experience in order to learn from that experience.
Comparison	Comparison or comparing is the act of evaluating two or more things by determining the relevant, comparable characteristics of each thing, and then determining which characteristics of each are similar to the other, which are different, and to what degree.
Discussion	the activity in which people talk about something and tell each other their ideas or opinions
Elicitation	Elicitation technique or elicitation procedure, any of various data collection techniques in social sciences or other fields to gather knowledge or information from people.

Project work	Project work is a series of activities that allows the students to study,do research and act by themselves using their abilities, interests, personal experience
True/False	Type the question in the form of a statement that students can answer with true or false.
Matching	going together well : suitably paired or used together.

ELICITATION

Lesson 1. Activity 1 (5 min)

Ask participants the following questions (if possible write key words on the white board):

What is *investigating*?
What is *assessment*?
What is evaluation?

Lesson 7. Activity 1 Different types of analysing

Ask participants the following questions. Take answers to each question

one at a time and comment and expand as necessary:

~ Do you test your students' knowledge? If you do, how do you do it?

~ Why do you have tests with your students?

~ Are there any obligatory tests at your universities? If yes, what kinds of test are these?

(10 min) Ask participants when each of the tests is given and why. Draw a timeline to illustrate when different tests are given taking into account different purposes of the tests. Use the following questions:

~ When are the tests conducted ?

~ What is the purpose of each of the tests?

1)Placement test / proficiency test

2)Progress test

3) Achievement test

4)Proficiency test

Lesson 8. Lead-in activity

Objective: to uncover the current practice of testing and assessing receptive skills

Time: 5 min

►Procedure:

(5 min) Refer participants to the sessions on Teaching Reading and Authenticity.

Ask them what kind of reading subskills they remember. Elicit scanning, skimming, reading intensively. Ask participants the following question:

~ How do you test or otherwise assess your students' reading and listening

skills?

Elicit random answers.

Establish that in our context reading skills are regarded as a tool for testing other skills like writing, speaking, pronunciation, etc. through such tasks as 'read and retell the text','read aloud', 'read and learn by heart'. Reading skills such as scanning, skimming and reading intensively are not tested. Testing listening skills is not very popular because of the lack of resources. Tell participants that this session focuses on testing listening and reading skills.

PAIR WORK

Lesson 5. Activity 4

Time: 20 min

Materials: Handout 4

Procedure:

Ask participants to work in pairs and fill in the table (handout 4) with the questions/problems and disscuss:
Is any qualitative data necessary to research any of the written research questions? If yes, how this data can be got? (students' tests, questionnaires, etc.)

What are the reasons of collecting quantitative data to research the question/problem?

Ask participants to share filled table and report about the discussed answers to the stated questions.

Possible answers: participants' answers

TRUE/ FALSE

Lesson 2. Activity 2, Handout 1b. True/False statements

A)This course is taught in semesters 5-6.

B) Students will be able to analyze, develop and plan assessment procedure.

C) Only theory of testing is introduced in this course.

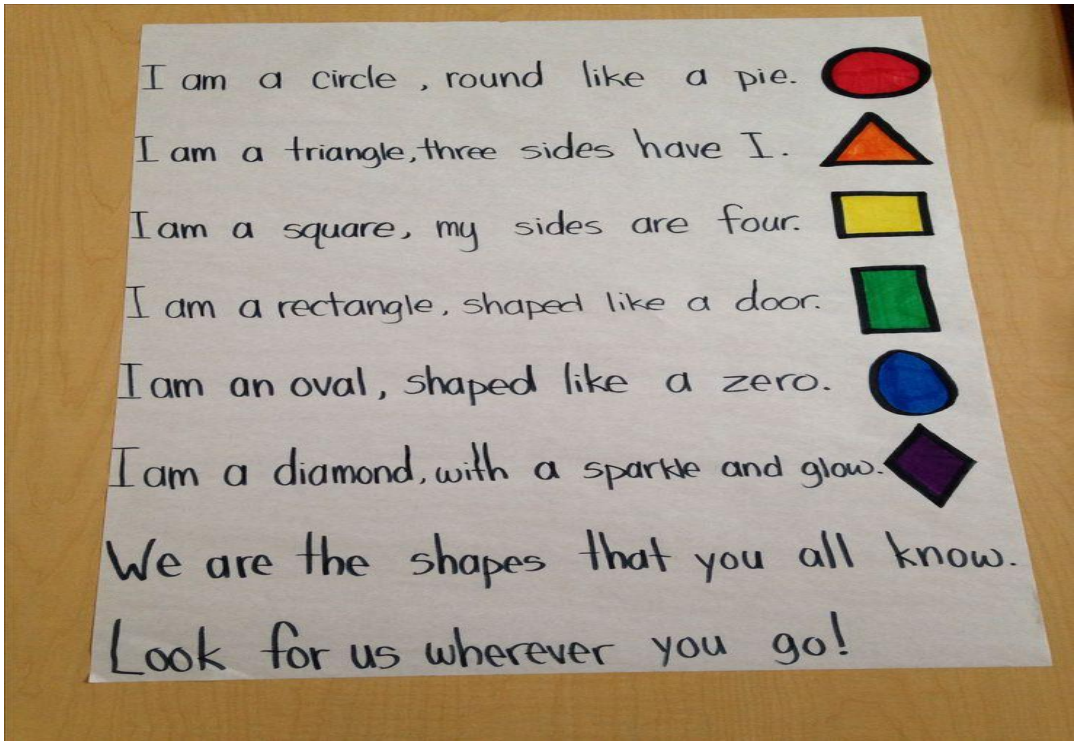
D) Students will analyse and develop only multiple-choice questions.

E) Students will know about different test types.

F) Portfolios, logs, and project works are considered as an alternative ways of assessment

G) Students will only discuss how language skills are assessed

In this study it was concluded that adept visual perception skills correlate with achievement in other tasks.



Lesson 4. Activity 2 Skills that can be developed through alternative ways of assessment

Invite groups to share the marks they have agreed on and ask each group representative to comment on how they came up to the decision.

NB Be sure to lead the group to the concept of assessment criteria through this discussion. While group representatives are presenting their ideas, listen in and make a list (on the board) of assessment criteria mentioned by them. When all the representatives have spoken, draw the whole group's attention to the list of criteria they were using to decide on a mark and ask if anything should be added. (Make sure participants understand what assessment criteria are, refer to the session on Giving Feedback on Writing in module 1)

Make the point that if a task aims at developing the ability to work in groups, or decision making skills, these skills also have to be recognized and credited in the assessment process.

Lesson 4. Activity 2. Task for students

1. You are required to work in small groups of no more than 4 people. The task for you is to write a newspaper article about a local zoo. You will have to:

1. think about the specific things in the zoo you would like to concentrate on;

2. visit the zoo and collect all the necessary information;

3. analyse the information you have collected and think how you can use it to write an article

Activity 2.

Kindergarten Focus Test Form A

Name: _____ Date: _____

How many smiley faces are there?

_____

Draw 9 circles.

Circle the number 4. Put an X on the number 12.

7 2 12 4 13 11

Circle the set with more.

Count from 1 to 10.

____ 2 ____ 4 ____ 6 ____ 8 ____ 10

Teacher Instructions: Read all problems aloud to the student.

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III. AMALIY MAShG'ULOT MATERIALLARI

1-mavzu: Tadqiqot va tasqiqotni tashkil etish uchun ma'lumot yig'ish metodologiyasi: birlamchi va ikkilamchi ma'lumitlar yig'ish va ushbu ma'lumotlarni tahlil qilish (2-soat)

Theme 1 : Methodology of gathering data for making investigation

Plan:

1. **Importance of making investigation**
2. **Data collection**
3. **Analysing gathering data**

The field phase of an investigation is used to identify and validate perceived safety hazards. Competent safety analysis is required to assess the risks, and effective communications are required to control the risks. In other words, effective safety management requires an integrated and structured approach to safety investigations. Some occurrences and hazards originate from material failures or occur in unique environmental conditions. However, the majority of unsafe conditions are generated through human errors. When considering human error, an understanding of the conditions that may have affected human performance or decision-making is required. These unsafe conditions may be indicative of systemic hazards that put the entire aviation system at risk. Consistent with the systems approach to safety, an integrated and structured approach to safety investigations considers all aspects that may have contributed to unsafe behavior or created unsafe conditions.

The logic flow for an integrated process for safety investigations is depicted in Figure 1 — Integrated Safety Investigation Methodology (ISIM). Using this type of model can guide the safety investigator from the initial hazard or incident notification through to the communication of safety lessons learned.

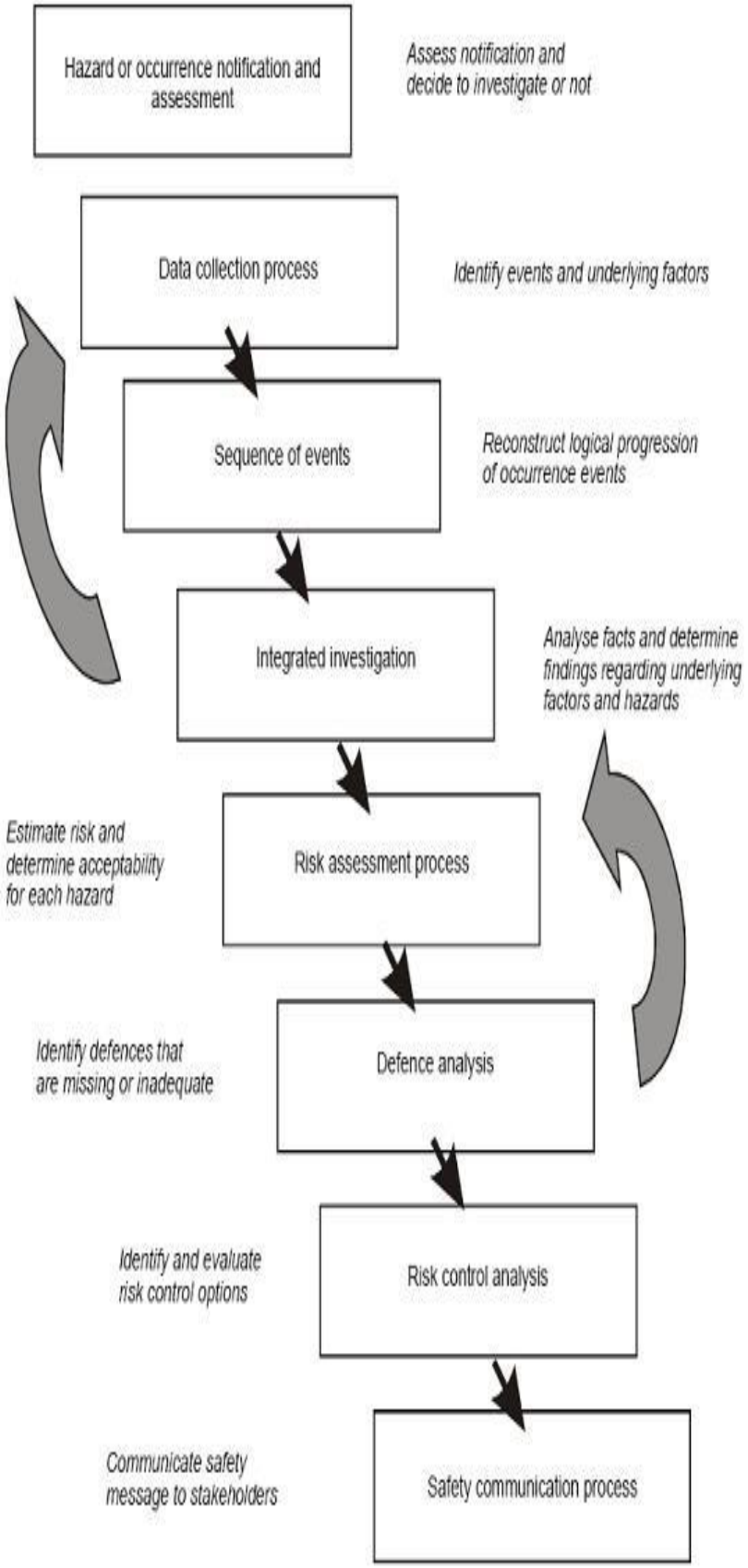


Figure 1 — Integrated Safety Investigation Methodology (ISIM)

Effective investigations do not follow a simple step-by-step process that starts at the beginning and proceeds directly through each phase to completion. Rather, they follow an iterative process that may require going back and repeating steps as new data are acquired and/or as conclusions are reached.

Qualitative research involves the use of qualitative data, such as interviews, documents, and participant observation data, to understand and explain social phenomena. Qualitative research can be found in many disciplines and fields, using a variety of approaches, methods and techniques. In Information Systems (IS), there has been a general shift in information system research away from technological to managerial and organizational issues, hence an increasing interest in the application of qualitative research methods. Frequently used methods are the action research, case study, ethnography and grounded theory. Review of each research approaches in qualitative methods, will be discussed. Important considerations in the methods are identified, and cases for each research method are described. Then we will present some benefits and limitations of each method. Based on the result, a framework of an action research was proposed and might be useful in starting a research project in information system using qualitative method.

Data collection is a methodical process of gathering and analyzing specific information to proffer solutions to relevant questions and evaluate the results. It focuses on finding out all there is to a particular subject matter. Data is collected to be further subjected to hypothesis testing which seeks to explain a phenomenon. Hypothesis testing eliminates assumptions while making a proposition from the basis of reason. For collectors of data, there is a range of outcomes for which the data is collected. But the key purpose for which data is collected is to put a researcher in a vantage position to make predictions about future probabilities and trends. The core forms in which data can be collected are primary and secondary data. While the former is collected by a researcher through first-hand sources, the latter is collected by an individual other than the user.

Types of Data Collection

Before broaching the subject of the various types of data collection. It is pertinent to note that data collection in itself falls under two broad categories; Primary data collection and secondary data collection.

Primary Data Collection

Primary data collection by definition is the gathering of raw data collected at the source. It is a process of collecting the original data collected by a researcher for a specific research purpose. It could be further analyzed into two segments; qualitative research and quantitative data collection methods.

Qualitative Research Method .The qualitative research methods of data collection does not involve the collection of data that involves numbers or a need to be deduced through a mathematical calculation, rather it is based on the non-quantifiable elements like the feeling or emotion of the researcher. An example of such a method is an open-endedquestionnaire.

Quantitative Method

Quantitative methods are presented in numbers and require a mathematical calculation to deduce. An example would be the use of a questionnaire with close-ended questions to arrive at figures to be calculated Mathematically. Also, methods of correlation and regression, mean, mode and median.

The following are the top 7 data collection methods for Academic, Opinion-based or product research. Also discussed in detail is the nature, pros and cons of each one. At the end of this segment, you will be best informed about which method best suits your research.

INTERVIEW

An interview is a face-to-face conversation between two individuals with the sole purpose of collecting relevant information to satisfy a research purpose. Interviews are of different types namely; Structured, Semi-structured and unstructured with each having a slight variation from the other.

Structured Interviews - Simply put, it is a verbally administered questionnaire. In terms of depth, it is surface level and is usually completed within a short period. For speed and efficiency, it is highly recommendable, but it lacks depth.

Semi-structured Interviews - In this method, there subsist several key questions which cover the scope of the areas to be explored. It allows a little more leeway for the researcher to explore the subject matter.

Unstructured Interviews - It is an in-depth interview that allows the researcher to collect a wide range of information with a purpose. An advantage of this method is the freedom it gives a researcher to combine structure with flexibility even though it is more time-consuming.

Audio Recorder

An audio recorder is used for recording sound on disc, tape, or film. Audio information can meet the needs of a wide range of people, as well as provide alternatives to print data collection tools.

Digital Camera

An advantage of a digital camera is that it can be used for transmitting those images to a monitor screen when the need arises.

Camcorder

A camcorder is used for collecting data through interviews. It provides a combination of both an audio recorder and a video camera. The data provided is qualitative in nature and allows the respondents to answer questions asked exhaustively. If you need to collect sensitive information during an interview, a camcorder might not work for you as you would need to maintain your subject's privacy. Want to conduct an interview for qualitative data research or special report? Use this online interview consent form template to allow the interviewee to give their consent before you use the interview data for research or report. With premium features like e-signature, upload fields, form security, etc., Formplus Builder is the perfect tool to create your preferred online consent forms without coding experience.

QUESTIONNAIRES

This is the process of collecting data through an instrument consisting of a series of questions and prompts to receive a response from individuals it is administered to. Questionnaires are designed to collect data from a group. For clarity, it is important

to note that a questionnaire isn't a survey, rather it forms a part of it. A survey is a process of data gathering involving a variety of data collection methods, including a questionnaire. On a questionnaire, there are three kinds of questions used. They are; fixed-alternative, scale, and open-ended. With each of the questions tailored to the nature and scope of the research. Form plus lets you create powerful forms to help you collect the information you need. Formplus helps you create the online forms that you like. The Formplus online questionnaire form template to get actionable trends and measurable responses. Conduct research, optimize knowledge of your brand or just get to know an audience with this form template. The form template is fast, free and fully customizable.

2-mavzu: Adabiyotlar sharhining maqsadi. Tadqiqotning uslubiy ta'minoti. Namuna va uning turlari (2-soat)

Theme 2 : Purpose of literature comment; methodical investigation. Types of samples (2-hours)

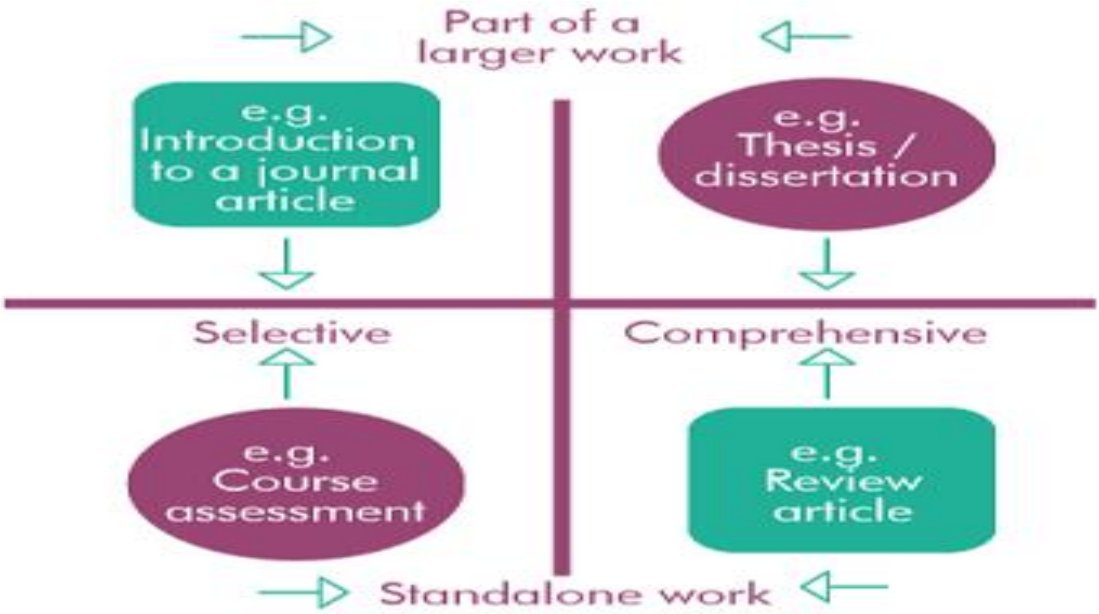
Plan:

1. **Purpose of literature comment**
2. **Methodical investigation**
3. **Types of samples**

There are several reasons to conduct a literature comment at the beginning of a research project: To familiarise yourself with the current state of knowledge on your topic; To ensure that you’re not just repeating what others have already done ; To identify gaps in knowledge and unresolved problems that your research can address; To develop your theoretical framework and methodology; To provide an overview of the key findings and debates on the topic; Writing the

literature review shows your reader how your work relates to existing research and what new insights it will contribute.

In order for science to be beneficial to a society, it is important to use the scientific methods to ensure that a scientific knowledge or idea is valid and true. In this case, a methodical investigation is a great way to evaluate an idea. Otherwise, if false information is given to people, it would create a negative impact on society.



Methodical arranged with regard to method; disposed in a suitable manner, or in a manner to illustrate a subject, or to facilitate practical observation; as, the methodical arrangement of arguments; a methodical treatise. Each methodological approach involves differing sets of assumptions, concepts, principles, "laws," and procedures (methods) to arrive at the scope and technical truth about an accident. When more than one methodology is present in the investigation of the same phenomenon, we begin to encounter trouble because each methodology calls for differing, accident scope, to which technical truth will be applied; investigative methods, used to arrive at the technical truth; accident data, sought to establish the technical truth; truth tests, applied to the investigative data to establish the actual scenario for the accident; and the likelihood that investigator's conclusions or assertions are reported

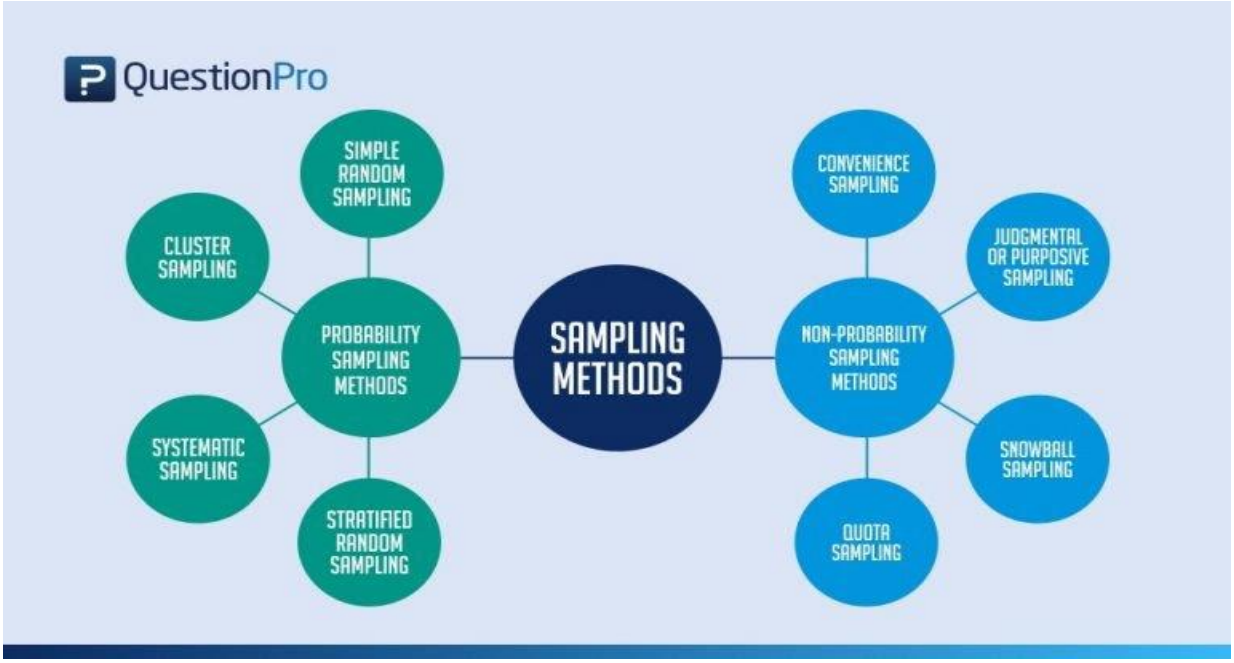
as facts. If you are working within a symbolic logic framework which provides a "win/win" investigative environment leading to understanding of the accident, imagine your frustration in trying to get cooperation from another investigator who is working within an engineering framework, looking for engineering or debris testing proofs or an adversary framework, looking for fault or culpability or a safety framework, looking for a cause or unsafe condition to correct to prevent similar accidents, or a statistical framework looking for "all the facts" for later analysis. Disagreements arising from these cross purposes, however, are merely symptoms of the methodological differences which unintentionally bias investigators. As research continues, and understands more clearly these differing methodological frameworks and truth tests, and the differing demands they impose on investigators, another - and possibly more important - question has emerged. Why do we need so many investigations of the same accident? After all, the accident only occurred one time, in one way in which everything involved had a probability of 1 - it happened. Why are so many different purposes involved, and why are so many investigators and investigations needed? I have seen one accident in which 7 independent investigations were conducted. Why couldn't one investigation serve the needs. This led to the realization that much of the time investigators record their interpretation of the actual data, rather than the VALUE-FREE observations from the evidence. Much of the recorded data were investigator's conclusions - subjective personal judgments representing interpretations by the investigator. As the enormous significance of this distinction began to take shape, a lot of problems began to be understandable. If each investigator used different test criteria for making these judgments, reproducibility suffered. Discussions with investigators disclosed that - except in large accident investigations. In the absence of rigorous truth tests, we were dealing with a lot of subjective investigator's opinions on the forms, which meant that we were looking at and arguing opinions rather than "fact." "Observed data" about the accident were indiscriminately blended with the investigator's subjective opinions about the nature

of the accident being reported. Uncertainties were almost never reported even in some major accidents, allowing speculative assertions to pass unchallenged;

Users of these kinds of reports were basing their work on UNTESTED opinions that, when tested.were fatally flawed in at least one respect - the absence of time relationships among events. To sum up these problems simply, investigators were reporting arbitrarily selected data, blending it with untested subjective opinions or assertions, not mentioning the uncertainties in their reports, and then sending this information on its way to unwary secondary users! Any wonder arguments ensued? From there, the search became more direct. The reasons for this state of affairs could be traced directly to the underlying investigative methodologies, their associated individualized "truth testing" techniques, and the general acceptance of these uncritical "truth tests" by secondary users. Greatly simplified, Common Sense accepts "sensible" explanations as true. Engineers regard something that can be tested and made to work as representing adequate truth. Statisticians rely on validation with probabilistic truth tests. The pure adversary methodology tends to recognize the "winner's" arguments as the most likely to represent the truth. Symbolic modelers regard logical, tested and displayed sequences.

What is sampling?

Sampling definition: Sampling is a technique of selecting individual members or a subset of the population to make statistical inferences from them and estimate characteristics of the whole population. Different sampling methods are widely used by researchers in market research so that they do not need to research the entire population to collect actionable insights. It is also a time-convenient and a cost-effective method and hence forms the basis of any research design. Sampling techniques can be used in a research survey software for optimum derivation.



For example, if a drug manufacturer would like to research the adverse side effects of a drug on the country's population, it is almost impossible to conduct a research study that involves everyone. In this case, the researcher decides a sample of people from each demographic and then researches them, giving him/her indicative feedback on the drug's behavior.

Sampling in market research is of two types – probability sampling and non-probability sampling. Let's take a closer look at these two methods of sampling. Probability sampling: Probability sampling is a sampling technique where a researcher sets a selection of a few criteria and chooses members of a population randomly. All the members have an equal opportunity to be a part of the sample with this selection parameter. Non-probability sampling: In non-probability sampling, the researcher chooses members for research at random. This sampling method is not a fixed or predefined selection process. This makes it difficult for all elements of a population to have equal opportunities to be included in a sample. Sampling is a technique of selecting individual members or a subset of the population to make statistical inferences from them and estimate characteristics of the whole population. Different sampling methods are widely used by researchers in

market research so that they do not need to research the entire population to collect actionable insights. It is also a time-convenient and a cost-effective method and hence forms the basis of any research design. Sampling techniques can be used in a research survey software for optimum derivation. For example, if a drug manufacturer would like to research the adverse side effects of a drug on the country's population, it is almost impossible to conduct a research study that involves everyone. In this case, the researcher decides a sample of people from each demographic and then researches them.
Clusterng: Cluster sampling is a method where the researchers divide the entire population into sections or clusters that represent a population. Clusters are identified and included in a sample based on demographic parameters like age, sex, location, etc. This makes it very simple for a survey creator to derive effective inference. Systematic sampling: Researchers use the systematic sampling method to choose the sample members of a population at regular intervals. It requires the selection of a starting point for the sample and sample size that can be repeated at regular intervals. This type of sampling method has a predefined range, and hence this sampling technique is the least time-consuming.

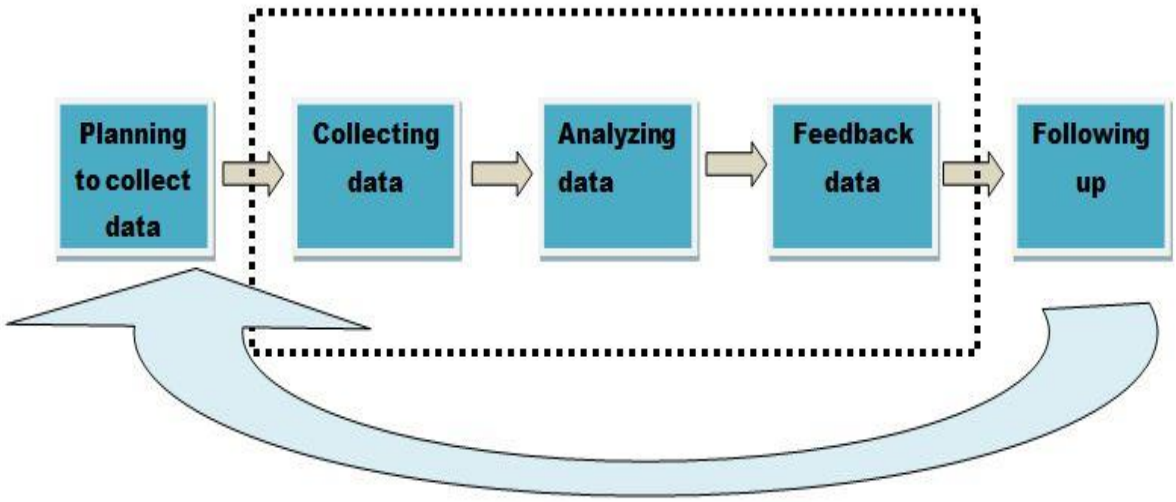
3-mavzu: Ma'lumot to'plash tartibi. Sifatli usul. Miqdoriy usul. Aralaah usul (2-soat)

Theme 3 : Order of Data Collection. Quality, quantitative and mixture method (2- hours)

Reja:

1. Order of Data Collection.
2. Quality and quantitative methods
3. Mixture method

Today businesses and organizations are connected to their clients, customers, users, employees, vendors, and sometimes even their competitors. Data can tell a story about any of these relationships, and with this information, organizations can improve almost any aspect of their operations. Although data can be valuable, too much information is unwieldy, and the wrong data is useless. The right data collection method can mean the difference between useful insights and time-wasting misdirection.



Luckily, organizations have several tools at their disposal for primary data collection. The methods range from traditional and simple, such as a face-to-face interview, to more sophisticated ways to collect and analyze data.

Here are the top six data collection methods:

1_Interviews

2_Questionnaires and surveys

3_Observations

4_Documents and records

5_Focus groups

6_Oral histories

Qualitative vs quantitative data collection methods

Some of the methods covered here are quantitative, dealing with something that can be counted. Others are qualitative, meaning that they consider factors other than numerical values. In general, questionnaires, surveys, and documents and records are quantitative, while interviews, focus groups, observations, and oral histories are qualitative. There can also be crossover between the two methods.Data analysis can take various formats. The method you choose depends on the subject matter of your research.

Quantitative methods, such as surveys, large-scale benchmarks, and prioritization, answer the question “How much?” But these methods can leave the question “Why?” unanswered. This is where qualitative data collection methods come into play.

Qualitative data collection methods Qualitativection looks at several factors to provide a depth of understanding to raw data. While qualitative methods involve the collection, analysis, and management of data, instead of counting responses or recording numeric data, this method aims to assess factors like the thoughts and feelings of research participants. Qualitative data collection methods go beyond recording events to create context. Describe the environment. Understanding where observations take place can add meaning to

recorded numbers. Identify the people involved in the study. If research is limited to a particular group of people, whether intentionally or as a function of demographics or other factors, this information can inform the results.

Describe the content of the study. Sometimes, the specific activities involved in research and how messages about the study were delivered and received may illuminate facts about the study.

Interact with study participants. Interactions between respondents and research staff can provide valuable information about the results.

Be aware of external factors. Unanticipated events can affect research outcomes. Qualitative data collection methods allow researchers to identify these events and weave them into their results narrative, which is nearly impossible to do with just a quantitative approach.

Qualitative research methods

There are three commonly used qualitative data collection methods: ethnographic, theory grounded, and phenomenological. Ethnography comes from anthropology, the study of human societies and cultures. Ethnography seeks to understand how people live their lives. Through this method, researchers veer away from the specific and practical questions that traditional market researchers use and instead observe the participants in a nondirected way. This approach is intended to reveal behaviors from a subject's perspective rather than from the view of the researchers.

Ethnography helps fill in the blanks when a participant may not be able to articulate their desires or the reasons for their decisions or behaviors. Instead of, or in addition to, asking why a participant acts a certain way, researchers use observation to understand the why behind these desires, decisions, or behaviors. Grounded theory arose when sociological researchers sought to provide a level of legitimacy to qualitative research — to ground it in reality rather than assumptions. Before this method, qualitative data analysis was actually done before any

quantitative data was collected, so it was disconnected from the collection and analysis process.

Participant observation. Researchers immerse themselves in the daily lives of subjects. Another term for this is “fieldwork.”

Interviews. These can vary in formality from informal chats to structured interviews.

Document and artifact collection. Grounded theory often is about more than observation and interviews. Researchers can learn about a group of people from looking at materials the group used. For example, a local community’s laws may shed light on opinions and provide a clearer picture of residents’ sentiments. Sometimes, a person’s true colors emerge only when they are genuinely put to the test. As such, phenomenology describes how people experience certain events or unique encounters. This method measures reactions to occurrences that are outside of the norm, so it’s essential to understand the whole picture, not just facts and figures. An example of phenomenology is studying the experiences of individuals involved in a natural disaster. To analyze data from such an event, the researcher must become familiar with the data; focus the analysis on the subject matter, time period, or other factors; and categorize the data. Completing these tasks gives the researcher a framework for understanding how the natural disaster impacts people. Together, the understanding, focus, and organization help researchers identify patterns, make connections, interpret data, and explain findings. Each of these

qualitative data collection methods sheds light on factors that can be hidden in simple data analysis. Qualitative data is one way to add context and reality to raw numbers. Often, researchers find value in a hybrid approach, where qualitative data collection methods are used alongside quantitative ones.

Quantitative data collection methods

Marketers, scientists, academics, and others may start a study with a predetermined hypothesis, but their research often begins with the collection of data. Initially, the collected data is unstructured. Various facts and figures may or may not have context. A researcher's job is to make sense of this data, and the choice of data collection method often helps. One of the most widely used methods of collecting information for research purposes is quantitative data collection. Quantitative analysis relates to evaluating a numerical result. A classic example is a survey, which asks questions to collect responses that shed light on trends, preferences, actions, opinions, and any other element that can be counted. Quantitative data collection methods are popular because they are relatively straightforward. Using these methods, researchers ask questions to collect sets of facts and figures. Quantitative data is measurable and expressed in numerical form. While this seems like a fairly simple concept, like many aspects of research, there are various approaches to quantitative data collection that depend on the particular research being conducted.

Different quantitative research approaches

Researchers use four different primary quantitative research designs: descriptive, correlational, experimental, and quasi-experimental. Descriptive research explains the current status of a variable using observational data collection. Often, the researcher begins without a hypothesis and lets the data steer the direction of the study. A simple example of quantitative descriptive research is a study that collects and tabulates test scores. Descriptive research frequently uses charts and tables to illustrate results. Correlational research seeks to collect data that shows relationships

between different occurrences. A positive correlation is one in which two variables either increase or decrease at the same time. A negative correlation is when an increase in one variable means a decrease in another. There is also a zero correlation result, in which the relationship between two variables is insignificant. Correlation helps make predictions based on historical relationships and in determining the validity and reliability of a study. Quantitativeble researchers to ask closed-ended questions with a provided list of possible answers. This method is easier for respondents, as they just pick from a list of responses. It's an ideal solution for larger-scale studies that could become unwieldy with the type of open-ended questions often associated with qualitative surveys. Because the questions and answers are standardized, researchers can use the results to make generalizations. Closed-ended questions, however, can be limiting. A respondent may not see their answer in the given choices.

Quantitative interviews are typically conducted face to face, over the phone, or via the internet. They enable researchers to not only collect information but also tailor the questions to the audience on the spot. This can help add some "why" to the "how much" collected through quantifiable means.

4-mavzu: Obyekt va ulardan turli xil tadqiqot usullarida foydalanish. Amaliy ishning jarayonlari (2-soat)

Theme 4 : Using objects in different investigation. Process of practising (2-hours)

Reja:

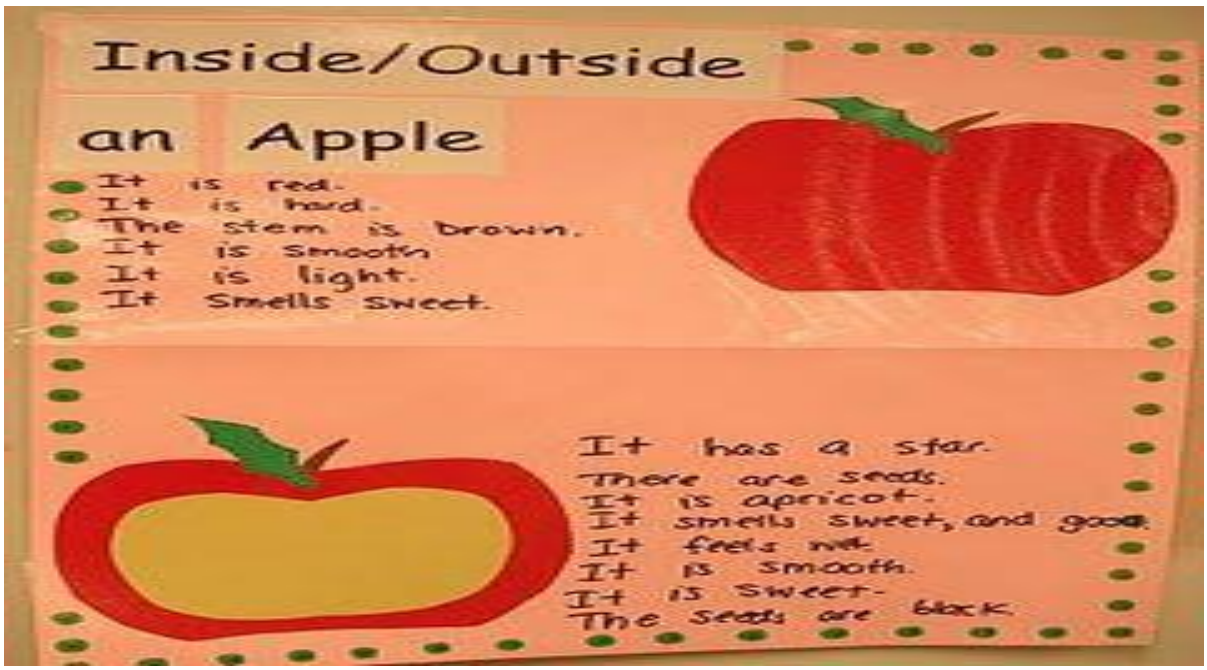
1.Using objects in different investigation

2.Process of practising

Object-Based Learning (OBL) is a student-centred learning approach that uses objects to facilitate deep learning. Objects may take many forms, small or large, but the method typically involves students handling or working at close quarters with and interrogating physical artefacts. The objects are brought into the learning environment for small group teaching or large group lectures. In this way, the use of objects can act as multi-sensory "thinking tools" to promote learning and engagement. Objects multiple ways and, in all cases, the tactile nature of the object, the association made with it and understandings that come from it can become useful in making learning real. The objects are used to stimulate the learner's imagination and to help them apply their understanding to other contexts and problems. The central proposition of OBL is that working with objects mediates and strengthens learnings.

What is Object-Based Learning?

OBL is a form of active learning. Objects offer a tactile experience for students, which challenges them to interrogate the object and conceptualise their thinking. While the teacher facilitates this session, the students construct meaning for themselves through their interactions with each other centred on the object. It represents a social constructivist approach therefore in which the students develop their knowledge and understanding though interaction with objects based on a prior understanding. This approach enables the student to explore ideas, processes and events related to the object and further link these observations to complex abstract ideas and concepts.



Where has it been used?

Students are often presented with a range of visual interpretations including drawings, images, dynamic visuals, animated visuals, multimedia. OBL can be used to aid in this visualisation and to act as a focal point on which to generate ideas. It has been used in the study of museum artefacts in small groups and to increase student peer-to-peer interaction in the fields of biology and chemistry, where it is used to help them gain a better understanding of structure-to-function relationships and as tool for reflective practice.

How has it been used?

Students are asked to physically handle the objects and make observations about its form, draw meaning from it, make comparisons to other objects or discuss its function. OBL is useful to engage students who don’t respond well to written materials and can be used to reinforce material covered in other media. OBL sessions can be effective in increasing learning by delivering core knowledge, contextualising content, and explaining difficult concepts. A number of different approaches can be taken.

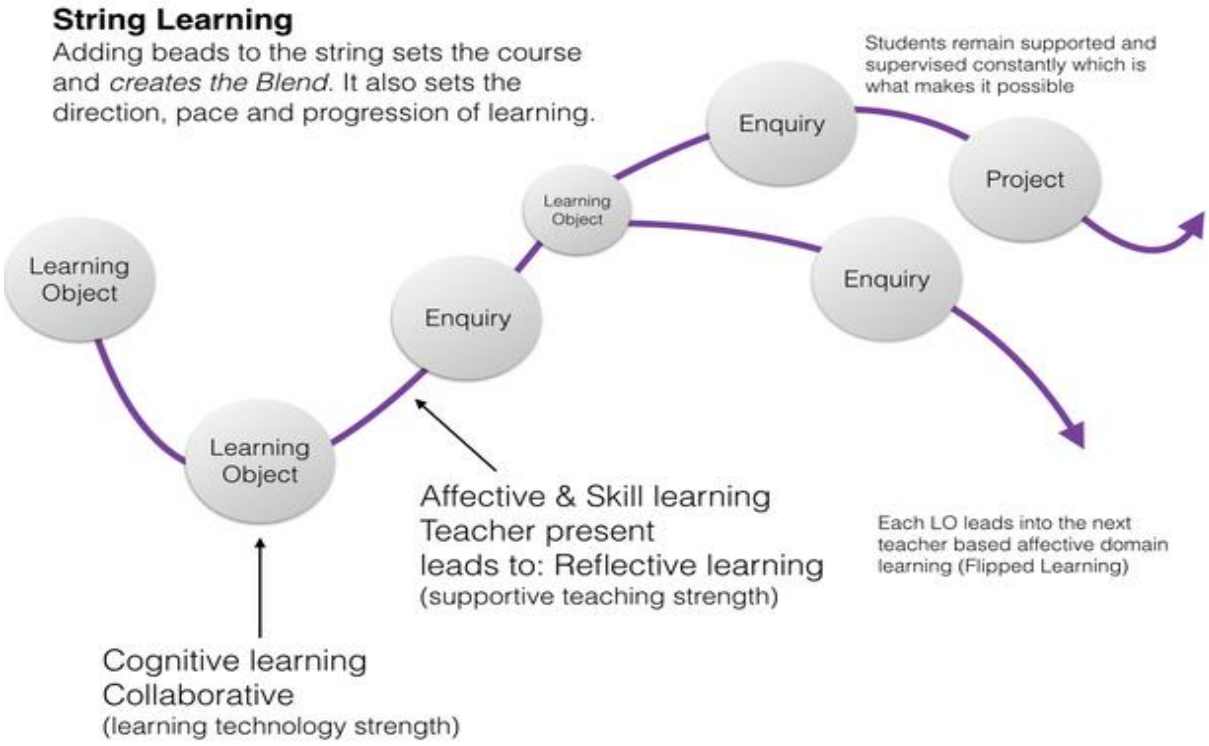
Design – presenting students with unfamiliar objects and asking them to consider design and function.

Art – using art works spaced around a room to generate peer-to-peer interactions.

Chemistry – molecular models have been used to understand geometry.

English – anatomical drawings have been used to help teach Shakespeare

Problem Solving – Problems can be set based on the object. What is this object? What is its function? The activity should be both mentally and physically stimulating through some form of problem solving or experimentation. Questioning – Objects can be used to encouraging students to develop their own questions about the items they are exploring, and to learn to develop strategies for answering thos



e

questions.

Peer-to-peer interaction – Objects can be used as a focal point for conversation. Lessons incorporating objects allowing students to work cooperatively, share their learning with peers, and pool their knowledge.

Abstract thinking – the object lacks connection to real world application but becomes a focus for more effective or aesthetic engagement in learning, especially in a social setting.

Teaching with objects creates a direct, sensory connection between learners and their subjects that results in new levels of interest and attention. Findings from a number of studies including Chatterjee's (2015) have concluded that the students gain real knowledge by being actively involved in the experience of handling the objects. The benefit of these objects has also been demonstrated in an analysis of visio-spatial thinking in chemistry. In this study it was concluded that adept visual perception skills correlate with achievement in other tasks.

5-mavzu: Ma'lumotlarning tahlili. Ma'lumotni tahlil qilish uchun metod va yondashuvlar (2- soat)

Theme 5 : Data analysing. Methods and approaches for data analysing (2- hours)

Reja:

1.Data analysing

2. Methods and approaches for data analysing

Data analysis is defined as a process of cleaning, transforming, and modeling data to discover useful information for business decision-making. The purpose of Data Analysis is to extract useful information from data and taking the decision based upon the data analysis.We take any decision in our day-to-day life is by thinking about what happened last time or what will happen by choosing that particular decision. This is nothing but analyzing our past or future and making decisions based on it. For that, we gather memories of our past or dreams of our future. So that is nothing but data analysis. Now same thing analyst does for business purposes, is called Data Analysis.

If your business is not growing, then you have to look back and acknowledge your mistakes and make a plan again without repeating those mistakes. And even if your business is growing, then you have to look forward to making the business to grow more. All you need to do is analyze your business data and business processes.

Data Analysis Tools

Data analysis tools make it easier for users to process and manipulate data, analyze the relationships and correlations between data sets, and it also helps to identify patterns and trends for interpretation. Here is a complete list of tools.

Types of Data Analysis: Techniques and Methods

There are several types of Data Analysis techniques that exist based on business and technology. However, the major types of data analysis are:

Text Analysis
Statistical Analysis
Diagnostic Analysis
Predictive Analysis
Prescriptive Analysis
Text Analysis

Text Analysis is also referred to as Data Mining. It is a method to discover a pattern in large data sets using databases or data mining tools. It used to transform raw data into business information. Business Intelligence tools are present in the market

which is used to take strategic business decisions. Overall it offers a way to extract and examine data and deriving patterns and finally interpretation of the data.

Statistical Analysis

Statistical Analysis shows "What happen?" by using past data in the form of dashboards. Statistical Analysis includes collection, Analysis, interpretation, presentation, and modeling of data. It analyses a set of data or a sample of data. There are two categories of this type of Analysis - Descriptive Analysis and Inferential Analysis.

Inferential Analysis analyses sample from complete data. In this type of Analysis, you can find different conclusions from the same data by selecting different samples. Diagnostic Analysis shows "Why did it happen?" by finding the cause from the insight found in Statistical Analysis. This Analysis is useful to identify behavior patterns of data. If a new problem arrives in your business process, then you can look into this Analysis to find similar patterns of that problem. And it may have chances to use similar prescriptions for the new problems.

Predictive Analysis

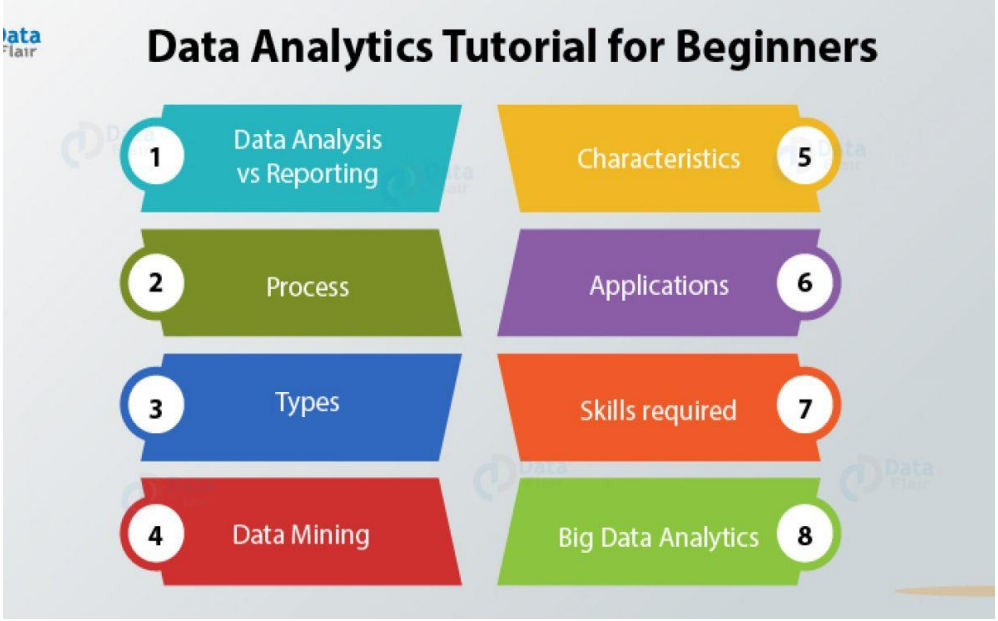
Predictive Analysis shows "what is likely to happen" by using previous data. The simplest example is like if last year I bought two dresses based on my savings and if this year my salary is increasing double then I can buy four dresses. But of course it's not easy like this because you have to think about other circumstances like chances of prices of clothes is increased this year or maybe instead of dresses you want to buy a new bike, or you need to buy a house! So here, this Analysis makes predictions about future outcomes based on current or past data. Forecasting is just an estimate. Its accuracy is based on how much detailed information you have and how much you dig in it.

Prescriptive Analysis

Prescriptive Analysis combines the insight from all previous Analysis to determine which action to take in a current problem or decision. Most data-driven companies are utilizing Prescriptive Analysis because predictive and descriptive Analysis are not enough to improve data performance. Based on current situations and problems, they analyze the data and make decisions.

Data Analysis Process

The Data Analysis Process is nothing but gathering information by using a proper application or tool which allows you to explore the data and find a pattern in it. Based on that information and data, you can make decisions, or you can get ultimate conclusions.



Data Analysis consists of the following phases:

Data Requirement Gathering

Data Collection

Data Cleaning

Data Analysis

Data Interpretation

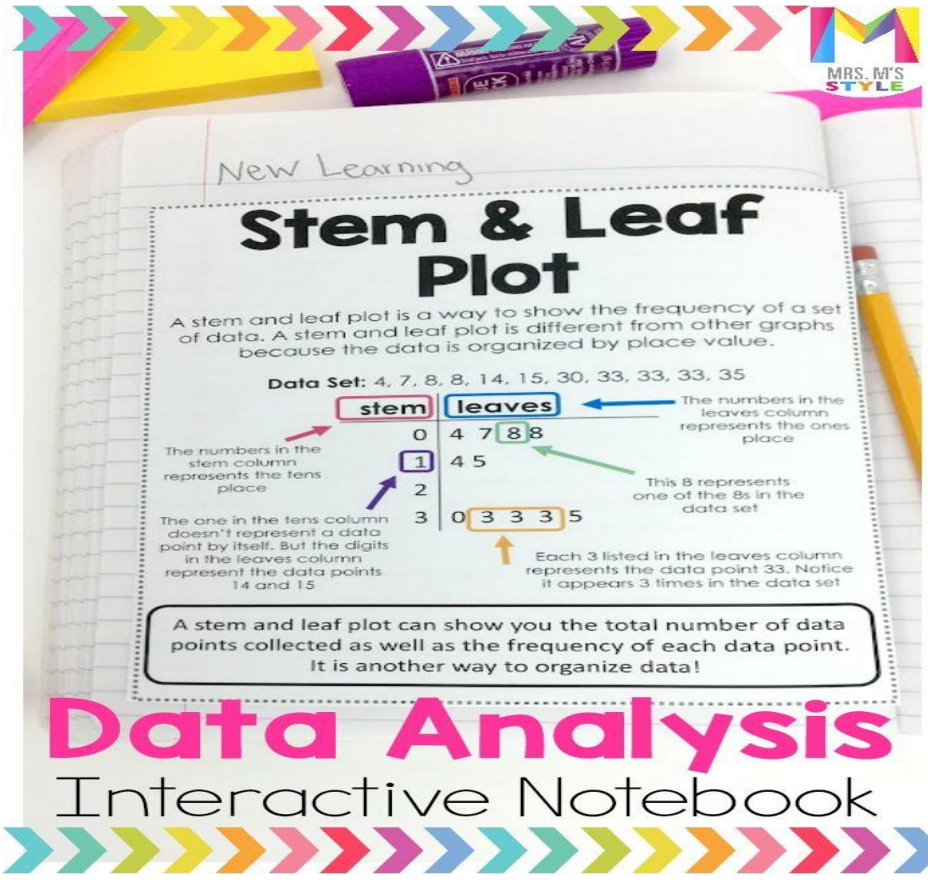
Data Visualization

Data Requirement Gathering

First of all, you have to think about why do you want to do this data analysis? All you need to find out the purpose or aim of doing the Analysis. You have to decide which type of data analysis you wanted to do! In this phase, you have to decide what to analyze and how to measure it, you have to understand why you are investigating and what measures you have to use to do this Analysis.

Data Collection

After requirement gathering, you will get a clear idea about what things you have to measure and what should be your findings. Now it's time to collect your data based on requirements. Once you collect your data, remember that the collected data must be processed or organized for Analysis. As you collected data from various sources, you must have to keep a log with a collection date and source of the data.



Data Cleaning

Now whatever data is collected may not be useful or irrelevant to your aim of Analysis, hence it should be cleaned. The data which is collected may contain

duplicate records, white spaces or errors. The data should be cleaned and error free. This phase must be done before Analysis because based on data cleaning, your output of Analysis will be closer to your expected outcome.

Data Analysis

Once the data is collected, cleaned, and processed, it is ready for Analysis. As you manipulate data, you may find you have the exact information you need, or you might need to collect more data. During this phase, you can use data analysis tools and software which will help you to understand, interpret, and derive conclusions based on the requirements

Data Interpretation

After analyzing your data, it's finally time to interpret your results. You can choose the way to express or communicate your data analysis either you can use simply in words or maybe a table or chart. Then use the results of your data analysis process to decide your best course of action.

Data Visualization

Data visualization is very common in your day to day life; they often appear in the form of charts and graphs. In other words, data shown graphically so that it will be easier for the human brain to understand and process it. Data visualization often used to discover unknown facts and trends. By observing relationships and comparing datasets, you can find a way to find out meaningful information.

6-mavzu: Rejalashtirish, ma'lumotlar, vosita, taxlil o'rtasidagi bog'liqlik. Tadqiqotning ishonchliligi va asosliligi (2-soat)

Theme 6 : Connection among planning, data,means and analysing (2- hours)

Reja:

1. Planning, information and means

2. Connection among planning, data,means and analysing.

Planning involves determination of objectives of the business, formation of programmes and courses of action for their attainment, development of schedules and timings of action and assignment of responsibilities for their implementation. Planning thus precedes all efforts and action, as it is the plans and programmes that determine the kind of decisions and activities required for the attainment of the desired goals. It lies at the basis of all other managerial functions including organizing, staffing, directing and controlling. In the absence of planning, it will be impossible to decide what activities are required, how they should be combined into jobs and departments, who will be responsible for what kind of decisions and actions, and how various decisions and activities are to be coordinated. And, in the absence of organizing involving the above managerial activities, staffing cannot proceed, and directing cannot be exercised. Planning is also an essential prerequisite for the performance of control function, as it provides criteria for evaluating performance. Planning thus precedes all managerial functions.

Data are characteristics or information, usually numerical, that are collected through observation.[1] In a more technical sense, data are a set of values of qualitative or quantitative variables about one or more persons or objects, while a datum (singular of data) is a single value of a single variable

.Although the terms "data" and "information" are often used interchangeably, these terms have distinct meanings. In some popular publications, data are sometimes said to be transformed into information when they are viewed in context or in post-analysis. In academic treatments of the subject, however, data are simply units of information. Data is employed in scientific research, businesses management (e.g., sales data, revenue, profits, stock price), finance, governance (e.g., crime rates, unemployment rates, literacy rates), and in virtually every other form of human organizational activity (e.g., censuses of the number of homeless people by non-profit organizations).Data are measured, collected and reported, and analyzed, whereupon it can be visualized using graphs, images or other analysis tools. Data as a general concept refers to the fact that some existing information or knowledge is represented or coded in some form suitable for better usage or processing.

The networked collaborative learning environment provides the teacher with some new opportunities to understand the nature of teaching and its many and complex links with learning. Because the medium relies presently on interaction using mainly text as a basis for teaching and learning exchanges, that text is available to the

teacher and the learners on a course, for a variety of purposes. Clearly its primary purpose is to serve the teacher directly as a means of interacting with the students. Also, for the students to interact with each other, and the teacher, as part of a teaching and learning activity. However, as the text remains available to the teacher and the students, after the primary interactions between them have moved on, it is a resource that can be used as part of an attempt by the teacher or the students to understand the nature of the teaching and learning that have taken place.

Content analysis of messages in networked collaborative learning environments. The challenge, when looking back at messages exchanged between students and teachers in a networked collaborative learning environment, is to understand what Popping has called the world of 'meanings, values and norms' which are 'invisible' to a casual observer. In a teaching and learning context, then, it's more than trying to understand what was said about whatever subject was under discussion between the learners and the teacher. It is about trying to understand the social and cognitive processes of knowledge and meaning construction occurring between and within individuals and the group. An important educational aim of attempting content analysis in order to develop these understandings is broadly the same as for Action Research in any context: to help improve the quality of the situation, in this case the learners' learning and the teacher's teaching. In the case of this type of content analysis, the understandings created about the social and cognitive processes occurring can be used:

- for the immediate benefit of present learners in the context, that is, to use specific understandings to make immediate (and probably relatively small scale) improvements to some aspects of the situation.
- For the benefit of future learners in the context, by making more general improvements to aspects of the situation (perhaps structural).

The major challenge facing the teacher is how to attempt an analysis of messages, to understand the implications of this analysis for teaching and learning, and then to act upon the situation in order to improve it for the learners, as well as for her or

himself. Tools for analysing communication patterns have been developed in several disciplines, (for example applied linguistics), but are generally based upon analysis of large bodies of text (corpora) and involve relatively complex and cumbersome methods They are not designed for Action Research use in the immediacy of particular teaching and learning situations. Furthermore, they are not designed to analyse dynamic, ongoing social situations where knowledge is actively being co-constructed by the participants.

7- mavzu: Taxlil etish natijasida ma'lumot tayyorlash: maqola, kitob va dissertatsiya shaklidagi tahliliy materiallar yozish (2-soat)

Theme 7 : Preparing writing materials such as articles, books, dissertations according to data analysing (2- hours)

Reja:

1.Preparing writing materials such as articles, books, dissertations according to data analysing

Writers will appreciate the invaluable time-saving tips, tasks that encourage critical evaluation, and the detailed commentaries which provide further hints and insights. The book is ideal for teachers who are preparing students for exams and want to create targeted and bespoke content to address their students' specific needs.

This book forms part of the ELT Teacher 2 Writer training course. The course is designed to help you write better ELT materials, either for publication, or simply to improve the quality of your self-produced classroom materials. Article Writing Format: Suppose you have some opinions regarding a topic and you want to tell people about it. How will you do so? You can tell the opinions to persons near you. But what if you want to tell not only those people but, say, the world? How will you do so? You will write those opinions, isn't it?

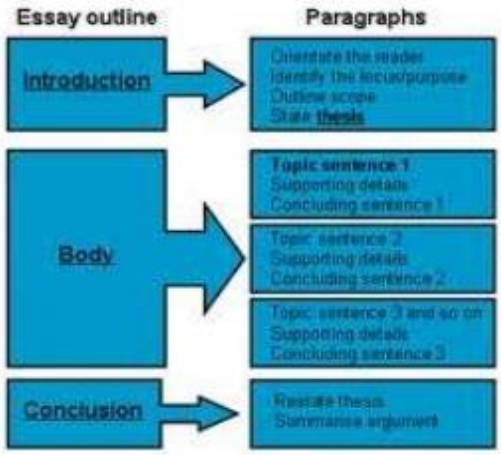
An article is a piece of writing written for a large audience. The main motive behind writing an article is that it should be published in either newspapers or magazines or journals so as to make some difference to the world.It may be the topics of interest of the writer or it may be related to some current issues. The topic can either be serious or not-so-serious; Same goes for its tone and language.

An article is written with the following objectives:

- It brings out the topics or the matter of interest in the limelight
- The article provides information on the topics
- It offers suggestions and pieces of advice
- It influences the readers and urges them to think
- The article discusses various stories, persons, locations, rising-issues, and technical developments

- An article must be organized in a proper way so as to draw the attention of the readers. The basic outline for an article writing format is
  - Heading / Title
  - A line having the writer's name
  - Body (the main part of the article, 2 – 3 paragraphs)
  - Conclusion (Ending paragraph of the article with the opinion or recommendation, anticipation or an appeal)

Writing Structure

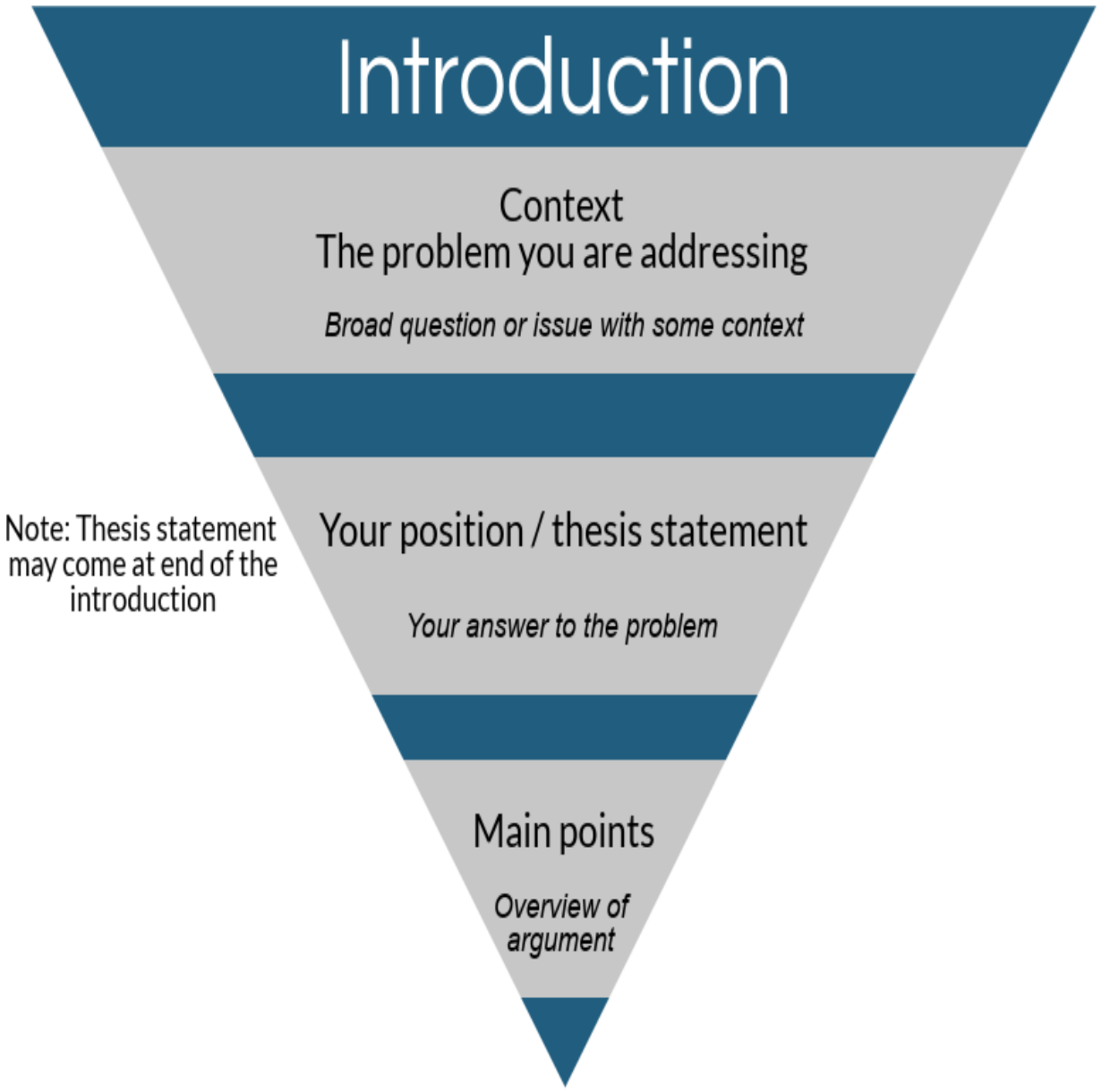


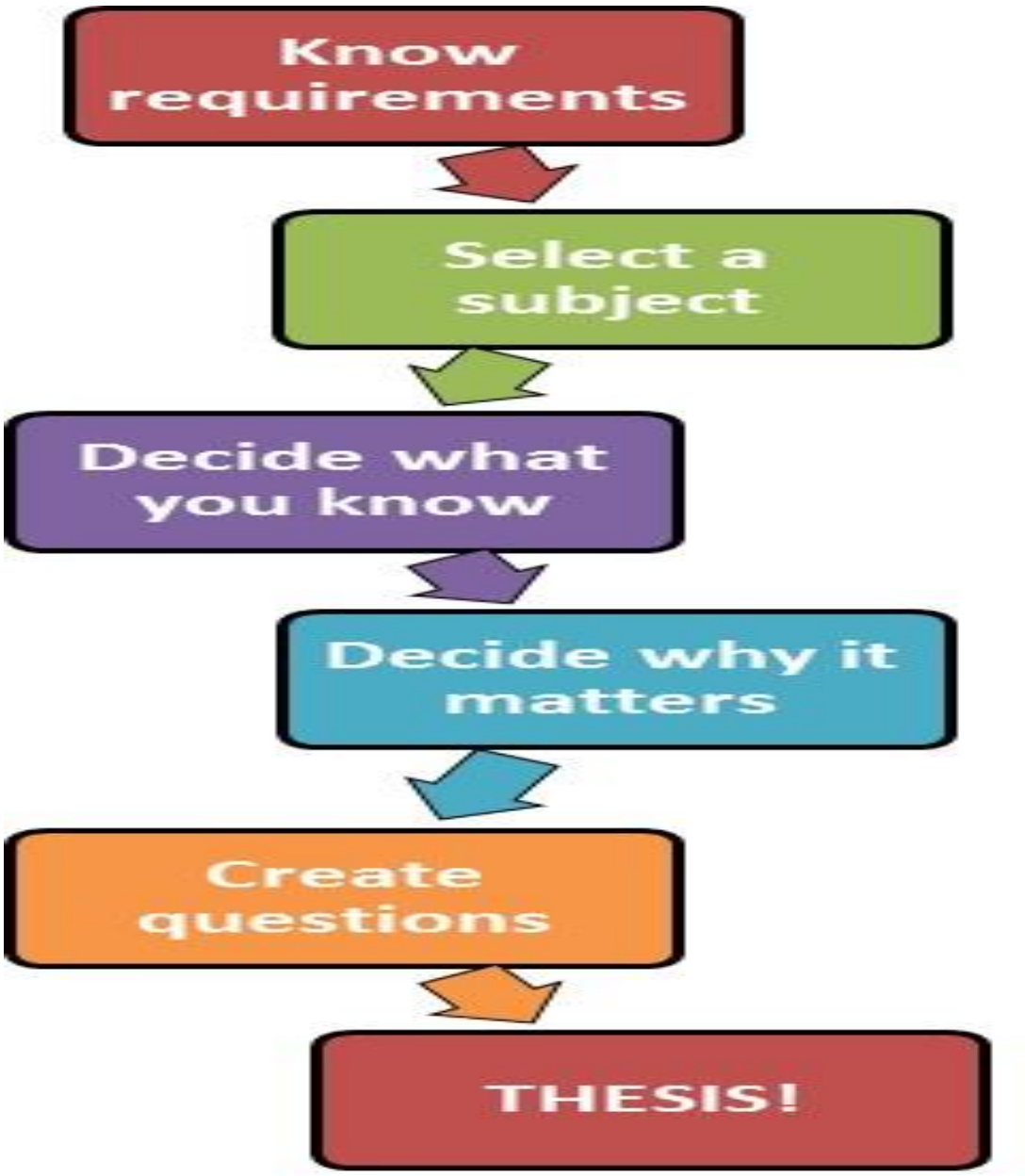
In this part, you will be aware of the fundamental steps you need to write a book. So you can start making progress. And just a heads up: if you dream of authoring a bestselling book like I have and you're looking for a structured plan to guide you through the writing process, I have a special opportunity for you at the end of this post where I break the process down. But first, let's look at the big picture. What does it take to write a book? It happens in three phases:

- ★ Beginning: You have to start writing. This sounds obvious, but it may be the most overlooked step in the process. You write a book by deciding first what you're going to write and how you're going to write it.
- ★ Staying motivated: Once you start writing, you will face self-doubt and overwhelm and a hundred other adversaries. Planning ahead for those obstacles ensures you won't quit when they come.

- ★ Finishing: Nobody cares about the book that you almost wrote. We want to read the one you actually finished, which means no matter what, the thing that makes you a writer is your ability not to start a project, but to complete one.

Good writing is always about something. Write the argument of your book in a sentence, then stretch that out to a paragraph, and then to a one-page outline. After that, write a table of contents to help guide you as you write, then break each chapter into a few sections. Think of your book in terms of beginning, middle, and end. Anything more complicated will get you lost.


Introduction
Context
The problem you are addressing
Broad question or issue with some context
Your position / thesis statement
Your answer to the problem
Main points
Overview of argument
Note: Thesis statement may come at end of the introduction



A dissertation or thesis is a long piece of academic writing based on original research. It is usually submitted as part of a PhD or master's, and sometimes as part of a bachelor's degree. Your dissertation is probably the longest piece of writing you've ever done, and it can be intimidating to know where to start. This article helps you work out exactly what you should include and where to include it. You can also download our full dissertation template in .docx or Google Docs format. The template includes a ready-made table of contents with notes on what to include

in each chapter. You can adapt it to your own requirements.Not all dissertations are structured exactly the same – the form your research takes will depend on your location, discipline, topic and approach. For example, dissertations in the humanities are often structured more like a long essay, building an overall argument to support a central thesis, with chapters organized around different themes or case studies. But if you're doing empirical research in the sciences or social sciences, your dissertation should generally contain all of the following elements. In many cases, each will be a separate chapter, but sometimes you might combine them. For example, in certain kinds of qualitative social science, the results and discussion will be woven together rather than separated. The order of sections can also vary between fields and countries. For example, some universities advise that the conclusion should always come before the discussion. If in doubt about how your thesis or dissertation should be structured, always check your department's guidelines and consult with your supervisor.

8- mavzu: Scopus va Science Direct xalqaro ilmiy-texnik ma'lumotlar bazasidan foydalanish va ilmiy maqolalarni yuqori impakt - faktorga ega jurnallarda chop etish (2-soat)

Theme 8 : Using International science-technique research platform and publishing scientific articles (2-hours)

Reja:

1. Using International science-technique research platform such Scopus and Science

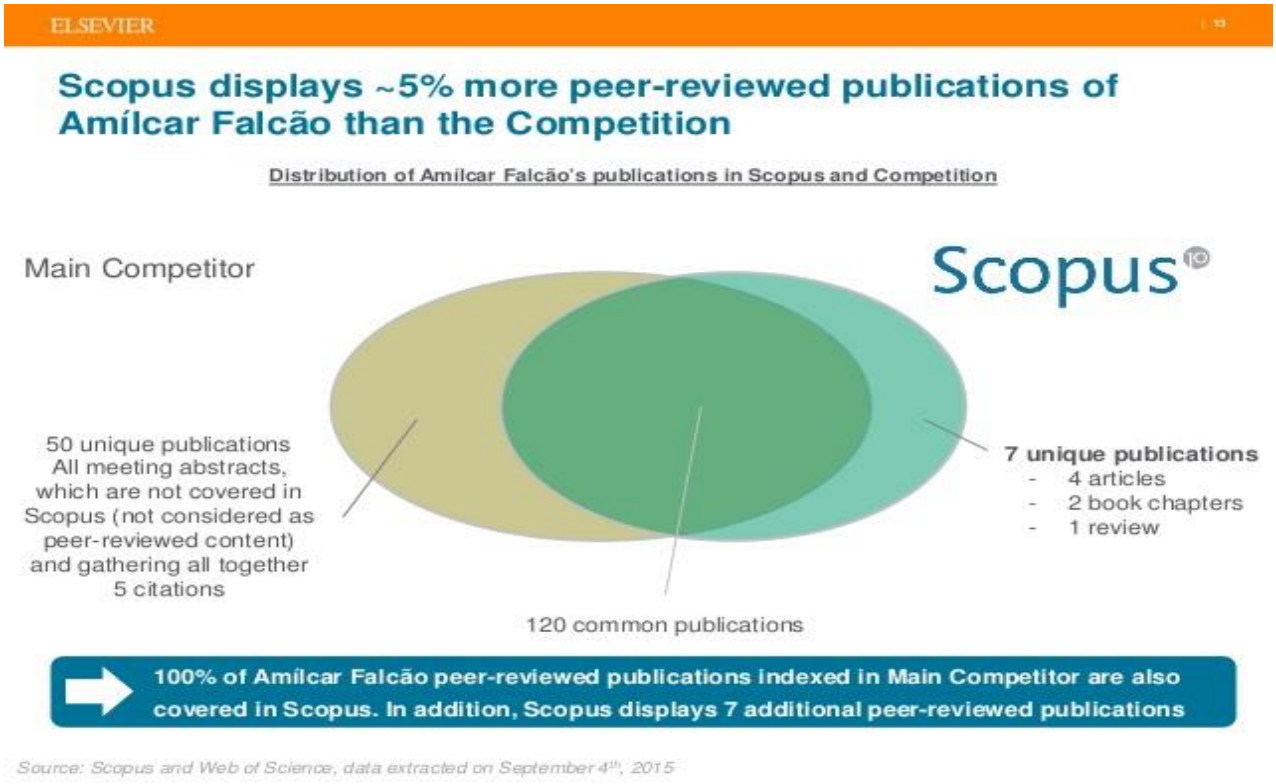
2. Publishing scientific articles

Research today demands an environment where ideas can be exchanged, examined, and applied. You need to be able to collect papers, data sets and other research

artefacts in a personal library, where you can access them today and 10 years from now, even if you have switched institutions. Elsevier's platforms allow you to find and analyze data from over 5000 publishers via Scopus; access ebooks and journal articles published by Elsevier; and manage your research library and showcase your profile via free services on Mendeley.

- ★ What we offer
- ★ What we support
- ★ Whom we serve
- ★ What we offer

Elsevier supports researchers with free tool and resources at every stage in your career. By reducing the amount of time you spend on administrative tasks, Elsevier can help you find extra hours in the day to focus on the work you love.



Search and discovery

The incredible volume of available research information stands as both an amazing resource and a daunting challenge. It is easy to get lost in the flood of information available. To help you keep current, Elsevier offers the following free tools: Mendeley Feed: When you first log into Mendeley, you'll be greeted with the Newsfeed, which shows you recent activity within your academic network. You can keep an eye on what your connections are adding to their libraries.

ScienceDirect Personalized Recommendations: Using machine learning and your online activity, you can receive suggested content that you might otherwise miss, tailored specifically to your needs. See your recommendations under your account profile or receive them via email – you can make your research more effective by using this free feature.

ScienceDirect Alerts: Discover new volume issues of specific journals, book-series or handbooks by setting up alerts, or get notified of new articles on ScienceDirect that match your search queries.

Free Post-Doc Access to Scopus and ScienceDirect: This program allows you to stay current in your field, even if you are between positions. You get free access to Elsevier's catalogue as well as to Scopus, the world's leading A&I database.

Build your knowledge

Finding and evaluating the relevance of information is only the beginning of the journey to building a knowledgebase. Of course, reading is the path to knowing, but without the means to properly collect, organize, retrieve and use literature and data, a true knowledgebase cannot be created. Building a knowledgebase goes beyond creating something for personal use — it means building something that current and future collaborators and even successors can leverage for research success. Mendeley Reference Manager: Keeping your personal reference library organized

and searchable is an important part of research. With Mendeley Reference Manager, you can store your annotated research materials and then easily search and cite them.

ScienceDirect Topics Pages: Improve your reading comprehension about a topic by accessing authoritative, reliable and citable foundational information from Elsevier books and reference works, delivered to you through innovative automated approaches for information extraction and relevancy ranking.

Open Access Journals: As one of the world's largest open access publishers, Elsevier has a massive body of freely available, peer-reviewed content.

It's essential that your research community knows you and your work. Networking and showcasing oneself has always been important to success in research. It's natural that researchers tend to think first of the people they know personally — or at least virtually — when they are looking for a collaborator, their next hire or even considering which papers to cite. A strong network is also valuable when it comes to getting access to external collaborators and specialized equipment as well as support grant applications.

Mendeley Showcase – Creating your research profile and including a curated list of your publications and affiliations allows you to easily promote your work to one of the world's largest scientific communities.

Scopus Author Profile – Your Scopus Author Profile (automatically created by Scopus) showcases various indicators including citation count, publication history and h-index. These metrics may be used for tenure, funding and other research performance-based evaluations so it is important to ensure your profile reflects your information correctly. Search for, update and claim your profile for free.

SSRN - SSRN is an open-access online preprint community that allows you to share pre-publication manuscripts and credit for your ideas before formal publication.

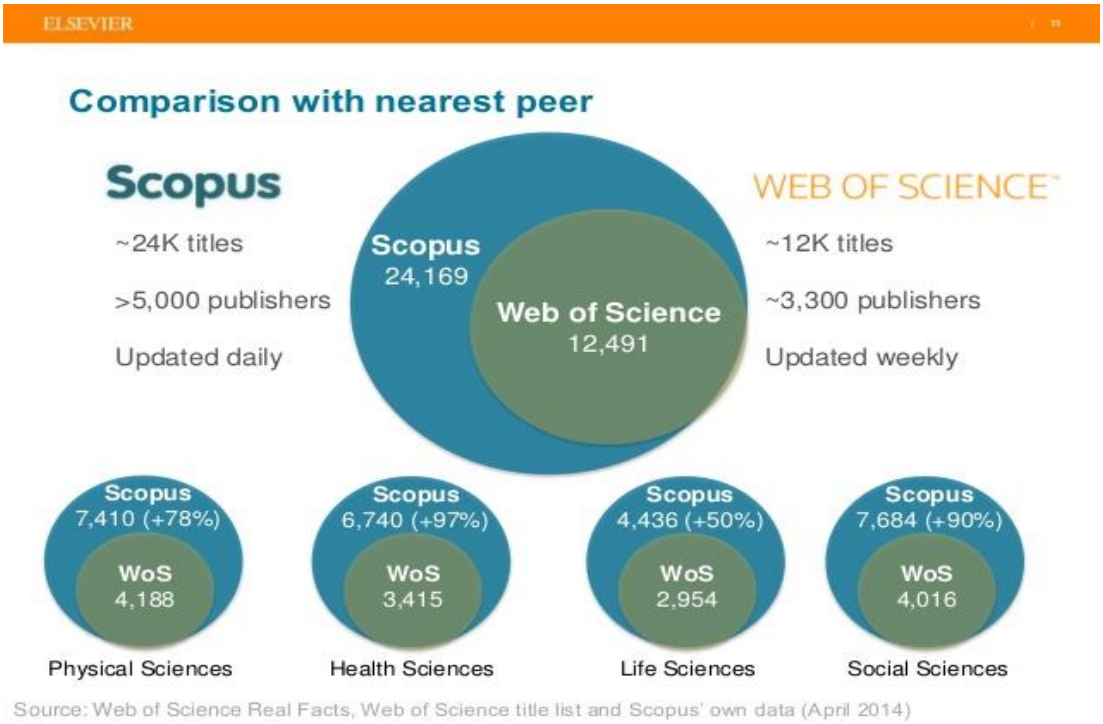
Article-level metrics – View the impact and influence a specific article has had in the world of research by seeing directly on the article page its captures, mentions, social media shares and citations. Peer-reviewed articles are a major part of how

reputations are built and how knowledge is spread. Researchers are expected to write papers that clearly communicate their topic, including the method and results, and submit them to the right journal. Success in publishing research equates to a higher profile and a greater ability to attract funding and collaborators in the future. However, publishing can be a very challenging and even political process for researchers to negotiate.

Scopus Sources allows you to browse and filter the full list of journals, book series, trade publications, and conference proceedings available on Scopus. You can compare titles by various metrics in order to find the most relevant journals to read and to publish in.

Researcher Academy – Elsevier's free e-learning platform offers publishing guidance and career advice from global experts.

Cell Press Mentor – Early career biochemists can grow their careers, both inside and outside of academia. Learn how to get the most out of Elsevier's solutions to support your research journey, enable research and career management, and empower you to make an even greater impact in your field.



ScienceDirect User Guide – From basic science to current developments, learn how to access more than 3,800 journals and almost 40,000 book titles. Mendeley Reference Manager BETA User Guide– Stay on top of your research by using time-saving tools that enable effective reference management.

Scopus User Guide – Learn how to use the largest abstract and citation database of peer-reviewed literature, with bibliometrics tools to track, analyze and visualize research.

Scopus Blog – Get Scopus updates and learn about how to effectively use the platform

VMendeley Blog – Meet the team behind Mendeley, keep up-to-date with referencing and learn what is new in the world of research

SciTech Connect - Research, resources and information for the scientific community, written by the our own authors and editors

ElsevierConnect - Stories for the science, technology and health communities

Researchers around the world, at all career stages rely on Elsevier's analytical tools, software solutions and content to be successful. Read some of their stories here. We support you with access to authoritative full text and tools to help you manage your personal knowledge base, share information and collaborate. Alexander is working on a PhD dissertation in machine learning with a focus on advancing medical research. He uses Elsevier's personalized recommenders to stay up to date on the literature in his field. Tim's research generates a huge amount of raw data using an incubator microscope he helped build. Being able to keep that data and other research artefacts organized in a database with open APIs is key. Learn how Elsevier supports researcher by offering free, interoperable productivity tool like Mendeley.

IV. KEYSLAR

Lesson 2. Activity 4 (25 min) An extract from a lesson

Tell participants to take the role students for 20 minutes. Tell them that you are going to present an extract from a lesson. Ask them be active during the lesson.

Lesson 5. Activity 3

Time: 15

Materials: Handout 3

Procedure:

The table below gives three paradigms of classroom investigation.

Ask participants to put each of the headings {mixed; quantitative; qualitative) next to the paradigm where they think it belongs.

Possible answers:

Lesson 5. Activity 4

paradigm 1:	paradigm 2:	paradigm 3:
Qualitative	Quantitative	Mixed
1. non-experimental design a researcher kept a diary of her experiences as a language learner	1. experimental or quasi- experimental design the discussions of 10 groups of different sizes were recorded	1. experimental or quasi-experimental design a researcher gave a group of students two sheets and a questionnaire to fill in. They used these to record their observations of a lesson.
2. qualitative data	2. quantitative data	2. qualitative data
the diarist recorded her feelings about different aspects of the course	the data from the recorded discussions were coded according to previously used	the researcher analysed their impressions and opinions of the lesson

Time: 20 min

Materials: Handout 4

Procedure:

Ask participants to work in pairs and fill in the table (handout 4) with the questions/problems and disscuss:
Is any qualitative data necessary to research any of the written research questions?
If yes, how this data can be got? (students' tests, questionnaires, etc.)
What are the reasons of collecting quantitative data to research the question/problem?

Ask participants to share filled table and report about the discussed answers to the stated questions.

Possible answers: participants' answers

List of research questions	**Possible ways of collecting a quantitative data, if necessary**
To what extent do my students progress in reading? What are the reasons?	Examining students' tests, assignments Students questionnaire
What are the ways of dealing with challenging students?	Not necessary

Lesson 6.Activity 2 Rating scales for assessing speaking

Objectives:

to raise awareness of the CEFR for assessing speaking;
to explore different types of activities to assess students' spoken language
Time: 20 min

Materials: handout 1 (scrambled band descriptors i.e. group 1 receives scrambled

Range descriptors, group 2- Accuracy, etc)

►Procedure:

(5 min) Tell participants that there are different rating scales developed by different educationalists for different purposes. Tell them that you are going to give them the Common European Framework of Reference that was developed to assess overall oral production. Tell participants that there are 6 levels in the scales that correspond to 6 levels of proficiency.

A1 corresponds to a beginner level (basic user);

A2 – elementary;

B1 – pre-intermediate;

B2 – intermediate;

C1 – upper intermediate (independent user);

C2 – advanced level (proficient user).

Write the corresponding letters against the levels on the board if appropriate. Tell participants that in the speaking scales there are 5 criteria in the CEFR i.e. Range, Accuracy, Fluency, Interaction and Coherence.

V. GLOSSARIY

Termin	O’zbek tilidagi sharhi	Ingliz tilidagi sharhi
Assessment	Biror kishining qobiliyatini yoki o'qitish kursining sifati yoki muvaffaqiyatini o'lchash va boshqalar	The measurement of the ability of a person or the quality or success of a teaching course, etc
Evaluation	qaror qabul qilish uchun muntazam ravishda ma'lumot to'plash	the systematic gathering of information for purposes of decision making.
Feedback	O'qituvchilar yoki o'qituvchidan yoki boshqa o'quvchilardan o'rganish vazifalarining muvaffaqiyatli bajarilishi to'g'risida sharhlar yoki ma'lumotlar.	Comments or information learners receive on the success of a learning task, either from the teacher or from other learners.
Fluency	yozma yoki og'zaki nutq so'zlash qobiliyatini va jiddiy ikkilanmasdan ishlab chiqarish qobiliyatini o'z ichiga olgan muloqotni bilish darajasi	a level of proficiency in communication, which includes the ability to produce written or spoken language withease and without significant hesitation
Grid	O'quvchilar yoki o'qituvchi-ishtirokchilar tomonidan to'ldiriladigan jadval, ko'pincha fikrlarni umumlashtirish yoki aks ettirish uchun ishlatiladi	A chart to be filled in by learners or teacher-participants, often used to summarise ideas or to focus reflection
TESTING -	birovning bilishi yoki qobiliyatini tekshirish, ular javob beradigan savollar yoki ular amalga oshirishi kerak bo'lgan ishlardan iborat	an examination of somebody’s knowledge or ability, consisting of questions for them to answer or activities for them to carry out
Assessment Profile	loyihalarni yaratish uchun asos bo'lishi mumkin bo'lgan baholashlar va hisobotlar to'plami.	a collection of assessments and reports that can be used as a basis for creating projects.
Assessment criteria	o'rganish baholanadigan standartlar.	the standards by which learning is judged.

Assessment Mode	Tarkibni baholashda talabalarning boshqa yorliqlarni yoki oynalarni ko'rish imkoniyatlarini kamaytirishga yordam beradigan Chrome kengaytmasi.	a Chrome extension that helps reduce the chance of students viewing other tabs or windows while taking Content Assessments.
a framework	foydali yoki konstruktsiyani kengaytiradigan narsalarni qurish uchun qo'llab-quvvatlash yoki ko'rsatma bo'lib xizmat qilish uchun mo'ljallangan haqiqiy yoki kontseptual tuzilish.	a real or conceptual structure intended to serve as a support or guide for the building of something that expands the structure into something useful.
Task	qilinadigan yoki bajariladigan ishning bir qismi	a piece of work to be done or undertaken.
Testee	imtihon topshiradigan kishi.	one who takes an examination.
performance-referenced assessment	o'quvchilarning o'quv bo'linmasi yoki bo'linmalaridan olingan ko'nikma va bilimlarni qo'llash qobiliyatini o'lchaydi	measures students' ability to apply the skills and knowledge learned from a unit or units of study.
Portfolio	dars ishlarining sifati, o'qish taraqqiyoti va o'quv yutuqlarini baholash maqsadida yig'ilgan o'quv ishlari va boshqa ma'lumotlarga oid ma'lumotlar to'plami	a compilation of academic work and other forms of educational evidence assembled for the purpose of evaluating coursework quality, learning progress, and academic achievement;
Self evaluation	maqsadlaringizga erishish uchun o'zingizning noyob kuchli tomonlaringizni qanday ishlatganingizni va shu bilan birga yaxshilashingiz mumkin bo'lgan sohalarda halol bo'lganingizni ta'kidlash imkoniyati.	an opportunity to highlight how you used your unique strengths to accomplish your goals while also being honest about areas you could improve.
Project work	vazifani bajarishga qaratilgan ish.	work which focuses on completing a task.

Peer assessment	o'quvchilar yoki ularning tengdoshlari tomonidan o'qituvchining mezonlari asosida berilgan topshiriqlar yoki testlar.	a process whereby students or their peers grade assignments or tests based on a teacher's benchmarks.
Observation report	topilmalarni tasdiqlovchi hujjatlashtirilgan dalillar	the documented evidence to support findings.
Feedback	harakat, hodisa yoki jarayon haqida baholash yoki tuzatish ma'lumotlarini asl yoki boshqaruvchi manbaga etkazish	the transmission of evaluative or corrective information about an action, event, or process to the original or controlling source
Survey	odamlarga savollar berish orqali qilingan fikrlar, xulq-atvor va boshqalarni tekshirish.	an examination of opinions, behaviour, etc., made by asking people questions
Classroom observation	o'qitishni sinfda yoki boshqa o'quv muhitida amalga oshirilayotgan paytda rasmiy yoki norasmiy kuzatuv.	a formal or informal observation of teaching while it is taking place in a classroom or other learning environment.
Questionnaire	respondentlardan ma'lumot to'plash maqsadida bir qator savollardan iborat tadqiqot vositasi..	a research instrument consisting of a series of questions for the purpose of gathering information from respondents.
Common European Framework of Reference	til qobiliyatini tavsiflovchi xalqaro standart.	international standard for describing language ability.
level descriptors	ma'lum bir darajadagi o'qishga mos keladigan ta'limning keng ko'rsatkichlarini ta'minlaydigan, ushbu darajada kutilayotgan ta'limning xususiyatlari va kontekstini tavsiflovchi bayonotlar	statements that provide a broad indication of learning appropriate to attainment at a particular *level*, describing the characteristics and context of learning expected at that *level*.

rating scales	respondentlarning fikr-mulohazalarini solishtirma shaklda muayyan o'ziga xos xususiyatlar / mahsulotlar / xizmatlar uchun ifodalash uchun foydalaniladigan yopiq so'rovnoma savoli	a closed-ended survey question used to represent respondent feedback in a comparative form for specific particular features/products/services.
Range,	bir xil umumiy tipdagi turli xil narsalar to'plami.	a set of different things of the same general type.
Accuracy,	to'g'ri yoki aniq bo'lgan sifat yoki holat.	the quality or state of being correct or precise.
Fluency,	o'zini oson va aniq ifodalash qobiliyati.	the ability to express oneself easily and articulately.
Coherence	qismlarning mantiqiy va tartibli va izchil aloqasi	logical and orderly and consistent relation of parts
Placement test	odatda ma'lum bir bilim yoki malakani aniqlash uchun ta'lim muassasasiga kiradigan talabaga beriladigan test.	a test usually given to a student entering an educational institution to determine specific knowledge or proficiency .
Progress test	kognitiv bilimlarning rivojlanishi va barqarorligini baholash uchun uzunlamasına, teskari yo'naltirilgan ta'limni baholash vositalari	longitudinal, feedback oriented educational assessment tools for the evaluation of development and sustainability of cognitive knowledge
Achievement test	odatda ta'lim sharoitida yuzaga keladigan rejalashtirilgan ko'rsatma orqali shaxs olgan bilimlari va akademik mahorat darajasini o'lchash	to measure the amount of knowledge and level of academic skills an individual has acquired through the planned instruction that typically occurs in educational settings
Proficiency test	talabalarning umumiy til qobiliyatini (IELTS, TOEFL)	checks the overall language abilities of students

	tashqi standartlarga nisbatan tekshiradi.	(IELTS, TOEFL) against external standards;
Multiple choice test	respondentlardan ro'yxat sifatida berilgan tanlovlardan faqat to'g'ri javoblarni tanlashlari so'raladigan ob'ektiv baholash shakli.	a form of an objective assessment in which respondents are asked to select only correct answers from the choices offered as a list.
Receptive skills	Axborot olish uchun ishlatiladigan til qobiliyatlari (o'qish va tinglash).	Language skills used to receive information (reading and listening).
Productive skills	o'quvchilarga tilni yozma yoki og'zaki shaklda ishlab chiqarishga imkon beradigan ko'nikmalarga murojaat qiling	refer to the skills that enable the learners to produce language in written or spoken forms
Scanning	ma'lum bir ma'lumotni tezda topmoqchi bo'lganingizda foydalaniladigan o'qish texnikasi.	a reading technique to be used when you want to find specific information quickly.
Skimming	matnning asosiy g'oyalariga e'tiboringizni qaratadigan strategik, tanlab o'qish usuli.	a strategic, selective reading method in which you focus on the main ideas of a text.
Eliciting	o'qituvchiga ma'lumot berish o'rniga ma'lumot berish uchun o'qituvchiga yordam beradigan bir qator metodlarni tavsiflovchi atama.	term which describes a range of techniques which enable the teacher to get learners to provide information rather than giving it to them.

VI. ADABIYoTLAR RO’YXATI

I. O’zbekiston Respublikasi Prezidentining asarlari

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2. Mirziyoyev Sh.M. Milliy taraqqiyot yo‘limizni qat’iyat bilan davom ettirib, yangi bosqichga ko‘taramiz. 1-jild. – T.: “O’zbekiston”, 2017. – 592 b.

3. Mirziyoyev Sh.M. Xalqimizning roziligi bizning faoliyatimizga berilgan eng oliy bahodir. 2-jild. T.: “O’zbekiston”, 2018. – 507 b.

4. Mirziyoyev Sh.M. Niyati ulug‘ xalqning ishi ham ulug‘, hayoti yorug‘ va kelajagi farovon bo‘ladi. 3-jild.– T.: “O’zbekiston”, 2019. – 400 b.

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Samarqand davlat universiteti huzuridagi pedagogik kadrlarni qayta tayyorlash va ularning malakasini oshirish mintaqaviy markazida 2022 yil yanvar oyida o‘tkaziladigan Filologiya va tillarni o‘qitish: ingliz tili yo‘nalishi o‘quv-uslubiy majmualari bo‘yicha

EKSPERT XULOSASI

Samarqand davlat universiteti huzuridagi pedagogik kadrlarni qayta tayyorlash va ularning malakasini oshirish mintaqaviy markazida 2022 yil yanvar oyida oliy ta’lim muassasalari professor-o‘qituvchilarining “Filologiya va tillarni o‘qitish: ingliz tili” yo‘nalishi qayta tayyorlash va malaka oshirish kursi mutaxassislik fanlaridan tuzilgan o‘quv-uslubiy majmualar va chiqish testi savollari maxsus fanlar blokidagi modullarning o‘quv dasturiga mos va uni to‘liq qamrab olgan holda tuzilgan. Test savolari 4 ta muqobil javobda tuzilib, 1 ta to‘g‘ri javobni o‘z ichiga oladi. O‘quv-uslubiy majmua va test savollari qo‘yilgan talablarga javob beradi.

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