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materiallar to'plami

CHOOSING APROPRIATE MATERIALS IN TEACHING INTEGRATED SKILLS

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Annotation: The goal of this article is to identify how teachers will remember the activities well enough to feel confident in using them with their students adapting students' ability in doing them. More importantly, it incourages teachers from feeling in charge of their own professional development by propagating the notion that teachers' professional development depends on getting fresh information and resources from outside sources.

Key words: materials development, autonomy, methodology workshops, communicative activity, cultural contexts, professional development, transferable.

Teacher autonomy is a precondition for learner autonomy. Learner autonomy can be described as the ability to take control of one's own learning in order to maximize its full potential. Methodology workshop for teachers, which incorporates elements of autonomy in their professional lives and enable them to realize the benefits of gradually introducing more learner autonomy into their classrooms. [2]

Teachers who are relatively inexperienced often believe that a handful of exciting new games is what they really need to liven up their lessons. Even teachers who have been teaching other subjects for many ears, such as, Russian, or Uzbek come to methodology workshops expecting to receive new ideas and new materials from the mass of ELT literature. But how effective are they?

In the short term, the benefits of presenting ready-to-use teaching techniques and materials seem to be very high. They are motivating, they meet teachers' perceived needs, and they are exciting to try out with a group of teachers. At the end of the session, the teachers walk happily away with a collection of new activities, and the trainer feels the satisfaction of having "given" them what they wanted.

In practice, how many of those teachers will remember the activities well enough to feel confident in using them with their students? How many will say, "Well, that worked in a group of teacher, but what about my 10 ear-old?" Maybe some of teachers will try them out in their class once, using the material just as it had been given to them. Many teachers may just put them away in a neat file marked "New Materials." [1,3]

Introducing teachers to one or two new communicative activities will probably not have a significant impact on their teaching. More important, reinforcing teachers' expectations that their professional development depends on receiving new ideas and materials from outside sources does not encourage teachers to feel in control of their own professional development.

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The response to these problems, is to encourage more teacher autonomy and the activity using topics appropriate for teachers. [2,4]

Here is the basic framework for the workshop:

1. Teachers try out the language activity. They comment on its advantages and the potential problems of using it with students.
2. Teachers brainstorm possible themes or grammar/vocabulary areas for which the activity could be used with students.
3. Each pair or group of teachers selects one theme or area to work with, and they adapt the activity for use with their students.
4. The completed work is passed around to other groups for comments, corrections, improvements, and praise.
5. The variations of the activity are displayed on the wall and/or copied for all participants.

Here is an example of an activity, which illustrates this procedure:

1. Each teacher receives a task sheet such as the one below. Their task is to walk around the class and ask question to fill in the blanks with the names of other people in the group:

FIND SOMEONE WHO

_____ Likes to sing English songs to her students.

_____ Usually does a dictation at least once a week.

_____Sometimes uses video in her class.

_____ Uses computers in her English lessons.

_____ Gives homework in every lesson.

_____ Is never late for class.

_____ Talks about her lessons with another teacher.

2. After completing the activity and commenting on its advantages and disadvantages, teachers brainstorm different topics, which could be used for practice. They came up with the following ideas: grammar-past tense, future tense, present perfect, prepositions; themes – hobbies, animals/pets, food, summer holidays, New Year, language-learning habits.
3. Here is an example of a task-sheet prepared by teachers on the topic of New Year:

For these reasons, it is probably a good idea to explain the principles behind your choice of this process approach. For many teachers, the idea of designing their own materials seems impractical – it takes too much time! Adapting materials in the training session can show that it needn’t take a lot of time. The teacher has certainly seemed surprised and pleased at the wealth of ideas that were produced in their groups. This approach can give teachers a much-needed boost to their confidence as well as being a

positive and empowering experience of teacher autonomy. Let’s hope it will also lead to more learner autonomy in the classroom.

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TEXNIK TA’LIM YO‘NALISHLARIDA INGLIZ TILINI O‘QITISHDA TALABALARNING MUSTAQIL TA’LIM FAOLIYATINI SAMARALI RIVOJLANTIRISH

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Annotatsiya. Ushbu maqolada texnik ta’lim yo‘nalishlarida ingliz tilini o‘qitishda talabalarning mustaqil ta’lim faoliyatini samarali rivojlantirishning turli xil yondashuvlari ko‘rib chiqildi. Maqolada texnika oliy o‘quv yurtlari talabalarining ingliz tilini mutaxasislik bo‘yicha ilmiy yangiliklarni tarjima qilish orqali rivojlanishini o‘rganish usuli ko‘rib chiqilgan hamda turli tavsiyalar berilgan.

Kalit so‘zlar. Kontseptual yondashuv, tizimli yondashuv, shaxsga yo‘naltirilgan yondashuv, kompetentsiyaga asoslangan yondashuv, mustaqil ish, texnik ta’lim.

Mamlakatimizning barcha oliy ta’lim muassasalari bosqichma bosqich kredit modul tizimiga o‘tmoqda. Bu esa oliy ta’lim tizimida tub o‘zgarishlarga olib keldi. Hayotiy tajribalar shuni ko‘rsatadiki, kredit modul tizimiga o‘tishda Oliy ta’lim muassasalari bir qancha qiyinchilik va muammolarga duch kelmoqdalar.

Kredit modul tizimida bir fanga ajiratilgan umumiy soatning 50 yoki 60 % qismi mustaqil ta’lim soati hisoblanib, bu vaqtda talabalar mustaqil ishlashlari kerak. Fanlarga ajiratilayotgan soatlarning ko‘p qismi mustaqil ta’lim soati bo‘lganligi sababli, mustaqil ta’limga alohida e’tibor qaratish kerakligini bildiradi.

Shunday qilib, mustaqil ish - o‘qituvchi bilan bevosita aloqada bo‘lmagan yoki o‘qituvchi tomonidan maxsus o‘quv materiallari orqali boshqariladigan talaba tomonidan amalga oshiriladigan o‘quv faoliyati turi; o‘quv jarayonining ajralmas majburiy qismi bo‘lib, birinchi navbatda o‘qituvchi yoki darslik, o‘quv dasturini o‘rnatishga muvofiq talabalarning individual ishini ta’minlaydi.

Talabalarning mustaqil ishlarini tashkil qilishda bir necha yondoshuvlar mavjud.

1. Tizimli yondashuv talabalarning mustaqil ishlarini tizimli kompleks sifatida ko‘rib chiqishga imkon beradi, bu esa ta’lim muhitidagi ta’lim jarayonidir.

2. Faol yondashuv talabaning sub’ektiv pozitsiyasini ta’minlaydi, uning axborotning passiv iste’molchisi pozitsiyasidan o‘quv jarayonining mustaqil faol ishtirokchisi pozitsiyasiga o‘tish zarurligini yangilaydi, ta’lim mustaqilligini o‘rganish va tavsiflashga yordam beradi. ta’lim faoliyati bilan aloqasidagi faoliyat.

3. Shaxsga yo‘naltirilgan yondashuv o‘quvchilarning mustaqil ishini ta’lim jarayoni sub’ektlari nuqtai nazaridan tashkil etish, muammolarni birgalikda hal qilish va o‘z imkoniyatlarini ro‘yobga chiqarishga qodir bo‘lgan faoliyatda ishtirok etish, o‘zaro ta’sirda ijodiy individuallikni namoyon etish uchun birlashtirilgan zarurligini asoslaydi; shaxsiyat jihatlarini ta’kidlaydi mustaqil faoliyat: kasbiy o‘zini o‘zi belgilash va talabalarning o‘zini o‘zi anglash.

4. Kompetensiyaga asoslangan yondashuv keyingi ta’lim va o‘z-o‘zini tarbiyalashga qodir bo‘lgan barkamol shaxsni shakllantirish texnologiyasini belgilaydi, mustaqil ta’lim faoliyati jarayonida tegishli umumiy madaniy va kasbiy kompetensiyalarni rivojlantirishga yo‘naltiriladi.